



WELCOME



EDUCATION • CULTURE • COMMUNITY



Girton Grammar School Bendigo



HIGH QUALITY INDEPENDENT SCHOOL EDUCATION

For a fraction of the cost you would expect to pay in a capital city, your children can attend an outstanding Independent School

- Preparatory to Year 12 with Excellent VCE results
- World leader in Emotional Intelligence Education
- Outstanding delivery of Pastoral Care
- Emphasis on Co-curriculum and Citizenship
- Very competitive fee structure

Take advantage of a top-flight Independent School Education for your children in a wonderful and thriving regional city

With an outstanding academic record, Girton Grammar School also has a long and proud tradition of offering a wide range of high quality co-curricular programs in:

- Sports
- Performing Arts
- Community Service
- Individual Academic Assistance
- Outdoor Education

THE NUMBERS

The table to the right shows the VCE outcomes for schools in our region. They are ranked according to the percentage of 2022 Academic Year VCE scores of 40 or higher. The number of students refers to students undertaking at least one Unit 3/4 VCE subject during 2022.

(Source: Victorian Curriculum and Assessment Authority and Bettereducation.com.au)

SCHOOL	% VCE Scores of 40+	Median VCE Score	Better Education Ranking	Number of Students
Girton Grammar School	13.2	32	68	205
Alice Miller School Macedon	10	31	30	50
Braemar College	8.9	31	127	221
Catherine McAuley College Bendigo	6.5	28	289	349
Marist College Bendigo	5.3	29	243	160
Sacred Heart Kyneton	4.4	30	214	161
St Joseph's College Echuca	3.2	29	272	208
Echuca College	2.5	26	409	123
Castlemaine Secondary	2.4	26	412	139
Bendigo Senior Secondary	2.3	26	414	1004
Victory College Bendigo	2	29	281	53
Assumption College Kilmore	1.9	27	228	311
Highview College Maryborough	1.1	27	392	64
Rochester Secondary	0.8	29	287	52
Maryborough Education Centre	0	26	436	84

STOPPING ALL STATIONS - PREP TO YEAR 12

Enrolment enquiries welcome for every year level

Children who commence in Junior School have the advantage of a seamless pathway through the stages of learning and social development. Girton students look forward to the transition from Primary School to Secondary School with enthusiasm and excitement.

Those joining the School in later years are introduced to the School through a well-structured transition programme which sees students settle quickly into the School's routines. These children are guided and nurtured so that they can meet the School's high expectations of behaviour, participation and attitude.

Your child will be known and cared for

For the full 13 Years of School Education, Preparatory to Year 12, Girton provides an outstanding level of pastoral care. Whether the child is 5 years old or 18, the Girton student is recognised as an individual who has a unique set of needs and abilities.

STUDENT WELLBEING

Delivering good Pastoral Care is one of the most important aspects of the School's focus on the individual student. Excellence in Pastoral Care is achieved through generating connectedness, collegiality and positive relationships. A key to this is the recognition and development of Emotional Intelligence and the acknowledgment of the importance of adherence to the "Golden Rule" – do unto others as you would have them do unto you.

Student wellbeing is integrated across all of Girton Grammar School's curriculum, programs and activities and is specifically implemented through Yale University's internationally renowned 'RULER' approach – a program that develops social and emotional literacy skills in students and teachers. As the first Australian school to adopt RULER, Girton Grammar is a national leader in the development of Emotional Intelligence in Schools.

Every student at Girton Grammar School, both Junior and Senior, is allocated to one of the six houses: Aherne, Frew, Jenkin, Jones, Millward or Riley. The House system fosters a sense of connectedness to the wider School Community. The traditions of loyalty, pride and involvement through participation are fostered.

In the Senior School (Years 7 to 12) the Pastoral Care Model is based on the House system. Each Head of House, supported by an Assistant Head of House, develops the philosophy or "flavour" of their house and co-ordinates the House Tutors and their students. The student will become well known by the House Tutor in all aspects of daily life: academic performance; co-curricular involvement; social cohesiveness; standards of behaviour and the student's interests outside school. It is important that every student has a sense of belonging within the larger school community and our House system fosters this.

In Junior School, while the Houses are still vigorously celebrated, the Pastoral Care model is classroom and Year Level based with the classroom teacher being the first point of contact and taking responsibility for the pastoral care of their students.

Across the whole School we believe in a social and emotional learning approach where "how you feel" determines "how you learn" - emotion, motivation and cognition are the defining aspects of our model of learning. Getting young people to analyse and understand their own behaviours is a vital component of the educational journey.

Student well-being directly impacts the learning process and at Girton Grammar School, the physical, social, emotional, cognitive and spiritual health of our students and staff is a priority. It is important that every student has a sense of belonging within the larger school community and a sense of being valued as citizens; and through a carefully implemented and thoroughly researched Pastoral Care System, the School has established an environment where students are able to achieve those things.



Providing a strong integrated Preparatory to Year 12 focus on education

Girton Grammar School offers a wide range of subjects in both the Senior and Junior Schools.

The aim is to provide a strong, integrated Preparatory to Year 12 focus on education, to encourage a desire for lifelong learning and produce thinking students through excellent teaching. We also aim to provide technologies and environments to allow learning to occur more easily and in a diversity of learning styles.

Objectives

- Continue a strong focus on academic achievement and tertiary education whilst incorporating the learning of life skills and developing emotional intelligence
- Investigate contemporary pathways across each stage of schooling to keep our curriculum broad and accessible to students with a wide range of learning styles and interests
- Implement the National Curriculum and government requirements
- Continue to harness technological developments, including information and communication technologies, to enhance the learning experiences of our students across all levels
- Continue to communicate clear expectations for methods of assessment and reporting
- Foster the growth and development of our teaching staff
- Increase opportunities to expand relationships with Sister Schools to instil an international perspective within the Girton community
- Seek to employ and retain the best possible staff
- Invest in the intellectual capital of the School



CURRICULUM

Senior School Curriculum

The focus is on Education to produce thinking students who have a love of learning.

A clear expectation of the departing Girtonian is that they have as good a VCE and academic record as possible to allow them the maximum choice for further studies and career. Most Girtonians attend university and the academic curriculum in the Senior School has been designed with this goal in mind.

Students have the opportunity to study a range of the core disciplines, with a standard choice of elective subjects until they reach Year 10. In the final three years of their Secondary Education they are offered greater choice, but still within subjects that have a strong academic focus. In all subjects they are taught both the content and skills required to allow them to experience, conceptualise and apply knowledge. Thus the focus is on Education (not training) to produce students who have a love of learning. This allows Girton Grammar School's students to matriculate and become successful members of their chosen tertiary institutions.

The Curriculum at the Senior School places an emphasis on preparing students for entrance for University and thus on gaining a strong Australian Tertiary Admission Rank (ATAR).

English, Mathematics, Science, History, Geography, Physical Education, Languages, Drama, Art, Music and Religious Education and Personal Development are core subjects in Years 7 and 8. Elective programs are offered at Years 9, 10, 11 and 12. At Year 9 the elective program offers students a greater variety of subjects with the inclusion of Engineering Design and Design and Technology, as well as the ability to continue with Music, Japanese, French, Art and Extension History. All students are expected to continue with either French or Japanese until the completion of Year 9. This elective choice is broadened

further at Year 10 with the inclusion of VCE subjects (Business Management, Music Performance, Sociology, Drama, Systems Engineering, Outdoor and Environmental Studies and Geography) and subjects which allow students to study areas of interest in greater depth (Sports Science, Classical Studies, Art).

When entering Years 11 and 12, students are well prepared for the VCE. Students have the opportunity to select from the 120 VCE Units on offer, with most undertaking a Year 12 course of study while in Year 11. Additional support is offered to students at the VCE level, which includes extra tutorials and extensive (intensive) vacation classes.

Junior School Curriculum

In Junior School students experience a diverse curriculum. Their classroom teacher delivers the English, Mathematics, Humanities, Information and Communications Technologies and Health Curriculum. Students have Specialist Teachers for Japanese, French, Physical Education, Art, Music, Drama and Library.

Students in Year Two are also involved in the Strings Program where they learn either the violin, viola or cello. Students in Years Three to Six participate in Choir. They have weekly sessions with their Music teachers in class groups and often perform at Ensembles Evenings and Competitions. Students from Year Three on are able to join one of our String Ensembles once they have completed the Year Two String Program. In Year Five students not involved in strings are invited to join the Band program.

Students in Years Four to Six also have a specialist teacher for Science which includes weekly sessions in the Science Laboratories.



ASSESSMENT AND REPORTING

Junior School

In Junior School each child receives a report every term. Progress Reports are written in Terms One and Three. The Progress Reports provide information on each child's progress in their Numeracy, Literacy and Humanities development.

Semester Reports are written in Terms Two and Four. The semester reports provide a detailed report about each student's progress in the following subjects over the course of the semester: English, Mathematics, Humanities, Science, Information and Communication Technology, Personal and Social Learning, Japanese, French, Art, Drama, Music, Physical Education and Health.

Parent Teacher Interviews are held in Term One and Term Three. They are conducted in the last weeks of both terms, following parents receiving their child's Progress Report. It provides parents with the opportunity to discuss their child's progress and also reflect upon their reports.

Senior School

The ways in which teachers assess and report on student progress have a profound influence on student learning. At Girton Grammar School the assessment policy has been designed to support our beliefs about learning and teaching. It aims to identify strengths and weaknesses and provide the basis for effective teaching.

In practical terms this means that students do not receive a single grade for any subject. In place of such a grade, each student receives a number of grades which report directly upon the skill level achieved. The specific skills will obviously differ in different subjects but there is an overall emphasis on the core skills of reading, writing and numeracy. Students are also encouraged to develop their creativity and cultural awareness.

Throughout the year the teachers of Years 7 to 10 build up a written profile of each student's skill level and intellectual development. These profiles (which are regularly updated) form the basis of written and oral reports to parents.

Parents of Years 7 to 11 students will receive an Interim Report from most of their subject teachers at the end of Terms One and Three. At the end of each semester parents are provided with full reports (including commentary) for all subjects undertaken. These reports provide parents with their child's achievements in a range of behavioural and subject related skills. Results for academic achievements are reported using a percentage and a student's effort and dedication to study are reported using a five point scale (VL – VH).

The scores for School Assessed Coursework and School Assessed Tasks in the VCE reports are un-moderated and should be used as an indicator only. These scores may be adjusted by the VCAA using Statistical Moderation which is applied to all School Assessments conducted under the VCAA regulations.

LEARNING SUPPORT SERVICES - INCLUSIVE EDUCATION

At Girton Grammar School, the term "Learning Support" refers to the provision of education and support for students with specific academic, social or emotional needs, which cannot be fully met in mainstream classes.

Access to the Learning Support Services at Girton is via a combination of referral and diagnostic testing. Students accessing these services can be referred by their classroom or subject teachers, House Tutors, Heads of House or parents. This process involves consulting the specialist teachers in the Inclusive Education Team to ensure the needs of the child are met by the appropriate program.

THE PERFORMING ARTS

Girton's Grammar School's Performing Arts program aims to provide students with a sense of confidence and an avenue for creative expression, as well as an improved understanding of discipline and teamwork.

From Prep to Year 8 Music and Drama are taught as parts of the Academic Curriculum. Beyond Year 8 they form part of the School's Elective Subject options leading into VCE and beyond.

Each year Girton students are involved in a range of productions including:

The Junior School Production, a full scale musical which involves all students in Years 2, 4 and 6.

Senior School Production which is open to all interested students from Years 7 to 12. The production caters for students with a range of talents and skills and alternates each year from a full scale musical production to a straight Drama performance.

The Middle School Production which provides an excellent entry point into Senior School performance. Students in Years 7 - 9 have the opportunity to be involved in this co-curricular activity which occurs in addition to their regular Drama

curriculum. Students are able to explore acting, singing and dancing and also learn the technical skills required to stage the show.

The One Act Play Festival which is an opportunity for students to create and perform a short play which is entirely student directed and can involve casts of students from a variety of Year levels.

Also, the 'Backstage,' 'Stage Make-up' and 'Theatre Tech' groups are voluntary co-curricular activities which provide valuable production skills to interested students. These students are then responsible for the technical aspects of school productions, performances and assemblies.

Dance is open to students from Preparatory to 12 offering Classical Ballet (Royal Academy of Dance syllabus), Tap, Jazz and Contemporary.





MUSIC

As well as being an important part of the Academic Curriculum as a compulsory subject up until Year Nine, Music is also a key component of the Girton Grammar School's co-curricular program.

The School's Ensembles, Bands, Orchestras and individual players have earned a fine reputation in Bendigo and much further afield.

The Music Program has six areas of student involvement:

- Core classroom music until the end of Year 8
- Specialised music elective courses from Year 9 to Year 12, including VET
- Individual and group instrumental tuition
- Orchestras, bands and instrumental groups
- Choirs and choral co-curricular activities and ensembles
- Concerts, recitals, assemblies and musical productions

Activities Offered

- Junior School Ensembles (Woodwind, Brass, Percussion, Strings, Guitar)
- Year 3 String Ensemble
- Super Strings, Years 4 to 6
- Junior Concert Band
- Junior Extension Ensembles- Years 5 & 6
- Junior Performance Choir (Auditioned Choir)
- Bell Choir
- Senior School co-curricular Music
- Symphony Orchestra
- Senior String Orchestra
- The Girton Big Band
- The Girton Jazz Band
- Vocal Stage Craft (Senior Choir)
- The Girton Singers
- Vocal Stage Craft
- Guitar Ensemble
- Flute Ensemble
- Chamber Ensembles
- Wind Symphony
- Girton Concert Choir
- Percussion Ensemble



SPORT

Girton Grammar School students are encouraged to develop physical skills, co-ordination, and physical fitness so that they may gain a sense of enjoyment and satisfaction from individual and team sporting activities. The provision of opportunities for healthy competition and the fostering of co-operation, integrity and sportsmanship within these situations is an important part of life at Girton.

The School has a comprehensive sport program with teams competing in domestic competitions on a weekly basis. We also have representative teams selected to compete against schools in the Bendigo region, in the School Sport Victoria Sandhurst Division competition and in the Independent Country Co-Educational Schools' (ICCES) competition.

Major Carnivals:
Swimming, Athletics, Cross Country

Major Sports:
Basketball, Cricket, Netball, Hockey, Table Tennis, Volleyball, Football, Soccer, Badminton, Tennis

The Independent Country Co-Educational Schools' (ICCES) Competition

Girton is associated with a group of Victorian Regional Independent Schools for the purpose of sharing sporting and cultural experiences with students from like Schools.

Participating Schools include, Girton Grammar School, Ballarat Grammar School, The Scots School Albury, Hamilton and Alexandra College, Gippsland Grammar School, Braemar College, Bacchus Marsh Grammar School and Goulburn Valley Grammar School.

The ICCES events are listed below:

Swimming Carnival
Melbourne Sports and Aquatic Centre, South Melbourne

Athletics Carnival Lakeside Stadium, Albert Park, Melbourne

Cross Country and Debating
La Trobe University, Bundoora Park, Melbourne

Winter Sports Tour A two day tournament hosted each year by one of the ICCES schools. Girton teams compete against the other ICCES schools in soccer, netball, basketball and hockey.

We also compete separately with other ICCES schools in both summer and winter competitions.

In recent years Girton's teams have travelled to schools across the state for sporting events including Ballarat, Geelong, Albury, Shepparton, Warragul, Sale, and to various Melbourne schools.



CAMPUS AND FACILITIES

Just a three minute walk to Bendigo's famous Alexandra Fountain in the CBD, Girton is an inner city campus occupying almost two complete city blocks.

With a large, modern and well equipped Sports Stadium and Gymnasium, a superb Performing Arts Centre, outstanding classroom facilities, Science centre, library and theatres, the School offers students an environment that is architecturally designed to promote collegiality and learning.

The Londonderry Reserve adjacent to the School's indoor Sports Complex offers senior students much needed recreation space for the footy kickers and frisbee throwers during their breaks while passive recreation spaces are plentiful, dotted right around the school.

Junior School students enjoy playing in several designated areas including a half size sports field, a large shaded play space and court area, an active play area with climbing equipment, slides, a cubby (actually a huge plastic water tank on a large platform!) and other assorted equipment.

The School's newer buildings offer various carefully designed internal spaces where students can gather in small groups while still being visible and part of the community. Year 12 students enjoy using a large "learning common" where they can study as a group as well as having many smaller office sized spaces around the

senior campus for private study.

The Senior School 'Morey Building' is currently being refurbished and when completed will provide state of the art learning spaces for Humanities subjects as well as Languages, Media Studies and Product Design and Technology. The Morey Building will also house Victoria's first school-based Lumination Lab, a cutting-edge facility that puts students and teachers into a Virtual Reality environment. Labs like this are now being used in a broad range of industries such as engineering, medicine, aeronautics and mining for design, testing and education and training purposes.

In the Junior School there are two historic houses. Girton House on MacKenzie Street has a rich history and is currently home

to our alumni Old Girtonian Association's archive as well as the parent run second-hand uniform shop. On Don Street we have Frew Hall which is home to the Junior School Music department and a fully functioning, professional quality, recording studio. Frew Hall has a very large cellar area and legend has it that behind the cellar walls are sealed doorways providing access to several tunnels which run under Bendigo dating back to the early gold-mining days.



THE DEPARTING GIRTONIAN - YEAR 12

By the end of Year 12 the School has strong expectations that students will be ready for the challenges ahead and enthusiastic about life's adventure as a young adult. We encapsulate this expectation in a document which states we believe should be the characteristics of a student leaving the School after Year Twelve. This document is called "The Departing Girtonian".

The Departing Girtonian is ideally a young person who:

- Has as good a VCE and academic record as possible to maximise choice for further study and career.
- Is articulate and confident.
- Can lead in a self-assured way, but who is a team player too.
- Should be a fine ambassador for the School, their family, country and themselves.
- Is ethical, understanding and caring.
- Should be a well-rounded person who can face real-world challenges.
- Should understand a work-life balance beyond School.
- Has an international perspective but with an understanding of, and pride in, the culture and qualities of their own region and country.
- Can see that they have a place and a role in a complex, exciting and fast changing world.





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