Middle School Handbook

Providing education for students in Years 6 to 8
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As I write this welcome message I’m energized by the thought of ‘heading up’ one of this country’s oldest Middle Schools and that in so doing I’m fortunate to be working with staff who specialize in that amazing area of middle years schooling.

This is a time when young adolescents undergo phenomenal change in the ways that they think about school, their peers and their ‘place’ in relation to both. Accordingly, TAS Middle School is a metaphorical ‘bridge’ between childhood and adolescence and since this latter state is, in a number of ways, only a whisker away from adulthood, the way in which we minister to the needs and interests of young people necessitates the ability of staff to be sensitive to rapid changes in ‘being’ and critical thinking skills. The physical, emotional and academic dimensions of this period of growth are mutually dependent: they form the basis of all that we plan for and do in every aspect of the wider curriculum at TAS. The job is as challenging as it is enlivening, requiring the capacity to effect change in an environment that needs to be relevant, stimulating and also stable. The purpose of this document is to inform you about the ways in which we organize, manage and cater to these needs and interests of your children at this fascinating and, at times, frustrating juncture of their early adolescent lives at The Armidale School.

Mr Mark Harrison
Head of TAS Middle School
Why Middle School?
Curriculum Overview

The TAS Middle School curriculum offers a rich, challenging and stimulating program, designed to generate an enthusiasm for learning and instil the value of learning as a lifelong process. The curriculum aims to develop a strong foundation of skills, knowledge and understanding while meeting the unique needs of adolescent students in Years 6–8.

Central to our philosophy is the belief that pupil motivation and self-esteem are undermined, not when too much is expected of them, but too little. Students need to be challenged by offering them an array of learning experiences, by setting high standards and by providing opportunities for students to be responsible and accountable for their learning. We believe that we will achieve this goal by providing a demanding, adventurous and well-balanced curriculum.

Our Middle School is staffed by a team of talented homeroom teachers who are committed to working with this age group.

Our Middle School program provides the means for students to experience a smooth transition from primary to the senior school in an environment that fosters a sense of belonging, stability, security and happiness.
Communication

Contacting the Middle School - Telephone (02) 6776 5819

Parents may wish to leave a message at Middle School Office by calling (02) 6776 5819. Messages for teachers or students may be left there throughout the day. We will endeavour to deliver messages to staff and children as soon as possible. However, messages left in the afternoon may not always be delivered as the office is often unattended in the afternoons. As it is not possible for teachers to answer calls during class times, or they may have playground supervision during breaks, a message left at the Middle School Office will enable staff to return your call at a suitable time.

Head of Middle School

Mr Mark Harrison
Email: mharriso@as.edu.au

Middle School Boarding Housemaster

Mr Andrew Junge
Email: ajunge@as.edu.au

Middle School Office

Mrs Alison Evans
Email: middle@as.edu.au

Learning Support

Mrs Regina Pollard
Email: rpollard@as.edu.au

Year 6 Homeroom Teachers

Mr Luke Polson
Email: lpolson@as.edu.au

Mrs Kirsty Brunsdon
Email: kbrunsdo@as.edu.au

Year 7 Homeroom Teachers

Mr Andrew Junge
Email: ajunge@as.edu.au

Mrs Leasa Cleaver
Email: lcleaver@as.edu.au

Ms Jayne Heagney
Email: jheagne1@as.edu.au

Year 8 Homeroom Teachers

Ms Fiona Taber
Email: ftaber@as.edu.au

Mr Edward Morgan
Email: emorgan@as.edu.au

Ms Colette Brus
Email: cbrus@as.edu.au
(Semester 1)

Mrs Alexandra Murray
Email: amurray1@as.edu.au
(Semester 2)
In order to keep you fully informed about what is happening in our School, we have a weekly newsletter, TAS Talks.

- It is emailed on Wednesdays to parents on the TAS Talks mailer list.
- TAS Talks is also placed on the school website each Wednesday and can be accessed via the Parent Portal.

Please read it and add any dates, events and venues to your family’s calendar or diary. There may be tear-off responses required to assist with planning for forthcoming events.

To join the TAS Talks mailer list, go to the following link and sign up. You will then receive the newsletter via email each week.


Subject Lists per Year group

**Year 6**
- English
- Science
- Drama
- Mathematics
- HSE
- PDHPE
- French
- Japanese
- Music
- Art
- Positive Education
- Christian Development

* Detailed overviews of each course can be found on the school website

**Year 7**
- English
- Science
- Mathematics
- HSE
- PDHPE
- French
- Japanese
- Music
- Drama
- Art
- Christian Development
- Technology
- Positive Education

* Detailed overviews of each course can be found on the school website

**Year 8**
- English
- Science
- Mathematics
- HSE
- PDHPE
- French
- Japanese
- Music
- Drama
- Art
- Positive Education
- Christian Development
- Technology

* Detailed overviews of each course can be found on the school website
Middle School Homework Policy

Homework benefits Middle School students by complementing classroom learning, fostering effective study habits and providing an opportunity for students to be responsible for their own learning. It also enables parents to be involved in their child’s learning and support their academic development.

Our aim is for students to develop academic skills, knowledge and behaviours that will prepare them for the transition to senior school. For this to occur, they need to have developed the ability to revise, study, organise their time and meet deadlines as well as developing their skills in specific subjects. Our approach of mandatory homework and the use of homework timetables and assessment calendars for Years 6 to 8 are all aimed at developing these skills.

As a general guide, the total homework for a student on any one night should be approximately 10 minutes per Year. For example, a Year 6 student would expect approximately 60 minutes of homework on any night. There may be times in the year, for example in exam weeks or when major projects are due, when students spend more time on their work. The best time to do this is often on weekends rather than extending the amount of work completed on school nights. Students are also encouraged to read widely throughout their years at TAS as this directly impacts on their literacy levels and achievement in many subjects.

The homework timetable (distributed to students whenever a new timetable is issued) allocates a number of subjects each night so that students, parents, advisors and boarding house staff are aware of what students should be working on. Homework set on a Friday can be completed at any point over the weekend. Homeroom teachers monitor the amount of homework given to students and give feedback to individual teachers when required.

Homework is to be valued by both students and staff. This requires the student to record homework, do their own work to the best of their ability and be punctual with its return. It requires the teacher to check homework and give appropriate feedback.
Recording Homework

Students record homework in their TAS diaries in summary form with more detailed descriptions in their workbooks when required. Diary entries have a space for each period to record homework or its absence, entering ‘No Prep’ where appropriate.

Monitoring completion of Homework

If students have a good or genuine reason for not completing homework, parents or House staff can record this in the student’s diary.

Teachers check homework, sometimes using a sample of the class, and record the successful completion in their own records. Teachers contact with homeroom teachers, boarding housemasters and parents when issues regarding non-completion arise.

It may be necessary to give a homework detention for repeated failures to meet responsibilities. This should be recorded in the diary and entered via the school’s intranet. Parents of Middle School students will be contacted prior to students attending the detention and all students should have at least 24 hours notice to attend. It may be necessary to negotiate the afternoon of detention based on other school commitments.

Attitude towards and completion of homework may be recorded as part of the student’s personal profile on Semester reports.

In boarding houses, a student’s performance during Prep time is regularly assessed and recorded.

Assisting positive attitudes towards homework

Each boarding house checks diligence during Prep and a staff member is available to assist with homework. This support is a mixture of specific subject advice to more general advice offered by the staff on duty. Students are encouraged to work collaboratively (with peers or those in older year groups) to gain maximum advantage of living on site.

Middle School boarders do Prep in their class areas and have access to their books and computers as well as additional tutors where deemed necessary.

Positive homework efforts are rewarded through class feedback, boarding house privileges, diary entries and report comments.
Co-curricular

At TAS, we see education as more than the pursuit of academic achievement alone, it is about the training and skill development needed for life. The firm belief that academic endeavours must be balanced with activities outside the classroom is a philosophy that is embedded in the culture of the school.

The co-curricular offering is broad and engaging, with all students required to participate in opportunities offered in sport, drama and creative arts, public speaking and debating, and a range of student clubs as reflected by students interest. This active participation challenges students to be creative and expressive, to build resilience, courage and organisation and leadership skills.

The involvement of both academic and non-academic staff in coaching and tuition builds strong pastoral ties with every student. Further, student leadership in co-curricular activities promotes initiative, leadership and personal growth. Our close partnerships with external sporting, music, drama and other organisations gives students wishing to extend their skills and talents, greater opportunity to do so.

TAS will continue to work closely with its community of local, regional and GPS schools to further enhance our comprehensive co-curricular program. Our co-curricular pursuits are the natural heartland of our school spirit where supporting each other’s efforts galvanizes pride and a sense of belonging for every student, uniting our school community.
Sport

Even before The Armidale School joined the Athletic Association of Great Public Schools of NSW in 1897, sport had been at the very heart of a diverse co-curricular offering. The goal today is, as it has always been, that every student is immersed in an environment where they dare to achieve all that is within them, as is the case with every field of endeavour at TAS.

Sport is prioritised highly in our educational philosophy, and as such is a compulsory element of the school’s extensive co-curricular offering. TAS students enjoy participation in sport at all levels from mass participation, through to representative honours at state and even national levels.

TAS believes sport should enhance a student’s academic pursuits, enabling each student to achieve their overall goals for a vibrant and successful life both at school and beyond. As each season commences our students are filled with enthusiasm and yet, they are well aware of the social responsibility that comes with participating in sport and the importance of maintaining the humility necessary to handle success and failure with the same positive attitude.

Our staff are the backbone of this offering and their commitment to the co-curricular experiences of our boys is testament to their belief that all students at TAS have the right to explore, experience and excel in all that they do. Equally important is the contribution of parents and our broader school community, exemplified by the drive and vision of sporting Supporters Groups.

While many of our students excel at the highest level of sporting endeavour, TAS is also proud of those students who immerse themselves in our offering for the joys that come from the camaraderie, and healthy competition alone.

Our Prefect body continue to focus on school spirit as an holistic approach across the school. Sport is a natural heartland of this school spirit where supporting each other’s efforts galvanises pride and a sense of belonging for every students, as well as bringing the school family, past and present, together as one.
Drama

Both within and outside the academic curriculum, students at TAS have a wide range of opportunities to excel in drama, music and the creative arts.

The home of Drama at TAS is the Hoskins Centre, a purpose-built teaching facility that incorporates a 240-seat theatre.

More broadly, each year the department stages a major musical at the Hoskins Centre in association with the independent girls’ schools PLC and NEGS plus a play production and a number of in-house concerts and showcases. The musicals in particular are open to all students, regardless of whether they study Drama, and give them the rich, unique and thrilling opportunity to explore and excel on the stage, in the music pit, or as part of the production crew.

Rehearsals are well underway for the 2015 musical Once Upon A Mattress, being staged in conjunction with New England Girls’ School and PLC Armidale. In recent years, productions have been as diverse as Gilbert & Sullivan’s Pirates of Penzance, Grease, Joseph and His Amazing Technicolour Dreamcoat, Les Miserables and West Side Story.

Students who study Drama at TAS also have the opportunity to see professional touring productions and take part in masterclasses from time to time.

Other co-curricular Drama programs (offered on a fee basis):

Trinity College London Speech and Drama program

Trinity Speech and Drama lessons are available to students in Years 3 to 11 using the internationally recognised Trinity College London syllabus. Subjects offered include Speech and Drama, Individual Acting Skills, Acting in Pairs, Group Drama, Communication Skills and Performance Arts. The Trinity syllabus provides a structured framework designed to encourage progressive development of integrated performance and communication skills over time.

In charge of the Trinity program at TAS is Mr Alex Robson, who is the Artistic Director of the Feltip Theatre Company.
Music

Through a diverse range of musical activities and learning experiences, students at TAS develop their respect and appreciate for music as an art form. This is achieved via a comprehensive, well-integrated and all-inclusive curriculum in which every student is given the opportunity to develop a life-long passion for music, foster a sense of achievement and perform in an educational environment where musical excellence can be realised.

It is through a broad range of curricula at TAS that a strong knowledge, understanding and appreciation of both modern and classical conventions as well as various world music traditions are promoted in a relatable manner. The learning environment at TAS incorporates a range of activities catering to individual learning styles and fostering experiential learning in a ‘sound-before-symbol’ environment. An extensive range of state-of-the-art technologies are used throughout the Music Department, all geared towards aiding music learning.

We also offer comprehensive performance groups to complement our classroom work: TAS Singers, Chapel Choir, Junior Choir, other vocal ensembles, Jazz Band, Big Band and other groups to suit all ages and abilities. The school is also privileged to have access to a range of highly talented peripatetic instrumental and vocal teachers, whether students wish to pursue formal qualifications such as AMEB grades, or simply to become more competent performers.
Public Speaking and Debating

Public Speaking and Debating at TAS is fostered through the club environment of TAS Speakers, which seeks to build the profile of this endeavour both within the school and the broader community through a diverse range of activities and events. TAS Speakers consists of four different arms, each building and extending skills in critical thinking, confidence, leadership and initiative.

**Debating**

Starting in Junior School where key concepts are introduced, Debating is a keystone of the extra-curricular offering. In both Middle and Senior Schools Debating opportunities are numerous: against other Armidale schools as part of the formal Dale Debates and Tri-Schools Debating competitions; other schools from regional NSW, and in inter-house competition which accrues points for the Clemson Cup for Public Speaking and Debating. As a resurgence of this ‘sport of the mind’ over the past two years there have also been Students v Staff debates; debates against teams from Sydney Boys’ High School (with points for the Hannon Harris Trophy), and for the first time in 20 years, a School v Old Boys debate on Old Boys Weekend.

**Public Speaking**

In both Middle and Senior School, students take part in the public speaking section of the inter-house competition for the Clemson Cup.

Held in the Hoskins Centre in front of a capacity audience, this always-entertaining evening is a showcase of skilful oratory, youthful confidence and wit.

**Speakers of Interest**

Open to all TAS students, the Speakers of Interest program brings to TAS guests from diverse backgrounds and experiences who will share their stories. Launched in 2013, featured speakers included inspirational quadriplegic author and farmer (and TAS Old Boy) Sam Bailey, and international lawyer and aid worker Amy Smith.

**Careers Forum**

A new initiative of TAS Speakers is the Life Skills program including a Careers Forum where members of the TAS community, many of whom are Old Boys, return to share with Senior School boys their experience in different professions, businesses and trades. Other opportunities include workshops in study skills and job interview techniques.
Cattle Team

The Armidale School Cattle Team meets on a regular basis to train and prepare animals for the show ring. Students learn about ring craft, judging, clipping and grooming, general health and welfare and nutrition. Each year the school exhibits against commercial studs at local shows, the Sydney Royal Easter Show and Dubbo National Poll Hereford bull show and sale. Students also participate at junior heifer shows using the school’s cattle from the TAS Poll Hereford Stud, which started in 1989 through a donation of foundation cows from members of the Northern NSW Poll Hereford group. Since that time cows and bloodlines have been added to the stud from many leading Poll Hereford herds around Australia and internationally.

The school’s herd is used as a major teaching resource in both the Agriculture and Primary Industries curriculum. Students are involved in all aspects of the stud from genetic selection, breeding, AI, Embryo Transfer programs, pregnancy testing, husbandry operations, feeding and showing.

Over the years a number of Agriculture teachers have been in charge of the stud, each having the objective of breeding high quality animals as part of an educational resource. The stud has seen much success in the show and sale ring with a highlight being the reserve junior champion bull at the 50th National Poll Hereford Show and Sale at Dubbo in 2011.

Bulls have also been sold to many leading studs in all states. The school prides itself on not only producing quality cattle but also quality cattlemen with many students gaining the benefit of preparing and showing animals at the top level.

The cattle team is open to anyone who has a keen desire to work with cattle. For more information contact Mr Mike Ball at mball@as.edu.au

School Clubs

GAS (God and Stuff)

Middle School GAS is held every Thursday lunch time at 1.20pm in the McConville Centre and is run by Rev Newton, and a few Year 12 volunteers. It generally involves games and fellowship at the start to kick things off followed by biblical discussions in small groups.

Hoskins Production Crew

The Hoskins Centre Production Crew crew meets each Thursday lunchtime to learn about the technical aspects of theatre including sound, lighting, stage management, set building and safety procedures. They then get to apply these skills and operate the centre’s amazing equipment at many of the great shows staged at Hoskins. Mr Pat Bradley and Mr Luke Polson are the leaders together with the crew’s student leader Anthony Carlon. To learn more, contact lpolson@as.edu.au
### Blokes Breaky and Bible

Meets every Monday morning at 7:30am to enjoy fellowship over breakfast followed by a Bible study and discussion. It is open to anyone from Years 6 - 12 who is interested in finding out more about the Bible or has some questions they want answered. The Bible study is lead by the school’s chaplain Rev Richard Newton.

### Bible Club

Held every Thursday during morning tea from 11.00am Bible Club is an opportunity for any students, Year 5 and above, to meet together and read and discuss the Bible. It is hosted in Rev Newton’s room and the office next door. Any boys are welcome to come along if they are interested.

### Tae Kwon Do

Instructor Koa Dowsett offers a full martial arts program which allows students to be assessed and promoted through the ranks if they choose to do so. Outcomes of this program will include greater flexibility, cardio fitness, strength endurance, reaction time and general body awareness; self defence is also a key training area.

Koa Dowsett is a first degree black belt in the art of United Taekwondo and is also a TAS old boy. For further details contact Director of Co-curricular Mr Will Caldwell at dcc@as.edu.au or his Assistant Mrs Karen Hutton khutton@as.edu.au.

### Community Service

Students in Middle School are encouraged to perform 20 hours of Community Service a year.

Students’ commitment to Community Service is an important aspect of their learning and helps them develop a greater sense of self-worth and confidence by helping others and developing links with the wider community.

There are a range of programs that are organised by the school including:

* Red Cross Calling
* Clean Up Australia
* Relay for Life
* Round Square service projects or
* internal projects such as table waiting at formal dinners and fundraisers, Junior School functions, car parking.

Students are also strongly encouraged to devise their own community service projects and participation is recorded each term by the homeroom teachers. Students must have their service approved and recorded in their diary. This is then transferred to the school database.

Some requirements include that:

* The student must volunteer
* The student must NOT receive money to complete the task
* The Community must benefit NOT an individual or business
* Community service may be assistance given to those who are unable to complete a task due to illness, age or disability.
Round Square

Round Square...the oxymoron that unites 180 international schools. It is an association of schools that share a commitment, beyond academic excellence, to personal development and responsibility through service, challenge, adventure and international understanding.

It is based on the educational philosophy of Dr Kurt Hahn who was associated with Salem in Germany and Gordonstoun in Scotland. He believed that an individual's potential could be realised by an all-round education which extended the student intellectually, spiritually and physically.

The six pillars of Round Square are International Understanding, Democracy, Environment, Adventure, Leadership and Service (IDEALS).

TAS joined Round Square in 1998 and is now a very active member. Our students enjoy the benefits derived from attending, Young, Regional and International conferences.

They are also enriched by the inflow of exchange visitors who bring with them the views and values of other cultures. Our students return from exchange with new perspectives on society, education and the world.

There is an annual Young conference (available for 12-14 year olds) hosted by a regional school for around four days. Each conference addresses a theme, completes a service component and allows time for group discussion on various issues. There is also time for socialising, reflection and personal growth and provides an avenue to secure real friendships between students and schools.
# School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7.15am</td>
<td>Boarders’ breakfast</td>
</tr>
<tr>
<td></td>
<td>(Inspection and Roll Call is by internal arrangement by Houses. All boys must attend.)</td>
</tr>
<tr>
<td>8.30am</td>
<td>Staff Briefing in Common Room</td>
</tr>
<tr>
<td>8.45am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.30am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.15am</td>
<td>Recess</td>
</tr>
<tr>
<td>10.35am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10.35am</td>
<td>School Assembly (Tuesdays only) replaced by Activities briefings on the Tuesday prior to each Activities Day only</td>
</tr>
<tr>
<td>11.20am</td>
<td>Advisor Group (Prefects’ Assembly Fridays)</td>
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<tr>
<td>11.40am</td>
<td>Period 4</td>
</tr>
<tr>
<td>12.25pm</td>
<td>Period 5</td>
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<tr>
<td>1.00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>2.45pm</td>
<td>Period 7</td>
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<tr>
<td>3.30pm</td>
<td>Classes conclude</td>
</tr>
<tr>
<td>3.45pm</td>
<td>Sports practices / Detentions (Tuesday, Wednesday or Thursday)</td>
</tr>
<tr>
<td>6.00pm</td>
<td>Boarders’ Dinner</td>
</tr>
<tr>
<td>6.55pm</td>
<td>Boarder’s Roll Call (in houses)</td>
</tr>
<tr>
<td>7.00pm</td>
<td>Boarder’s Prep</td>
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*We operate on a 10 day timetable with lessons of 45 minutes duration.*
Absence, Illness, Punctuality

Parents are asked to advise the school if their child is absent, by 8.45am on the day. A note explaining your child’s absence and, signed and dated by you, should be sent or emailed to the Middle School Office. The email address to send absentee notes to is middle@as.edu.au.

Students arriving at school late, or leaving early, need to use the sign in or out book which is located in the Middle School staff room.

Parents of day students who fall ill during the day, will be contacted so that the child may return home to be cared for. The school requires all students to attend school for the full term.

Requests for Leave

To comply with recent changes in Board of Studies requirements for student leave, parents need to access the Parental Application for Exemption from Attendance at School form, located on the Parent Portal of the website. This form will need to be printed, completed and signed before being faxed or emailed to the School for approval. If sending via email, please email to middle@as.edu.au.

Requests for extended leave are considered by the Headmaster.
Casual Boarding

Be it for a single night or several weeks, Casual Boarding is proving to be increasingly popular.

Casual boarding provides an opportunity to stay overnight at the school should involvement in school activities or family circumstances make it convenient to do so. This is a terrific opportunity for day boys to enjoy the company of their boarder friends and participate in the full life of the school. For a small fee, many day boys also enjoy joining boarders for lunch in the Dining Room where each day a range of salads and hot food are provided in abundant quantities to satisfy growing adolescents.

This casual mingling between staff and students adds enormously to the collegiality, support and rapport between day boys and boarders, teachers and students alike. Similarly, day boys often invite boarding friends to stay with them on weekends or during school breaks. Just as day students comment on the advantages of meeting friends from all over the world who board at TAS, boarding students find their lives enriched by contact with friends and families who welcome them into their homes.

The cost of casual boarding (one to three nights) is $75 per night inclusive of linen, dinner and breakfast.

Parents seeking casual boarding should be aware that due to increasing enrolments (together with the provision of boarding experience nights for prospective students), space in particular Houses may not always be available at the times required.

To make a booking for Casual Boarding, go to the school website. Enter your details, together with your child’s details. These details will help our staff to best help you with placing your child in a boarding house. On receipt of your application, Mrs Veronica Lucas will contact the boarding house of your choice and confirm availability. Once confirmation is received from the boarding house, Mrs Lucas will contact you to confirm the placement.
Canteen & Boarders’ Lunches

The canteen is located in the TAS Sports Centre and is available to Middle School students at recess and lunch. A price list and menu are published at the beginning of each term.

Boarders’ lunches are available from the school Dining Room.

To access lunch in the Dining Room, students need to use their swipe card (issued to them by the school). A charge for the lunch will be made to your school account.
School Uniform

General

Blazer: school
Tie: school
Formal school Hat – Akubra
Trousers: TAS style, mid-grey
Pullover: grey school
Socks: grey
Shoes: black laces & stitching, leather uppers (eg Clarks or Athletes Foot brand)
Shirts, white, long sleeves
TAS School Bag

Winter

Shirts: grey cotton, long sleeves
Winter Coat; navy blue TAS

Summer

Shirts: khaki, short sleeves
Shorts: khaki (metal zip such as Yakka brand)
Socks, pairs, long khaki
Garters

Sportswear

Shorts: navy PE
‘TAS’ white polo with navy collar
Socks: pairs, white (no logo)
Track suit: TAS, style
Polo Shirt: House colour
Swimming costume: Navy speedos
TAS Sports Jacket
Shoes, white sports shoe (no black soles)
Hat
TAS: navy cap

Additional Items Supplied by Student (not available from the Uniform and Book Shop)

2 towels for both boarders and day students

Please note, each article must be clearly marked with a name tag.
TERM DATES 2015

Term 1

Staff Day (Boarders return)  Tuesday 27 January
Classes resume  Wednesday 28 January
Last Day of Term  Wednesday 1 April
Staff PD Day  Thursday 2 April
  (Boarder buses depart from 8.00 am Thursday 2 April)
Easter Good Friday  3 April (fall within school holidays)

Term 2

Staff Day (Boarders return)  Monday 20 April
Classes resume  Tuesday 21 April
*Queens Birthday Long Weekend  5-8 June (inc) (Classes conclude on Thursday 4 June)
  (Boarder buses depart from 8.00 am Friday 5 June)
Last day of term  Thursday 18 June (Classes conclude at 3.30 pm)
  (Boarder buses depart from 8.00 am Friday 19 June)
Staff PD Day  Friday 19 June

Term 3

Staff Day (Boarders return)  Monday 13 July
Classes resume  Tuesday 14 July
Last day of term  Thursday 17 September (Classes conclude at 3.30 pm)
  (Boarder buses depart from 8.00 am Friday 19 September)
Valedictory Day (Yr 12 & families only)  Friday 18 September
(Staff PD Day)

Term 4

Boarders Return  (No Staff Day/Labour Day)  Monday 5 October
Classes resume  Tuesday 6 October
Junior School closes  Wednesday 2 December (Classes conclude)
Speech Day (Middle & Senior)  Thursday 3 December