

Community Report 2010/2011



Caulfield
grammar school



Caulfield
grammar school



play *more* learn *more*

Early learning with specialist teachers in a safe, beautiful and stimulating environment

Caulfield Grammar School

ACN 004 170 772

ABN 79 004 170 772

CRICOS provider number 00136F

Whealers Hill Campus

Malvern Campus

Caulfield Campus

Yarra Junction Campus

Nanjing Campus

School Administration

217 Glen Eira Road, East St Kilda

Victoria Australia

PO Box 610, Elsternwick

Victoria 3185 Australia

Telephone 61(3) 9524 6300

Facsimile 61(3) 9524 6299

Web www.caulfieldgs.vic.edu.au

Vision Statement

Caulfield Grammar School is a community of learners committed to best-practice and visionary, innovative learning experiences that foster the skills, values and attitudes needed in the active pursuit of a sustainable global future.

Founded in 1881, Caulfield Grammar School is a coeducational day and boarding school associated with the Anglican Church. It offers programs from Kindergarten to Year 12 and is a member of the Associated Public Schools (APS).

Caulfield Grammar School has five campuses – three Melbourne metropolitan campuses, Caulfield Campus, Malvern Campus and Wheelers Hill Campus. The Yarra Junction Campus and Nanjing Campus both provide experiential learning programs for students from our metropolitan campuses.

Since its opening in 1981, the school's Nanjing Campus in the People's Republic of China has hosted over 4,000 Year 9 students undertaking the Internationalism Program and hundreds of Year 11 students studying VCE Mandarin Chinese.

Over 3,050 students were enrolled across the three metropolitan campuses of our school in 2010 – an increase from the previous year.

Our innovative approaches to teaching and learning have seen Caulfield Grammar School recognised as a leading independent, coeducation school in Australia and has ensured that demand for places remains strong.

What makes Caulfield Grammar School different?

- An emphasis on the appointment of specialist teachers – supported by weekly professional development.
- Facilities that support innovative teaching practice.
- Learning programs designed to encourage a love of learning.
- The strength of a sequential, quality learning program from kindergarten to university level.
- Our strong focus on preparing each child as well as we can for their respective futures.

In this report you will find information relating to our students' learning outcomes and key aspects of the operation of the school. The community is informed of our achievements, performance, news and reports via established communication channels, including the school periodical, *Labora*, campus newsletters, the school magazine, *The Grammarian* and via Caulfield Online. You can find out more about Caulfield Grammar School's innovative approaches to teaching and learning by visiting our website or by contacting us via cgs@caulfieldgs.vic.edu.au.

Rev. Andrew P Syme – Principal

Our School's Leadership

Caulfield Grammar School is a company limited by guarantee. The School Council has been the governing body since 1931, with responsibility for the overall management of the School vested in the Principal. Mr Stephen Newton retired as Principal on 8 April 2011 and was succeeded by Rev. Andrew Syme. The Principal delegates responsibility for the day-to-day operation of each campus to a Head of Campus.



there's *more* out there

Year 9 students spend five weeks at the school's international campus in Nanjing, China



more scholarship opportunities

Student Achievement

Naplan Results

In 2010 this testing was completed by nearly all students in these year levels and the percentage of Caulfield Grammar students at each level (Years 3, 5, 7 and 9) who achieved at or above the National Minimum Standards are listed below.

	Year 3	Year 5	Year 7	Year 9
Reading	100%	100%	100%	100%
Writing	100%	99%	100%	99%
Spelling	100%	98%	99%	98%
Grammar/Punctuation	100%	100%	99%	99%
Numeracy	100%	100%	100%	100%

*Note: One group of Year 9 students was based at the school's Nanjing Campus – China, and consequently were unable to take part in NAPLAN testing.

VCE Results and Class of 2010

Details of the academic achievements of the Year 12 class of 2010 and their tertiary destinations are published online at www.caulfieldgs.vic.edu.au

VCE Success

A total of 389 Caulfield Grammar School students undertook the Victorian Certificate of Education in 2010. Based on the ATAR (the Australian Tertiary Admission Rank):

- in excess of 6 per cent of Caulfield Grammar School students were placed in the top 2 per cent of the state's 50,000 VCE students who received an ATAR ,
- in excess of 10 per cent were placed in the top 3 per cent of all Victorian students,
- in excess of 30 per cent were placed in the top 10 per cent of all Victorian students,
- over 75 per cent of Caulfield Grammar School students were placed in the top 30 per cent, and
- over 93 per cent were placed in the top 50 per cent of all Victorian students.

Given that Caulfield Grammar is an open entry, coeducational school, our results provide many wonderful examples of students who have been nurtured and encouraged to exceed their previous personal best in academic achievement across the full range of ATAR scores.

Study Scores

Caulfield Grammar School students gained the maximum possible study score (50) in a diverse range of subjects including: Business Management, Chemistry, English, Further Mathematics, Interactive Digital Media, Information Technology Applications, Legal Studies, Mathematical Methods, Physics, Physical Education, Psychology, Specialist Mathematics and Studio Arts.

The median study score (the maximum possible is 50) was 35 at Caulfield Campus and 34 at Wheelers Hill Campus.

University Enhancement Programs

Caulfield Grammar School students are provided with access to First Year University Programs offered through The University of Melbourne and Monash University. Students gained results of High Distinction in subjects including: Accounting and Finance, Australian History/Politics, Chinese, Chemistry, Japanese, Linguistics and Mathematics.

26 students attained an ATAR score above 98.00; 14 of this group were male and 12 female - a strong endorsement of our coeducation practice.

Outstanding Achievements

The Dux of our school for 2010 achieved an ATAR score of 99.95, the maximum possible ranking, placing him among the equal top 32 students in the state of VCE candidates.

The Dux studied three VCE Unit 3-4 subjects and one University Enhancement subject in 2010 and two VCE Unit 3-4 subjects in 2009. The student's individual study scores were (each has a maximum of 50): English – 50, International Studies – 50, Psychology – 50, Theatre Studies – 48 and English Language – 41. He also received a High Distinction in his University Enhancement subject – Linguistics.

Our Dux is to be congratulated not only for his outstanding VCE and University Enhancement

results, but also for his keen and substantial involvement in school life since joining Caulfield Grammar at Year 7 in 2005. In the last year alone our Dux has been involved as a member of the School Committee (the senior student body), the 'Ex Tempore' Magazine Editorial Committee and was School Co-Captain of Theatre, House Drama Captain and House Dance Captain. He has received many Speech Night Prizes including; The Simon Barnet Joel Prize for Service, Citizenship and Leadership and The School Prize for English. He was also a recipient of the General Excellence Award for Academic Achievement in 2010. He has also received Triple Colours for Academic Studies; Double Colours for Service to his House; Double Colours for Drama and Colours for Publications, Community Service and Service to Public Speaking. Our Dux also received the Duke of Edinburgh Gold Award and was an active member of the School Cheer Squad, Year 12 Formal Organising Committee and he was a member of the International Theatre Tour to Europe.

He has been involved in recent School theatre productions including: 'Alice in Wonderland', 'Fame' and 'Widows'. In 2010 he was also the recipient of a Premier's VCE Award for International Studies and was selected for the Victorian Curriculum and Assessment Authority VCE Achiever Award.

Our Dux typifies in many ways the approach adopted by our School to prepare students for adult lives.

more pathways to VCE

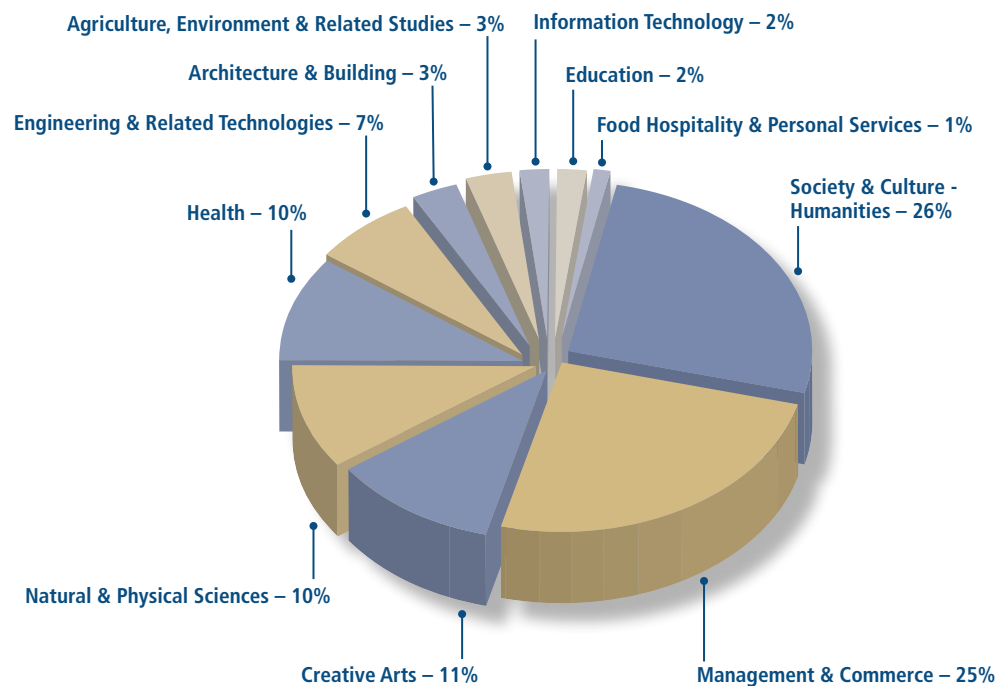
with more subject choices than most schools.



Tertiary Studies

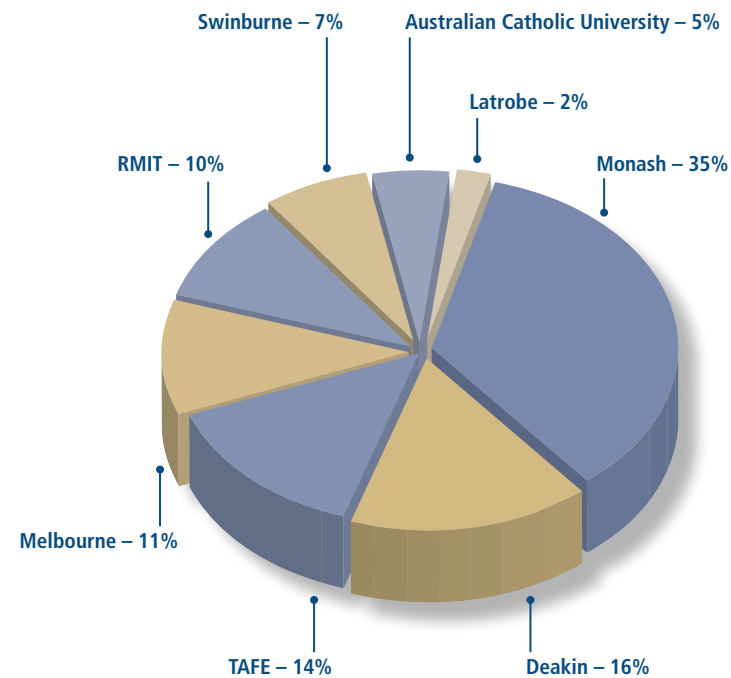
Tertiary Courses Chosen

Virtually all students who applied to study at a tertiary institution gained a place in the First Round of Tertiary Offers, with areas of study including:



Tertiary Institutions

Students were offered places at many tertiary institutions, including:



Apprenticeships and Traineeships

Several students gained access to apprenticeships and traineeships, including traineeships offered by Caulfield Grammar at Nanjing Campus and Yarra Junction Campus.

Preparing our Students

Specific programs are designed for our senior students to support their transition to tertiary study or the workforce. To further personalise the program to meet the needs of individual students, VCE units are offered from Year 10 to introduce students to VCE courses and assessment so that they may then tailor a course of study to suit their interests, needs and preferred destinations. Many students subsequently enrol in First Year University Programs and Vocational Education and Training programs offered in association with TAFE Institutes. Caulfield's comprehensive careers program provides students with exposure to a range of industries and tertiary institutions through, for example, work experience, careers breakfasts, and job interview and resume writing practice. Ongoing careers assistance is available to graduating students.

The members of the Class of 2010 can be proud of their VCE results and all they have contributed to their school. They were a strong year level, assisted in their school experiences by very supportive parents, fine specialist teachers and House tutors who worked with these students with great dedication over many years.



experience **more**

Learning at Caulfield is more than lessons in a classroom

Student Attendance and Retention

The average attendance rate of students was more than 95 per cent. Reasons for absence included illness, medical reasons and family commitments.

Student retention rates are measured by the number of students who were present in Year 9 and who are still at the school for Year 12 studies. The retention rate for students who were enrolled in Year 9 in 2007 at Caulfield Grammar School, and who completed Year 12 in 2010, was 90 per cent.

more ways to learn

at the Centre for Early Learning Excellence



Surveys 2010

The feedback and views of Caulfield Grammar School's stakeholder groups is regularly sought through a range of mechanisms. Research, surveys and analysis provides valuable feedback and have included:

- student VET surveys
- analysis of student performance via NAPLAN, VCE results and internal assessments

A major stakeholder survey, the Educational Positioning System, will be conducted in 2011. This will seek the views of parents, students and staff on a range of issues relating to school life.

Investing in Human Resources

At Caulfield Grammar School all members of the teaching staff are registered with the Victorian Institute of Teaching and all have completed a mandatory criminal record check.

Caulfield Grammar School places a strong emphasis on staff professional learning and during 2010 the direct cost of this professional learning was some \$750 for each teaching member of staff. In addition to this up to 10 per cent of teaching staff time during each week is devoted to staff learning including curriculum and professional development. Several other whole-school or campus staff development days are attended by staff each year. Twenty six per cent of staff have a higher degree and a detailed list of staff qualifications can be found in the school year book, *The Grammarian*.

In 2010, 89 per cent of the full time permanent teaching staff establishment was retained from the previous year across all campuses of our school. Staff absence for illness or personal reasons was less than 3 per cent, again across all metropolitan campuses of our school.



two is **more** than one

Learning Mentors mean two qualified teachers in every Year 7 and Year 8 classroom

Finance

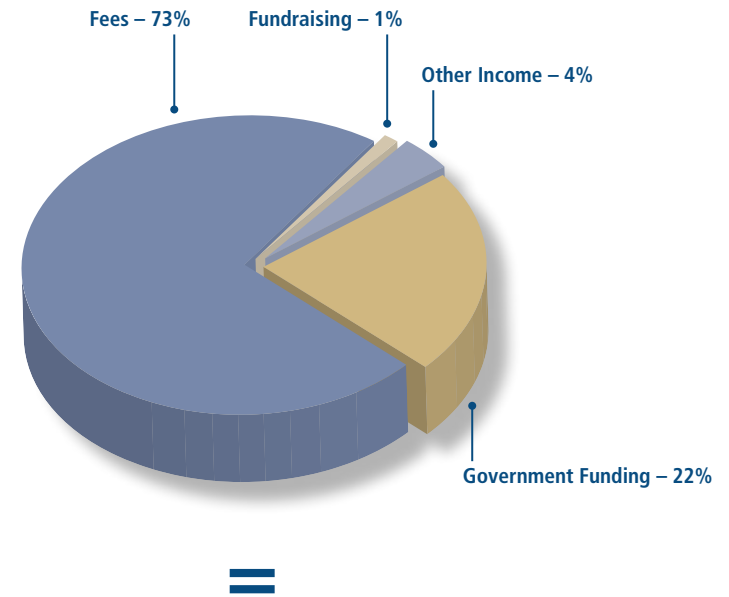
Caulfield Grammar School is a not-for-profit organisation and has in place strong business practices to ensure that finances are managed in an effective and compliant manner. Any end-of-year surpluses are applied to facility development and improvements to the offering of educational services. The charts indicate sources of income and expenditure for the 2010 calendar year.



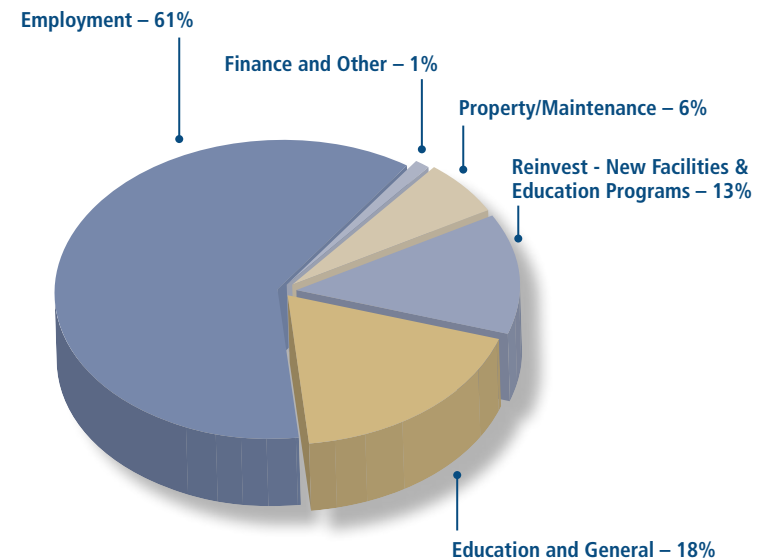
more balance

The balance of boys and girls learning together in a supportive environment.

Income Breakdown



Expenditure Breakdown



Facilities

Major developments have included;

- The completion and opening of The Hepworth Centre for Year 7 at Caulfield Campus.

A number of major infrastructure projects were completed in 2010 with funding assistance provided under the Federal Government's *Building the Education Revolution (BER)* stimulus package. These included;

- Landscaping (under the National Pride category of BER) to improve student recreation space in the middle school at Wheelers Hill Campus.
- Construction of the Ullin Centre; a multi-purpose facility, including gymnasium, classrooms and offices, in the Junior School at Wheelers Hill Campus.

All new developments conform to the school's commitment to sustainable design.



more in the middle

More experiential learning in the middle years - with hands-on earth studies at Yarra Junction Campus, an amazing Internationalism Program at Nanjing Campus, China and our new Year 8 and 9 Centre is the icing on the cake – featuring a student-led café where students learn important business, food-handling and sustainability lessons.

Service within our Community

Caulfield Grammar encourages students to think beyond their own community to those that are less fortunate, and in 2010 over twenty community service projects were supported by students, staff and the school community, raising close to \$50,000.

Our student-led Community Service Committees chose to support worthy causes, such as:

- The Leukaemia Foundation's Shave for a Cure
- 40-Hour Famine
- Japan Flood Appeal
- Anzac Day Parade - banner bearers
- Very Special Kids
- Alzheimer's Awareness
- Breast Cancer Research
- Red Shield Appeal
- Cancer Council's 24-Hour Relay for Life
- Good Friday Appeal
- Fred Hollows Foundation appeal
- Beyond Blue
- School Earth Day tree planting.



know **more** grow **more**

at the school's Earth Studies Centre –
Yarra Junction Campus.