

CAMBERWELL GRAMMAR SCHOOL
ENROLMENT



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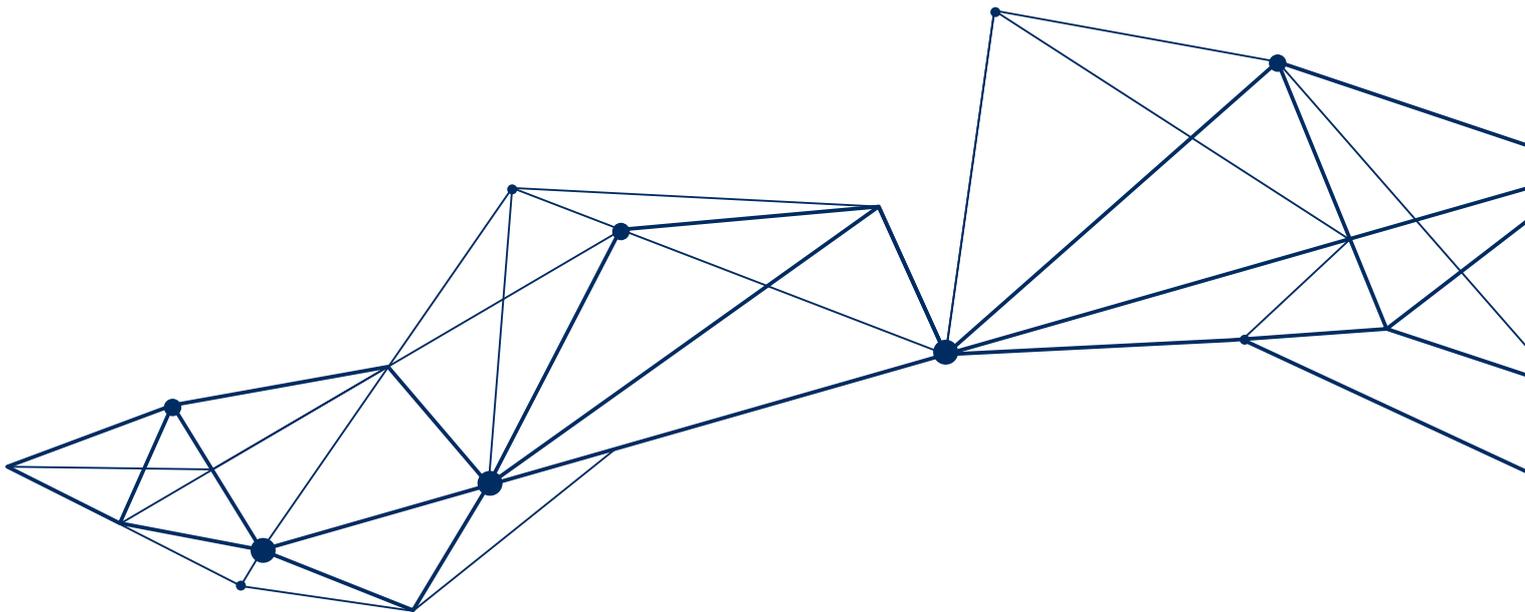
Camberwell Grammar School

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CURRICULUM OUTLINE

Camberwell Grammar School nurtures the development of the individual through all phases of learning. We offer a caring and supportive approach coupled with high expectations in performance and behaviour to provide a balanced education for all boys.

A broad outline of the Camberwell Grammar School curriculum from the primary levels to V.C.E. is provided in the following information.

JUNIOR SCHOOL (PRE-PREPARATORY TO YEAR 5)

PRE-PREPARATORY

The program is underpinned by the guiding principles and practices of the National Quality Framework and the National Early Years Learning and Development Frameworks. It is play-based, and reflects an eclectic view of children's development incorporating aspects of a variety of educational philosophies, including Reggio Emilia and Te Whariki.

The following specialist subject areas are included in the Pre-Preparatory program:

- Language other than English – Mandarin Chinese
- Music
- Physical Education
- Library

PREPARATORY TO YEAR 5

Camberwell Grammar School seeks to educate the whole person and bring him to his full potential, academically, physically, socially, creatively and spiritually. To this end, we provide a broad, balanced, contemporary curriculum and, therefore, deliver an enriching school experience that is significant, challenging and relevant to the needs of each child.

The curriculum reflects an understanding of how boys learn and best practice in Primary Education. The curriculum is organised into core subject areas.

These are:

- English
- Mathematics
- Science
- The Humanities and Social Sciences (Geography and History)
- Language other than English (Mandarin Chinese)
- The Arts (Drama, Music, Visual Arts)
- Technologies (Design and Technologies, Digital Technologies)
- Health and Physical Education
- Library
- Christian Education and Values Education

- > Students use a range of information and communication technologies to facilitate learning across curriculum areas. A one-to-one iPad program operates at the Year 4 and 5 levels.
- > Teachers from the Student Support Unit provide support in literacy and numeracy. Small groups of students are also withdrawn for Mathematics extension activities. Selected boys are also given opportunities to participate in musical groups, choir and swimming and cross-country squad. Enrichment activities are offered by reputable organisations involving a range of curriculum areas.
- > School camps are organised for students in Years 3 to 5.
- > Boys are given the opportunity to perform through the comprehensive Music program and Assembly.
- > Chess club and sporting activities are run through the After School Care Program.
- > Year 5 students undertake the role of leaders of the Junior School. A select group of students is chosen to form the Leadership Committee.

MIDDLE SCHOOL (YEAR 6 TO YEAR 8)

Through a range of rich, stimulating and academically rigorous learning activities, the Middle School curriculum provides a solid foundation for all students, whatever their background or ability. A variety of approaches in the classroom enables teachers to tailor the material to their individual students, whilst common assessment tasks allow meaningful comparisons across the cohort.

Having the same teacher for English and History, and for Science and Geography, provides a unified approach to skills and content in these core subjects.

A vibrant Performing Arts program provides learning threads through the middle years in Music and Drama, with opportunities for collaboration between students in a broadening range of performance electives.

| Year 6 | Year 7 | Year 8 |
|--|--|---|
| <ul style="list-style-type: none"> ■ English ■ Mathematics ■ Science ■ History ■ Geography ■ Art ■ Language other than English (LOTE) | <ul style="list-style-type: none"> ■ English ■ Mathematics ■ Science ■ History ■ Geography ■ Art ■ Languages other than English (LOTE) <p>Languages taught on rotation:</p> <ul style="list-style-type: none"> – Mandarin Chinese – Indonesian – French – Latin <ul style="list-style-type: none"> ■ Music ■ Drama (Semester Two elective for students who do not learn a musical instrument) | <ul style="list-style-type: none"> ■ English ■ Mathematics ■ Science ■ History ■ Geography ■ Art ■ Languages other than English (LOTE) <p>Two selected from the list below:</p> <ul style="list-style-type: none"> – Mandarin Chinese – Indonesian – French – Latin <ul style="list-style-type: none"> ■ Electives <p>Two selected from the list below:</p> <ul style="list-style-type: none"> – Music Instrumental – Ensemble – Music Technology – Composition – Music Technology – Recording – Drama – Film – Robotics – Visual Communication and Design <ul style="list-style-type: none"> ■ Information & Communications Technology (integrated) ■ Personal & Social Competence ■ Religious Education ■ Physical Education |
| <ul style="list-style-type: none"> – Mandarin Chinese | | |
| <ul style="list-style-type: none"> ■ Music ■ Drama | | |
| <ul style="list-style-type: none"> ■ Information & Communications Technology ■ Personal & Social Competence ■ Religious Education ■ Physical Education | <ul style="list-style-type: none"> ■ Information & Communications Technology (integrated) ● Personal & Social Competence ● Religious Education ● Physical Education | |

> Extension activities are part of the curriculum in every subject. The Enrichment Program is offered to selected students in Middle School. Students also have the opportunity to participate in a range of activities including: Boroondara Cluster and Mathematics Games days; Science, ICT, English and Mathematics competitions; Mathematics Olympiad and the da Vinci Decathlon.

> Learning support is available in all subjects as required.

> English as an Additional Language (EAL) tuition is available as required.

> Information Technology is an integrated part of the curriculum, in Years 7 and 8.

> The Personal & Social Competence (PSC) program is concerned with developing skills and competencies, and fostering attitudes, that empower students to adopt healthy academic, social, emotional and physical lives.

SENIOR SCHOOL (YEARS 9 TO 12)

Year 9

Core studies:

- English
- Mathematics
- Science
- History & Geography
- Physical Education (2 periods per week)
- Religious Education (1 period per week – 1 semester)
- Health & Human Relations (1 period per week – 1 semester)
- One language other than English

Elective studies:

Two to be selected from

- French
- Indonesian
- Latin
- Mandarin Chinese
- Art
- Commerce*
- Visual Communication Design*
- Information Technology*
- Music
- English as an Additional Language
- Drama

Year 10

Core studies:

- English
- Mathematics
- Science
- History & Geography
- Physical Education (2 periods per week)
- Religious Education (1 period per week – 1 semester)
- Health & Human Relations (1 period per week – 1 semester)
- One language other than English

Elective studies:

Two to be selected from

- French
- Indonesian
- Latin
- Mandarin Chinese
- Art
- Commerce*
- Visual Communication Design*
- Information Technology*
- Music
- English as an Additional Language
- Drama

*A laptop computer is a requirement in this subject

THE VICTORIAN CERTIFICATE OF EDUCATION (V.C.E.)

| Year 11 | Year 12 |
|--|---|
| Compulsory Studies At least one of English, Literature, English Language, English as an Additional Language Other studies offered <ul style="list-style-type: none">■ Accounting*■ Economics■ Legal Studies■ Art■ Studio Arts■ Visual Communication Design■ Geography■ Twentieth Century History■ Mandarin Chinese or Mandarin Chinese as a Second Language■ French■ Indonesian as a Second Language■ Latin■ Music Performance■ Global Politics■ Physical Education■ Mathematical Methods■ General Mathematics■ Specialist Mathematics■ Biology■ Chemistry■ Physics■ Computing*■ CISCO Networking*■ Classical Studies■ Theatre Studies | Compulsory Studies At least one of English, Literature, English Language, English as an Additional Language Other studies offered <ul style="list-style-type: none">■ Accounting*■ Economics■ Legal Studies■ Art■ Studio Arts■ Visual Communication Design■ Geography■ History: Revolutions■ Mandarin Chinese or Mandarin Chinese as a Second Language■ French■ Indonesian as a Second Language■ Latin■ Music Performance■ Global Politics■ Physical Education■ Mathematical Methods■ Further Mathematics■ Specialist Mathematics■ Biology■ Chemistry■ Physics■ Informatics*■ Classical Studies■ Theatre Studies |

*A laptop computer is a requirement in this subject

> Year 11 students may also be provided with the opportunity to study a Year 12 subject. All students are engaged in Religious Education (1 period per week) and the Physical Education program (2 periods per week).

> Year 12 students may be provided with the opportunity to complete a University Enhancement Study: Mathematics is provided at the school while other Enhancement Studies are provided off-campus. All students are involved in the Physical Education program (2 periods per week).

VICTORIAN CERTIFICATE OF EDUCATION RESULTS SUMMARY 2016

All 175 of our students who completed the year satisfactorily met the requirements of the Victorian Certificate of Education, and we are very proud of them all.

The results are again extraordinary across the full range of scores. Twenty three students (13%) achieved an ATAR of 99 or better, placing them in the top one percent of the state. Thirty-five percent of our students achieved a rank of 95 or better, while 51% of our students achieved a score of 90 or better, placing them in the top ten percent of the State. In addition, 68% of our students achieved a score 80 or better. Our median ATAR score was 90.3.

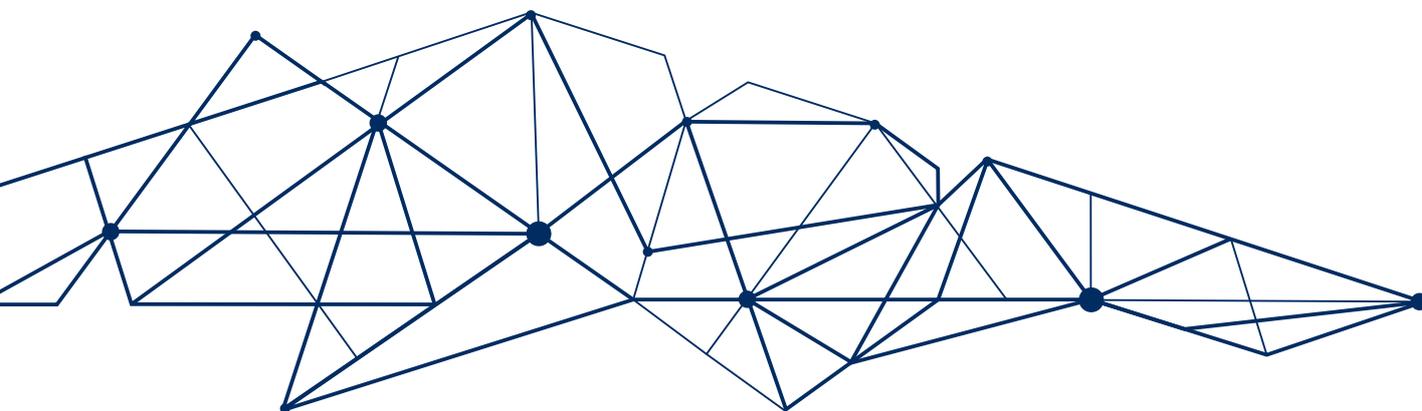
There were nine perfect study scores across a wide range of subjects including English (2 perfect scores), Chemistry (2 perfect scores), Accounting, History: Revolutions, Chinese Second Language Advanced, Legal Studies and Specialist Mathematics.

One student attained the highest possible ATAR of 99.95 and another two students achieved the next rank of 99.90.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR) 2016

The Australian Tertiary Admission Rank (ATAR) measures student performance for the purpose of tertiary entry. The rank is given in percentiles with 99.95 being the best possible score. A score of 90.00, for example, indicates that the student was in the top 10% of the VCE students receiving an ATAR and bettered 90% of his peers.

More than one in eight students who completed Year 12 with us last year attained a score in the top 1% of the State of Victoria; more than a third of them were in the top 5%. More than half were in the top one-tenth of VCE students who sought an ATAR and four-fifths of the Year 12 students achieved an ATAR score in the top 20% of the State.



SUMMARY OF LEAVER DESTINATIONS 2016

| Institution | Class of 2016 | Class of 2015 |
|---|----------------------|----------------------|
| Final destinations by institutions as % of VCE students | % of offers | % of offers |
| Deakin | 9 | 10 |
| La Trobe | 4 | 5 |
| Monash | 29 | 27 |
| RMIT | 10 | 8 |
| Swinburne | 7 | 6 |
| University of Melbourne | 35 | 35.5 |
| Other Victorian Universities | 1 | 0 |
| TAFE/VET | 1.5 | 4 |
| Private providers | 2 | 0.5 |
| Interstate (ANU, UNSW) | 1.5 | 4 |
| Total offers | 100 | 100 |

Following the second round of tertiary offers, the breakdown according to fields of study is as follows:

| Fields of Study | Class of 2016 | Class of 2015 |
|------------------------------|----------------------|----------------------|
| | No. | No. |
| Agriculture, Environmental | 2 | 3 |
| Architecture & Building | 6 | 7 |
| Creative Arts | 10 | 15 |
| Education | 4 | 2 |
| Engineering | 17 | 17 |
| #Health | 20 | 18 |
| IT | 9 | 6 |
| Management & Commerce | 69 | 51 |
| *Natural & Physical Sciences | 36 | 47 |
| **Society & Culture | 39 | 35 |

Total **212 (174)** students), as double degrees count in more than one field of study.

This includes offers in Medicine (4), Pharmacy (2) and Physiotherapy (3)

*This includes offers in Biomedicine (9) and Science (27)

**This includes offers in Arts (31) and Law (6)

PRE-PREPARATORY CENTRE

The pre-school years play a significant part in a child's intellectual, social, physical and emotional development. The quality of experience that a child has during these early years is important to his cognitive development and builds a strong foundation for future learning and growth.

Camberwell Grammar School has developed a program for four to five year olds which will enhance their development and interest in learning in these vital early years.

PHILOSOPHY

Our Pre-Preparatory program is underpinned by the guiding principles and practices of the National Quality Framework, and the National Early Years Learning and Development Frameworks. It is play based and reflects an eclectic view of children's development incorporating aspects of a variety of educational philosophies, including Reggio Emilia and Te Whariki.

Our educators play a vital role in supporting boys' play and learning and understand that play is enriched when they are actively involved. We understand and acknowledge that the development of young children varies immensely in these early years and that this learning is dynamic, complex and holistic. We are aware of the very specific needs of young boys and the relationship between their cognitive, emotional and social areas of development and learning.

Our educators use a variety of strategies to involve themselves in the boys' play. These can include acknowledging, facilitating, demonstrating, modelling, directing, scaffolding and co-constructing knowledge and learning.

HOW DOES THE CENTRE OPERATE?

The Pre-Preparatory Centre operates a full-time program five days per week during regular school terms. The Centre is housed in an attractive and appropriately appointed building. It is a well-equipped and flexible area with an extensive range of current educational resources. It has a spacious, safe and pleasantly shaded outdoor playground area. The Centre accepts a maximum of 22 children and is staffed by well-qualified and experienced Early Childhood Teachers and assistants.

Being attached to the Junior School the Centre enjoys the advantages of utilising the school facilities such as the library and extensive grounds. The proximity of the Centre to the Junior School allows for a transition program to operate throughout fourth term that facilitates a smooth transition into the primary levels.

CURRICULUM

As mentioned earlier the philosophy of the program is guided by the principles and practices of the National Quality Framework and the National Early Years Learning and Development Frameworks.

The curriculum encompasses all the interactions, experiences, routines, transitions and events, both planned and unplanned, that occur within our environment on a daily basis. A combination of intentional and emergent learning experiences allow the boys to experiment, discover, manipulate and solve problems as they develop their interests and skills, and learn about themselves and the world around them.

The program reflects the belief that children learn best by experiencing life “first hand” in a secure, stimulating and challenging environment. It acknowledges that children actively construct their own understandings and contribute to others’ learning. Our educators recognise the boys’ capacity to initiate and lead learning, and their right to participate in decisions that affect them, including learning.

The following specialist subject areas are included in the Pre-Preparatory program:

- Language Other than English – Mandarin Chinese
- Music
- Physical Education
- Library

N.B. It is the school’s view that boys who turn four years of age in the year before entry to Pre-Preparatory are usually best able to gain the maximum benefit from our program. Therefore, it is a requirement at Camberwell Grammar School that boys turn four years of age before January 1st of their entry year into Pre-Preparatory.

TRAVEL TO AND FROM CAMBERWELL GRAMMAR SCHOOL

The school is well-serviced by train, tram and bus services. Transport concession forms are available online from Public Transport Victoria and from the main reception office at the school. Please note that transport companies are not able to offer a concession fare to full-fee overseas students.

For more detailed information on all transport routes contact Public Transport Victoria on **1800 800 007** or <http://ptv.vic.gov.au> which contains full maps, student concession cards, timetables and journey planners.

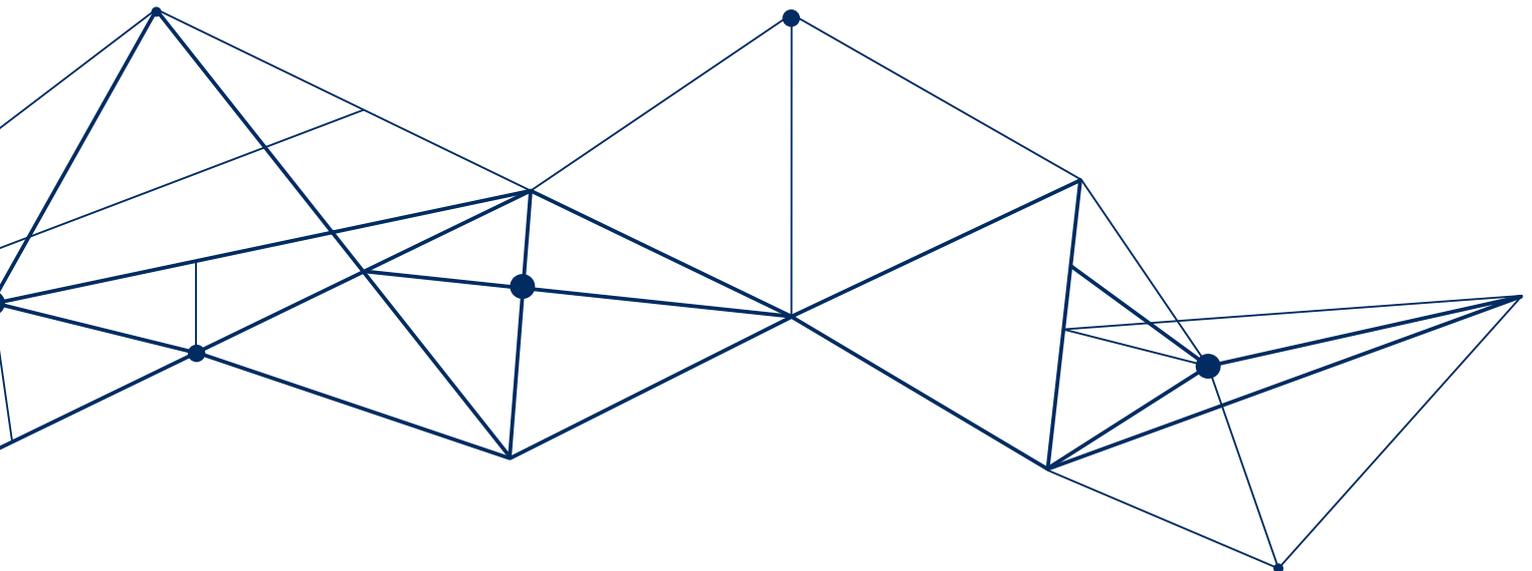
Information is also available in languages other than English at <http://ptv.vic.gov.au/languages>

TRAIN

The train network is operated by PTV. The following stations are close to the school:

East Camberwell is a fifteen minute walk from the school along Rubens Grove and across Boroondara Park. This station connects in the east to the Box Hill passenger interchange and thereafter to either the Lilydale or Belgrave Lines. In the west this station connects to Camberwell Station and the CBD City Loop.

Camberwell is a short walk along Mont Albert Road and then a short tram ride down Burke Road to the station. This station is a passenger interchange and in the east connects with either the Alamein Line or, via East Camberwell Station, to the Lilydale and Belgrave lines. In the west it connects with the City Loop.



TRAM

Yarra Trams operate close to the school.

No.109 runs past the school one block from the Chatfield Avenue entrance. The stop nearest the school is stop 44 Parkside Avenue. Route 109 starts in the City and finishes at Box Hill Central where it connects with the train and bus network.

No.48 which connects with the No.109 at Kew Junction, runs from the City to the North Balwyn terminus in Doncaster Road.

No.72 runs along Burke Road, a short walk from the main entrance to the school. This tram travels along Malvern and Commercial Roads before connecting with St.Kilda Road. The No.72 also connects en route with the No.70 which runs east to Wattle Park and the No.75 which runs east to Burwood. At Glenferrie Road the No.72 connects with the No.16 which covers Glenferrie Road through Hawthorn, Malvern and onto Caulfield and St.Kilda.

BUS

The following companies run services close to the school:

Panorama Travel in recent years have run four bus services connecting schools in the eastern suburbs to customers in the eastern and north-eastern suburbs. All buses start in Diamond Creek and service different routes to the Kew/Camberwell area. One of these routes runs directly past the Mont Albert Road entrance to the school while the other three finish at the Cotham/Whitehorse Road and Burke Road intersection which is a short walk or, alternatively, a short tram ride from the school.

Details are available from Panorama Travel on 9438 3666, <http://www.buslines.com.au/panorama>

Transdev Melbourne operate a series of services from the eastern suburbs to Kew. In addition to this standard service they also operate a special schools timetable during term. This special service navigates a loop of streets in the Kew area and most stop outside the school. They also operate a number of services in the eastern suburbs which connect with trains and trams to the school. The website has an extensive list of timetables and interactive maps.

Details are available from Transdev Melbourne on 9488 2100 or <http://www.transdevmelbourne.com.au>

Ventura Bus Company operates routes 548 from LaTrobe University through to Ivanhoe Railway Station and on to Kew, stopping in Burke Road near Whitehorse Road, within walking distance of the school. This bus is sometimes badged as the Ivanhoe Bus Company.

Details are available from Ventura Bus Company on 9771 4300 or <http://www.venturabus.com.au>

Driver Bus Lines operate two routes of interest to families travelling to the school which stop close to connecting trams and trains: Route 612 Box Hill to Chadstone and 624 Kew-Chadstone-Homesglen-Oakleigh.

Details are available from Driver Bus Lines on 9538 6677 or <http://www.driverbuslines.com.au>

The Registrar's Office manages all student admissions into the school. The office runs regular tours and information mornings throughout the school year. It also administers the school's scholarship and overseas student programs. More detail about each of these areas can be found at the school's website.

Families should also consult the Privacy Notice, and Terms of Enrolment on the reverse side of the Application for Admission as well as School Fees & Charges.

ENROLMENT

The main intake years at Camberwell Grammar School are:

Junior School*: Pre-Preparatory (4 year old) and Year 4

Middle School: Year 7

Senior School: Year 9 (a small intake)

The key intake years are those years where an extra class or classes are added. Consequently at these year levels we can be reasonably confident that places will be available in advance subject to existing waiting lists.

For other non-intake year levels the availability of places is dependent on individual vacancies as they arise and the school usually has an indication of this by the October prior to the year of entry. In the primary years vacancies are less numerous as there are fewer classes and smaller numbers. There is more flexibility in the secondary years because there are more classes and therefore more vacancies arise.

Contact can be made directly with the Registrar's Office for more specific information about enrolment policy and availability.

*It is a requirement of the school that boys turn four years of age before January 1st of their year of entry in Pre-Preparatory and five years of age before January 1st of their entry year into Preparatory.

INTERNATIONAL INQUIRIES

Camberwell Grammar School is a registered provider (No.00134G) on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

A detailed information booklet **International Inquiries – Enrolment information for overseas students** can be accessed on the school's website.

The school enrolls full-fee international students who elect to study in Australia on a student visa (sub-class 500). While families can apply directly, most choose to use one of our education agents listed on the school website. All boys are required to sit an AEAS language test and most subsequently attend an approved ELICOS language centre for several months prior to entry into mainstream schooling. Arrangements for accommodation (homestay) and guardianship are overseen by the school in accordance with government requirements.

The Australian Government Departments responsible for overseas students are the Department of Education, Australian Education International (AEI) and the Department of Immigration and Border Protection (DIBP). Visa application forms and regulations relevant to overseas students wishing to study in Australia can be obtained online and details are in the abovementioned booklet.

Some overseas families have Australian residency, for example permanent, temporary or business visas. They are considered as local families for the purposes of enrolment so most of the requirements referred to above do not apply. However, these students will probably still be required to undergo language testing and complete an ELICOS language course at a local government centre prior to entry into mainstream schooling.

