

GOULBURN VALLEY  
GRAMMAR SCHOOL



SEMPER ULTERIUS

# PROSPECTUS





# GOULBURN VALLEY GRAMMAR SCHOOL

## Foundation

Goulburn Valley Grammar School is an independent, co-educational school founded over 35 years ago in 1981, with the first student intake in 1982. The school was founded by local parents seeking a school striving for academic excellence and well-rounded development in the independent school tradition.

The school was born out of the vision and hard work of families from across Northern Country Victoria. The school has remained true to the original vision and has provided an outstanding education to girls and boys for over 30 years. Alumni have made exceptional contributions in diverse areas including law, health, performing and visual arts, science, engineering, sport and education. Since Foundation, the vision has been for the school to be truly regional in nature. This diversity has always been one of the hallmarks of the school.

## Governance

Goulburn Valley Grammar School sees good governance as critical to the school fulfilling its aims and objectives in the short and long term. Governance responsibilities include the establishment and realisation of the school's vision and strategic direction. Governance also involves monitoring compliance, risk management, financial performance and stability.

The school is governed by a Board of Directors elected by members of Goulburn Valley Grammar School Ltd., a not for profit company. Board members are elected for three-year terms with elections being held at the AGM in May each year. The Principal is also a Director.

The Board is led by the Chair and supported by the Executive comprised of Deputy Chair, Secretary and Treasurer. The Principal and Business Manager also attend Executive meetings.

The Board is supported by the Finance and Audit Sub Committee, led by the Board Treasurer. This important group brings together specific finance expertise and focuses on both the short and long term financial position of the school.

The Board meets monthly. It conducts a planning review at its mid-year seminar and at the end of the calendar year the Board reviews the school's educational plan and sets the budget for the following year. The Board sets school fees. Members of the Board reflect the broad cross-section that makes up the school community.



## School Profile

The school is non-denominational and open entry with a strong focus on student learning and achievement. At the same time, the school places a priority on being a caring and respectful community where each student is recognised for their individual worth. There is a positive community culture and rich co-curricular programme which aims to nurture the development of well-rounded young people.

### Summary school information:

- Situated on a 17 hectare site six kilometres north of central Shepparton
- Enrolment capacity of 700 students
- Typical enrolment:
  - Years 5 to 6, 50 students per year level
  - Years 7 to 12, 100 students per year level
- Employs approximately 70 teaching staff and 35 operational staff
- In Years 5 to 10 the learning programme is founded on the Australian Curriculum
- In Years 11 to 12 students complete the Victorian Certificate of Education
- Well established high quality facilities
- Beautifully maintained and landscaped grounds
- The school draws enrolments from across the Goulburn Valley and Northern Country Victoria including the areas surrounding Greater Shepparton, Seymour, Murchison, Nagambie, Euroa, Benalla, Yarrawonga, Cobram, Tocumwal, Echuca and Kyabram

# Our key assertions

**Mission** Goulburn Valley Grammar School enables all students to make a positive contribution to our changing and challenging world through their skills, knowledge, values, confidence and commitment to excellence.

**Co-Education** We believe in the value of co-education, reflecting the belief that girls and boys should have equal access to educational and social opportunities.

This belief recognises the importance of the social dimension of learning. It values boys and girls learning and growing up side by side gaining a better understanding of one another's differences and similarities. We recognise the importance of role models and the need to challenge inappropriate stereotypes.

**Open Entry** The school policy is that all students are welcome to the school regardless of gender, religion, ethnicity subject to their capacity to participate in and derive substantial benefit from the school's educational programme.

**Community** We believe that our school community should strive to be an example of the kind of national and global community we would like to see in the future.

**Spirituality** We believe in the basic tenets of the Christian faith as the basis of the values the school holds to be important. We celebrate the major Christian festivals each year. Goulburn Valley Grammar School is not allied to any one denomination of the Christian faith. We see diversity of our student population as one of our strengths.

**Child Safety** Goulburn Valley Grammar School has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse.

The school is committed to acting in a child's best interest and in keeping them safe from harm. The school regards its child protection responsibilities with the utmost importance and, as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture. The school has developed a Child Protection Programme which comprises work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the GVGS community. The programme deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws.



*"GVGS was instrumental in setting me up for my career. The school has a clear commitment to bringing out the best in students. All of my teachers were amazing". Felicity Hammond, Class of 2000. Felicity is employed by Australia's Department of Foreign Affairs and Trade (DFAT) as a diplomat and works with the World Trade Organization and the World Intellectual Property Organization in Geneva, Switzerland.*

# Our focus is the student

**At Goulburn Valley Grammar School our focus is on student learning, achievement and wellbeing.**

The school is a learning community where we:

- believe in the capacity of all students to learn
- seek to promote a love of learning
- aim to improve the lives of all of our students through providing highly effective learning experiences
- strive to achieve at least one year's learning growth for each student each year
- set high expectations for each student regardless of their starting point
- aim to create positive relationships and a caring community based on mutual respect
- aspire to, value and celebrate excellence
- create powerful learning partnerships between students, teachers and parents
- see our motto "Semper Ulterius" - 'Always Further' applying equally to students, staff and the school as a whole

Our teaching staff are:

- committed to the school's vision and values
- passionate about teaching and learning
- dedicated to professional growth

## Democratic Principles

Goulburn Valley Grammar School is committed to providing an environment which adheres to and promotes the principles and practice of Australian democracy, including:

- accepting governments that are duly elected;
- the rule of law;
- the equal rights of all before the law;
- freedom of religion;
- freedom of speech and association; and
- the values of openness and tolerance



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*"I think we are so privileged to belong to a school that provides us with endless opportunities to excel ourselves, and pursue our own level of excellence in our chosen disciplines. We have access to state-of-the-art facilities and the school is constantly expanding and improving. It's not just the infrastructure that makes Grammar special, it's the atmosphere, it's like we are part of a large family. You see students supporting each other and teachers who never fail to see the potential that each student holds. We all make up a small community. In this community, everyone is always helping, supporting and trying to make a difference". Mandhree Ekanayake, School Captain - Class of 2016*



# Foundations of our School Culture

One of the most important and unique qualities of Goulburn Valley Grammar School is the positive school culture. The culture is one where students feel comfortable to be themselves, where they feel safe and secure, valued and appreciated. It is a culture where there is a focus on, and love of, learning and where excellence is valued and nurtured. This positive culture has a number of important elements at its foundations.

## Values

### Caring

Welcoming all people so that they feel supported and are treated with empathy and compassion

### Respecting

Treating everyone with consideration, regard and recognition of their individual value and dignity. Founding relationships and behaviour on mutual respect

### Learning

Promoting a love of and enthusiasm for learning

### Accepting Responsibility

Using the opportunities and benefits of our education for the environment, the world, the nation, our local community and ourselves

### Seeking Excellence

Striving for and celebrating excellence. Constantly seeking and striving to do all things to the best of our ability

## Semper Ulterius

Our school motto "Semper Ulterius" - 'Always Further' is an optimistic and challenging one. It suggests that there is always something more to know, to see, to experience; that there is always something more to stretch our minds, to fire our imagination, to touch our hearts and to give to others.

## GVGS Culture

## Building Blocks

The Building Blocks are the link between our Values and the visible culture we seek to nurture and grow at GVGS.

## Values

Our **Values** are the key principles on which we base our approach to learning, relationships and broader life.

## Semper Ulterius



## Building Blocks

The Building Blocks provide the guidelines and evidence of how we, as a community, actively express the school's values.

### Value supportive, collaborative, respectful and tolerant interaction among members of our school community

- A friendly, welcoming atmosphere
- Regular interaction between year levels
- Positive interaction between students and school staff
- Respect and care for one another
- A strong co curricular programme

### Strive for and celebrate our 'best effort'

- Celebrate many forms of achievement
- Participate well in a range of school activities
- Take pride in our endeavours and try our best
- Use academic rubrics to define 'best effort'

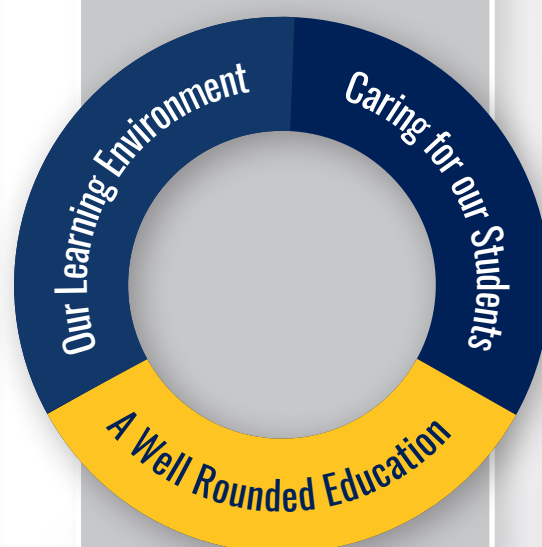
### Value learning and the active building of qualities that help us to learn

- Regularly reflect on our progress and develop good learning habits
- Have high expectations for achievement
- Publish and consult academic results online which continuously indicate and encourage improvement
- Respect and develop good learning habits

### Appreciate and take pride in our learning environment

- Respect and care for school facilities and learning spaces
- Wear our school uniform appropriately
- Demonstrate our school pride to visitors
- Contribute to an atmosphere of trust
- Actively contribute to environmental sustainability

## Our Educational Philosophy



The school's educational philosophy is based on 3 key elements...



# Our Learning Environment

**The school is a community with a positive culture where learning is central to the school's vision and where learning growth and achievement is core to our aims and efforts. Since foundation the school has strived to promote a love of learning and to foster the highest standards of academic achievement for all students.**

The school aims to nurture a learning community where students are challenged and where, through support and nurturing, they work to achieve the high expectations to which they aspire.

One of the school's primary goals is to encourage students to aspire to do great things. Students need to believe in their capacity to learn and to achieve in order to be motivated to engage in learning with the necessary passion and commitment. Our students are surrounded by others who model the successful combination of learning and full involvement in the wider life of the school and local community. We make time to value and celebrate student success and achievement.

In order for students to achieve their dreams they must be prepared to harness their skills and talents through sustained effort and endeavour. Learning is an incremental and gradual process that rewards sustained effort. The school has a responsibility to encourage and inspire students to commit the effort and work required to realise or exceed their aspirations and dreams.

The school aims to make the learning visible for our students so that they understand what is to be learned. Students also require timely and accurate feedback on how their learning has progressed and what action will take their learning to higher levels. The school informs students and parents of learning progress through continuous online reporting of student learning and achievement.

In concert with the aspirations and endeavours of students, our teachers use effective professional practices to maximise student learning. Our teachers know the characteristics of effective teaching described in our model of effective teaching. They reflect on their practice and seek student feedback on their performance to inform continuous improvement in their professional practice. Our staff collaborate with their colleagues to share excellent practice.

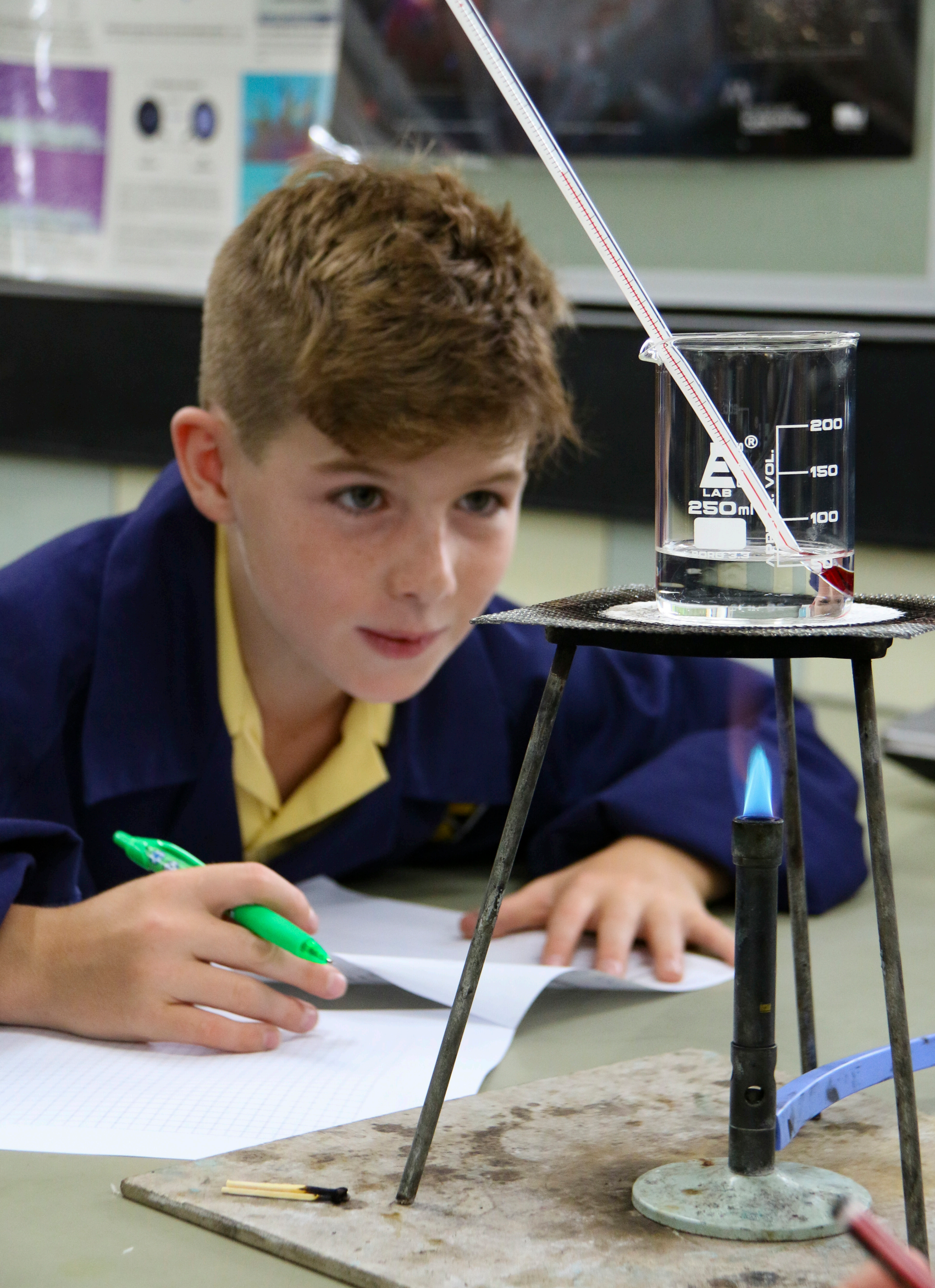
In order to achieve the school's vision, parents are a key element in the learning partnership. The role of parents is critical in providing expectations and an environment at home in which students can learn and achieve.



*"Within only a few years at GVGS, my dreams of becoming a tradie were surpassed by my aspirations to become an engineer. GVGS opened my eyes to new dreams and helped me to gradually improve from my below average performance in Year 7 to where I am now. I sometimes think how my life would be different had I not attended GVGS and that is when I know that I made the right decision. I could not be more grateful for the difference the teachers have made to my life". Andrew Brock, Class of 2016*







# Learning Programme

**Our academic learning programme is based on the Victorian Curriculum. It aims to equip students with conceptual understanding and knowledge, reflective practices, effective study skills and self-discipline. Such attitudes enable autonomous lifelong learning. A broad education is preferred over early specialization so that students are empowered with the functional skills to help them to realise their potential and to effectively participate in a 21st century society.**

## Middle School

Years 5 to 8 are the bridge between the Junior and Senior years of schooling and are often referred to as the Middle Years. This period of schooling is an important one where students experience significant physical, social and emotional growth while also being an important time for learning essential knowledge, ideas and skills.

During this time, the groundwork is laid for success in the senior years. The understanding of key concepts and skills is deepened in the Middle Years.

In the Middle Years we strive to support students in learning that goes beyond the surface to deep and constructed understanding. We seek to promote Middle Years learning that exhibits the qualities of fluency, retention, application and problem solving. In addition, the learning process aims to build thinking that involves gathering knowledge, building understanding, producing, reflecting, managing and evaluating.

We aim to stimulate Middle Years students through learning content and skills, which link to the students' understanding of themselves, environment and their place as active and ethical citizens:

- Our aim is to ensure a consistent approach to teaching and learning that is evidence based and follows the school's stated teaching and learning framework and associated policies and procedures
- There should be strong alignment at each year level with the school's stated goals and aims and guidelines regarding curriculum, pedagogy, assessment and reporting
- Over time there should be a seamless transition through the school during a student's learning journey from the Middle Years to the Senior School

## Years 5 and 6

In Years 5 and 6 students remain with the core teacher for English and Humanities. For the remainder of their studies: Mathematics Science, Music, Language Studies other than English (Indonesian), Art and Health/Physical Education- students have specialist teachers and, where appropriate, move to specialist areas.

## Years 7 and 8

Years 7 and 8 students undertake a core curriculum of the following subjects: English, Mathematics, Indonesian, Humanities, Science, Health & Physical Education, Music, Art, and Sport. Information and Communication Technologies are integrated across the curriculum. In some instances, and where students meet school criteria, language studies other than Indonesian can be undertaken through the Victorian School of Languages. This is via Distance Education and entry is based on an application process.

## Year 9

Year 9 is viewed as a critical year as it serves as a transition between the middle years and senior years of schooling. The core curriculum is comprised of: English, Mathematics, Humanities, Science, Personal Development and Health & Physical Education. LOTE (Indonesian Language) is a recommended subject. Elective subjects include Outdoor Education, Digital Technologies – Gaming, Dollars and Sense, STEM (Science Technology Engineering and Mathematics, Art and Photography, Music and Visual Communication and Design.

All day immersion activities are strategically placed throughout the year to provide students with 'hands on' learning applications. The two week Metropolitan campus experience is an important event in the Year 9 calendar as it provides the opportunity for independent learning and responsibility.

## Senior School

In the senior years, students explore specific areas in greater focus, understand and apply new content and skills while beginning to identify and plan for post school pathways. At senior levels, a wide range of VCE units are offered, opening opportunities for students across the tertiary sector. Year 10 is seen as the introduction to the VCE.

## Year 10

Year 10 at Goulburn Valley Grammar School represents a busy and challenging year as the students move into the senior school. It is a year when students are expected to take increased personal responsibility for their own progress and continue to develop a positive partnership of learning with their

teachers. Three defining parts of Year 10 are the Academic Programme, the Year 10 Camp and Structured Workplace Learning. Year 10 represents the beginning of the Senior School at GVGS as all students are provided with the opportunity to commence their VCE studies and to gain experience in the types and methods of assessment found in the VCE.

Teaching and assessment at Year 10 are directed at preparing students for the Victorian Certificate of Education. Students are able to study some VCE level 1 and 2 units during Year 10. Students study a core curriculum of English, Mathematics, Science, History, Geography, Physical Education, Sport and VCE Industry and Enterprise. In addition, students choose two further studies from a selection of electives. All students take part in an Outdoor Education camp and Work Experience.

## Years 11 & 12

The Victorian Certificate of Education (“VCE”) is the senior certificate awarded over the final years of a student’s secondary schooling at GVGS. It is an exciting and flexible certificate that allows students to tailor their senior schooling to their own strengths and interests while maintaining a commitment to excellence. The VCE is a qualification that allows students to follow their goals and dreams in a rigorous and challenging environment. Students in Year 11 may also accelerate their learning by undertaking a Unit 3-4 subject in addition to their Unit 1-2 subjects. The school offers a wide range of the VCE studies. Extension Studies may also be undertaken. On completion of the VCE students may apply for a wide variety of post school pathways including tertiary studies, training and employment.

## Instrumental Music, Public Speaking and Performance

These studies are taken by withdrawal during class-time on a rotating basis and in addition to the curriculum.

## Literacy and Numeracy assistance

Where necessary, students are provided with extra support for the development of their literacy and numeracy skills. literacy and numeracy skills.

## School Camps

**Year 5 and 6 Camps.** Year 5 students participate in an historic camp at Sovereign Hill. In Year 6, students participate in a sustainability and environment camp at Narmbool Lodge.

**Year 7 - Anglesea.** Whether students are new to Goulburn Valley Grammar School or continuing students, Year 7 represents a year of transition into secondary education. Camp Wilkin offers many opportunities for staff and students to interact as a year level in a spirit of fun and cooperation.

**Year 8 - Merricks.** Merricks on the Mornington Peninsula is a predominately water-based camp. Activities take place around both Western Port and Port Phillip Bays and include sailing, snorkelling and body-boarding.

**Year 9 - City Experience.** As a part of their Year 9 Programme, students undertake a two-week stay in Melbourne. During this time, students base their studies at a campus in Melbourne learning about not just the city itself but also about navigating their way around and accepting responsibility for themselves and others.

**Year 10 – Outdoor Education Experience.** This is a defining experience for our students. In small groups students work as a team to plan, navigate and complete a journey across some of the most remarkable landscapes in Australia. Students experience the rugged and pristine wilderness environment of the Victorian Alpine area. Students work in small groups to plan carry and undertake their journey. The programme encourages problem solving, responsibility and self-reliance in students.

**Year 12 - Leadership Camp.** Year 12 students and tutors participate in a Study Skills and Leadership Camp at the commencement of the academic year. The camp is traditionally held at a residential College at The University of Melbourne, Parkville. The aims of the camp include:

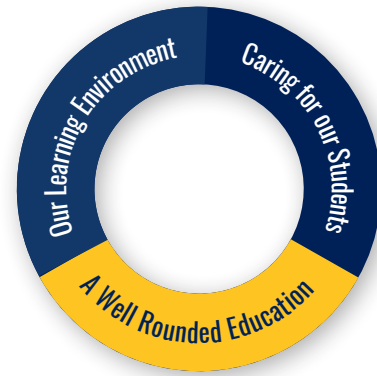
- To promote Year 12 as an exciting and stimulating year of study.
- To develop leadership skills in all Year 12 students, and to understand their responsibilities as the senior students in the school.
- To develop study skills and relaxation techniques to enable them to best deal with the important year ahead.
- To explain and demystify any changes to the VCE for the current year.

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*“ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results. On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting”.* Robert Randall Chief Executive Officer ACARA, March 2017







# Caring for our Students

**A deep commitment to the importance of student wellbeing has been a hallmark of the school's core aims since its earliest days. The school recognises that learning and achievement can flourish in an environment where students feel comfortable, safe and where they are each recognised, respected and valued as individuals.**

Our school has long celebrated the uniqueness of each student. We hold the view that a key goal of the school is to develop the talents and strengths of each individual through a clear focus on the needs of each student.

We recognise that a key quality of well-rounded individuals is their capacity to make sound, ethical and responsible decisions in all aspects of their lives. This is a capacity we seek to develop in all our students. We also recognise that most powerful learning occurs through error and problem solving. We therefore regard error as an opportunity for learning through which we can seek to grow and develop.

While the school sets boundaries and expectations, we also believe that student self-management is a key principle in creating a healthy and positive culture. It is important that students make decisions based on a set of positive core values rather than fear of consequences. We therefore seek to create an environment in which students make positive decisions.

Our school has based its approach to welfare on the assumption that care of students is a responsibility of all members of the school community. Students understand that the right to enjoy the positive culture of the community comes with real responsibilities and expectations. Students are shown that accepting responsibility for their actions and inactions is a key element of personal growth. As members of the community, they have a responsibility to themselves

and others. We aim to show students that through our individual decisions we create and influence the quality of our collective community. Throughout a student's time at the school we consistently refer to our core underpinning values as the framework for how we make decisions about our behaviour.

Student welfare is a primary concern for all staff at all times. All classroom teachers have a mutual responsibility for promoting learning and student welfare. Indeed it is our view that the two aims are fundamentally interconnected. Staff care for students with an approach combining objectivity, compassion, consistency and equality. In determining how to manage situations we are always mindful of what is likely to promote learning and personal growth. Staff set high expectations for students in all areas of their decision making.

In addition, most teachers are involved as tutors taking particular interest and responsibility for the welfare of a small group of students, typically at a year level in which they teach. This small group tutor structure allows a close and individual attention to the learning and welfare of each student. Furthermore, a structure of Year Level Coordinators and the Director of Students take additional leadership of student welfare and development. They are supported by access to counsellors and a range of student services.



# A Well Rounded Education



The school is committed to developing well balanced young women and men of character who can make a positive contribution to society at a local and international level. Skills such as leadership, teamwork, communication and problem solving combined with personal dispositions such as empathy, confidence and self-discipline can be developed in the classroom but the school's rich co-curricular programme is essential in providing diverse opportunities for nurturing these qualities.

**Music** - Music has long played an important role in the educational and cultural life of the school. Students study music as a compulsory subject until Year 8. After this time music is available as an option to VCE level. The programme at Year 5 and 6 is performance focussed with students learning Wind, Brass and Strings.

Many students participate in instrumental tuition at school with a full range of orchestral instruments available for study. All students are also encouraged to join the many ensembles, choirs and orchestras in the school. These include percussion ensembles, stage and concert bands. Many of these ensembles are formed in both intermediate and senior levels offering students a wide range of access to group performance.

Many performance opportunities are provided for students. These include musical performances at each assembly. In addition the school runs approximately 10 concerts each year with the Foundation Day Concert being the major event in the musical calendar. Musical performances are also integral to many of the school's major events.

**The Arts** - The arts are valued a critical part of student development. Through the arts students explore and develop their creativity, imagination and inventiveness. Visual Art is a compulsory study for students at Years 5 to 8. Beyond these years Visual Art is available as an elective through to VCE level. Major events which celebrate the Arts include the House Eisteddfod, Annual Productions, Art Shows and Public Speaking and Performance.

The annual productions are a key fixture in the school's programme. They involve students in all aspects of production including acting, singing, dance and the many opportunities backstage including make-up, costume, sets and props.

Skill and confidence in public speaking is greatly valued at the school. Diverse opportunities are provided for students to develop as public speakers. School assemblies are focussed on student presentations. The annual Creative Words evening is an opportunity for students to grow and learn as public speakers. The regular Prefect speeches at Friday assembly are celebrations of public speaking at a high level

and also a powerful example to students and staff about the inspirational capacity of young people.

**Sport** - The school sporting programme is extensive. Active participation of all students in a wide range of sports is the primary aim of the programme. Sport is offered as a compulsory subject in addition to Physical Education at Years 5 to 9. Interhouse sporting carnivals are held annually and consist of Swimming, Athletics and Cross Country. At the inter school level students are invited to represent the school in the Independent Country Co-Educational Schools (ICCES) competitions including Swimming, Athletics and Cross Country carnivals and the Winter Tour, a round robin event. Students also have the opportunity to represent the school in local community sporting competitions including Netball, Soccer and Badminton.

**Outdoor Experiences** - A wide range of outdoor activities are offered to students throughout their time at the school. Through these experiences students explore their understanding of self, community and place. Many of the annual camps involve outdoor experience as a key element of their programme. Outdoor Education is an elective study from Year 9 to VCE level.

**Clubs and Service Groups** - GVGS has a strong focus on students exploring their interest in particular fields and serving communities at local or international levels. Opportunities are provided to allow students to develop their skills and build relationships with others sharing similar interests.

- Amnesty International Group
- Environment & Sustainability Group
- Photo media Group
- World Vision Group
- ANZAC Service Representation in towns across the region
- Student Representative Council
- Mothers Club Annual Luncheon Hosts
- 40 Hour Famine Group
- Year 9/Year 5 Buddies Programme
- Year 11/Year 7 Peer Support Programme

**International Experiences** - The school seeks to foster an international perspective among our students. We hope that our students will see themselves as global citizens with the confidence to engage with the local, national and international community. We believe that international experiences serve to remind students that there is more that unites us as global citizens than which separates. A range of international experiences are available for students. These include Indonesian language based tours and exchanges, World Challenge expeditions, cultural and historical tours and overseas exchange opportunities.



# Our Symbols and Traditions

For over 35 years the school has developed traditions and symbols which serve to celebrate and reinforce the things we view as important. They are shared and nurtured by the school community and continue to evolve over time. Through our traditions and symbols we build the strength of our community's spirit.

## “Semper Ulterius” - Always Further

Our school motto “Semper Ulterius” - ‘Always Further’ captures the essence of the original vision for the school. The school motto is therefore recognised as one of the key elements of the foundational elements of our school's unique culture.

## The Pelican

The Australian Pelican was selected as a suitable symbol for the school. The qualities which have enabled the pelican to thrive include: adaptability, strength and cooperation. These qualities make the pelican a thought provoking symbol for the school. Pelicans have since the foundation continued to regularly visit Kings Lake, the school wetlands and the local area.

## Student Leadership

Students at all year levels have a wealth of opportunities to develop leadership skills through informal and formal leadership roles. The emphasis of student leadership is always the importance of service to others.

## Assembly

On most Fridays throughout the academic year, a full school formal assembly is held in Founders Hall commencing at 9.00am. School assemblies have become an institution in the life of the school. They celebrate and express the essence of the school's culture. These assemblies are student focussed. The vast majority of presentations are made by students. Highlights of assemblies include student musical performances, audio visual presentations and Prefect Speeches. Parents are always welcomed to attend school assembly.

## Major Events

The school has developed a number of signature events which celebrate and express the school's culture. These events are important in building the school community and celebrating the qualities that we hold dear. Some of these major events include the Year 5 and 6 Mother's Day Picnic and Father's Day Breakfast, Year 6 Graduation, House Eisteddfod, Presentation Ball, Foundation Day Concert, Presentation Evening and Valedictory Dinner.







## The House System

Our House system is named after four community leaders who made a very positive contribution to the lives of others in our region. The House system is also a vehicle for engaging students in sporting and cultural activities and to promote relationships beyond the individual classroom and across year levels.

One of the flagship events of the year is our annual House Eisteddfod Performing Arts competition. This event while competitive is a celebration of the performing arts and is one of the most cherished days in the school year. It is an affirmation of fun, connectedness and energetic enthusiasm.

## Carnivals and Competitions

The carnivals and competitions which feature as part of the House competition are key traditions in the school's heritage. They are events which the school greatly anticipates and they received strong support from students, staff and parents alike. While there is a spirit of enthusiastic competition, the school encourages a sense of fun and enjoyment of these days.

## Uniform

The school uniform has been well established over the past thirty years. Through wearing the uniform students demonstrate respect for themselves, for others and their commitment to the school community.

## Our School Family / Community

Goulburn Valley Grammar School was born from the vision of local families. This dream has been a reality for over thirty years but the school has not lost sight of the importance of the maintaining these connections with the local community. The school community is an extended family which connects people from across the Northern Country Victoria. The strong support which continues to be provided by this extended family is one of the hallmarks of the school. We can see this in action when parents regularly attend school assemblies and participate enthusiastically in special events and activities.

Our students come from communities surrounding centres such as Seymour Nagambie, Benalla Yarrawonga, Tocumwal, Cobram, Echuca, Kyabram and districts within and surrounding Greater Shepparton. The diversity that exists in the school community is one of its great strengths.

The outstanding level of community support provided through parent support groups is another demonstration of the depth of community spirit. Parents are actively involved the school through a range of support groups including the Parents and Friends Association, Mothers Club, Friends of Music and Tuckshop volunteers. Many parents are also actively involved in the sporting programme through coaching and managing teams. Others are involved in Productions through costumes and backstage support.

*"I've come to realise that our schooling experience is very different to a lot of other people's. Teachers, support staff, friends, peers and everyone in between, helped me develop skills and make memories that will stay with me well into the future. I'm so proud to be a part of the GVGS community, and I can't thank every member of it enough, not only for providing me with such an amazing schooling experience, but for making me the person I am today. I hope I can make you all proud going forward and can't wait to watch the next generation of Grammarians achieve incredible things". Abbey Zito, Class of 2016*



# Admission

## Enrolment procedure

To apply for a place at Goulburn Valley Grammar School, parents should complete an application form contained in the Appendix of this Prospectus and return it with the application fee and a copy of the student's latest school report and NAPLAN results to the Registrar, Goulburn Valley Grammar School, P.O. Box 757, Shepparton 3632.

## School visit and interview

Students and their parents will be invited to visit Goulburn Valley Grammar School during the year before their year of entry. During this visit the student and parents will be interviewed by the Principal. Following this, an offer of a place at the school will usually be made. There is no entrance examination.

## Admissions policy

Goulburn Valley Grammar School has major points of entry at Years 5 and 7. At other levels places may be offered to fill vacancies which occur from time to time. The Principal reserves the right to determine to whom places are offered. Where the number of applications at any one level exceeds the number of places available, offers of places are mainly determined by the date of the initial application.

At the Principal's discretion priority may be given having regard to:

1. A family's current or previous involvement within the school - particularly where the applicant is a sibling of a current student.
2. The capacity of the school's programme to make a contribution to the child's growth and development.
3. Any special circumstances.

## Payment of tuition fees

Fees are payable in February, May and August within fourteen days of the date of account. The fixed charge covers excursions, library, computers, expendable materials, school camps, sporting facilities and sporting equipment. A single payment may be made to cover the full year's fees. This attracts an appropriate discount and you should discuss details with the Business Manager.

## Bursaries

A limited number of bursaries are available on a year by year basis for current families in need of short term financial assistance. Applications should be made through the Principal.

## Scholarships

### Academic Scholarships

Academic Scholarships are available for entry to Years 5, 7, 10 and 11. All students including those currently attending Goulburn Valley Grammar School in Years 6 and 10 may apply for Years 7 and 11 Scholarships. Year 10 and Year 5 Academic Scholarships are for entry to the school. Academic Scholarships provide for up to 50% remission of the tuition fee. All other fees are payable.

Scholarships at Year 5 are awarded for two years.

Scholarships at other levels may be awarded for two years or for the duration of secondary education, providing the student makes satisfactory progress.

### General Excellence Scholarship (Secondary)

General Excellence Scholarships are offered for entry to the secondary section of the school (Years 7-11). Students not currently attending Goulburn Valley Grammar School may apply. Students currently in Year 6 at Goulburn Valley Grammar School may also apply.

Awards will be made on the basis of a written application, supported by references. Students will be required to demonstrate strong academic potential, together with a capacity to excel in such areas as service, leadership, music, drama, the arts and sport. Latest school reports must also be included.

These applications will be reviewed by a selection panel who will recommend a short list to be interviewed. In addition to the written application, short-listed applicants may be required to sit a short academic assessment.

### Aboriginal and Refugee Scholarships (Year 7 entry)

The GVGS Aboriginal and Refugee Student Scholarships have been established to provide educational opportunities for students who have the potential to lead within the community. These Scholarships will be awarded to an Aboriginal and a Refugee student for Year 7 entry.

Applicants are asked to submit written applications which may be followed by an interview with a selection panel chaired by the Principal.

**Version Date: September 2017.** Please note the information contained in this publication was accurate at the time of printing. Due to our commitment to continuous improvement and operational needs the school regularly reviews policies, procedures and programmes. To ensure currency of information please contact the school directly to confirm any particular details.





GOULBURN VALLEY  
GRAMMAR SCHOOL



SEMPER ULTERIUS

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