



Boarding Life

Years 9-12



Caulfield
grammar school

“ Leaving home to attend boarding school is a big decision for any parent and their child. Care, connection and trust are so very important, and these are proudly central to our boarding experience. Our boarding students, who join us from regional Australia as well as international homes, are the heartbeat of our Caulfield Campus.

Boarding at Caulfield Grammar School provides your child with a future-focused education designed so that each student can create their individual pathways through our outstanding academic learning programs and extra-curricular opportunities.

ASHLEIGH MARTIN, PRINCIPAL

”



OUR SCHOOL

Established in 1881

We are a multi-campus, co-educational school committed to providing exceptional educational opportunities from Early Learning through to Year 12.

With more than 3,700 students, 1,000 employees and 250 sport coaches across our four metropolitan campuses, our size allows us to provide students with access to state-of-the-art facilities and resources, quality teachers and innovative specialist educational programs.

Our academic programs and innovative approaches to learning, tailored to each individual, are reflected each year in our VCE results, which consistently place Caulfield Grammar in the top Victorian schools.



CAULFIELD CAMPUS
Years 7 to 12



MALVERN CAMPUS
ELC to Year 6



SHELFORD CAMPUS
Prep & Years 4-6 from 2027



WHEELERS HILL CAMPUS
ELC to Year 12



Our Purpose, Vision & Values

Caulfield Grammar School's mission is to enable quality learning every day in every experience, fostering responsible global citizens. Our core values shape our School community by guiding how we collaborate, interact and inspire one another and by cultivating an environment that nurtures individuality, empathy and inclusivity.

OUR PURPOSE

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

OUR VISION

To be a leading, internationally recognised, co-educational school fostering responsible global citizenship.

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.

PURSUING EXCELLENCE

An ongoing commitment to individual and collective growth through perseverance, collaboration and resilience.



EMBRACING DIVERSITY

Authentically valuing the richness of difference, appreciating and recognising that all perspectives contribute to our community.



LIVING WHOLEHEARTEDLY

Engaging in life with purpose, courage, passion, humility and in service with others.



INSPIRING CREATIVITY

Imagining and initiating new possibilities and turning these into practical outcomes.



THRIVING TOGETHER

As a community, take responsibility for personal wellbeing while positively impacting on the wellbeing of others.



Our House Community

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

All boarders proudly don the tangerine as members of Morcom House - participating in friendly House competitions that build a strong spirit of camaraderie and community across year levels and between boarders and non-boarders. This is one of the many ways that we ensure boarders have a wider network of friends within the School community.

Go Team Tangerine!



WHEELERS HILL CAMPUS



Holmes House



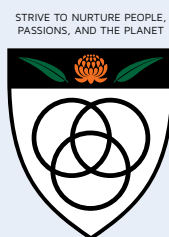
Langley House



Lumsden House



Shaw House



Skarbek House



Wilshire House

CAULFIELD CAMPUS



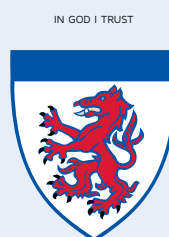
Archer House



Barnett House



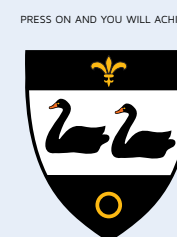
Buntine House



Davies House



Dixon House



Kurrle House



Morcom House



Newton House

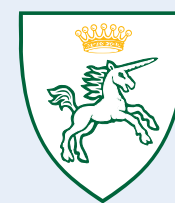


Syme House

MALVERN CAMPUS



Brown House



Marsden House



McLean House



Warriner House

SHELFORD CAMPUS



Blundell House



Langley House



Lloyd House



Thomas House





Our Boarding Family

“ One of the best things about Morcom House is the sense of family created among the students themselves. There’s an enormous feeling of a close-knit community that really is quite special. ”



TIM GALLOP,
HEAD OF BOARDING –
HEAD OF MORCOM 11 & 12



DARREN LOWE,
ASSISTANT HEAD OF BOARDING –
HEAD OF MORCOM 9 & 10



OUR BOARDING FAMILY

Caulfield Grammar School has one of the longest-running and most experienced boarding programs in Australia, offering co-educational boarding at Caulfield Campus for up to 90 students from Years 9-12.

Located just 8km from Melbourne’s vibrant CBD, Caulfield Campus provides boarders with the best of both worlds – an exceptional education and nurturing family environment in one of the world’s most liveable cities.

Morcom House is the centrepiece of our boarding facilities, nestled in the heart of Caulfield Campus. Boarders share common recreation and dining facilities, with accommodation in separate boarding houses.

Students have access to a diverse range of innovative learning programs, extra-curricular

activities and exceptional facilities, including a 650-seat professional theatre, a multitude of art, music and performing arts spaces, best-practice learning spaces for Middle School students, a fully equipped café space for the Year 9 Café Business Program, and a new award-winning Senior School building.

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



OUR BOARDING FAMILY

DEDICATED STAFF

Our boarding staff team nurtures strong relationships with our students and offers guidance and support across every area of development – academic, social, physical and emotional – to ensure each student has everything they need to assist them in their day-to-day life in Melbourne.

Tim Gallop and Darren Lowe have been leading our residential community since 1997 and are passionate about providing a safe and happy boarding experience while challenging and guiding students to discover their full potential in all aspects of their school life.

ACADEMIC SUPPORT

A number of our boarding staff are teachers at the School and can provide academic assistance. This includes promoting academic progress, providing a point of contact between home and school, and giving academic support in their specialist areas. Students are also required to take part in scheduled study (homework/prep) periods each weekday.

KEEPING OUR FAMILIES CONNECTED

We firmly believe that strong communication between staff and families is key to providing a supportive and successful learning environment for your child, and there are many ways we enable this at Caulfield Grammar School.

Orientation

Our orientation program is where new boarders and their families are invited to join us for the day before the start of the school year. This is a wonderful way for new families to experience first-hand the warmth and welcome of Morcom House and to help new students transition to boarding life. Our Student Activities Weekend is held on the first weekend, enabling the swift and successful blending of current and new boarders.

Staying Connected Online

Families are kept updated on School and boarding house activities, including student leave permissions, through our specialised online

boarding portal (REACH). CaulfieldLife is our purpose-built community portal that provides a place for our students, families and employees across our campuses to connect, share news, and access important School information and resources.

Parents and Friends Boarding Group

Caulfield Grammar School's active and inclusive Parents and Friends Groups include a dedicated Boarding chapter that organises social and information events throughout the school year. It's a wonderful way of meeting and networking with other boarding families and the wider School community. A highlight annual event is the Mother's Day Eve family dinner in May, which attracts more than 200 participants.



OUR BOARDING FAMILY

WELLBEING & PASTORAL CARE

Our School's commitment to, and focus on, the connection between emotional health and learning outcomes is a vital component of our boarding approach, not just for students but also for families.

The wellbeing of our boarding students is proactively nurtured and supported through a network of care that encompasses a strong partnership between home, school and community. Having the right people around can make a huge difference to how boarders feel in those moments when they need someone to talk to. We employ a diverse staff from a variety of ages, ethnicities and backgrounds, ensuring all boarders will find someone they can connect with if they want advice or just a chat.

Our boarding team offers guidance and support to ensure each child has everything they need to assist them in their day-to-day life. They work closely alongside our Heads of Campus, Learning Mentors, Counsellors, Youth Support Worker, Chaplains and Careers (Student Futures) team to support each student's individual wellbeing needs.

Boarders also attend a daily Tutor Group session before school, where Tutors check in on each student's social and emotional wellbeing and provide advice and assistance.

Students are carefully supervised on campus and have direct mobile phone access to members of our boarding team when off campus.





Our 2025 Morcom House Co-Captains

“Moving into the boarding house at Caulfield Grammar School in Year 9 was a scary step – it was a completely new environment, and I had no idea what to expect. But being part of Morcom boarding house has taught me so much and also given me many unique opportunities and experiences that have been pivotal in achieving my goals.

I have become more independent, learning how to manage my schedule and stay on top of schoolwork, sports, House events and music commitments.

Living with others means learning how to thrive together as a cohort, overcome disagreements and adapt to shared routines – all of which has helped me to develop important life skills that some people only acquire after school.

One of my favourite boarding memories is the House Swimming Carnival. Living together means we know each other so well, and the cheering and support for one another is incredible. It’s just one of the many experiences that come with being part of the Morcom community – something that’s hard to find anywhere else outside of the boarding house.

OLIVER SCHELOSKY ”

“Starting boarding in Year 9 as a 13-year-old was a massive leap, especially considering the small-town life I was accustomed to in country Victoria.

However, joining the Morcom community has been the most incredible opportunity. It is a unique group of diverse, talented, amazing individuals and we have formed an unbreakable bond that allows us all to be part of something valuable, something special, that has changed us all for the better.

I cherish every day, experience and interaction as part of this community and I can’t express the gratitude that I feel, as I know do all boarders, for the sacrifices our families made to get us where we are and the efforts others – the boarding staff, teachers and friends – make to ensure our success.

I am so lucky to have been appointed Morcom Co-Captain in 2025, along with Oli Schelosky, so we can ensure the culture that makes Morcom so magic is enjoyed by all members of the boarding house today and into the future.

EMILY DAVIES ”

Life in the Boarding House

We want all boarders to access, and benefit from, the breadth and depth of learning experiences, opportunities and facilities on offer.

Since opening our doors to boarders in 1881, Caulfield Grammar School has valued the benefits of a residential community, providing an inclusive ‘home away from home’. We believe boarding nurtures valuable life skills, building confidence, resilience and independence.

Our boarding experience offers a vibrant inclusive community, bringing together staff and young people from different backgrounds, ages and cultures to live and learn together.

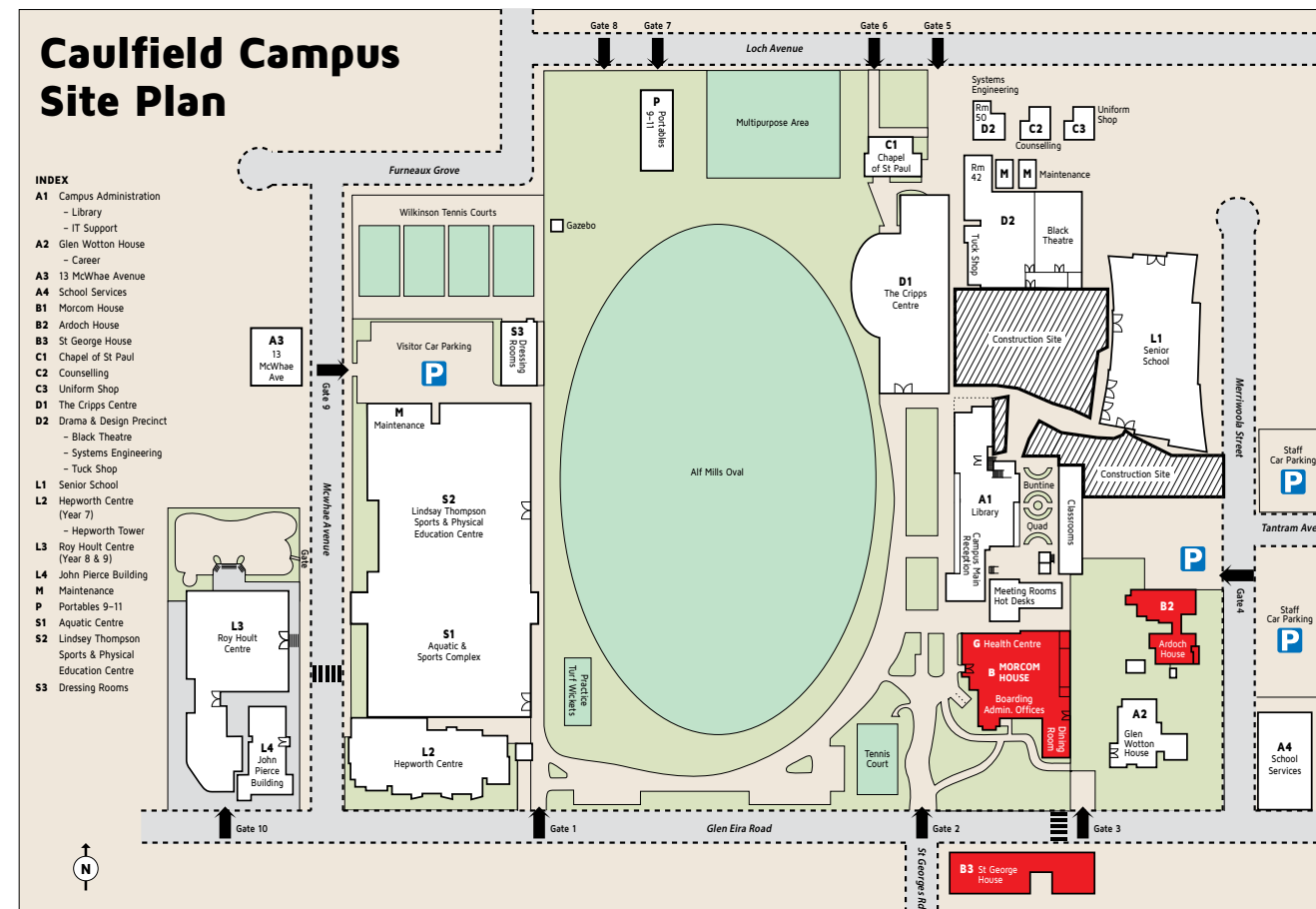
Our main boarding building lies at the heart of Caulfield Campus and is the centrepiece of our extensive boarding facilities. Girls and boys share

common recreation and dining facilities. All boarders are members of Morcom House, with accommodation in separate boarding houses. This co-educational aspect means that brothers and sisters, nieces and nephews can board at the same school, a feature not available in many schools.

When the structured school day ends, boarders have opportunities to access the School’s extensive facilities including the library, tennis courts, swimming pool, gymnasium, basketball courts and weights room.



LIFE IN THE BOARDING HOUSE



THREE ACCOMMODATION BUILDINGS

- **Morcom Boys House** (males mainly upstairs, co-ed recreational areas downstairs)
- **Ardoch Girls House** (Yrs 11-12)
- **St George Girls House** (Yrs 9-11)

Separate, personalised room spaces for boys and girls. Single rooms for Year 12 students.

ACCOMMODATION

Girls and boys are accommodated in separate boarding houses – on Caulfield Campus and directly across the street on Glen Eira Road in close proximity to each other. Rooms are designed to complement the demands of the learning program with a variety of configurations from single-bed to three-bed options. All Year 12 students are accommodated in single-bed rooms.



LIFE IN THE BOARDING HOUSE

NUTRITIOUS MEALS

All meals are prepared on the premises. Three hot meals are provided daily, with lunch accompanied by an extensive salad bar and sandwich options. Light morning tea, afternoon tea and supper are also provided. Tea, coffee, Milo, cordial and fresh fruit are available at all other times. The menu, developed by the Head of Catering, comprises a monthly menu of healthy options that cover all the key food groups. Variations for students with individual medical needs are catered for and student feedback and suggestions for menu options are welcome.

COMMON AREAS

Students have access to a number of spacious and comfortable common recreational areas including TV rooms, billiards, table tennis and futsal tables, student kitchens, as well as designated study areas.

WEEKEND ACTIVITIES

Boarders have frequent access to the School's extensive sporting facilities, which include a gym, weights room, oval, basketball and tennis courts, and Olympic-sized indoor pool. There are also a myriad of co-curricular activities, groups and clubs to explore interests such as performing arts, music, theatre, dance, photography and debating – all while experiencing the unique location, community and culture of one of Australia's most livable cities.



LIFE IN THE BOARDING HOUSE

LEAVE

A key part of boarding life is striking a balance between rules and self-responsibility. We have rules that we expect students to respect, but we also believe they need to have accountability for their own behaviour, and learn independence to stand them in good stead for life. We offer boarders the flexibility to leave the School grounds with appropriate permissions. Types of leave vary in both duration and distance and are subject to approval. Caulfield Grammar School’s

specialised online system gives parents visibility to monitor their child’s request for leave, allowing for open communication between students, their families and School administration.

DEDICATED 24/7 HEALTH CENTRE

We have a 24/7 onsite Health Centre staffed with registered nurses during the week (day and night) and on Saturday mornings. There are qualified first-aid practitioners onsite on Saturday afternoons and Sunday during the school term.



LIFE IN THE BOARDING HOUSE

Your child will experience a busy and fulfilling week.
This is a typical daily schedule for our boarding students:

| | |
|-----------------|--|
| 7:00am | Boarders woken up to start the day. |
| 7:30am – 8:00am | Breakfast. |
| 8:10am | Room inspection. |
| 8:20am | Boarders make their way for the start of school – Periods 1 and 2. |
| 11:05am | Morning Tea in the Dining Room. |
| 11:30am | Learning in Period 3. Middle School Sport training – compulsory Tuesday and optional Thursday. |
| 12:45pm | Lunch in the Dining Room. Co-curricular Experiences. |
| 1:25pm | Community Life. Senior School Sport training – compulsory Tuesday and optional Thursday. |
| 2:15pm | Learning in Period 4. |
| 3:30pm | Classes end: Afternoon Tea in the Dining Room. |
| 3:30pm – 5:30pm | First Teams Sport training (Thursday) and Co-curricular Experiences. |
| 6:00pm | Dinner commences. |
| 7:00pm | House meeting held for messages, celebrations and housekeeping matters. |
| 7:10pm – 8:45pm | Study time (finishes 8:00 pm on Fridays). |
| 8:50pm | Various sport and recreation facilities open for use some evenings. Supper available in Dining Room. |
| 9:30pm | Students return to their own boarding house accommodation. |
| 9:45pm | Study time for Years 11 and 12. |
| 10:00pm | Years 9 and 10 to bed (lights out by 10:15 pm). |
| 10:45pm | End of study time. Year 11 to bed (unless negotiated with Duty Supervisor). |
| 11:00pm | Lights out for Year 11. Year 12 students may study quietly in their own rooms. |

SATURDAY VARIATIONS

- 6:30am – 10:30am Breakfast available
- 7:00am – 1:00pm Students responsible for wake up and attendance at compulsory Sport (a sleep-in morning if not required at Sport)
- 10:30pm Years 9 and 10 to bed
- 10:45pm Years 9 and 10 lights out
- 11:30pm Year 11 to bed
- 12:00am Year 12 to bed

SUNDAY VARIATIONS

- 7:30am – 10:30am Sleep-in, voluntary breakfast
- 11:00am Brunch (when scheduled, usually every second Sunday)
- 8:00pm – 9:00pm Study/Prep
- 9:30pm Students return to their own boarding house accommodation





Middle School (Years 7-9)

THE ARTS

During their time in Middle School, students undertake compulsory studies in Music, Visual Arts and Performing Arts. They develop skills through creating, performing and presenting in ways that engage and convey feelings, experiences and ideas.

DESIGN

Students are given 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 focus on product and digital design as well as sustainability while exploring the role of design in both historical and contemporary contexts.

INDIVIDUALS & 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 different societies and environments.

LANGUAGE ACQUISITION

All students undertake a compulsory language – French, Chinese or German – from Years 7 to 9. Language is central to the development of critical

thinking, which is essential for cultivating intercultural understanding. It is also integral to exploring personal development and cultural identity.

LANGUAGE & LITERATURE (ENGLISH)

Enables students to interact with a range of texts that generate 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 learning about and learning through physical activity.

SCIENCES

Students explore Chemistry, Biology, Physics and Earth Sciences and are encouraged to

MIDDLE SCHOOL

Middle School emphasises holistic education, fostering social and emotional growth. Educational experiences provide skills for life, a love of learning and a strong academic foundation, preparing students for a successful transition to Senior School.

investigate issues through research, observation and experimentation, working independently and collaboratively. This fosters critical and creative thinking about research and design as well as the identification of assumptions and alternative explanations.

LEARNING MENTOR

Each class in Years 7 and 8 is supported by a Learning Mentor. This second qualified teacher accompanies the students throughout the range of learning experiences across the year., working with the student and the subject teacher to ensure the most effective learning is taking place.

GLOBAL CONTEXTS

Global Contexts directs learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Teachers use global contexts to guide exploration in every unit of study.

SERVICE & ACTION

Students engage in developing an understanding of self and their responsibilities as a member of a community by taking action 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. From care packs for cancer patients and stationery drives for 'Backpacks 4 Vic Kids', this program develops international mindedness and a desire to make a difference in the world.

YEAR 9 CAFÉ PROGRAM

This two-week program immerses students in real-world business by running a commercial café at our Wheelers Hill and Caulfield campuses, creating menus, managing finances, practising food handling and hygiene skills, and serving the community.





Senior School (Years 10–12)

The Years 10–12 study program aims to realise the potential of each individual by offering a diverse academic program with 49 VCE subjects, and a range of co-curricular experiences.

Year 10 students can include in their course of study a number 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 excellent academic programs and innovative approaches to learning, tailored to each individual, are reflected each year in our VCE results, which consistently place Caulfield Grammar in the top Victorian schools. Our Senior School learning programs are designed to support individual needs in many ways, including for example:

ACCELERATION

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, Learning Area Leader, students and parents.

LEARNING STRATEGIES SERVICES

The Learning Strategies Department supports individual student needs, offering remediation to help a student reach their academic potential. Assistance may be given in small group settings or in a one-on-one situation with teachers who are experienced in the field. Collaboration between teachers, students and parents is key.

COMMUNITY SERVICE

There is a long tradition of community service, fostering responsibility, cultural awareness and compassion. The Caulfield Grammar School Certificate of Excellence acknowledges students who have completed 20 hours or more of service. Year 10 students are also encouraged to develop awareness of community needs and take action through community service.

WORK EXPERIENCE

In Year 10, students undertake a week of Work Experience during term breaks, aiding their transition to working life and supporting their intellectual, social and vocational growth. It also helps with career choices, understanding employment opportunities, adapting to workplace changes and valuing lifelong learning.

SENIOR SCHOOL

The senior years at Caulfield Grammar School are designed with a focus on personal development and academic performance, as well as preparing young adults for their chosen post-secondary destination.

CAREERS EDUCATION

Our Careers Education Program for Years 10–12 helps students identify strengths, passions and skills while fostering adaptability and lifelong learning. Year 10 Morrisby tests guide career discussions on strengths and preferences. The program includes personalised career counselling, Careers Expo events, Subject Selection Fairs, Parent Career Presentations and Career Industry Breakfasts with alumni panels, empowering students to plan their future confidently.

VCE (BACCALAUREATE)

The VCE Baccalaureate, awarded by the VCAA, recognises students completing a VCE program with higher-level mathematics (Mathematical Methods and/or Specialist Mathematics) and a language. Students must also achieve a study score of at least 30 for English/Literature/English Language or at least 33 for English as an Additional Language. This achievement is automatically noted on their Statement of VCE Results upon successful VCE completion.

VETIS (VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS)

VETiS (Vocational Education and Training in Schools) allows students to complete a nationally recognised qualification, such as Certificate III in Screen and Media, alongside their VCE. 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.



Co-Curricular Programs

Our co-curricular programs give students valuable opportunities to explore areas that can shape who they are and what they want to pursue in the future. Students can join a number of music ensembles and choirs, participate in theatre productions and choose from a range of sports through the APS Program. Students can also sign up to a diverse range of extra-curricular clubs to further explore their interests and passions.

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, Recreational Physical Activity Program (e.g. yoga, fitness classes, rock-climbing), short courses and micro-credentials (e.g. hospitality, music production), House Activities and Religion & Ethics are scheduled during Community Life periods.

MUSIC

Caulfield Grammar School provides students with many unique co-curricular musical opportunities and 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.

CO-CURRICULAR PROGRAMS

PERFORMING ARTS

Performing Arts at Caulfield Grammar School encourages students to see performance as a powerful vehicle for challenging and changing attitudes about the world. It allows students to combine personal and social learning 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 Visual Arts curriculum, we provide students with a wide range of co-curricular offerings including artist-in-residence programs that sit alongside our Junior and Secondary year learning programs, opportunities for students to explore their passions backstage – creating costumes, props and sets for theatrical productions – local and international Art and Design tours, and a student-led Visual Arts Committee that organises and runs community activities.

SPORT

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 sporting opportunities including the Recreational program, HPR, Snow Sports and more.





Student Experiences

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 and STEM, along with the following programs that are core to a Caulfield Grammar education.

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 5 days at YJ and in Year 8 they spend a further 11 days.

In Year 9, 10 and 11 many students elect to return to YJ as Student Leaders.

STUDENT EXPERIENCES

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

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- to nine-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.





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.



TAKE A PERSONAL TOUR

The best way to understand life as a Caulfield Grammar School boarder is to take a personal tour. You'll have an opportunity to chat with our boarding staff, see the facilities, and gain a first-hand insight into life as a boarder. To arrange a personal conversation or tour, contact:

Tim Gallop, Head of Boarding
Email: timgallop@caulfieldgs.vic.edu.au
Phone: 03 9524 6333

SCHOLARSHIPS

Caulfield Grammar School offers a range of scholarships for new entry and currently enrolled students, including our Boarding Scholarships.



Caulfield Grammar School is proud to be a member of the Australian Boarding Schools Association (ABSA) which serves to support and develop best practice in residential communities across Australia.

CAULFIELD CAMPUS

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

MALVERN CAMPUS

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

SHELFORD CAMPUS

Prep to Year 6
Commencing with Prep & Years 4-6 in 2027
3 Hood Crescent
Caulfield VIC 3161
Admissions 03 9524 1838

WHEELERS HILL CAMPUS

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

CONNECT WITH US

cgs@caulfieldgs.vic.edu.au

CAULFIELD GRAMMAR SCHOOL
CRICOS provider number 00136F
ABN 79 004 170 772



Caulfield
grammar school