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*A new sense of belonging: Transforming the traditional grammars of schooling to personalise the schooling experience at the Australian Science & Mathematics School*

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A new form of schooling has emerged at the Australian Science & Mathematics School (ASMS) since its opening in 2003. Innovative transformations to the traditional 'grammars' of senior secondary education have generated a significantly different sense of community. The power of adolescent social interaction has been positively transferred into classrooms and learning has been generated through increasing student directedness and responsibility. The learning environment is a move away from traditional school architecture and social space merges with learning space which merges with e-learning space. Classroom activity is highly collaborative, with an emphasis on inquiry based learning. Data collected over the 5 years since the school opened indicates high levels of student satisfaction with school life. The data provides reaffirmation of the importance of the social context of schooling, particularly for senior secondary students. Evident at the ASMS is a school community exhibiting calmness, cohesiveness and coherence around an unrelenting focus on opportunities for all students to shape their personal learning ambitions.