



Caulfield
grammar school



Prospectus

Welcome to Caulfield Grammar School.

**At Caulfield Grammar School,
we offer a holistic education
that provides learners with the
foundation for a mind for life.**

The school years are some of the most formative and important years in a young person's life. This is the time when students can learn not just the academic skills required to build the life that's right for them, but the emotional intelligence and cultural awareness to be able to do so with motivation, resilience and humility.

At Caulfield Grammar School, they will learn within the classroom and beyond, developing a mind that is equipped to thrive and to live their life with passion.

It is my aim that every learner can feel a sense of belonging here, and enjoy an authentic experience where they can be not just their true selves, but become the best version of themselves.



Ashleigh Martin, Principal



At a glance: one school, five campuses.

We are a five-campus school with 3320 students, 700 full-time and part-time employees and over 400 sports coaches. Our size and scale afford us the privilege to provide a vast range of broad and balanced programs to our students and staff. And yet, because the number of students is divided amongst the campuses, we don't feel 'too big'. We have all of the benefits of scale, without students ever feeling like a small fish in a big pond.

Day-to-day school takes place at a choice of three Melbourne campuses: Caulfield, Wheelers Hill and Malvern. Our campuses in Yarra Junction and Nanjing offer specialist education programs for our students.



Caulfield Campus

- Established 1881
- Co-educational, Years 7 to Years 12, with some university subjects available
- Approximately 1450 students
- More than 50 subjects offered in Years 11 and 12
- Co-educational boarding house on-campus

Wheelers Hill Campus

- Established 1981
- Co-educational, 3-year-old Kindergarten to Years 12, with some university subjects available
- Consists of the Early Learning Centre (ELC), junior school and secondary school
- Approximately 80 students in ELC, 350 in primary and 1020 in secondary
- More than 50 subjects offered in Years 11 and 12



Malvern Campus

- Commenced as a junior school in 1980
- Co-educational, 3-year-old Kindergarten to Year 6
- Approximately 70 students in ELC, 360 in primary
- Most students here attend Caulfield Campus in secondary school



Yarra Junction Campus

- Established 1947
- Home of our Education Outdoors Program
- Destination for Experiential Learning Programs across various year levels

Nanjing Campus

- Established 1998
- The heart of our Internationalism Program
- Year 9 students can spend five weeks immersed in overseas life and Chinese culture
- Encourages a global perspective amongst students



Who
we are.



Our purpose.

TO ENABLE

The word 'enable' was carefully chosen. We don't 'deliver' or 'make', we create an environment that enables our students to go beyond what we teach and gradually take responsibility for their learning.

QUALITY LEARNING

We are not satisfied with mere pockets of good practice. In everything we do, our commitment to quality is unwavering. We never become complacent.

EVERY DAY

We aim to provide challenging and engaging learning experiences consistently, every day, within and beyond the school day.

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

IN EVERY EXPERIENCE

Whether in the classroom, on the sports field or during a music class, every experience should enable our students to learn and grow. This philosophy extends beyond lesson time to learning experiences across all five campuses.

FOR EVERY LEARNER

Learners at Caulfield Grammar School include parents, staff and alumni - everyone who interacts with our community. We value every learner as we value our students. This allows us to remain student-centred by being learner-focused.

FOR LIFE

This links back to our belief that learning is an echo for life, and our fundamental knowledge that quality learning can be seen, heard and felt well beyond the walls of our school.

Our vision.

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

To achieve our vision, we educate the whole child, so that they become not just motivated learners, but caring people.

A BROAD PERSPECTIVE

We aim to expand our students' perspectives on the world in a way that encourages them to be socially responsible, globally minded, principled and have a sustainability focus. This includes demonstrating kindness and compassion, a willingness to volunteer, respecting others' world views, and showing clear intentions to positively impact the community.

VALUABLE RELATIONSHIPS

Healthy relationships are essential to a happy and successful life. We aim to encourage students to be culturally aware and open-minded, so that tolerance and humility act as cornerstones for all social interactions. By fostering these kinds of relationships, our students can make a positive impact in the world and become the best versions of themselves.

AWARENESS AND UNDERSTANDING

Our young people need to intrinsically understand the nature of the worlds in which they operate. These worlds are increasingly more complex, diverse and often virtual. To prepare them for this, we teach them the navigational skills to help understand systems, structures and operating environments so they can seamlessly traverse local, global and digital boundaries.

EXTRAORDINARY CAPABILITY

In the way they conduct themselves, and in a practical sense, we want our students to be capable of extraordinary things. This naturally gives rise to better outcomes for them and the teams of which they are a part. Through collaborative networking, smart problem-solving, humble leadership and bold entrepreneurship, we hope they will make the world a better place.

What do we value?

How do you know if Caulfield Grammar School is 'the right fit' for you? One of the best indicators is whether our values are aligned with yours.

We celebrate these five values, which guide our decisions, philosophies and behaviour.

PURSUING EXCELLENCE

We encourage our learners to grow, both as a group and individuals, through perseverance, collaboration and resilience.

INSPIRING CREATIVITY

We want our learners to imagine new possibilities and develop the skills to turn them into practical outcomes.

THRIVING TOGETHER

We aim to foster a community where people look after each other, positively impacting on the wellbeing of others. With a sense of belonging, no one stands alone.

EMBRACING DIVERSITY

We value the richness of difference, appreciating and recognising that all perspectives contribute to our community. Students are encouraged to recognise and challenge inappropriate behaviour if it occurs, and understand and respect what others are experiencing.

LIVING WHOLEHEARTEDLY

Life is filled with awe and wonder, and we want our learners to make the most of it. We believe in engaging in life with purpose, courage, passion, humility and in service with others.



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

Ashleigh Martin, Principal

What
we
believe.



Mind For Life.

We nurture our learners not just to become capable and highly skilled, but also emotionally aware.

In order for students to chart their own course in life, they must develop character, creativity, compassion and connection. These competencies are nurtured through a number of ways at Caulfield Grammar School – in the way we teach, the breadth of co-curricular offerings and our commitment to every learner’s wellbeing.

We believe in developing a mind for life, so that learners are equipped with the mental, emotional and academic capabilities they need to follow whatever path they choose.



Part of the ELC at
Whealers Hill Campus.



In class, students are taught how to think, not what to think.

“We must give all our learners access to the tools that will enable them to create their unwritten futures.”

Dr Katherine Hoekman,
Director of Teaching and Learning

Our focus is on the whole person.

Academic excellence will always be important, and our outstanding results, year after year, are a testament to our teaching and learning philosophy. Our focus, however, goes beyond academic performance.



Students are given many opportunities to participate in campus concerts.



Learning Mentors provide additional teaching and wellbeing support for Years 7 and 8.

“While it may be seen as an exclusive school, it feels very inclusive here.”

Senior school parent

While we consistently rank in Victoria’s top performing schools, we believe that academic results are only part of a person’s learning journey. We pride ourselves on our broad and balanced programs that inspire all learners to find their pathway.

In nurturing minds for life, we strive to ensure collectively we can enrich the life of every individual in this community. In particular, for learners to:

- Find meaningfulness through developmental reflection, exploration, deep learning and individual encouragement.
- Develop mindsets that help them define who they are as learners, understand their place in the world, feel better equipped with self-confidence, resilience and self-belief. They understand who they are not, and learn to value who they are and have confidence in who they can become.

A co-educational environment.

We believe a co-educational environment helps learners best develop the skills required to thrive in society.



The decision to send your child to a co-ed or single-sex school can be a difficult one, often because it can be hard for parents to assess the alternative to their own school experience.

At Caulfield Grammar School, we believe in fostering responsible global citizens. A big part of that is ensuring our learners have a well-rounded perspective, can cultivate healthy relationships and respect others’ views. We believe these things are best learned in a co-ed environment, where the opportunity to develop this understanding and awareness occurs every day.

We believe a complete education is about educating the whole child, and providing him or her with the tools to develop emotional intelligence as well as academic excellence. In the wider world and workplace, the ability to communicate and relate to both sexes will always be a vital skill, and we think it’s never too early to start learning how to do that.



(Top) Revegetating river flats at Yarra Junction.
(Bottom) Making friends in the ELC.



A connected community.

We believe it is important to equip learners with the emotional intelligence and cultural awareness to build the life that’s right for them. We want to be the leading school when it comes to mental health outcomes of young people.

We believe in the value of a strong partnership with parents and the role this has in learners’ wellbeing. The school provides parents, guardians and caregivers with seminars dealing with current issues of parenting and learning, so they too may further contribute to their child’s development.

Connectedness is one of our core values. We are a community who has our eyes up and ahead while looking out for each other.

- We focus on relatedness through:
- Collaborating, integrating, and strengthening of relationships for the healthy development of intelligent, socially conscious and brilliant people.
 - Enriching the life of every individual in our community
 - Encouraging curiosity and sustained development, tireless learners and ceaseless striving for growth.



Spirituality.

We are an Anglican school, but we welcome learners and their families from all faiths and beliefs.

Caulfield Grammar School has been an Anglican school since it was founded in 1881. Today, this tradition is observed through weekly 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. 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.



The stained glass windows of the chapel at the Wheeler's Hill Campus.

What
sets us
apart.



We prepare learners for life.

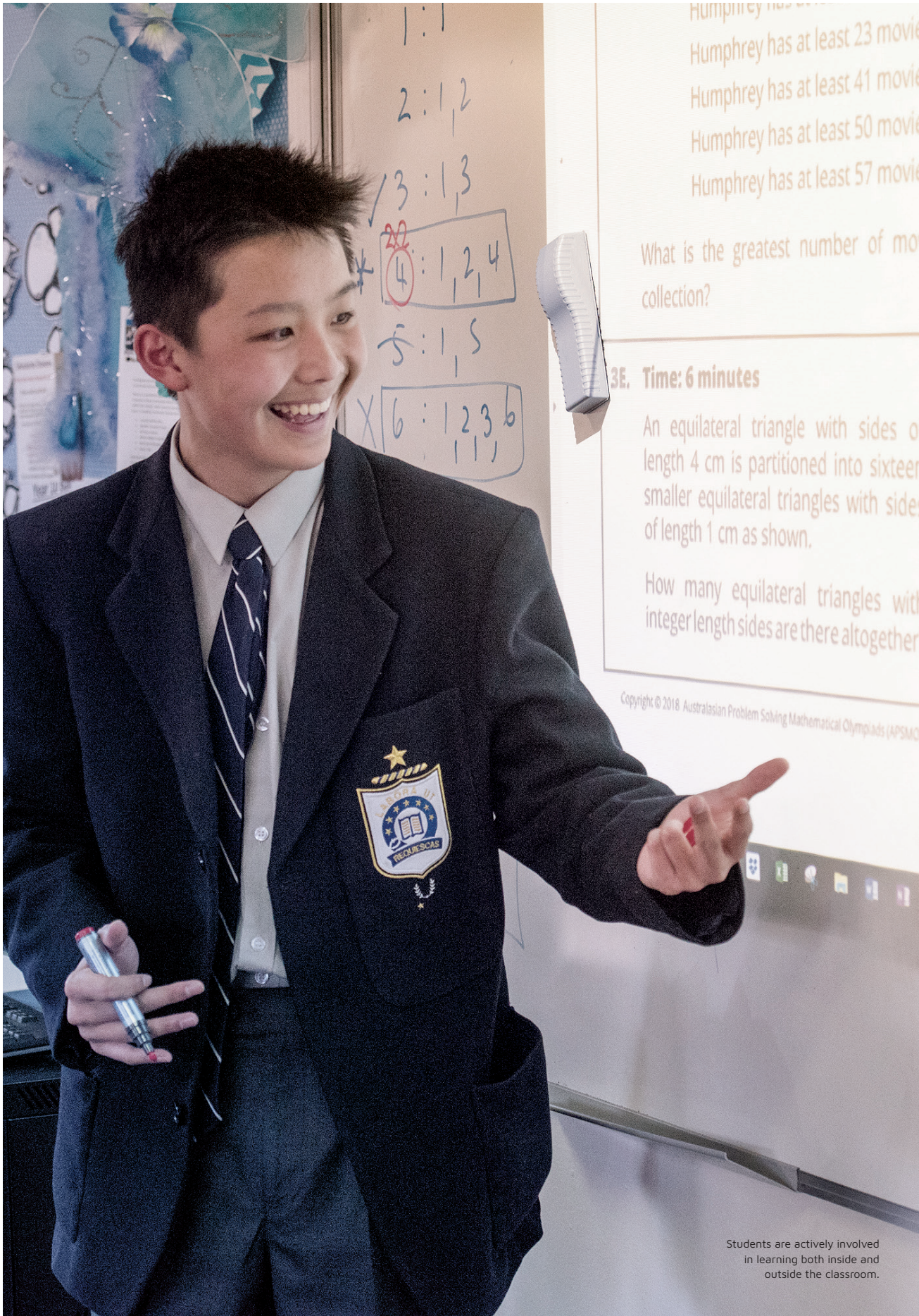
Our learners are given a curriculum to prepare them for whatever the future brings.

Some schools deliver the syllabus. We provide a curriculum that allows learners to engage academically whilst also exploring new skills, concepts and relationships to develop a sense of independence and an innate belief in their abilities. Students learn skills that will stand them in good stead for life, as they develop:

- Respect and reflection
- Confidence and curiosity
- Courage within themselves
- Compassion and concern

While developing these competencies, they will also learn:

- To thrive in a changing world
- To be tolerant, knowledgeable and broadminded about world affairs
- To collaborate, contribute and give back
- To make the most of the moments
- To laugh, have fun, celebrate and express themselves

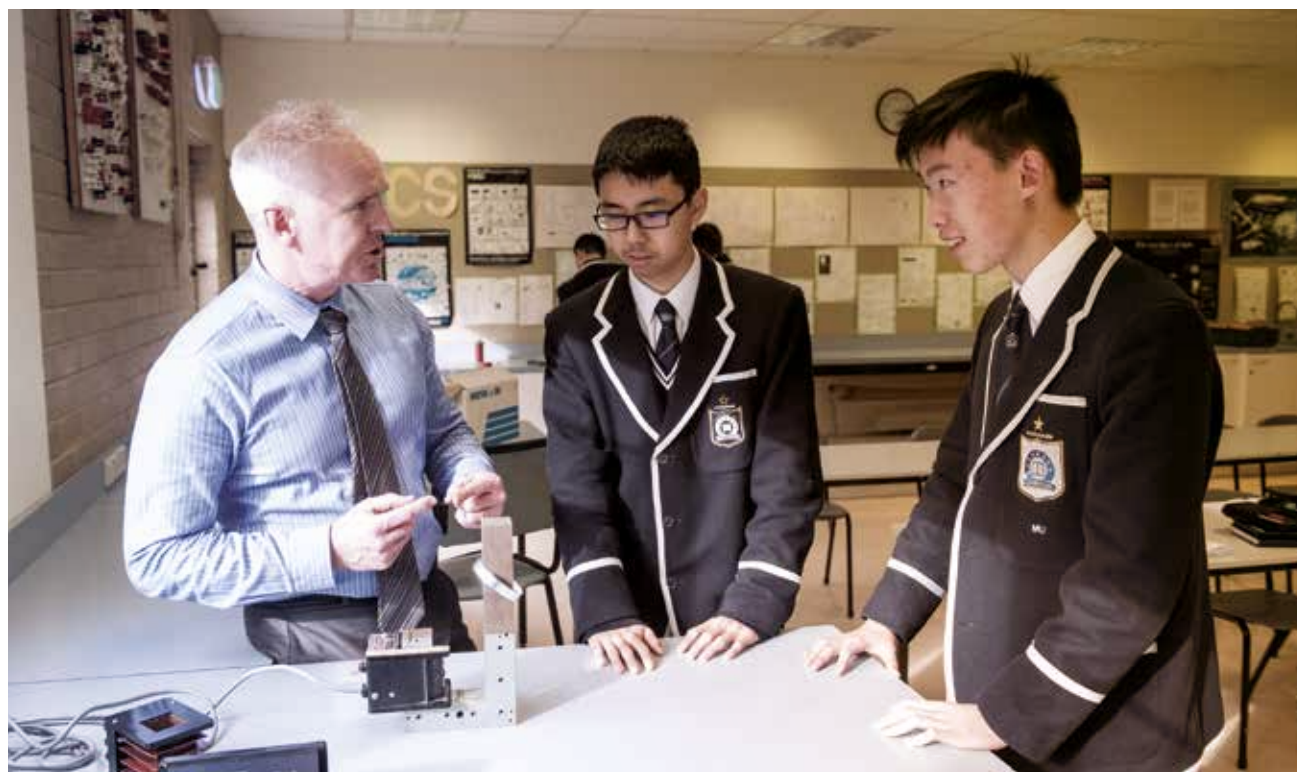


Students are actively involved in learning both inside and outside the classroom.

Mistakes are seen as a valuable and essential part of learning.

Our lessons are designed to stimulate engagement through active and challenging learning that inspires.

Our learners investigate new ideas, explore their place in the community, develop practical skills and apply what they are learning to projects they feel really excited about. They are enabled to use creativity and logic, and learn through a healthy dose of failure and experience of learning from mistakes. These mistakes are seen as an opportunity to take stock, overcome frustrations and re-focus for success. This helps them contextualise their learnings through relatable experiences. They learn that mistakes are a healthy part of life, and develop the resilience and tenacity required to succeed throughout life.



Our approach to learning.

"Caulfield Grammar is a school of opportunity. There is an incredible diversity of opportunity across such a variety of areas. I will always cherish the balance that life at Caulfield provided, as it has undoubtedly shaped the person I am today."

Senior student



Year 7 learners and staff exploring the natural environment at Yarra Junction Campus.

At Caulfield Grammar School, learning occurs everywhere, not just in the classroom.

Our guiding principle of developing a mind for life means we create an environment where learning is ever-present. In doing so, our students develop a mindset where learning is second nature; the desire to seek out answers, discover pathways and explore new skills becomes a natural part of their identity as confident, creative and independent learners.

We believe everyone's approach to learning is different, and so our philosophy is to design an inclusive, learner-centred environment that addresses the needs of each student. This is not a place where one size fits all. We customise our approach to ensure that each learner can flourish, whatever pathway they choose to achieve personal success.

This is evident in a number of ways. Part of the reason we have Learning Mentors in Years 7 and 8 is to provide the developmentally appropriate support for each student at that stage, whether they're finding some

areas challenging or achieving well beyond their peers. Our extensive subject choices allow learners to develop their abilities and explore their interests across a broad spectrum of learning areas. Having multiple campuses means learners have access to resources beyond those afforded at a single campus, giving learners opportunities to collaborate and tap into specialised areas and opportunities for collaboration.

This customised approach to learning extends beyond academic learning. During childhood and adolescence, learning occurs constantly, so we place a great deal of importance on ensuring students have the right social and emotional support to make firm friendships, develop independence, and expand co-curricular interests. If students have a particular passion or area of interest, they can find a pathway to pursue it.

We provide exceptional educational opportunities.

Caulfield Grammar School is widely recognised for its innovative approaches to teaching and learning. What is it about our teaching and learning that makes us different?



An enormous amount of work and resources go into planning our curriculum. Informed by established education theories and innovative practice, our educators draw upon a world of current and emerging expertise. As lifelong learners, they undertake weekly professional learning with a focus on evidence-based, quality teaching and learning.

While we would be happy to talk at greater length about our educational programs, the following outlines some of our key points of difference.

- Co-education that reflects life focussing on academic and social needs, regardless of gender
- Mind for Life learning – driven by the pursuit of personal growth and development over a lifetime, nurturing competent, confident and caring people
- We are an authorised school to deliver the International Baccalaureate® Primary Years Programme and a candidate for the Middle Years Programme
- Specialist STEM coaches provide support and work with all students on both junior school campuses
- Immersion in the natural world through Education Outdoors at our Yarra Junction Campus, incorporating opportunities for students to learn while working within a functional dairy farm

- Quality teaching with our Learning Mentor for Years 7 and 8 focusing on academic assistance and each learner’s wellbeing
- Internationalism at Year 9. Experiential learning, Chinese language and cultural immersion at our Newton Hall Campus in Nanjing
- Choice and Learning Journeys at Year 9 empowering learners to explore and further develop skills and knowledge that appeals to their interest or passion
- Our research-based FOCUSED learning model ensures all educators at Caulfield Grammar School approach teaching in a consistent and contemporary manner
- Year 10 students are able to include in their course of study a range of VCE units suited to their interests and abilities. This means the VCE can be spread over three years rather than two, enabling students to tailor their own individual learning pathways for these three critical senior years
- Commencing VCE subjects in Year 10 also allows a more comprehensive induction into VCE Units 3 and 4, which contribute to students’ ATAR scores and therefore their path way to tertiary studies and career choices

Developing leadership skills
is part of everyday learning.

Whether leading class discussion, a trek through the wilderness or a student group in China, students are encouraged to discover and develop their capacity to lead.



We believe all learners benefit from developing leadership skills, regardless of whether they're an extrovert, introvert or anywhere in between. That's why every program at Caulfield Grammar School is designed to develop their confidence, sense of responsibility, organisational skills and commitment to goals.

This philosophy is integrated so naturally into our programs that students learn leadership skills without even being aware that it's occurring. Even in the very early years, we hold 'think tanks' with four-year-olds, asking them to ponder how they would make their school better. As they grow, they're encouraged to engage in teamwork, express ideas and engage in problem solving – enhancing confidence and self-esteem.

The junior and middle years provide more formal training and participation in leadership roles, with a range of opportunities to take on roles within classes, houses and in creative arts, drama, music, sport, debating and in a variety of community-based programs.

We do this so that our students leave with the confidence and ability to lead in society. But even before they graduate, we see evidence of this leadership in action at school. Students have formed arts groups, study sessions and tutoring programs, all of their own accord. What's more, the success of our programs can be seen in the number of graduating students we employ across a variety of roles in sport, music, and at Yarra Junction and Nanjing.



(Left) Performing in a Middle School musical production.



(Right) The ever-popular high ropes course at Yarra Junction.

Nanjing: a mind-opening immersive experience.

In Year 9, students spend five weeks living and learning in China, an experience that will stay with them for a lifetime. Here, their eyes are opened, their minds filled and imaginations sparked.

Many learners count their experience in China as a rite of passage and one of the highlights of their time at Caulfield Grammar School. For most, it is their first experience living away from home, learning to rise to the challenges of independence and living in a foreign country. Away from their normal school and family routines, they find themselves in a landscape that deliberately challenges and inspires them.

The program has been shaped for over 20 years, when it began under the visionary leadership of former Principal Stephen Newton, AO. He knew that learners would need to become citizens of the world, and navigate life in an era where workplaces and careers are increasingly global.

Nanjing is the perfect place in which to learn about this. China is in the midst of a once-in-a-millennia cultural, social and economic transformation. While Nanjing is itself undergoing this transformation, it remains a significant link to China's recent past and ancient history. During their stay, students also visit Beijing and Shanghai, giving them broader exposure of globally significant cities.

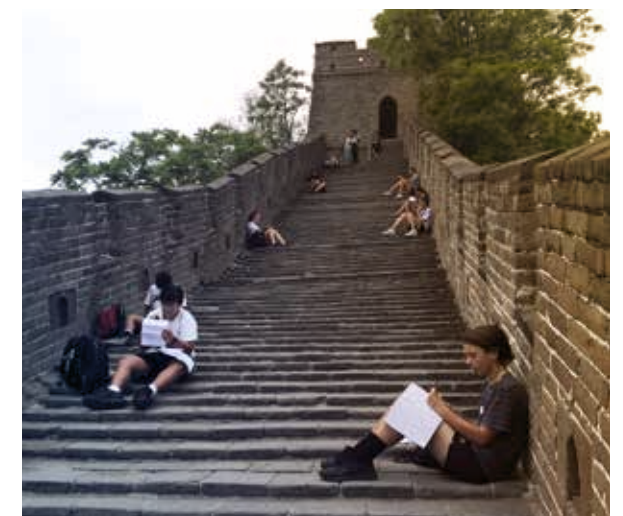
Learning here takes place by doing. Far more time is spent outside the classroom than within it. By experiencing a wide range of activities, destinations and excursions, students learn from successes and failures, all within a safely monitored environment. The friendships made and strengthened on this journey are an important part too, providing an atmosphere of camaraderie and care throughout.



Year 9 learners develop independence through day-to-day activities in China.

"It is only by stepping away from the normality of well-rehearsed experiences that people grow to realise their immense capacity and potential, those of other people and the true magnificence of the world and its peoples."

Mike Gregory,
Head of Nanjing Campus



International tours:
broadening horizons.

The Year 9 Nanjing experience is not the only opportunity our learners are given to learn overseas. Learners may also choose to take part in international music, sport and study tours.



A USA study tour at Columbia University, New York.

As part of our commitment to developing responsible global citizenship, we provide opportunities for students to travel interstate and internationally. These optional tours are based around co-curricular activities, so learners are typically engaged in a topic they love. Whether it's their chosen sport, the performing arts or learning a language, they have an opportunity to experience new destinations while developing their skills and talent.

Tours build on the strong programs within the school and provide opportunities for immersion into activities, environments or cultures that enrich the learning experiences for students. The students become ambassadors of the school and through their involvement build upon the already high regard with which our school is held locally, nationally and internationally.

Previous examples of tours include sport tours to compete in England, language study tours to Germany, music tours to compete in Europe, theatre tours of England and a careers opportunity tour to the USA, plus interstate competitions for a variety of sports and music groups.



(Below) Competing in cricket in England.
(Left) Practising Chinese calligraphy in Nanjing.

Education outdoors: understanding the outside world while challenging their inner world.

More than any previous generation, our students will need an understanding of the environment and their impact on it.

From their first visit in junior school, history shows that many fond memories are formed at the Yarra Junction Campus. Whether it's their first eye-to-eye encounter with their adopted calf, the triumph of conquering a personal challenge on the ropes course, or the sheer joy of experiencing the Australian bush from a canoe, the Yarra Junction Campus is a place to remember.


The students' accommodation in eco cabins and Wadambawilam (the Wurundjeri term for learning place), are practical examples of building design and technology which minimise our impact on the environment, using solar and wind power to meet their electricity and hot water needs.

Experiential learning at Yarra Junction Campus encourages real-life decision making, fosters positive risk-taking, aids the development of resilience, enhances community awareness and helps students clarify their values. The programs on offer at Yarra Junction Campus are unique and are likely to have a profound effect on each student visiting - whether in the junior or secondary years.

At "YJ", students can explore their natural environment and are challenged to consider the effect of their actions and lifestyle on the world around them.

(Right) Primary learners enjoying the on-campus dairy.
(Below) Conquering the ropes course!





Experiencing camaraderie and a sense of teamwork are just a few of the benefits of sport.

"The teachers find ways to bring the best out of their students."

Melissa Tapper,
Olympian and Caulfield
Grammarian, Class of 2007

Sport: the mind-body connection.

We believe regular physical activity develops positive lifestyle choices and creates cognitive pathways, which enhance mental capability, critical thinking and sound judgement.

Participation in sports strengthens resilience and allows learners to tackle challenges together. Learning essential human character traits for a mind for life including humility, courage, collaboration, self-confidence and contribution to their team and the school – all of which can be learned through sport. We know that being physically active is important for a well-balanced life. Cultivating a passion for physical movement, for all physical abilities is an indispensable lesson with a lifetime of benefits. Here, participating in sport forms friendships, many lifelong, builds confidence and allows everyone to feel appreciated for their contribution. Learning how to be a team member and how to champion for others is an invaluable leadership growth dimension.

Because of these many benefits, participation in sport is compulsory at Caulfield Grammar School. Typically, secondary students practise their chosen sport twice a week (sometimes more if they choose) and compete on Saturday mornings.

For learners who aspire to pursue sport at an elite level, Caulfield Grammar School is well positioned to help them to do so. We employ hundreds of specialist coaching staff in a wide variety of sports, giving students access to experts in their field. Our facilities are outstanding, and we continue to invest in developing them. As a result, our APS teams perform exceptionally well, and many students have gone on to play sport at state and national level, for professional teams and even represent Australia at Commonwealth and Olympic games.

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.



Dance can be chosen as a secondary school subject, and enjoyed in inter-house competitions and school productions.



(Left) Student artwork created at Malvern Campus.
(Below) Performing in a senior musical production.



Opportunities to get involved in the arts abound at Caulfield Grammar School. The depth and scope of the creative arts subjects available across our music, theatre, visual arts and dance curriculum reflects our ability to draw on a rich variety of talent and resources from each of our campuses.

We know that engagement in the arts has immense learning benefits that enhance learners’ literacy, numeracy, communication, critical and creative thinking, social and personal capability and intercultural understanding. So, we invest a great deal of effort in delivering student-led productions and concerts that contribute to the spirit of co-operation, self-expression, developing individual expression and optimism within the school.

We are fortunate to have exceptional Creative Arts centres at our Caulfield and Wheelers Hill Campuses with professional theatres, dedicated music rehearsal spaces and at least ten different orchestras and bands, plus choirs.

When it comes to musical productions and drama, there are as many opportunities to be involved backstage as there are on the stage itself. Our productions and ensembles are rigorous and focused, and fun and inclusive. The all-encompassing commitment of the backstage crew is just as valued as those on centre stage. As in life generally, we all have a part to play.

As anyone who has been in the audience can attest, watching a school performance can be more akin to a professional production than a school one. The standard is extremely high, and as such, it is not uncommon for some students to enjoy a career in the performing arts. Whatever path they choose to follow, the memories from these creative experiences at school will last a lifetime.

“Musicians at Caulfield Grammar School tend to be the ones who fully immerse themselves in all areas of our school. They take on leadership roles, they achieve high academic results, and yet they are also often fine sportsmen and women.”

Sharon Meehan, School Head of Music

An inclusive boarding house.

We offer boarding for secondary students at Caulfield Campus, providing students from rural and overseas areas with access to our innovative learning programs.



Since our beginnings in 1881, Caulfield Grammar School has included a boarding house. Today, we are the only co-educational APS boarding school within 15km of Melbourne’s CBD.

Boarding at Caulfield Grammar School is a family affair where sisters and brothers can both reside at Caulfield Campus. With accommodation for up to 90 students, we offer separate purpose-built accommodation for girls and boys with shared recreation and dining facilities.

Students have access to the school’s facilities outside of school hours, including the fully equipped gymnasium, tennis courts, heated indoor swimming pool, library and online resources. They can also relax in the common room, adjoining atrium, courtyard area and surrounding garden spaces, as well as within their own boarding house.

We understand the weight of responsibility of caring for children while they’re away from home, and it’s a responsibility we are proud to take on. The ‘boarding family’ at Caulfield Grammar School is a strong one, with a close-knit, intimate community and a homely environment. Students form strong friendships with their fellow boarders, and there is a real sense of camaraderie. Naturally, with our school’s strong focus on student wellbeing, staff ensure that everyone’s experience is a positive one.



Boarders relaxing in one of the recreational rooms.

It's not just students who are continually advancing their education.

A distinguishing feature of our approach to quality teaching is to provide weekly, strategic professional learning for all teaching staff.



Research indicates that the biggest influence on your child's learning outcomes is the quality of the teacher and their teaching practice.

At Caulfield Grammar School, teachers are encouraged to observe one another's classroom practice across learning areas and share their strategies to design effective learning environments to maximise learning. Ultimately our customised formative practice model (FOCUSED) empowers students to understand their own learning, to be active participants in their learning – able to express their thinking openly, share and critique one another's understandings, fostering responsible, active learners.

Every member of our teaching staff (as well as our students) is also involved in implementing our FOCUSED model, which is the 'lens' through which we actively engage both staff and students in their own learning to purposefully customise learning experiences and detailed feedback.

This is a sustained approach to embedding formative practice and is grounded in the contemporary educational research that has identified the most effective teaching and learning strategies to achieve a meaningful balance between inquiry and guidance that accommodates individual differences in ability, needs and motivation.

We not only provide innovative learning programs for our students, we also provide them for our staff, to complement and enhance the learning program.

With a focus on evidence-based quality teaching, all teachers are engaged in a comprehensive professional learning program involving weekly sessions. As part of our coaching culture, teachers collaboratively develop professional and personal development plans. Teachers are encouraged to regularly engage in guided reflection through collecting and interpreting evidence to share their strategies and design effective learning environments to maximise student learning. Successful strategies are shared with the school community.

Visit www.caulfieldgs.vic.edu.au to apply for a place, register for tours and Open Days, or read our Admissions Policy.

Enrolment.

We look forward to welcoming you to the Caulfield Grammar School community. As a highly sought after school, places are limited, so please enrol early to avoid disappointment.

Entry levels to Caulfield Grammar School are 3-year-old kinder, Pre-Prep, Prep, Years 5, 7, 9 and 10. If you would like to apply for a place, you should submit an Application for Enrolment (together with the application fee) as soon as possible. An application can be submitted online at www.caulfieldgs.vic.edu.au.

On receipt of your application, your child's name will be placed on a waiting list for the entry year sought, in the order applications are received. As places become available, our Admissions team will be in touch and request copies of your child's latest school reports prior to an interview. This helps us get to know your child prior to the interview so the interview is more personal.

Upon accepting a place at Caulfield Grammar School, the enrolment fee is due. The Head of Campus will then acknowledge your enrolment in writing, confirming your child's place. You can then rest assured knowing that they will receive an outstanding education that will serve them well throughout their life, on whichever path they choose.

ACADEMIC HANDBOOKS

For more details of our full learning programs, please refer to our academic handbooks, available from each campus.

OUT OF SCHOOL HOURS CARE

An Out of School Hours Care program is available at Wheelers Hill and Malvern Campuses. Please contact the relevant campus administration for more information:

- Malvern and Caulfield Campuses
Ph. 03 9524 6333
- Wheelers Hill Junior and Senior Campus
Ph. 03 8562 5222



Caulfield

grammar school

CAULFIELD GRAMMAR SCHOOL

CRICOS provider number 00136F
ABN 79 004 170 772

SCHOOL SERVICES

217 Glen Eira Road
East St Kilda VIC 3183
Telephone 03 9524 6300
cgs@caulfieldgs.vic.edu.au
www.caulfieldgs.vic.edu.au

WHEELERS HILL CAMPUS

74-82 Jells Road
Wheelers Hill VIC 3150
Telephone 03 8562 5300

MALVERN CAMPUS

5 Willoby Avenue
Glen Iris VIC 3146
Telephone 03 9885 5995

CAULFIELD CAMPUS

217 Glen Eira Road
East St Kilda VIC 3183
Telephone 03 9524 6300

CONNECT WITH US

Our regular updates on social media provide a window into what's happening at school, giving prospective families an ongoing snapshot of life at Caulfield Grammar School. By following us, you'll get a feel for our community, activities and achievements, helping you make an informed choice when it comes to enrolling your child.



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