

CHRIST CHURCH GRAMMAR SCHOOL

PROSPECTUS



Christ Church
Grammar School
PERTH, WESTERN AUSTRALIA

Welcome from the Principal



“Christ Church has a long and proud history in educational achievement, and with consistently strong academic results is one of the best performing non-selective boys’ schools in the country”

Established in 1910, Christ Church Grammar School is a Pre-Kindergarten to Year 12 Anglican day and boarding school for boys in Perth, Western Australia.

With more than 1700 students, the Preparatory School caters for students from Pre-Kindergarten to Year 6, and its Senior School for students in Years 7 to 12. Students from Years 7 to 12 can attend as day students or boarders.

Christ Church has a long and proud history in educational achievement, and with consistently strong academic results is one of the best performing, non-selective schools in the country – Christ Church builds good men. Men who leave the School equipped to live positively and courageously in an increasingly complex world.

We take pride in knowing every student’s story and are proud to say that our students, care for and accept each other too.

With exceptional teaching staff, the School delivers an outstanding program specifically designed for boys.

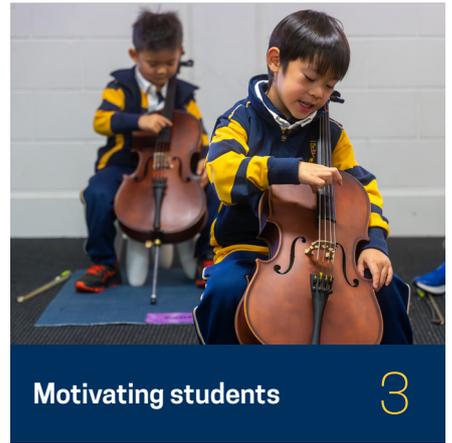
Christ Church is distinguished by an involved and wonderful community, with parents encouraged to participate in many aspects of school life. When your son joins the School, you too become an integral part of our community.

Thank you for considering Christ Church for your son’s education. It is a big responsibility and we take it seriously with every new student who joins us.

Welcome to Christ Church.

Alan Jones
Principal

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Motivating students to learn

It is the quality of teaching that makes the difference to a child's educational outcomes. The Christ Church Pedagogy (our teaching methodology) is at the forefront of all that we do, as we aspire to motivate every student to achieve individual and collective excellence.

Our pedagogy is a product of extensive research, gained from classrooms across the globe. It provides a central framework that allows us, as a school community, to focus on motivating students to achieve their best.

Leaders, teachers, students and parents all have a role to play in helping to fulfil the intent of the Christ Church Pedagogy. Each plays a part in fostering a learning and caring culture in which each student is encouraged to find his own identity and be motivated to excel.

Through this research Christ Church has sought to unlock the mystery of what motivates boys to learn. The insights gained from the pillars of the School's pedagogical framework.

Catering for individual differences

Research shows that boys learn multi-dimensionally. Our pedagogy encourages teachers to provide a range of teaching methods to cater for each student's individual learning style.

Providing structure and feedback

Providing structure and feedback is core to motivating students in the classroom. Research shows that boys need boundaries to thrive. Our teachers deliver structured lessons with clear objectives, expectations and task stages. These methods create a clear, organised learning environment in which students can achieve their best.

By encouraging questioning, asking the right questions, allowing students to find their own answers and providing affirming and constructive feedback, boys gain a sense of security and freedom to be themselves.

Enhancing personal bests

Christ Church teachers expect high standards. They challenge students, set realistic goals, and encourage and teach perseverance — a key to discovering and enhancing each student's strengths.

Our teachers also foster healthy competition between students in order to make the personal quest of achieving excellence, an enjoyable experience.

The Pre-Primary Strings program is for students to develop a life-long love of music. Students learn to care for their instrument, play with the correct posture and technique, become familiar with routine, and practise and play a few short pieces.

Phases of Learning

Christ Church's Phases of Learning are the core framework of each age and stage, and the educational approach that develops from childhood through to graduation. The journey through each phase is designed to motivate them to discover and realise the best in themselves and others.



The Early Learning Community Pre-Kindergarten and Year 2

He learns, grows, connects and creates

The Early Learning Community is based on meaningful interactive play in a natural, caring and educationally stimulating environment. Our program is uniquely designed and based on the School's philosophy, thinking and learning and embracing teachable moments in nature's playground.

The environment:

- Designed specifically for boys
- Encourages students to work on individual and group investigations
- Is staffed with university qualified teachers with extensive experience in early childhood education
- Creates strong links between the Early Learning Community and the Preparatory School ensuring a seamless transition from one phase of learning to the next

In Years 1 and 2, we work towards creating a strong foundation on which to build each student's education. Direct teaching instruction is reinforced through play-based activities, developing academic and social-emotional skills in a fun, engaging and relevant environment.

Research-based programs such as Jolly Phonics, Jolly Grammar, Words Their Way, VCOP/Big Write (Vocabulary, Connectives, Openers and Punctuation) and PATHS (Promoting Alternative Thinking Strategies) are introduced to help meet the defined benchmarks and expectations in the academic and social-emotional development areas.

Learning to make choices Years 3 and 4

He builds his love of learning

In this phase, we focus on adding to the foundation created in the early years. Students are engaged in fun and interesting activities, designed to help them thrive in literacy and numeracy. We aim to develop the public-speaking skills of all students through the Oracy Australia program and continue their social-emotional development through PATHS.

In Years 3 and 4, we add one additional class per year group. It is during this phase that students begin to appreciate the considerable opportunities available and expectations required of them.

Co-curricular activities designed to complement the academic program include coding and robotics.

Responsibility, initiative and connections Years 5 and 6

He explores his character

In Years 5 and 6, education programs are targeted at enabling the unique character of each student to become more clearly understood by himself and his teachers. We encourage each student to be excited about his learning and allow him to discover his individuality as he explores the world around him.

In this phase, students further develop their own initiative and leadership skills through unique programs outside the classroom. Learning becomes more inquiry-based, with students taking more responsibility and ownership, and using greater initiative.



Phases of Learning

The Years 7 to 10 academic program is broad-based and balanced with all students studying the core subjects including English, Health and Physical Education, Humanities, Mathematics, Personal and Spiritual Development and Science, as well as an increasing number of electives. These important years ensure each student is well prepared for his subject selections in Years 11 and 12.

Breadth and Depth Years 7 and 8

Exploring his abilities

In this phase, we introduce students to a range of academic, co-curricular and pastoral experiences to assist them make the most of the opportunities available in their future school years. Students are engaged in compulsory sport and outdoor education, and are mentored by Year 11 Peer Support Leaders as they become valued members of their House.

Teaching is highly structured to ensure the core learning areas are emphasised to build a strong foundation for future subject opportunities. This includes a leading-edge subject in computer coding. Students can also select a small number of electives, including a language and Specialist Music. These, combined with co-curricular offerings, provide diversity for students to pursue their interests and passions in the following years.

Choice and Challenge Years 9 and 10

Choosing his path in life

In this phase, students can choose a greater number of electives and discover their strengths, beginning the process of making decisions to align with their future careers. Taking personal responsibility for learning is given greater focus and creativity is encouraged.

Exposure to challenging outdoor activities, combined with engagement in the various Year 10 cadet programs gives students opportunities in leadership, teamwork, service and commitment. In the sporting domain, the skill level and intensity of competition increases significantly. In addition to the core learning areas, students can also choose from a wide range of elective subjects including the Arts, Languages, Philosophy, Investing and Enterprise, iOS App Development, Computer Science, Global Perspectives and Mechatronics.

Excellence and Expertise Years 11 and 12

Mastering skills for his future

In this phase, students take ownership of their selected subjects and study courses in considerable depth over a two-year period. The choice of university entrance in a particular discipline or the pursuit of a work-based course is left to the individual and his family.

These final years highlight the importance of staff and student relationships, which have been fostered over the years through the collaborative nature of students working together to achieve outstanding results, and in the leadership capabilities of our students. Opportunities to excel in a chosen field abound across the academic, performance and sporting domains, constantly motivating students to create an atmosphere of excellence.



A tight-knit community

Boarders have been a vital part of the Christ Church community for more than a century and come from a variety of regional and international backgrounds.

In this home away from home, boarders join their assigned House 'family' and are part of a supportive community of students from across the globe, often forming life-long friendships. Boarding helps students develop their independence and learn the importance of cooperation and empathy in a tight-knit community.

Our boarders, from Years 7 to 12, are housed in beautiful facilities overlooking the Swan River. A bright and modern Health Centre, staffed by a team of dedicated registered nurses and providing 24 hour medical care, is located adjacent to the Residential Community. Students enjoy an exciting recreational program, have their own dining room and recreational spaces, and access to the whole campus including the Gymnasium.

Boarders thrive in a network of care incorporating eight key roles. A student's Head of House and tutor monitor his academic and co-curricular progress while his Housemother and his Year Group Co-ordinator, who lives in the Residential Community and is also an academic member of staff, is responsible for supporting and nurturing him when he is in the boarding house.

The Year Group Co-ordinators and Director of the Residential Community support each student in every facet of his boarding experience. They encourage participation in outside sporting clubs, facilitate team building and encourage communication between all year groups to give boarders a real sense of identity and belonging at Christ Church.

International students

Christ Church values the diversity of our international students who come from many countries and cultures. Full fee overseas students are required to board in our Residential Community and are subject to specific conditions of enrolment including the need to have a responsible adult based in Perth, who can act as a guardian.

Full details for international student enrolments are available on the school website.

Preparing students for boarding

On Board is an initiative designed to help Year 6 students transition to boarding school at Christ Church. The program provides academic and pastoral support six months prior to students commencing their residential experience at the School. Relationships between students, their families and the Christ Church *On Board* team are pivotal to the program's success.

Through *On Board*, students become familiar with our Year 7 Year Group Co-ordinator, who together with the Director of the Walters Residential Community, deliver the program. A significant part of the program is forming relationships with future house mates and teachers and learning the technologies that the School use on a daily basis.

The transition program for new boarding students focuses on enabling each student to:

1 Develop a sense of familiarity

Incoming students are provided an opportunity to get know each other and their Year Group Co-ordinator as well as familiarise themselves with the School and its daily operations.

2 Engage in academic work

Students are guided through an introduction to the academic rigours of the Senior School through a focus on specific content to be encountered in the Year 7 courses of English and Mathematics.

3 Enjoy orientation activities

Information and explanation of the rights, responsibilities and routines of living in a residential community, including a focus on an effective Prep (homework and study) regimen.



Personalising learning

Across all year groups, students are encouraged to challenge and extend themselves through an extensive range of academic enrichment opportunities.

True to the intent of the School's founder, Canon McClemans, who aspired to provide a school that catered for all boys, Christ Church is committed to providing a diverse and inclusive community where individuals are respected and all students can belong.

As an academically inclusive school, Christ Church accepts students of a wide range of abilities – from those who are academically gifted, through to students with learning challenges or students with disabilities.

Our psychology and counselling team provides a variety of services for students to maximise their educational opportunities and outcomes. The psychologists work closely with students identified as being 'at educational, social and emotional risk' and provide appropriate interventions and strategies to best support them.

Enrichment program

Across all year groups, students are encouraged to challenge and extend themselves through an extensive range of academic enrichment opportunities. Staff assess and identify those students who require further challenges, in order to engage and optimise each student's learning.

Enrichment courses in the Preparatory and Senior Schools are taught by qualified 'gifted and talented' teachers. Programs include:

- Mathematics (Pre-Primary to Year 6)
- Literacy (Years 1 and 2)
- Information Technology and Lego Robotics (Year 4)
- Centre for Excellence courses – Literacy, Science and Humanities (Years 3 to 6)
- Enigma – structured to expand the academic horizons of students in the top 10% of their cohort in the Arts and Sciences (Years 7 to 10)

These programs are designed to foster an environment that is challenging, stimulating and positive for each of the participants, where students can be a catalyst for each other's development.

Academic performance

Christ Church is a non-selective school with an outstanding level of academic achievement. Our record of excellence sees our graduates consistently place amongst the top performing students across Australia and gain entry to some of the finest tertiary institutions in the country and overseas.

The Western Australian Certificate of Education (WACE) is awarded to all Year 12 students who meet the secondary graduation requirements. The School also issues each student with his statement of results outlining his Years 11 and 12 courses and results plus a detailed testimonial.

Special needs education

Our Peter Moyes Centre (PMC), located in the hearts of the Preparatory and Senior Schools, provides a secure and caring learning environment for students with a range of disabilities.

The PMC caters for the learning and developmental needs of students with low to moderately high support requirements.



Our Centre for Excellence designs programs to motivate and encourage our most academically able students. This ensures students are challenged with every opportunity to develop academically, socially and emotionally

*We offer an extensive
range of co-curricular
activities for students
to further their interests
and abilities beyond the
classroom*



Adventures and challenges beyond the classroom

Christ Church offers a diverse program including sport, the arts and a variety of other engaging activities to help students develop their confidence and diversify their experiences.

In the Preparatory School these include lunchtime or after-school clubs such as chess, running, Minecraft, coding and Wetland Warriors.

In the Senior School, debating, Midnite Youth Theatre Company, orchestras, jazz and rock bands, Amnesty International, Duke of Edinburgh, mock trials, Chess and publishing.

In Year 10, students are required to participate in either Army, surf lifesaving or environment and community cadets while Year 11 students can select from a range of Friday afternoon activities including sports coaching, musical workshops, student mentoring programs, and design and technology challenges.

Tours and exchange programs

A range of international and interstate school tour opportunities are available for students as they progress through the School. Tours include Sport, History, Music, Drama, Art, Language, Surfing and Service in Action (SIA).

Christ Church's Beyond Queenslea Drive exchange program also provides opportunities for Year 10 students to attend schools around the globe. Placements are available at more than 20 schools in the UK, South Africa, New Zealand, USA, Canada, France, Japan, China, India and the Czech Republic. The program adds to the learning environment of all students and participation is reciprocal with Christ Church families also hosting an exchange student.

Outdoor Education

The School's Outdoor Education program develops the character and skills of students. Challenge, initiative, self-reliance, leadership, teamwork, responsibility, healthy risk-taking, communal living and environmental care are all promoted through annual camps for students from Years 4 to 10.

The program is aligned with the School's Phases of Learning, matching the age and stages of development with appropriate experiences to challenge students. These camps are a compulsory part of the curriculum and the cost is incorporated into the School's inclusive fee structure.

During Years 4 to 7, students begin their outdoor education journey at the School's Koorinal campus, near Dwellingup, participating in canoeing, orienteering, cooking, cleaning and building humpies.

Year 8 students from Christ Church and St Hilda's participate in a combined outdoor experience in Western Australia's iconic south-west. Together with a team of experienced outdoor educators, the students will be guided through a five-day journey that includes bushwalking, caving, abseiling and connecting with local people.

In Year 9, students return to Koorinal for nine days which includes a five day expedition.

In Year 10, they reach the pinnacle of the program, Venture, an 11 day expedition through the Walpole Nornalup National Park.

Rites of Passage Programs Years 4 and 9

Little Queenslea Drive (LQD)

Little Queenslea Drive is a program for Year 4 students that complements the *Phases of Learning* and provides students with wonderful experiences to grow their participation, co-operation, collaboration, resilience, and team membership.

As students enter Years 3 and 4, they transition from play-based learning into a learning phase characterised by increased structure and choices. This transition requires the development of different skills, knowledge and behaviours as students start to think logically, make connections, consider more abstract ideas, and engage in activities for longer periods of time.

The program was adapted for students in Year 4 from the School's very successful Year 9 program; *On Queenslea Drive*.

The LQD program is the first overnight learning experience for students in the Preparatory School and as such, there is a strong emphasis on students having a positive experience away from home, focused on building relationships and skills.

On Queenslea Drive (OQD)

The Making of Men is a year-long program for all Year 9 students. It brings students together at a time when they are experiencing significant adolescent development, and are ready to explore the range of new and exciting possibilities that life presents.

Over the course of the year, the program aligns the concepts and narratives explored in the School's Health and Wellbeing (HWB) curriculum, the Outdoor Education program at Koorinal (near Dwellingup) and the three-week live-in experience.

The live-in experience, known as *On Queenslea Drive*, is conducted on campus, ensuring there is no interruption to the academic program for students who attend classes during the school day. Before and after school, students participate in sessions, creative workshops and activities where they explore new concepts and develop a deeper understanding of themselves.

During these sessions, life skills are introduced and developed, spirituality and values are questioned and investigated, and leadership and character begin to surface.

When participating in the OQD experience, students will sleep in a facility created specifically for the program. It contains a reception space, bunk beds, lockers, showers and toilets as well as accommodation for the program coordinator.

The program involves the whole community (including parents and significant role models) ensuring the young men develop a strong sense of identity and belonging. Led by a talented team of educators, *The Making of Men* complements the existing holistic framework of Christ Church and its focus on building the inner man.



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A unique focus on care and character development

At Christ Church, students learn in a diverse and caring community supported by an exceptional pastoral care program, which is core to a student's positive experience at the School. We believe that a student will do well if he has a sense of belonging and can work and socialise in an environment in which he is recognised, appreciated, encouraged and challenged.

The School's pastoral care program is designed to engender a sense of belonging and encourage collaborative effort. It is viewed as a partnership between home and school and works on the premise that everyone has a part to play in the pastoral care of each student.

House system

Christ Church's 'vertical' House system provides students in Years 2 to 12 with role models and mentors and gives each student a sense of belonging to something that has meaning, and the knowledge that his contribution will assist the collective group.

From Pre-Kindergarten students join one of the four Preparatory School Houses. While he will contribute to his House in a number of ways each year, his classroom teacher will remain the most important person to him and will be his family's main point of contact and source of information. The foundation of the pastoral care system is through Vertical Tutor Groups.

Twice a term, students from Years 2 to 6 meet in Vertical House Groups, a group of approximately 11 students from different years in the Preparatory School.

When students enter the Senior School, they are allocated to one of eight Houses and will remain in the same House until graduation. The House groups are divided into eight smaller tutorial groups with students from Years 7 to 12.

Each senior student is assigned to a tutorial group and tutor, who will meet with him in the same room, every morning of every school day, and who is the first point of contact for him and his parents. Within his House and tutorial group, each student will learn about the value of supportive relationships, teamwork and leadership.



A student will do well if he has a sense of belonging and can work and socialise in an environment in which he is recognised, appreciated, encouraged and challenged.

Health and Wellbeing

The health and wellbeing of students is a great strength of the School with students being nurtured through a range of programs from Pre-Kindergarten to Year 12.

The School has a Centre for Health and Wellbeing, which embraces the whole school focusing on influencing and inspiring a new generation of students to make informed decisions regarding holistic health and wellbeing.

In the Preparatory School socio-emotional support programs and positive education teach students how to regulate responses and develop a positive outlook.

In the Senior School, students' knowledge and skills continue to develop through the Health and Wellbeing program (HWB). Religious education is also an important aspect of the HWB program, with students introduced to the main features of different world religions and the opportunity to examine their personal values and also the Schools.

Religious education and chapel services are based on Anglican and Christian traditions. The School's Chaplain teaches bible literacy and knowledge and understanding of other major world religions.

Service and leadership

At Christ Church, students will develop a sense of social responsibility and a commitment to serving others that will guide them in life.

Activities are designed to broaden their perspective of the world they live in, expose them to those needier than themselves and provide opportunities to make a difference in someone's life without expecting return or reward.

Service opportunities include numerous House and school fundraising activities, donation and resource collection, and in the Senior School, the Service in Action (SIA) program.

Leadership opportunities abound and begin through supporting positive relationships with peers as well as sporting and activity groups. As students move from the Preparatory School to the Senior School they will learn about types of leadership, the qualities of good leaders and how to develop their individual skills in this area.



Nurturing creativity and expression

At Christ Church, each student's creativity is respected and valued. The School's extensive Arts programs engage students in creative learning experiences that develop their sense of self and provide a powerful means of nurturing each student's imagination and individual expression.

Visual Arts

An introduction to Visual Arts in the early years supports learning across the curriculum. The Preparatory School Art program, led by specialist teachers, helps students develop the ability to respond to and understand the world - to think, feel, shape and communicate ideas.

The Senior School program is delivered with an emphasis on contemporary art practice involving the exploration and development of ideas and feelings using a range of skills, knowledge of techniques and processes. Offerings in Art, Design and Media provide students with a platform to express and communicate life experiences with an emphasis on imagination, originality and creative reasoning.

Highlights across both the Preparatory and Senior Schools include a comprehensive artist-in-residence program, workshops, student exhibitions, gallery visits and opportunities to participate in after-school art to work on individual or collective extension projects.

Music

Preparatory School Music classes encompass a range of activities including singing, dancing, playing percussion instruments and descant recorder, music technology activities and theory knowledge – all designed to prepare students for participation in the co-curricular music program and continuing their music education in the Senior School.

The Pre-Primary Strings Program sees every student selecting either the Violin or Cello and receiving group tuition with specialist instrumental teachers.

From Year 3 onwards, students can be involved in choirs and music ensembles through to orchestras, jazz and rock bands, and combined ensembles with neighbouring girls' schools. The Preparatory School has 12 and the Senior School has 15 different choirs and ensembles.

All Years 7 to 8 students participate in the broad creative arts program, including Music. Students already learning an instrument may also choose Music as a specialist subject, where they can progress at their own level in theory and performance.

The co-curricular program incorporates performance opportunities for all students to showcase their musical talents.

Instrumental lessons are also available in the Music Department.

Drama

Our renowned Midnite Youth Theatre Company, based at our Claremont campus, has contributed to youth arts in Western Australia for more than 30 years. The company presents an exciting production season each year featuring casts of Christ Church students and students from other schools.

Visiting directors, overseas tours, festival performances and unconventional venues have contributed to some of the company's award-winning plays.

Drama is introduced to the Preparatory School curriculum from Year 1. The Midnite Youth Theatre Company produces annual performances for students in Years 6 through to 12, providing extensive opportunities to participate and develop skills.

In the Senior School, the Drama curriculum focuses on verbal and nonverbal communication, improvisation skills, and group-devised and scripted drama for stage and television. Students are encouraged to take part in at least one public performance each year in either acting or production roles.

Competing with each other and for each other

Sport is a core part of our school program where students compete with each other and for each other. Students can choose from a broad range of sports across summer and winter codes.

In the Preparatory School, the focus is on participation and enjoyment. From Pre-Kindergarten to Year 12, all students participate in Physical Education as part of the academic program and compete in House swimming and athletics carnivals as well as other House events.

Students in Years 3 and 4 participate in the Sport Program. The Year 3 students will compete against other schools once a term and the Year 4 students six times a year.

From Years 5 and 6, students compete within the broader co-curricular program as part of the Junior Public Schools' Sports Association (JPSSA) and from Year 7, the Public Schools' Association (PSA) of Western Australia.

Competitors include fellow independent boys' schools Aquinas College, Guildford Grammar School, Hale School, Scotch College, Trinity College and Wesley College.

Christ Church students, under the guidance of highly regarded coaches including former international players and Olympians, have enjoyed consistent success across many of the PSA sporting codes.

Outstanding facilities include a strength and conditioning complex, two naturally heated pools and extensive playing fields. International and national tours are also offered for many sports.





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PERTH, WESTERN AUSTRALIA

Building good men

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