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GIPPSLAND GRAMMAR FOUNDATION

Established in 1985, the Gippsland Grammar Foundation supports the School community by fundraising for capital works which are beyond the scope of the School’s normal operating income.

As the fundraising arm of the School, the foundation is a separate legal entity administered by a voluntary Committee of Management with members made up of parents, former students, staff and friends of Gippsland Grammar. The Foundation is constantly fundraising to provide new and improved facilities at the School.

In recent years the Foundation has contributed significant funds to the construction of the Chapel of St Anne, the Information Services Centre, the new Blackwood House and the Laurie Payne Gymnasium. Funds have also been raised for the refurbishment of the Lorna Sparrow Hall at St Anne’s Campus, a cover for the basketball court at Bairnsdale Campus and the refurbishment of the Science Wing at Garnsey Campus.

Current fundraising efforts are focused on the construction of a Year 3-4 Learning Centre at St Anne’s Campus.

OLD SCHOLARS ASSOCIATION

The Old Scholars Association links the past and present by helping our alumni to keep in touch with the School and each other. We love hearing from past students and sharing their news in Veritas, the official publication of the School community. We also operate a reunion program, with various functions held throughout the year. Development Office staff are available to assist with your function.

The Association meets regularly, organises social functions and fundraises toward the provision of a non-means tested Scholarship. Each year, a barbecue is hosted by Old Scholars for Year 12 students in their last week of formal schooling.

All former students of St Anne’s Church of England Girls’ Grammar School, Gippsland Grammar School, St Anne’s and Gippsland Grammar and Gippsland Grammar may become members of the Old Scholars Association.

Monthly meetings are held on the 2nd Tuesday of the month. All Old Scholars are welcome to attend. For further details, please contact the Development Office on 5143 6315.

PARENTS AND FRIENDS (P&F)

Gippsland Grammar utilises a campus based P&F model, where each campus committee focuses their efforts on the specific campus attended by their children; the funds raised are invested locally. The main purpose of P&F is to bring together members of our School community for friendship and fundraising for smaller, campus based projects. Below are some examples of long standing, successful P&F activities at Gippsland Grammar.

- FRIENDS OF MUSIC
  Friends of Music is a group of interested parents who meet occasionally to support the activities of the Music Department. They
co-ordinate front of house activities at concerts, prepare afternoon teas for rehearsals, sell tickets, operate refreshments and generally assist at events when required. The Music Secretary co-ordinates contact between the Friends of Music and the Music Department. The Friends of Music have helped raise considerable funds since the group was formed in 2000 and, as a result, equipment levels in the Music Department have benefited substantially.

• **FRIENDS OF DRAMA**
  Formed in 2003, Friends of Drama is a group of parents whose children enjoy participating in the co-curricular Drama program. Parent members organise interval refreshment for Drama productions; the money raised helps to fund the purchase of equipment that will enhance future performances. Friends of Drama also assist with sewing costumes, as well as set construction, and provide meals for students who remain at school before performances.

• **THE MCCOLL CLUB**
  The McColl Club is our rowing support group, which consists mainly parents, but also Old Scholars and other interested members of the School community. The group was named after the McColl family who contributed generously in the early days of rowing at the school. The McColl Club provides financial, material and practical support to the Gippsland Grammar Rowing Club to optimise participation, enjoyment and pursuit of rowing excellence, which includes a ‘Rowing Dinner’ at the conclusion of each rowing season. Members also assist with maintenance of equipment and sheds, catering and transport for regattas.

  The Gippsland Grammar Foundation Building Fund exists to provide capital upgrades and improvements and has funded important initiatives like the Laurie Payne Gymnasium, the Chapel of St Anne and Blackwood House. Current efforts are focused on raising funds for a new Years 3-4 Learning Centre at St Anne’s Campus, which will consist of classrooms and multi-purpose spaces, accessible to the broader community.

  The Old Scholars’ ‘Be Your Potential’ Scholarship Fund is designed to fund a Gippsland Grammar education for a student who might not otherwise have the opportunity, for financial, social or other reasons.

  Donations to either fund are fully tax deductible and may be made by cheque, direct deposit or credit card. Every dollar counts.

  Call the Development Office on 5143 6315 to donate - and save tax!
Academic Care

WELLBEING
The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all area from the ELC to Year 12.

At Gippsland Grammar
- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- relationships are respectful and characterised by positive dialogue and active listening;
- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;

- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement.

At Gippsland Grammar:
- the Australian Curriculum provides our curriculum framework;
- the teachers access a planned curriculum which is fully mapped, current and dynamic:
- a variety of programs and support structures meet diverse students needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and
- an engaging, challenging and diverse variety of co-curricular opportunities is available.

CURRICULUM
The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.
TEACHING AND LEARNING
The Gippsland Grammar educational model outlines best practice pedagogy in the classroom.

At Gippsland Grammar:
- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
- our classrooms are places where our students can succeed and there is an understanding between our students and teachers of what success looks like;
- learning is paramount and strategies are developed to intervene, extend or encourage our students to achieve their best;
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Information Communication Technologies to enhance teaching and learning and to promote flexibility and independence.

PRINCIPLE OF ACADEMIC CARE AT GIPPSLAND GRAMMAR
Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and enhance student learning, well-being and resilience and to embed these in classroom experiences.

Academic Care activates personal growth. This mindset enable one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care in underpinned by our teachers’ passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

“Where students are understood not just as learners but as part of a caring community of learners.”
Strategic Plan

OUR VISION AND MISSION

Vision: To develop the cognitive, socio-emotional and learning dispositions of our students to enable them to take their place as global citizens and leaders within a digital world.

Anglican ethos: Our Anglican ethos provides opportunities for our School community to explore, experience and ‘brush up against’ Christian values and the life of Jesus. Through our actions and involvement students will develop an understanding of faith that helps inform their decisions, as they develop their own world view and spirituality.

Opportunity: The School provides a broad and balanced educational opportunity to nurture the holistic development of our students. It is through opportunities that students discover passions, identify their strengths and develop character.

Mission: Gippsland Grammar is an Anglican school community committed to opportunity and excellence.

Excellence: The School encourages excellence in academic and co-curricular pursuits and celebrates achievement and leadership. We acknowledge that personal excellence is different for each child and a growth mindset is evident in all aspects of school life.

Community: The School works to build a strong sense of community, respect for others, and the valuing of diversity, equity and social inclusion. A capacity for leadership and an understanding of responsibility to show compassion and to seek justice in the wider community.

OUR CORE VALUES ARE: CLERR

> Compassion
> Leadership
> Excellence
> Responsibility
> Respect

Community context

The School community is comprised of families from across Gippsland, from the East through to the Latrobe Valley and beyond. Many of our students commute daily using our extensive bus network, while others choose to board at Blackwood House. Gippsland is a diverse region and the School plays a pivotal role in providing an outstanding education for the diverse communities live within it. We have strong relationships with ESSO, the RAAF, tourism, farming communities and the many and varied businesses that support this area. The School was founded to serve the Gippsland community and this aim remains central. In achieving this, we rely on links with all sectors of the community as well as with regional groups of schools such as SEISA (South Eastern Independent Schools Association), ICCES (Independent Country Co-Educational Schools) and VESS (Victorian Ecumenical System of Schools). As an Anglican school, we work within the Anglican Diocese of Gippsland forming relationships with St Paul’s Cathedral congregation in Sale and St John’s congregation in Bairnsdale, and also with the other Anglican school within the Diocese.

The School also seeks to establish strong relationships with its parents, alumni and other friends who are spread through all sectors of the local community. While we are primarily a
Key assertions
1. This strategic plan places student learning at the centre of all school activities and operations.

2. The School will remain faithful to its mission as an independent Anglican co-educational day and boarding school, offering a holistic education centred on Christian values.

3. The School will endeavour to remain affordable while maintaining the quality necessary to achieve its other stated objectives.

4. The School will strive to maintain its position as a leading regional school and to achieve recognition at a state and national level.

5. The School will aim to attract and retain the highest quality staff, with an emphasis on staff growth, development, wellbeing and high quality professional learning.

6. The School will offer a broad and rich curricular and co-curricular program promoting active learning, wellbeing and resilience, based on current research and best practice, catering effectively for students with varying abilities.

7. The School will endeavour to retain its caring ethos and to be a calm and disciplined environment in which students can enjoy learning.

8. The School will develop facilities and resources commensurate with our educational model, ‘Academic Care at Gippsland Grammar’, where learning is visible, collaborative and fun.

9. The School will aim to achieve a sustainable pattern of enrolments.

10. The School will operate within a financial model which balances the goals of sustainability and affordability.

11. The School will retain and develop its strong interaction with all aspects of its community and develop in its students an understanding of citizenship at a local, regional and global level.

12. The School will, through its policies and actions, show concern for the environment and sustainability and seek to foster such concern amongst its students.

ACADEMIC CARE

Gippsland Grammar’s educational model, ‘Academic Care at Gippsland Grammar’ inextricably links together the key elements of outstanding pedagogy. These are wellbeing, curriculum, and Teaching and Learning.

In 3 years we aim to:
1.1 Develop, consolidate and implement a whole school approach to making learning visible for each student.
1.2 Routinely use targeted data to ensure teachers understand their impact on each student’s learning.

1.3 Purposefully support the wellbeing of each student in the classroom and beyond.

1.4 Develop and allow space for programs that activate citizenship through service learning opportunities. Service learning, not only provides a direct service to the community, but students also learn about the context in which the service is provided, the connection between the service, and their own learning objectives and their roles as citizens.

1.5 Make visible to each student the value of and their capabilities as a leader.

Towards our centenary we aim:
1.6 To embed our whole school approach to visible learning and the work of Professor John Hattie from the University of Melbourne.

1.7 To use data effectively to inform teaching programs and pedagogy.

1.8 To have evidence and understanding of the link between wellbeing and learning for our students, and to use this link effectively in pedagogical practice.

1.9 To develop resources and structures to support all students as active citizens.

1.10 For all of our students to understand and demonstrate leadership.

2030 we aim:
1.11 For a culture of high quality pedagogical practice.

1.12 To have personalised student programs that are supported and informed by data.

1.13 For the inextricable link between wellbeing and learning to be evident in everything we do.

1.14 For students to drive initiatives that will enhance their global citizenship and leadership in a digital world.

OUR TEAM

Our team members, whatever their role, are a strength of our school. It is through enthusiastic, motivated and connected team members that we are able to successfully maintain a great school. High team morale and a strong sense of efficacy ensures high levels of performance and improved school outcomes. What we wish for our students we should also wish for our team members and ensure that we role model a culture of lifelong learning.

Towards our centenary we aim:
1.15 To have evidence and understanding of the link between wellbeing and learning for our students, and to use this link effectively in pedagogical practice.

2.1 For our team members to continue to be recognised as a strength of our school.

2.2 To empower and build capacity in our teams and individuals to enhance effectiveness and develop a sense of pride and fulfilment.

2.3 To further develop the leadership capabilities of all team members.

2.4 To ensure that we have a culture of positive support and collaboration.

2.5 For our teams and individual team members to be self-aware, take responsibility for their own wellbeing and role model outstanding leadership for our students.

2.6 To review and refine our PLP (Professional Learning Projects), along with our Professional Growth and Development model to ensure that the desired outcomes are effective and positive for our students and capitalise on the talents and passions of our teachers.

Towards our centenary we aim:
2.7 To be the educational employer of choice across Victoria.

2.8 To be known for our personal development programs, our Professional Growth and Development model and for our high levels of team morale, wellbeing and professional efficacy.

2030 we aim:
2.9 Professionals will know that working at Gippsland Grammar provides the best personal and professional opportunities in our state. Our resources will support team members to be the best that they can be, and also to ensure that they feel positively connected to our school.
COMMUNITY

Our community is defined by the many support groups that comprise our School and also by the broader Gippsland community and the many committed groups that support our region. For a school to be healthy and successful, strong connections with the various stake holders and support from our interest groups ensure that our culture is strong and sustainable. As a regional school we value the interdependence that country regions rely upon and look to foster relationships within the School and beyond. We value the connectedness that comes from positive interactions within the community for our students and families.

In 3 years we aim:
3.1 To develop a professional and up to date data base to maximise communication within our community.
3.2 To develop links between the School and community groups (within the School and beyond) to foster a strong sense of interdependency.
3.3 To develop a strong collaborative community model to ensure that effort produces effective and appropriate outcomes.
3.4 To ensure that all of our community groups are well supported as they develop effective and efficient processes to connect parents and friends to the School.

Towards our centenary we aim:
3.5 To develop a strong and closely connected community where members of the broader community feel connected with the School, ready to support the School and feel strongly supported by the School.
3.6 To know our community and draw on their expertise when needed.

2030 we aim:
3.7 We aim to have a healthy and strongly connected community that stretches beyond the years a student spends at school and broader than our local region.

ETHICAL AND RESPONSIBLE BUSINESS PRACTICE

Our future financial framework will be designed to ensure that the School will continue to be successful well into the future. Our framework will work within the values of the School and be designed to support the key areas listed above. Everything within the Business plan is expected to support or enhance student outcomes.

In 3 years we aim:
4.1 To operate the School in an effective yet efficient manner that responsibly balances the needs of the School with controlled expenditure.
4.2 To create modest and sustainable surpluses each year that enable the School to achieve its strategic aims and ensure that the quality of our educational offering and opportunities for students are not compromised.

Towards our centenary we aim:
4.3 To invest in sustainable opportunities that deliver positive outcomes for the environment and long term positive outcomes to our cashflow.
4.4 To develop regular and effective communication and outreach strategies for the School that will maximise enrolments for each campus.
4.5 To continue developing best practice recruitment programs to ensure we have the highest quality and most effective team members at our school.
4.6 To not only be recognised as the highest quality school in our region, but also be recognised within Victoria and nationally as a provider of excellence in education to grow and develop in accordance with demographic trends and growth.
4.7 To maximise our numbers at Garnsey, St Anne’s and Bairnsdale campuses within the current class structure. These numbers ensure that we maximise our financial goals while maintaining the current culture of the School. We also aim to ensure that both of our ELCs are full and continue to deliver outstanding early learning opportunities.
4.8 To be recognised nationally as a boarding school of excellence and value. To be considered by families across the nation as an outstanding regional boarding option.

4.9 To develop strategic relationships with tertiary institutions across Melbourne and to be seen as an early entry point to these institutions and also a potential employer of outstanding pre-service teachers.

2030 we aim:

4.10 We maintain and continue to grow our reputation as a great school with an exceptional educational offering not only in Gippsland but throughout Victoria and globally. Through consistent and prudent financial management we create a resilience towards economic downturns and ensure that the School’s future is guaranteed. As a school we wish to take our place in the Global community and capitalise on international relationships to benefit the School.

RESOURCE DEVELOPMENT

As a school we aim to offer our students the best opportunities to enhance their learning. Any development in our resources must aim to improve student outcomes and to support student centred learning. To achieve this we must continue to develop and implement the master plan while also look to reinvigorate older areas of the School, ensuring that we are offering a contemporary, technology rich environment for our students. Where possible, sustainable building practices and strategies will always be considered as part of the design brief for our architects. This will be complemented by our desire to create a safe and hazard free environment for the entire community.

In 3 years we aim:

5.1 To have a clear strategic plan for the use and implementation of best practice technology. Students will learn, and staff will work, in a technologically rich environment.

5.2 To redevelop the Year 3-4 learning spaces at St Anne’s campus and begin a refurbishment process for the older spaces on this campus.

5.3 To continue to refurbish the older rooms at each campus and look to have a well developed plan for the Performing Arts Centre. All of our spaces will reflect our educational model, Academic Care at Gippsland Grammar. They will be genuine learning spaces that promote thinking and engagement. They will also be collaborative spaces that promote engagement, motivation and positive interactions with others.

5.4 To continue updating and implementing our Master Plan. To ensure that we plan thoroughly for each stage while also ensuring our current assets and resources and maintained in a manner befitting the image of the School.

Towards our Centenary we aim:

5.5 To have completed our Performing Arts Centre and refurbished all of the older learning spaces at each campus.

5.6 For our learning spaces to be known across the state for their innovative and sustainable designs. They will be built to last well into the future. We will continue to develop our reputation as a technologically rich and well-resourced learning environment.

2030 we aim:

5.7 We will have a ‘state of the art’ School that reflects our learning purpose and our passion for excellence. We will be known for our educational offering and also for our wonderful facilities. The School community will understand our goals and be engaged with the process of capital fund raising. Our Foundation will increase its current assets and regularly assist in funding capital projects. Our community will be connected to the School for life and continue to support our Foundation well into their professional careers and beyond.
Uniform Guidelines

School uniform creates a sense of identity for students at Gippsland Grammar, promoting mutual respect and a sense of belonging. Students should wear it proudly and well, realising that at all times they are ambassadors for Gippsland Grammar.

UNIFORM SHOP
The official School uniform is available only at the School Uniform Shop. This is located at 19 McGhee Street, Sale opposite the Garnsey Campus Year 9 Centre.

Second hand clothing is also available at the Uniform Shop. Items of second hand clothing must be dry cleaned, of current style and in good condition, before being offered for sale. Parents will be paid for items sold.

The Uniform Shop is open each week during term time and will also open on specific dates during the school holidays. For full details of all hours of opening please visit the School website www.gippslandgrammar.vic.edu.au (enrolments) or the Parents School Portal Page.

Sales are conducted on the basis of cash/cheques or credit card (MasterCard or Visa).

If purchasing uniform for your child for the first time, please contact the School to make an appointment, and allow adequate time, as the shop can be extremely busy at times. Please telephone either the Uniform Shop directly on 5143 6339 or the Garnsey Campus Reception on 5143 6388.

Purchases taken on approval will be charged on a Uniform Shop account and transferred to your School account. Students in Years 7–10 wishing to charge items to their parents’ School account will require a letter of authorisation from their parents.

All items of clothing brought to School must be clearly marked with name tapes. It is advisable to order these early because past experience has shown delays in delivery, particularly at the beginning of the school year.

HOUSE COLOURS
Blundell Bogong: Red
Cranswick Dargo: Royal Blue
Tisdall Hotham: Gold
Wellington Binks: Maroon

SCHOOL UNIFORM GUIDELINES
Students are to wear the uniform as follows:
Terms 1 and 4: Summer uniform
Terms 2 and 3: Winter uniform
Blazers must be worn to and from School by all students; this applies equally to bus travellers as it does to students walking or being driven to School. Cyclists may remove their blazer when riding. The School blazer is worn with summer and winter uniform. On days of extreme heat, a member of the Executive may declare a “blazer free day”; students will not be required to wear blazers home from
School on these days. Students must wear blazers to Chapel, Fellowship and Assemblies until given permission to remove them. Jumpers may be worn with summer and winter uniform.

Students from Foundation to Year 10 may wear a green School jumper. Students in Years 11 – 12 may wear a black VCE jumper. No student may wear the jumper as the outer garment to or from School in any season. Year 12 students may wear their Year 12 memento jumper / jacket with the sports uniform only. In winter, girls’ skirts must be worn on or below the knee. Girls’ summer dresses should be worn at or near the knee. Girls wearing summer dresses and jumpers are to wear the dress collar over the blazer.

Boys may wear short or long sleeved white shirts during summer and winter; however, these must have a top button, which must be fastened, when being worn with a tie. Junior School boys may wear the open collar style white shirt during the summer when no tie is required. Girls may wear short or long sleeved shirts during the winter.

During winter all students must wear a tie throughout the school day as well as to and from School. During the summer, only boys at the Garnsey Campus are required to wear ties. When a tie is worn, the top shirt button must be fastened and covered by the tie. On days of extreme heat during Terms 1 and 4, Head of Garnsey Campus may declare “ties off”. Boys will not be required to wear ties home on these days, and no student will be required to wear their blazer. With summer uniform, girls must wear the approved socks. With winter uniform, girls must wear black over the knee socks or tights. For both boys and girls, long socks are to be kept pulled up at all times. Boys and girls may wear short or long socks in summer.

The purpose of the School waterproof jacket/sports jacket is as a waterproof cover for uniform worn underneath. It is not a replacement for the School blazer and uniform requirements stay the same, wet or dry weather.

Shoes for boys and girls are to be polished black leather, conventional with low heels. Boys’ shoes are to be lace-up. Girls’ shoes are to be lace up or T-bar in style. Students in Foundation may have Velcro fastening shoes. Boots are not permitted to be worn. Shoes are to be kept well-polished and in a state of good repair. Shirts are to be kept tucked in at all times.

With regard to jewellery; no decorative earrings, finger rings, neck chains, bracelets, etc for boys or girls. The only jewellery allowed is a single matching, small and simple stud (metal, birthstone, pearl) or small sleeper in each earlobe for girls. Girls will be expected to remove these during PE and sport. Apart from this, no body piercing is allowed; this includes tongue piercing. Students are not permitted to have tattoos. Charity bands may be worn for a short period during promotion of approved charities. Students needing to wear a medical bracelet will need permission from the Head of Campus.

Students are not to wear make-up while in School uniform.

Hair is not to be extreme in style and no shorter than a number 3, not unnatural in colour and it must be worn suitably tidy. Subtle tips of a single natural colour are permitted; however, large streaks or chunks of colour are unacceptable. Boys’ hair must be neatly styled and not extend below the collar of the shirt or blazer and must not be below the ear. Boys’ sideburns must stop no lower than the base of the ears, and boys must be clean shaven.

Girls’ hair is to be worn clear of the face, and hair below the shoulder must be tied back and secured with hair elastics. School green, white or black plain ribbons may be worn with either the summer or winter uniform. Decorative hairclips and bands may not be worn.

For boys and girls their hair must be in a style that befits the image of the School and the final determination will be made by a member of the School’s Executive.

During Terms 1 and 4, School hats are to be worn outdoors at recess and lunchtime as well as during PE and Sport.

In winter, plain black or School green scarves may be worn in School although not during assembly, chapel or other more formal occasions. Plain
black gloves may be worn when outside during winter.

For Physical Education Classes and sport, students are to wear the School sports polo. For House sport, students are to wear their House coloured sports shirt. For all outdoor sport, including Physical Education lessons during Terms 1 and 4, students are to wear the School hat. School shorts are to be worn by all students for Physical Education classes and Sport. Students may wear, on designated sport days only, correct sports uniform to and from School providing they are participating in sport; in Terms 1 and 4, this consists of School shorts and polo shirt. Tracksuit pants, sports jacket and rugby tops are optional during these terms. In Terms 2 and 3, students must wear shorts, polo shirt, tracksuit pants, rugby top and/or sports jacket. Lace-up sports shoes are to be worn for sport and PE lessons. Students representing the School at sporting meetings may be given permission by a member of the Executive to wear their tracksuit to and from School on the day of competition, if it does not fall on a designated sport day. Requests for variation to the School uniform policy on the basis of religious observance must be raised with the relevant Head of Campus.

UNIFORM REQUIREMENTS

Girls’ Summer Uniform
- Green school blazer
- School dress
- School jumper
- Short or long “off white” school socks

Girls’ Winter Uniform
- Green school blazer
- School tartan skirt
- White school shirt
- School tie
- School jumper
- Black tights or black over-the-knee socks
- Black polished lace-up or t-bar shoes
- School green, black or white hair ribbons

Boys’ Summer Uniform
- Green school blazer
- Grey shorts
- School jumper
- Short or long grey school socks
- Black polished lace up leather shoes (Velcro – Foundation only)
- White school shirt
- School tie (Garnsey Campus only)
- School Hat

Boys’ Winter Uniform
- Green school blazer
- Grey trousers

Boys’ and Girls’ Sports Uniform
- School tracksuit pants
- School polo shirt
- School rugby top
- School sports shorts
- House polo shirt
- School sports socks
- School bathers (Junior Campuses)
- School waterproof jacket
- Sports shoes
- School football/hockey socks (Years 7 and 8 and School teams at Garnsey Campus)

Miscellaneous
- School back pack
- Sports bag
- School hat
- Rash Vest for outdoor swimming / water based activities
- Art smock (Junior Campuses)
- A plain green or black winter scarf may be worn as may black full fingered gloves
Early Learning Centre
ELC General Information

The Gippsland Grammar Early Learning Centre (ELC) provides an excellent beginning for your child as they embark upon their journey through school and life. Our Early Learning Program is tailored to meet the needs of 3 to 5 year olds and ensures that your child’s first schooling experience is a positive and happy one. Growing and learning at the ELC instils in children qualities such as respect, independence, empathy, tolerance and collaboration. These are aligned to the Gippsland Grammar Academic Care Principles that promote five core values– Compassion, Leadership, Excellence, Respect and Responsibility.

Our philosophy is to create harmonious, caring and creative learning environments that will challenge and extend your child in these crucial years of intellectual, social, spiritual and physical growth. Children are encouraged to become, flexible, creative and adaptable thinkers who are encouraged to become global citizens and can navigate change in a fast moving world. They are immersed in an environment which provides plenty of early literacy and numeracy experiences, a mix of adult and child directed learning, as well as opportunities for open ended interest based exploration. Our daily programs integrate the arts, science, mathematics and language, development of thinking skills, growth mindset and education about sustainability. Parents are welcomed as active partners in the process of their child’s education.

The school has two Early Learning Centres located at the St Anne’s junior campus (Sale) and at the Bairnsdale junior campus. Both provide learning environments that are beautiful, purpose built and have landscaped playgrounds. Both centres are currently rated as ‘Exceeding’ the National Quality Standard.

While the Early Learning Centres have their own safe enclosed areas within the campus, the children are able to see and interact with the older children and become very comfortable with the idea of being part of the ‘big school’ from an early age. This helps to make the transition into Foundation both successful and seamless. The ELC teachers work closely with Foundation and Early Years staff members to ensure that each child is well known as they make the important ‘Step into Foundation’.

**RECEPTION GROUP**

The Reception Program is for children who have turned three.

Children can attend for a half (3 hours), full or two full days.

Sale – Reception Group operates Monday – Thursday (8.45am to 3.15pm)

Bairnsdale – Reception operates Monday and Tuesday (8.40 am to 3.05 pm)

Creation of a relaxed, warm and nurturing environment where all children feel safe, secure and supported as they begin their first step into formal education, is our focus in Reception. Children are invited to play, explore and develop a wide range of skills, while gaining confidence and independence. Building a strong and confident self-identity supported by trusting bonds with the two educators, allows your child to build positive feeling about themselves as learners.
Fun and age appropriate activities such as painting, singing, cooking, reading books, doing puzzles, constructing with blocks, dressing up, climbing and learning about nature and sustainability helps your child to develop skills and a sound foundation for later learning.

A specialist Music lesson run by the Junior Music teacher is included in the program.

**TRANSITION GROUP**

The Transition Program for four and five year olds is the next step in your child’s educational journey. Children’s existing skills and abilities are built upon and extended by a curriculum that is rigorous and highly engaging. The children attend the Early Learning Centre for three days each week.

In Transition the children are busy playing and working in the Early Learning Centre. They also begin to move around the junior campus and become familiar with it. The program is enriched by weekly specialist lessons in Music, Japanese and a Perceptual Motor Program (PMP). Children also attend the Library weekly to borrow books. Each child in the Transition Program has their own special Year 5 ‘buddy’. The ‘buddies’ program encourages each ELC student to build a strong and caring relationship with an older mentor who will support them again as they move into Foundation the following year. Our Year 5 students provide wonderful role models for their younger ‘buddies’, showing them what it means to be a student at Gippsland Grammar.

**ENROLMENTS**

Enrolments for the Early Learning Centre can be made at any time using the Early Learning Centre Application for Enrolment form. This will place your child’s name on our wait list. With a strong enrolment history, early enrolment at the Early Learning Centre is advised. Places are offered via email in the year prior to commencement. In cases where there are more children than places available, priority will be given to children who have siblings already attending the junior campus (Foundation to Year Six). Places will then be allocated to children who are enrolled to attend Foundation in a future year and have paid the non-refundable Foundation Holding Deposit.

For more information about the Early Learning Centre or to organise a personalised tour to discuss your child’s needs please contact:

**Mrs Lisa Burgess**

Telephone – 5143 7123 or 0428 147 972

Director of Early Learning Centres – St Anne’s and Bairnsdale Campuses

lisa.burgess@gippslandgrammar.vic.edu.au
Boarding at Blackwood House
A short stroll across the Garnsey Campus sports oval is Blackwood House, Gippsland Grammar’s home away from home for up to 50 boarders from both regional and rural Australia and overseas. Blackwood House is a co-educational boarding facility with a strong reputation for academic and all-round excellence within Gippsland.

A SAFE, SECURE AND HAPPY ENVIRONMENT

The House seeks to provide a safe, secure and happy environment for both boys and girls, from Year 7 to Year 12. As one of the few truly co-educational boarding facilities in an Australian senior school setting, Blackwood House offers a unique opportunity for students to live and work in a single building on the grounds of Gippsland Grammar’s Garnsey Campus.

We offer separate sleeping accommodation for both male and female students and rooms are generally twin shared with an ensuite bathroom. All boarding students benefit from the following:-

• Two study rooms and a multi-purpose room for tutorials and music practice
• Wi-Fi and computers that are linked to the School Intranet together with access to email and internet
• Social media available at set times within the boarding house
• A games library with a large collection of board, social and educational games and activities
• Daily and weekly newspaper editions each morning
• Close proximity to sporting facilities including Gippsland Regional Sporting Complex (basketball, netball, indoor soccer), soccer, football, rowing, tennis, tai chi, Shotokan Karate, and Sale Aquatic Centre
• A spacious shared recreational area including large screen tv, pool table, courtyards and table tennis
• The local CBD is within walking distance
• A full range of medical, dental and hospital services close-by
• Supervisory staff (both male and female) at all times.

PART OF THE COMMUNITY

Students are encouraged to participate in sport and other community activities to broaden their social contact and experience while living in the boarding house. Blackwood House has a commuter bus, which is available to transport students in and around Sale after school hours and on weekends.

The boarding community is led by the Head of Boarding, supported by both a Male and Female Supervisor. A further team of supervisors care for the needs of the boarders who choose to stay in the House on the weekends by running a full and varied program of activities, whilst also enabling suitable time for study. In addition, the House has a number of academic tutors who assist the students during the week in their studies and support individuals in their quest to achieve their best.
At Blackwood House we strive to uphold Gippsland Grammar’s core values of Compassion, Leadership, Excellence, Responsibility and Respect. We actively support boarders in achieving their individual educational goals through hard work and a strong commitment to their studies. Simultaneously, we foster their development into positive, independent, responsible and confident young men and women.

Choosing Gippsland Grammar’s Boarding House to pursue your academic goals opens up a world of opportunity. Students have the chance to make many new friends, the freedom to socialise and plan outings, the support to develop productive study habits and the guidance to grow into the person they want to become.

“I love boarding for the atmosphere, continuously being surrounded by like-minded and supportive people encourages you to do your best,” says Paige Barlow from Gormandale, who hopes to achieve her dream of becoming a doctor.

ENROLMENT OPTIONS

Full-Time Boarding
- Any student residing in Blackwood House on an ongoing basis for four or more nights a week.
- These students benefit from the full boarding experience, which includes weekends if required.

Part-Time Boarding
- Any student residing in Blackwood House on an ongoing basis for less than four nights a week.
- These students benefit from the opportunity to combine the best of both worlds by staying overnight in the Boarding House up to 3 nights per week, and spending weekends at home.

Casual Boarding
- Any student residing in Blackwood House on an occasional basis for less than four nights a week as and when needed.
- These students benefit from residing in Blackwood House as and when needed depending on family and academic commitments.

Day Boarding
- Any student returning to Blackwood House after school hours, until 9pm at the latest, and do not require a sleepover.
- These students benefit from the boarding experience without the overnight stay by participating fully in study, tutoring and recreational activities until collected by parents.

Late Returns
- Any student returning late from school functions, excursions or other activities who require only a bed and breakfast.
- These students benefit from a safe and secure place to stay when attending school events and functions that return later than usual travel arrangements allow.
Directory
CAMPUS CONTACT DETAILS

POSTAL ADDRESS:
Gippsland Grammar
PO Box 465
Sale 3853
Victoria, Australia

ADMINISTRATION & SENIOR SCHOOL (GARNSEY CAMPUS)
Princes Highway, Sale, 3850
Telephone: (03) 5143 6388
Fax: (03) 5143 6347
International Telephone:
+61 3 5143 6388
Email: ggs@gippslandgrammar.vic.edu.au

JUNIOR SCHOOL
(ST ANNE’S CAMPUS)
52 Raymond Street, Sale, 3850
Telephone: (03) 5143 7155
Fax: (03) 5143 7138

EARLY LEARNING CENTRE
59 York Street, Sale, 3850
Telephone: (03) 5143 7123

JUNIOR SCHOOL
& EARLY LEARNING CENTRE
(BAIRNSDALE CAMPUS)
86 Bullumwaal Road, Wy Yung, 3875
(PO Box 1615, Bairnsdale, 3875)
Telephone: (03) 5152 3366
Fax: (03) 5153 1522

BOARDING HOUSE
(BLACKWOOD HOUSE)
57-59 Raglan Street, Sale, 3850
Telephone: (03) 5143 6311