



**Caulfield**  
grammar school



# Secondary School Life

Years 7-12





## Acknowledgement of Country.

Caulfield Grammar School acknowledges the traditional custodians of the land on which we gather, teach and learn, the Bunurong and Wurundjeri peoples of the Kulin Nation, and the Mirarr peoples in the Northern Territory.

We pay our respects to Elders past and present.

# A message from our Principal.

**There is nothing more important to me than leading a school where everybody can genuinely find their own path, be themselves and thrive.**



At Caulfield Grammar School our reason for being is clear and unchanging. While student achievement and the pursuit of excellence are sources of great pride, they are not why we exist. We exist to engage our young people to find their pathway, to be connected, to fuel their passions, and to bring their true authentic selves to school each day.

We are a proudly co-educational school. We believe this learning environment helps prepare young people for the world in which we all live.

The future of education and the future needs of our learners are ever-changing. With the needs and pathways of our students evolving as the world and communities also evolve, we have refreshed and future-focused the Secondary learner experience at Caulfield Grammar School.

Our Secondary Life Learning Program takes a smarter approach to what a school day looks like for our students. Finding that sweet spot between academic success and whole child development, Caulfield Grammar School will always be progressive and seeking to elevate both what we do and how we do it. Inspiring curiosity and creativity in each student, enabling them to create their own path to success, is what we describe as developing a 'Mind for Life'.

We are here for every student, hoping to inspire them to gain strong foundations during their time with us, so they can pursue their chosen passions when they step beyond our gates.

**Ashleigh Martin, Principal**



# Our Purpose, Vision and Values.

## Our Purpose.

To enable quality learning every day in every experience for every learner for life.

## Our Vision.

We aim to be a leading internationally recognised co-educational school, fostering responsible global citizens.

## Our Values.

We are one school inspired by our Anglican tradition and are committed to modelling our values for all learners. We celebrate these five values, which guide our decisions, philosophies and behaviour.

## Our Student Behaviours.

Our Student Behaviours.	<b>PURSuing Excellence</b>	An ongoing commitment to individual and collective growth through perseverance, collaboration and resilience.
	<b>Our Expectations</b>	<b>We will</b> <ul style="list-style-type: none"> <li>✓ Support the personal growth and achievements of each other</li> <li>✓ Strive to be our best, reflect and grow</li> <li>✓ Persist and learn from our setbacks</li> <li>✓ Respect and celebrate the drive to succeed</li> <li>✓ Be patient and know that progress takes time</li> </ul>
	<b>Our Expectations</b>	<b>We won't</b> <ul style="list-style-type: none"> <li>✗ Let our failures define us</li> <li>✗ Be afraid to take risks</li> <li>✗ Give up on our goals</li> <li>✗ Ignore useful feedback</li> </ul>
	<b>INSPIRING Creativity</b>	Imagining and initiating new possibilities and turning these into practical outcomes.
	<b>Our Expectations</b>	<b>We will</b> <ul style="list-style-type: none"> <li>✓ Build on old ideas with new and critical thinking</li> <li>✓ Push ourselves to think outside the box</li> <li>✓ Learn from our mistakes and turn them into opportunities</li> <li>✓ Encourage others to reach their creative potential</li> <li>✓ Give others feedback to improve</li> </ul>
<b>Our Expectations</b>	<b>We won't</b> <ul style="list-style-type: none"> <li>✗ Have a fixed mindset</li> <li>✗ Always stay in our comfort zone</li> <li>✗ Judge or criticise others for their creativity</li> <li>✗ Force people to think in certain ways</li> <li>✗ Give up on our ideas</li> </ul>	
<b>THRIVING Together</b>	As a community, take responsibility for personal wellbeing while positively impacting on the wellbeing of others.	
<b>Our Expectations</b>	<b>We will</b> <ul style="list-style-type: none"> <li>✓ Work together to live by our values every day</li> <li>✓ Collaborate with each other to promote optimism, health and wellbeing</li> <li>✓ Listen to understand</li> <li>✓ Celebrate each other's strengths and weaknesses</li> <li>✓ Promote safety and belonging</li> </ul>	
<b>Our Expectations</b>	<b>We won't</b> <ul style="list-style-type: none"> <li>✗ Exclude others</li> <li>✗ Let anyone stand alone</li> <li>✗ Let others down</li> <li>✗ Force opinions on others</li> </ul>	
<b>EMBRACING Diversity</b>	Authentically valuing the richness of difference, appreciating and recognising that all perspectives contribute to our community.	
<b>Our Expectations</b>	<b>We will</b> <ul style="list-style-type: none"> <li>✓ Learn from and be open to other perspectives</li> <li>✓ Understand that our actions have an impact on others</li> <li>✓ Respect others' opinions</li> <li>✓ Ensure everyone is heard</li> <li>✓ Actively understand and celebrate what makes others unique</li> </ul>	
<b>Our Expectations</b>	<b>We won't</b> <ul style="list-style-type: none"> <li>✗ Behave in a way that makes others feel uncomfortable</li> <li>✗ Be afraid of being who we are</li> <li>✗ Discriminate or be judgemental</li> </ul>	
<b>LIVING Wholeheartedly</b>	Engaging in life with purpose, courage, passion, humility and in service with others.	
<b>Our Expectations</b>	<b>We will</b> <ul style="list-style-type: none"> <li>✓ Show kindness and empathy</li> <li>✓ Learn with and from the greater community</li> <li>✓ Have brave and courageous conversations</li> <li>✓ Be ok if things don't go our way and ask for help when we need it</li> <li>✓ Try new things with an open mind</li> </ul>	
<b>Our Expectations</b>	<b>We won't</b> <ul style="list-style-type: none"> <li>✗ Ignore ours or others' values</li> <li>✗ Put ourselves or others down</li> <li>✗ Throw away opportunities</li> <li>✗ Neglect our passions</li> </ul>	

# A warm and inclusive community.

## More than a place of learning, this is a place of belonging.

We believe a school should provide far more than an education. It should be an inclusive place where children feel they belong. When they have an emotional connection to their environment, teachers and peers, children can grow and thrive.

Offering co-educational Early Learning to Year 12, Caulfield Grammar provides continuity of care throughout the entire school journey, with a strong school community element. Children benefit from the offerings of our large school, while learning within smaller and unique campus communities that foster curiosity, a love of learning and that sense of belonging.

Our Secondary Schools are located at Wheelers Hill and Caulfield campuses. Boarding is offered at Caulfield Campus for Years 9-12 girls and boys. A program of residential student immersion experiences is offered beyond the campus gates.

	Wheelers Hill Campus	Malvern Campus	Caulfield Campus	Student Experiences
ELC	✓	✓	—	—
Junior	✓	✓	—	Yarra Junction – Education Outdoors Camps
Secondary	✓	—	✓	Yarra Junction – Education Outdoors Year 9 Kakadu Program Year 10 Odyssey Program Tours

We are united as one values-led school. We promote meaningful cross-campus interaction, with Secondary students enjoying opportunities to learn collaboratively and participate in cross-campus activities such as subject-specific camps and excursions, Year 9 Program, interschool APS Sport competitions and cross-campus Music concerts.

A strong connection with parents, guardians and caregivers is also a key part of our School. We work in partnership with families to support their child's needs, emotionally and academically. When your child joins Caulfield Grammar School, as parents you join a community too. You will be supported and involved in events, make connections with teachers, and form long-lasting friendships with our wonderful families.

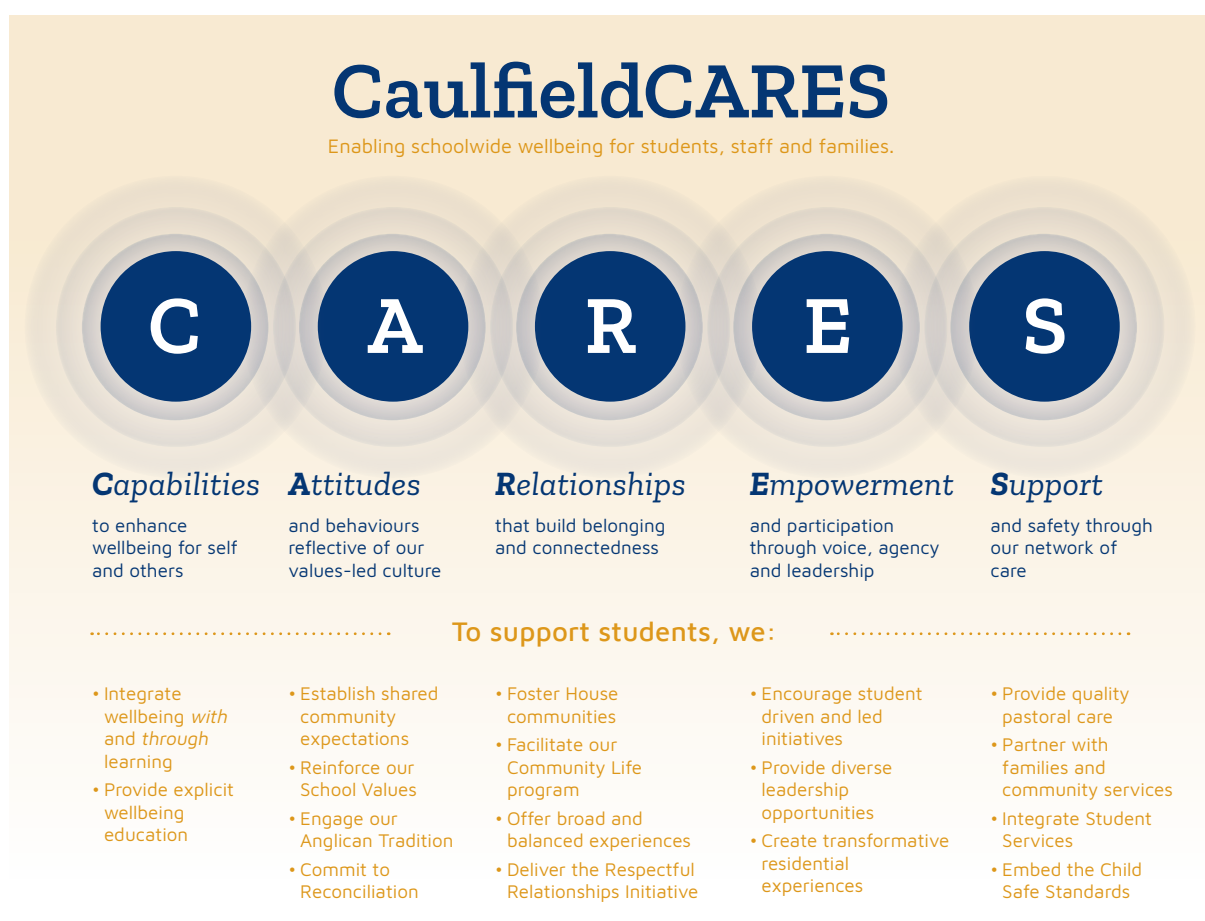




# Nurturing well beings.

Wellbeing is much more than just the absence of illness. Being a 'well being' at Caulfield Grammar means feeling good, functioning well, connecting and contributing meaningfully, approaching learning and life with purpose and optimism, and adapting to and evolving from change and challenge.

Our school-wide approach to wellbeing is articulated through CaulfieldCARES. This guiding framework supports a positive school climate and enables a thriving community. CaulfieldCARES moves beyond individual program offerings and practices and embraces the school environment as a vibrant ecosystem.



Through CaulfieldCARES we support learners to:

- **CAPABILITIES:** Build Capabilities (knowledge, skills, behaviours and dispositions) to enhance personal and collective wellbeing, now and into the future.
- **ATTITUDES:** Develop and demonstrate Attitudes and behaviours that are caring and considered, and reflective of our School Values.
- **RELATIONSHIPS:** Foster meaningful Relationships where a positive sense of self and belonging is realised and where students feel known, heard and valued.
- **EMPOWERMENT:** Exercise voice, agency and leadership and be Empowered to actively participate in, take responsibility for, and contribute to the community.
- **SUPPORT:** Access appropriate and effective Support and feel safe and secure through an integrated network of care that encompasses a strong partnership between home, school and community.

# While quality learning is paramount, we place equal value on quality care, recognising the intrinsic link between academics and wellbeing.

## WELLBEING ACROSS ALL LEARNING EXPERIENCES

We recognise the intrinsic link between wellbeing and learning. Wellbeing positively influences student learning outcomes, and success in learning enhances student wellbeing. Integrated into our quality lesson design is our Visible Wellbeing™ approach. Developed by Professor Lea Waters (PhD), Visible Wellbeing combines the science of wellbeing with the science of teaching and learning. By incorporating the practices of See, Hear and Feel we make wellbeing more visible and accessible in all learning spaces. Through utilising the SEARCH framework, we intentionally build the six pathways that lead to positive functioning



## HOLISTIC PASTORAL CARE

At Caulfield Grammar School, pastoral care encompasses comprehensive support and guidance for students with a focus on overall wellbeing, personal development, growth and academic success.

While all staff contribute to pastoral care, our dedicated pastoral leaders possess additional expertise and responsibility in providing proactive, responsive and individualised care for each student. These leaders work collaboratively with staff, including Student Services, and actively engage parents and caregivers to maintain a strong integrated network of care. The provision of holistic pastoral care ensures that every student is known, supported and well-equipped for success throughout their educational journey.

## SPIRITUALITY

Caulfield Grammar has been an Anglican school since founded in 1881. Today, this tradition is observed through regular chapel services and informs some of our faith studies program, which also integrates the study of other religions.

We don't expect that all students, families and staff share the Christian faith – in fact, many different faiths can be found within our School community and we welcome learners and their families from all faiths and beliefs. We do expect that humility and openness to learn from our tradition be modelled, just as our tradition thoughtfully recognises the diversity in our community.

## A VALUES-LED CULTURE

Our School Values reinforce what it means to be a member of Caulfield Grammar School. Our five School Values – Pursuing Excellence, Inspiring Creativity, Thriving Together, Embracing Diversity and Living Wholeheartedly – drive our attitudes, behaviours, decisions, and perspectives, and bring purpose and meaning to learning.

## CHILD SAFETY IS OUR PRIORITY

We have zero tolerance for child abuse. We are committed to ensuring the safety and wellbeing of every student in our community. We strive to create a culture of safety by embedding child safe practices throughout our School.

We expect every member of our community to actively observe and adhere to our comprehensive child safe policies, practices and codes of conduct. These protocols are regularly promoted and supported through ongoing education and training, with a strong focus on compliance with the Child Safe Standards and regulatory requirements. By doing so, we aim to provide a secure and inclusive learning environment where every child and young person can thrive.

To fulfil our commitment, we take proactive and responsive actions to safeguard every child in our care. We empower them by providing appropriate education, support and resources, ensuring their voices are heard and respected. Should any allegations or concerns arise, our School has well-established procedures in place to respond to them effectively and take the necessary actions.

# Our House system at Caulfield Grammar School provides students with a deep sense of community connection, identity, belonging and stability.

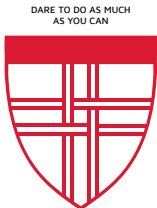
## BELONGING TO A HOUSE

Our House community is the cultural backbone of our School. Every student in our School from Prep to Year 12 belongs to a House, fostering tradition, pride, identity and connectedness. Our House system serves as the heart of our supportive and caring environment where genuine friendships can be formed, interests and passions pursued, and community spirit ignited. House groups come together regularly to connect, reflect, learn and play.

### WHEELERS HILL CAMPUS HOUSES



Holmes House



Langley House



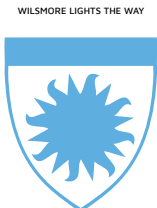
Lumsden House



Shaw House



Skarbek House



Wilsmore House

### CAULFIELD CAMPUS HOUSES



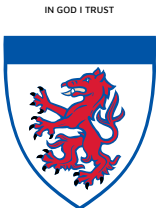
Archer House



Barnett House



Buntine House



Davies House



Kurrle House



Morcom House



Newton House



Syme House







# Outstanding multi-campus facilities.

**With multiple campuses, Caulfield Grammar offers a broader range of learning experiences, environments and resources than many Australian schools.**

## WHEELERS HILL CAMPUS

Set on a hillside with views to the Dandenong Ranges, Wheelers Hill Campus was Caulfield Grammar School's first co-educational campus, with girls enrolled since its opening in 1981.

Today, over 1,500 girls and boys from Early Learning to Year 12 access the extensive programs, opportunities and facilities the campus has to offer.

Our award-winning library is shared across Junior and Secondary schools. Students love to spend time reading, participating in lunchtime clubs, or relaxing and studying in our beautiful reading garden.

The 650-seat professional theatre is in constant use for assemblies, music concerts, special events and Dance and Theatre productions such as 'Wicked' and 'Matilda – the Musical'. Students also have access to numerous dedicated art, theatre, music and dance spaces.

Extensive sporting facilities include gyms, three ovals, tennis and basketball courts, and a 25-metre indoor pool for swimming lessons and Sport training.









## CAULFIELD CAMPUS

Close to Melbourne’s urban heart, and co-educational since 1993, Caulfield Campus is a day school for students from Years 7 to 12 and offers boarding from Year 9.

Caulfield Campus has the size and scale to offer a broad variety of activities, programs, and facilities for over 1,500 students.

Students have access to outstanding learning environments including a light-filled library, best-practice learning spaces for Middle School students, and a fully equipped café space for the Year 9 Café Business Program. A new state-of-the-art Senior School teaching and learning building is due for completion in 2024.

Our 650-seat professional theatre hosts music concerts, special events, assemblies, and Dance and Theatre rehearsals and productions such as 'Into the Woods' and our annual Autumn Concert. There are also a multitude of art, theatre, music and dance spaces – many with views to Melbourne’s CBD.

Extensive sporting facilities include a gym, weights room, oval, basketball and tennis courts, and the world-class Caulfield Aquatic Centre houses a 50-metre indoor Olympic-sized pool facility.



Artist impression:  
Senior School Teaching and Learning building







### BOARDING (YEARS 9-12)

Caulfield Grammar School has one of the longest-running and most experienced boarding programs in Australia, offering co-educational boarding from Years 9 to 12 for up to 90 students at Caulfield Campus. Our boarders provide a unique community spirit on campus.

Morcom House is the centrepiece of our boarding facilities, which extend across a number of separate girls and boys accommodation buildings on campus and directly across the street on Glen Eira Road. Boarders share common recreation and dining facilities – all nestled in the heart of the campus.

Boarders access our extensive campus sporting facilities and a myriad of co-curricular activities, groups and clubs. Located just nine kilometres from Melbourne's CBD, the boarding house provides boarders with the best of both worlds – an exceptional education and nurturing family environment in one of the world's most liveable cities.



Explore Boarding Life

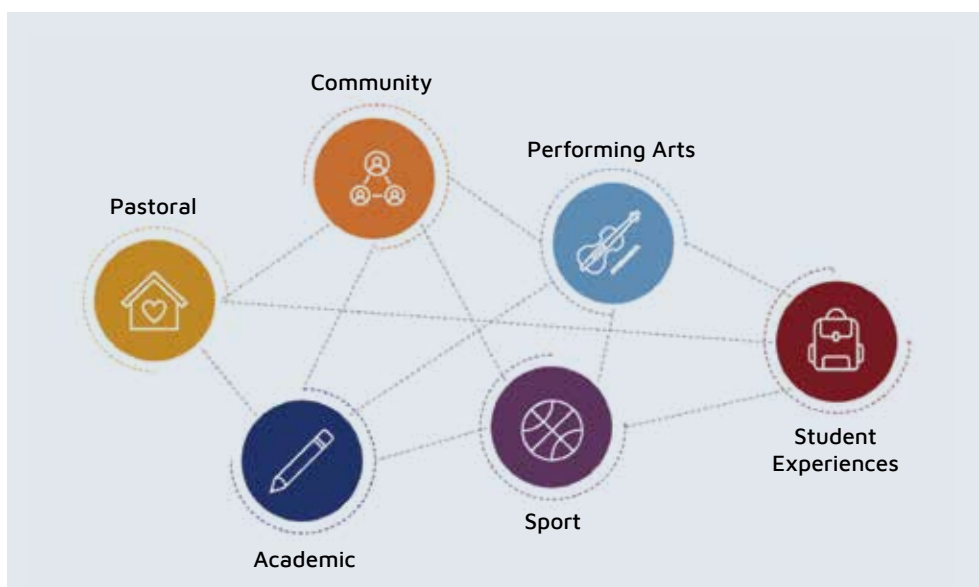


Take a Campus Facilities video tour



# An integrated learning program.

**We support students to develop the competencies, self-confidence and resilience to navigate and overcome life's changes and obstacles with a 'Mind for life'.**



## QUALITY TEACHING AND LEARNING

Weekly professional development sessions help teachers grow and build their skills. Professional learning is shaped by our Quality Lesson Design Model – designed to promote and highlight the core components of a great lesson including clear objectives, explicit teaching, checking for understanding, independent and guided practice, and an opportunity at the end of each lesson to assess progress made against each objective.

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Middle School and Senior School learning experiences, refreshed in 2023 to further enhance our student experience and opportunities, are underpinned by community, connection and wellbeing. This ensures dedicated and deeper academic learning opportunities, along with giving each student choice and agency over their learning experiences.



## ACADEMIC

Our academic offerings and innovative approach to learning, tailored to each individual, is reflected each year in our academic results, which consistently place Caulfield Grammar in the top Victorian schools.

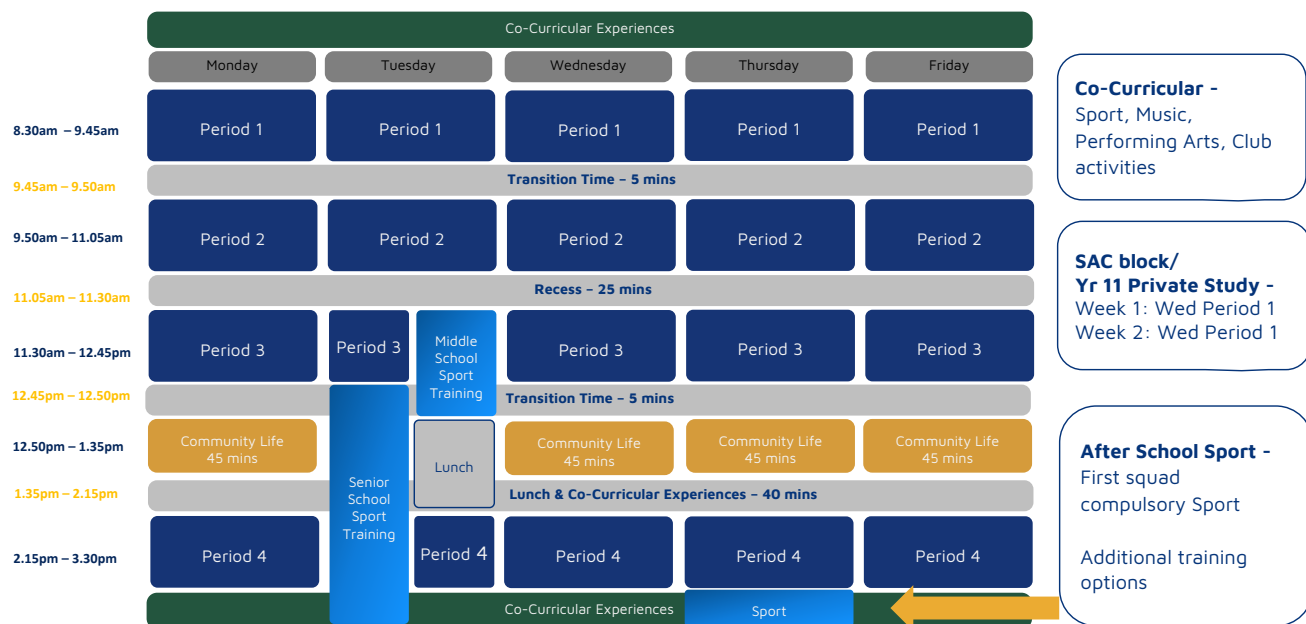


Explore our student achievements

🔍 'VCE results'



## LEARNING PROGRAM



The structure of each day enhances 'voice and choice' for each student experience – and optimises learning and participation in the many diverse academic and broad and balanced co-curricular experiences on offer.

To enable deeper applied learning and pastoral care, five periods are conducted each day – four 75-minute periods and a 45-minute Community Life period.

Core APS Sport training is embedded within the school day, instead of after school, removing scheduling clashes to provide greater access and opportunities for all students to participate in co-curricular activities.

Senior students also benefit from enhanced integration including:

- VCE School-Assessed Coursework (SAC) blocks embedded into the Learning Program each Wednesday to support cognitive load
- VCE study blocks embedded into the day
- Greater focus on Student Futures programs (Careers Education)
- Academic Master Classes offered in addition to allocated subject time to support academic learning

## COMMUNITY LIFE

A dedicated 45-minute period called Community Life is scheduled each day within the Learning Program. In this period, Secondary students participate together in planned activities that promote a positive sense of belonging and wellbeing through coordinated community connection and supportive relationships.

Providing access to a wide range of life experiences and transferable skills, students pursue their passions and customise their broad and balanced curriculum. Activities such as Assembly, Sport, House Activities, Life & Faith, and Religion & Ethics are scheduled during Community Life periods.

Other offerings include:

### **Thrive Curriculum (Years 7-12)**

Students engage with a comprehensive and age-appropriate Thrive curriculum each week. The focuses are on acquiring and applying the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

### **Flexible Academic Time (Years 10-12)**

Whole year levels and smaller groups participate in joint activities that enhance academic learning and encourage the pursuit of interests such as Student Futures (Careers Education) sessions, transition programs, planning camps and other experiences, academic support events (exam preparation, subject selection, VTAC discussions, subject-based Masterclasses, academic competitions), approaches to learning skills, and services of worship.

### **Recreational Physical Activity Program (Years 10-12)**

Regular physical activity benefits social and emotional wellbeing and is linked to improvements in academic performance. Offered as part of the core Sport Program, the Recreational Physical Activity Program includes recreational activities such as yoga, pilates, indoor rock climbing, fitness classes, golf and strength and conditioning classes.

This Program is available to Senior students who opt to take a season off Sport, allowing them to remain physically active throughout the year. Students are still required to participate in a competitive Sport for a minimum of two out of three seasons if they are in Years 10 and 11, and one season if they are in Year 12. All Senior students, when not participating in their compulsory competitive Sport season, will engage in the Recreational Physical Activity Program.

### **Caulfield Connection (Years 11 & 12)**

These sessions provide dedicated time to explore passions and interests beyond the traditional academic classroom, with a focus on practical learning experiences that provide students with transferable skills beyond Secondary School.

Short courses and micro-credentials on offer allow students to pursue further study in a specialised field and are designed to build in-demand career skills, as well as deepening student understanding of areas of personal interest. A breadth of offerings include hospitality, financial literacy, music production, podcasts, publishing and editing, customer service skills, cyber war, surveillance and security, and entrepreneurship.









# Broad and balanced experiences.

**Our co-curricular programs inspire and engage all students to find their pathway through exploring Sport, The Arts, cultural immersion and experiential learning, both globally and locally.**

## Sport

**Supporting healthy bodies for a healthy mind.**

We believe that sport plays an integral role in the social, emotional and physical development of our students – and we are dedicated to creating a sporting culture that focuses on enjoyment, participation and community.

Our Sport program is compulsory for Years 5 to 12 and equips our students with essential life skills to develop and maintain their health and wellbeing, as well as create a lifelong love of sport. Students compete in both the prestigious Associated Public Schools of Victoria (APS) and Associated Grammar Schools of Victoria (AGSV) competitions, as well as a range of sport-specific regional, state and national interschool competitions.

There are also opportunities for students to participate in House sports, sports camps and tours both within Australia and internationally, as well as represent Caulfield Grammar School in a range of other sports including Human Powered Racing, Fencing, Golf, Snow Sports and more.



Explore Sport









## The Arts

**Offering vast opportunities for creative growth.**

Whether it's music, theatre, visual arts or dance, being involved in The Arts provides learners with a safe and supportive place for self-expression, discovery, creative collaboration and reflective connection.

Drawing on a variety of specialist talent and resources from each of our campuses, Caulfield Grammar School offers a broad and inclusive curriculum of creative arts subjects and productions across all its campuses – accommodated in our exceptional Creative & Performing Arts Centres.

### MUSIC

We offer many unique co-curricular musical experiences including productions, music lessons, ensembles, bands, choirs and orchestras. Our Music Program seeks to establish and nurture a lifelong love of music in our students through performing, listening to music and appreciating the therapeutic value of music in their everyday lives.





## PERFORMING ARTS

Our Performing Arts offering encourages students to see performance as a powerful vehicle for challenging and changing attitudes about the world. Allowing students to combine personal and social learning arising from the content with aesthetic understanding about the conventions of Theatre, Performing Arts also offers our students the opportunity to challenge and confront themselves by moving out of their comfort zone in a safe learning environment.

## VISUAL ARTS

In addition to our curriculum, we provide our students with a wide range of co-curricular offerings including artist-in-residence programs that sit alongside and within Secondary year learning programs; opportunities for students to explore their passions backstage – creating costumes, props and sets for theatrical productions; Art and Design tours; and a student-led Visual Arts Committee that organises and runs activities to enhance our community.



Explore The Arts



**Garden Sanctuary**  
Madi, VCE Art and Design Graduate Exhibition.



**Blue landscapes**  
Jack, Year 10 Wheelers Hill Campus.





**My Sense of Place**

Polly, Years 7 & 8 Art Exhibition Caulfield Campus.  
Students used artmaking to interpret the theme as a way of understanding what identity can look like, based on the place we live and the locations we visit that resonate with us.





# Cultural immersion and global mindedness.

Students 'learn by doing' through authentic real-world learning experiences, connection and collaboration – immersing in diverse cultures to develop the skills necessary to navigate our rapidly changing world, whether internationally or domestically. These experiences foster a strong sense of community, cultural awareness and responsibility – a desire to make a difference to the world around them.

Each year our Secondary students can experience a range of domestic and international tours and experiences across Music, Sport, Theatre, language immersion, career opportunities, STEM, along with the programs below that are core to a Caulfield Grammar education.



Explore tours and experiences

## YJ EDUCATION OUTDOORS

The Education Outdoors Program at Yarra Junction Campus, affectionately known as 'YJ', is unique and has a profound effect on each learner visiting – whether in their Junior or Secondary years. Students experience 'real-life' learning beyond the classroom – exploring the natural environment through Art and Science, learning about local Indigenous history through cultural experiences, harvesting and preparing food from the vegetable garden, and supporting the operations of a working dairy farm. Built into each encounter is the opportunity to reflect and ensure the learning is personalised and transferable for each student. This experiential learning encourages real-life decision-making, fosters positive risk-taking, aids the development of resilience, enhances community awareness, and helps our students clarify their values. In Year 7, students spend five days at YJ and in Year 8, a further eleven days. In Years 9, 10 and 11 many students elect to return as Student Leaders.



Explore YJ Education Outdoors

## YEAR 9 KAKADU PROGRAM

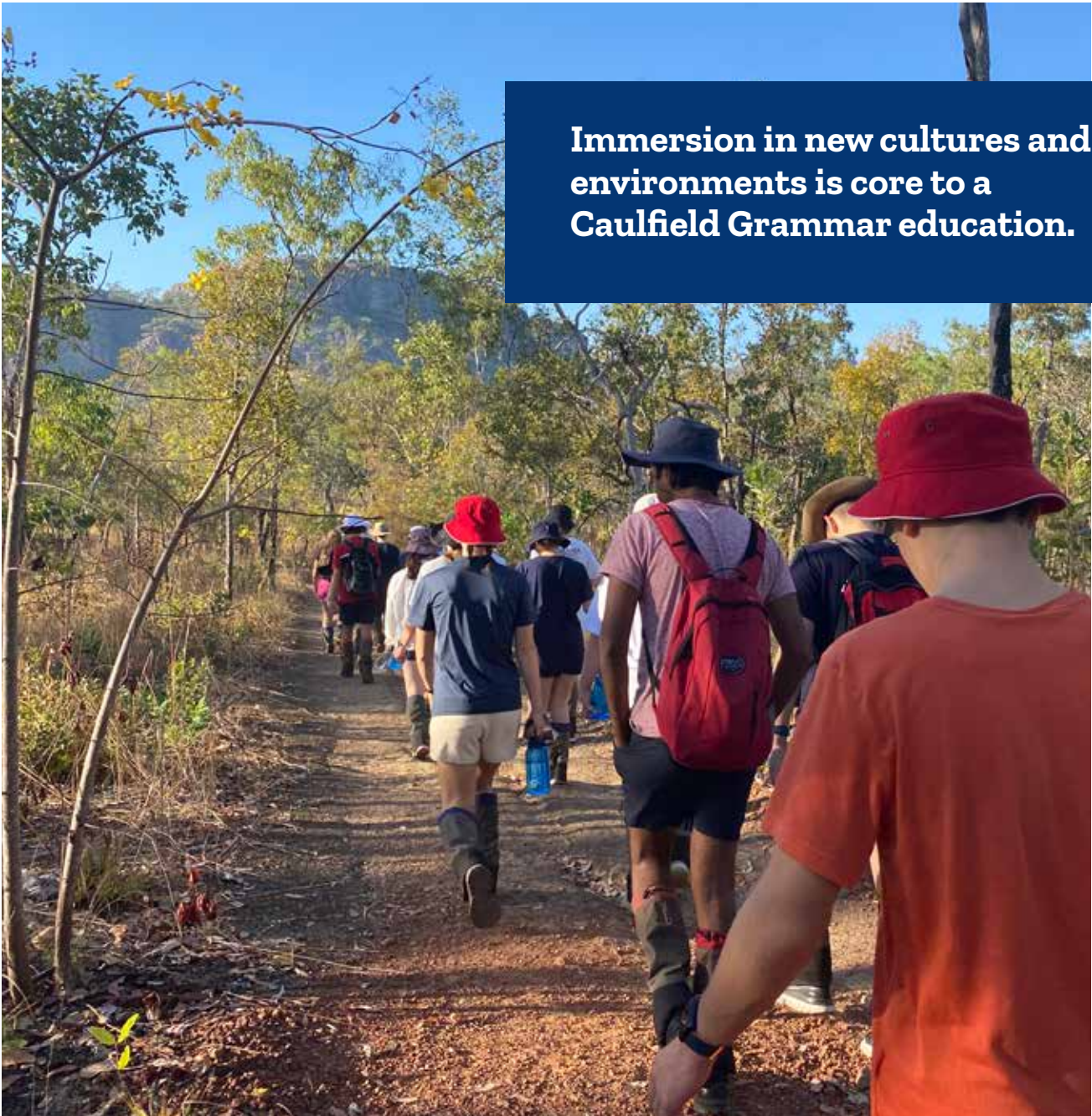
Our Year 9 Kakadu Program is an immersive outdoor learning experience in the Northern Territory. Students learn first-hand about living in a remote community from the local people – cultural exchanges include Indigenous languages, arts and crafts, and ways of living and surviving on Country. This unique extended program provides students with a variety of environments and settings to take responsibility for their own learning and self-management. Students have a unique opportunity to experience contrasts – between ancient and modern approaches to land usage, ownership, governance and restoration – and explore the stories, culture, histories and peoples within a range of communities in the Northern Territory.

## ODYSSEY PROGRAM

This Year 10 program provides a challenging range of semi-remote, natural world experiences to assist students in their personal and social development – with a learning focus on accepting challenge, community action and environmental appreciation. Six-day programs include rock-climbing in The Grampians, bicycle touring around the Ovens Valley, cross-country skiing on the Bogong High Plains, bushwalking and white-water rafting on the Mitchell River, and canoeing on the Murray River.



**Immersion in new cultures and environments is core to a Caulfield Grammar education.**





# Middle School (Years 7-9).

## The middle years of schooling are crucial in shaping the knowledge, skills, values, beliefs, character and learner attributes required to successfully navigate the transition to Senior School and beyond.

More immediately though, Middle School provides an important transition from the Junior to Secondary years of school life where a love of learning, and a learning culture that promotes inquiry, can be carefully nurtured.

The adolescent years are clearly a time of significant change: intellectual, physical, social, spiritual and emotional. Providing an engaging curriculum which invokes student passion and interest while amplifying their curiosity as learners is fundamental to our Years 7-9 programs.

Instilling a strong learning practice and framework early in Secondary School is a key part of a child's success. Learning Mentors work alongside an allocated class group in Years 7 and 8. These highly experienced co-teachers bring a variety of expertise to guide and nurture student wellbeing and promote academic excellence across their Middle School learning experiences. Learning Mentors develop student agency by focusing on Approaches to Learning skills; supporting students to become self-regulated learners through developing the attributes of the IB MYP Learner profile; and instilling a strong learning practice early in Secondary School to ensure future success.

Educational experiences are designed to enlighten, empower, enrich and transform students. They provide a broad experience of skills for life and a strong academic foundation. Students learn 'how' to learn, not just 'what' to learn, and students make practical and authentic connections between their studies and the real world through guided inquiry.

Caulfield Grammar School is authorised to deliver the **International Baccalaureate Middle Years Programme (IB MYP)**. The MYP is a framework for how the disciplines and faculties work together to create a consistent language and experience for our students.

The MYP world-class framework guides teaching and learning practices and delivers content specified by the Australian Curriculum, underpinned by a strong focus on Literacy and Numeracy.

In Middle School, each year is divided into eight subject groups, providing a broad and balanced education for early adolescents.

The MYP ensures breadth and depth of understanding through studies in these eight subject groups in each year of Middle School. Students engage with big ideas, rather than simply memorising facts. In an MYP learning space, students draw connections between subject disciplines that are explicitly linked to the world around them, contextualised and driven by each student's understanding of concepts.

MYP learning experiences examine global points of view wherever possible to promote understanding of other cultures, an awareness of the human condition, and an understanding that there is a commonality of human experience.





## ARTS

Develops skills through creating, performing and presenting Arts in ways that engage and convey feelings, experiences and ideas. Students have opportunities to function as artists, as well as learners of the Arts. Across their time in the Middle School, students undertake compulsory studies in both Visual and Performing Arts.

## DESIGN

Provides students with the opportunity to apply the design cycle as a way of structuring their inquiries. Students apply practical and creative thinking skills to solve design problems and consider their responsibilities when making design decisions and taking action. Students explore the role of design in both historical and contemporary contexts, with a focus on product and digital design as well as sustainability.

## INDIVIDUALS AND SOCIETIES

Encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

## LANGUAGE ACQUISITION

Values language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding. All Middle School students undertake a compulsory language from Year 7 to Year 9 – French, Chinese and German are on offer.

## LANGUAGE & LITERATURE (ENGLISH)

Enables students to interact with a range of texts, generating insight into moral, social, economic, political, cultural and environmental domains.

Students develop their skills in reading, writing, speaking, listening, viewing and presenting. They continually grow in their abilities to form opinions, make decisions, and reason ethically.

## MATHEMATICS

Encompasses number, algebra, geometry and trigonometry, statistics and probability. Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

## PHYSICAL & HEALTH EDUCATION

Empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. Physical and Health Education focuses on both learning about and learning through physical activity.

## SCIENCES

Fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students explore Chemistry, Biology, Physics and Earth Sciences, and are encouraged to investigate issues through research, observation and experimentation, working independently and collaboratively.

## GLOBAL CONTEXTS

Real-world learning is achieved in the MYP by the Global Contexts – a set of broad, meaningful contexts that direct learning towards independent and shared

inquiry into our common humanity and shared guardianship of the planet. Teachers use these Global Contexts to guide exploration in every unit of study.

## SERVICE AND ACTION

Engaging in developing an understanding of self, and our responsibilities as a member of a community, through taking action to build on the strengths and to address identified needs in the community.

## YEAR 9 COMMUNITY PROJECT

Encourages students to find a cause that they are passionate about and take action within the broader community. Students develop and demonstrate a variety of approaches to learning skills. From care packs for cancer patients and stationery drives for 'Backpacks 4 Vic Kids' to 'Donate a Device' for hospital geriatric wards, this program develops international mindedness and a desire to make a difference in the world around them.






## YEAR 9 CAFÉ BUSINESS PROGRAM

This unique 2-week program gives an insight into running a small business, immersing students in the unique environment of the commercial café kitchens at Wheelers Hill and Caulfield campuses. Over two weeks our students apply for roles, create a culinary theme and menu for the week, learn profit and loss, food handling and hygiene, and then open the café to the School community to practise what they have learned.





THE FIVE MAIN CATEGORIES OF APPROACHES TO LEARNING

 <b>Communication</b>	<b>Communication skills</b>	Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information.	<ul style="list-style-type: none"> <li>■ Expressing oneself</li> <li>■ Structuring ideas coherently</li> <li>■ Using language in different settings</li> <li>■ Listening to others</li> </ul>
 <b>Social</b>	<b>Collaboration skills</b>	Working effectively with others.	<ul style="list-style-type: none"> <li>■ Being empathetic</li> <li>■ Negotiating</li> <li>■ Building consensus</li> <li>■ Listening to and giving feedback</li> </ul>
 <b>Self-management</b>	<b>Organisation skills</b>  <b>Affective skills</b>  <b>Reflection skills</b>	Managing time and tasks effectively. Managing state of mind (e.g. mindfulness, perseverance, emotional management, self-motivation, resilience). (Re)considering the process of learning; choosing and using approaches to learning.	<ul style="list-style-type: none"> <li>■ Using time efficiently</li> <li>■ Emotional management</li> <li>■ Being resilient</li> <li>■ Learning about learning</li> </ul>
 <b>Research</b>	<b>Information literacy skills</b>  <b>Media literacy skills</b>	Finding, interpreting, judging and creating information. Interacting with media to use and create ideas and information.	<ul style="list-style-type: none"> <li>■ Collecting and interpreting data</li> <li>■ Analysing sources</li> <li>■ Referencing</li> <li>■ Use of multimedia</li> </ul>
 <b>Thinking</b>	<b>Critical thinking skills</b>  <b>Creative thinking skills</b>  <b>Transfer skills</b>	Analysing and evaluating issues and ideas. Generating novel ideas and considering new perspectives. Using skills and knowledge in multiple contexts.	<ul style="list-style-type: none"> <li>■ Evaluate perspectives</li> <li>■ Make generalisations</li> <li>■ Develop coherent arguments</li> <li>■ Be creative</li> <li>■ Use knowledge in different settings</li> </ul>



# Senior School (Years 10-12).

**The senior years at Caulfield Grammar School are designed to challenge students, maximise personal development and academic performance, and prepare young adults for their chosen post-secondary destination.**

The structure for Years 10-12 is designed to provide scope for the potential of each individual student to be realised through a challenging program of study offering breadth to cater for individual interests. The studies chosen by each student reflect this – along with the Careers Education Program, Community Service, Education Outdoors, personal development, leadership opportunities and a diverse range of co-curricular experiences.

Year 10 students can include in their course of study a range of VCE Units suited to their interests and abilities. This means that the VCE is spread over three years rather than two, enabling students to tailor their own individual learning journeys for these three critical senior years.









Our Senior School learning programs are designed to support individual needs in many ways including for example:

### ACCELERATION

Acknowledging the benefits of students being motivated and challenged in their academic studies, acceleration at Year 10 into a Unit 1/2 subject (Year 11) and at Year 11 into a Unit 3/4 subject (Year 12) is available for suitably qualified students. Selection for acceleration is confirmed after consultation between the Head of House, Assistant Head of House, Learning Area Leader, student and parents.



### LEARNING STRATEGIES SERVICES

The Learning Strategies Department assists teachers to cater for the learning needs of individual students. Opportunities for remediation and support are provided so that students can maximise their potential in the academic environment. Assistance may be given in small group settings or in a one-on-one situation with teachers who are experienced in the field. Communication between teachers, students and parents plays an important role in the success of these programs.

### COMMUNITY SERVICE

Caulfield Grammar has a long tradition of community service. Our Community Service Program instills a sense of responsibility, cultural awareness, connection and compassion. One of the ways serving others is recognised in the Senior School is the Caulfield Grammar School Certificate of Excellence which acknowledges students completing 20 hours or more of service. Year 10 students are encouraged to develop awareness of the needs in various communities, pursue a passion, and take action by undertaking community service on Monday afternoons.

### WORK EXPERIENCE

Undertaking Work Experience from Year 10 offers many valuable outcomes for students, improving their intellectual, social and vocational development to assist with their transition from school to working life in the community. Students also gain assistance in making career choices, increase their understanding of employment opportunities, gain first-hand experience of the impact of change in the world of work, and develop an appreciation of the concept of lifelong learning. In Year 10, students undertake a week of Work Experience during term breaks.





### STUDENT FUTURES (CAREERS EDUCATION)

A large focus of our Student Futures Program for Years 10-12 students is to help identify key skills, personal strengths, passions and interests – along with ongoing guidance as students embrace change and celebrate their success in being truly adaptable and independent lifelong learners. The Morrisby online vocational guidance tests in Year 10 allow our Careers Team to have conversations with students about their strengths, values, personality and work preferences, and also provides greater clarity and empowerment.

The Student Futures Program also includes 1:1 student careers counselling appointments to develop an individualised career development plan; Careers Expo events with tertiary and further education institutions; Subject Selection Fairs to speak with heads of learning areas, alumni and Year 12 students about subject content and areas of interest; Parent Career Presentations by a Careers development expert; and our Career Industry Breakfasts, consisting of inspiring panel discussions from alumni across a diverse range of fields.

### VCE (BACCALAUREATE)

The Victorian Curriculum and Assessment Authority (VCAA) awards the Victorian Certificate of Education (VCE) Baccalaureate to students who have included a particular combination of subjects in their VCE program. The VCAA describes the VCE (Baccalaureate) as a means of recognising students who have chosen to study a VCE program which includes a higher level of mathematics (Mathematical Methods (CAS) and/or Specialist Mathematics) and a language. In addition, students must have received a study score of at least 30 for English/ Literature/English Language or at least 33 for English as an Additional Language. For students who qualify and successfully complete their VCE, the awarding of the VCE (Baccalaureate) is automatically noted by the VCAA on their Statement of VCE Results. While tertiary institutions do not offer a bonus or list the program as a pre-requisite for any particular course, students completing such a program of study have a wide range of courses available to them.

### VETIS (VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS)

VETIS is a vocational program developed in response to the needs of industry, which can be included with VCE studies in the calculation of the ATAR. These programs enable students to complete a nationally recognised vocational qualification, e.g. Certificate III in Screen and Media and the Victorian Certificate of Education (VCE) at the same time. Students undertaking a VETIS program can articulate into designated post-school academic pathways (TAFE and university) as well as enhance their transition from school to work. Some students are able to undertake a VETIS study at Caulfield Grammar School as part of their VCE program.

# Friendships for life.



Establishing meaningful relationships is one of the most important skills humans develop. But it can also be challenging, so every day we help our young people develop the skills they need to make positive friendships.

As a multi-campus co-educational school, the friendships our young people make in Junior and Middle School will continue with them through Secondary School and beyond.

Our House system, pastoral care and co-curricular programs all nurture this deep sense of community and connection. House events, programs and activities build lifelong friendships and a strong spirit of camaraderie within and across year levels.

## CAULFIELD GRAMMARIANS' ASSOCIATION (CGA)

The CGA inspires lifelong connections and actively nurtures a large community of engaged alumni who attend reunions and networking events and join clubs. A number of graduates also seek leadership positions with our teams at YJ Campus and in Jabiru, Northern Territory.

Tapping into our incredible alumni network is also an invaluable source of insight and inspiration for our current students. Events such as our Career Industry Breakfasts, International Women's Day Breakfast, Reverse Mentoring and Subject Selection Fairs consist of inspiring panel discussions from Caulfield Grammar alumni across a diverse range of fields.



**Wherever life  
takes you,  
you are never  
far away.**







Caulfield  
grammar school

# Mind for life.

## CAULFIELD GRAMMAR SCHOOL

CRICOS provider number 00136F  
ABN 79 004 170 772

## WHEELERS HILL CAMPUS

Early Learning to Year 12  
74-82 Jells Road  
Wheelers Hill VIC 3150  
Admissions 03 8562 5222

## MALVERN CAMPUS

Early Learning to Year 6  
5 Willoby Avenue  
Glen Iris VIC 3146  
Admissions 03 9524 6333

## CAULFIELD CAMPUS

Years 7-12, Boarding from Year 9  
217 Glen Eira Road  
East St Kilda VIC 3183  
Admissions 03 9524 6333

## CONNECT WITH US

[cgs@caulfieldgs.vic.edu.au](mailto:cgs@caulfieldgs.vic.edu.au)



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