



ANNUAL REPORT 2017



GOULBURN VALLEY GRAMMAR SCHOOL

2017 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2017 academic year. The report offers a brief account of events and accomplishments in key domains of the school's operations.

These domains include:

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The School Board

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 meets eight times per year. 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.

Mrs Prudence Dobson



Chair

Mr Andrew Galbraith



Deputy Chair

Mrs Fiona Merrylees



Secretary

Mr Laurie Pennell



Treasurer

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 Board was led in 2017 by the Chair, Mrs Prue Dobson and supported by the Executive of Mr Andrew Galbraith (Deputy Chair), Mrs Fiona Merrylees (Secretary) and Mr Laurie Pennell (Treasurer). The Principal and Business Manager also attend Executive meetings. In 2017 Mr Bruce Mactier retired from the Board after 14 years of service and Mr Andrew Plunkett (Class of 1992) joined the Board.

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

During 2017, the school Board's core focus was ongoing monitoring of the school's financial performance and implementation of the schools strategic priorities including:

- Strategic planning including evaluating overall school performance and improvement opportunities. Reviewing the school's strategic direction and practice and developing the masterplan
- Analysing the financial performance in the short term particularly the 2017 budget and also the following 5 years and developing the budget for 2018
- Oversight of key risk and compliance matters including compliance with Child Safe Standards
- Monitoring progress on a major capital project, the redevelopment of the Administration building. Particular focus included progress, timeline, budget and occupancy
- Monitoring implementation of the School Improvement Plan, particularly in relation to student literacy, numeracy and learning growth
- Appraisal of the Principal's performance

The Board and school leadership are committed to continuing to apply best-practice governance to Goulburn Valley Grammar School.

School Profile

Goulburn Valley Grammar School is an independent, co-educational school. The school was founded by the local community over 35 years ago in 1981, with the first student intake in 1982.

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. The school is located in Shepparton, a regional centre in Northern Victoria but draws enrolments from across the Goulburn Valley and Northern Country Victoria.

Summary school information:

- Enrolment from Years 5 to 12 of 697 students
- Employs 75 teaching staff and 48 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
- School located on one site covering 17 hectares
- Well established high quality facilities
- Beautifully maintained and landscaped grounds



Dr. Ravil Bhat



Dr. Dan Garrick



Mr. Ross Nicoll



Mr. Andrew Plunkett



Mrs. Linda Prentice



Mrs. Sonia Priestly



Mr. Damian Trezise



Mr. Robert Waterson

From the Principal

Students are at the centre of all we do as a school. Our focus is on promoting student learning through engaging and challenging learning experiences, we strive to create an environment where students feel safe to make errors.

Through the efforts of our teachers and operational staff, our students have the opportunity to learn and flourish in an environment that assumes all students can learn and where excellence is pursued through maximum effort.

Our students were led by the Year 12 Class of 2017 who demonstrated a genuine commitment to learning. We acknowledge the individuals who, through hard work, have attained outstanding achievements in learning, recognised by external organisations. We particularly recognise those students who persisted in their learning in the face of genuine challenge and adversity.

The year group has been particularly active in all aspects of the co-curricular programme continuing throughout Year 12. Many have played in school or local sport. In Music they left a major legacy and made a vast contribution to productions. We noted the pioneering spirit of their cohort. They loved the opportunity to travel and visited so many continents and countries.

They demonstrated great leadership through their Prefect Speeches and coordination of many signature events, always being very supportive of any year level initiatives. Collectively they achieved the excellent result of raising \$4000 for the Leavers Fund. We thank the entire Year 12 group for their excellent leadership and acknowledge our captains Nicholas Marwood and Emily Bolton as outstanding ambassadors.

Student learning is the core of all our efforts. We are committed to high expectations for all of our students. As a regional school it is particularly important that we benchmark student learning achievement against schools across the state

and nation. GVGS students continue to achieve learning outcomes that are notable at both state and national levels.

We see a vibrant and extensive co-curricular programme as a key opportunity for critical learning experiences to occur.

The House competitions featured strong student participation. Overall, the results included the Swimming Shield won by Fairley, Cross Country a tie between Dunlop and Ryall and Athletics was won by McLennan. The House Eisteddfod was once again one of the highlight events of the year with Dunlop winning the cup after 16 years.

The Performing Arts programme continued to develop in 2017. A total of 126 students were involved in the productions. The Senior Production of 'Thoroughly Modern Millie' was an enormous success, selling out on Saturday night. The GVGS Middle Years students delivered an outstanding production winning praise from audiences for their superb performance of 'Cinderella'. The outstanding quality of student performances were recognised in the Georgy Awards with ten students nominated and Georgina Hacon and Ella Sprunt both winning awards for their outstanding performances. The Voice and Communication programme continues to grow with 87 students participating this year.

The school Music programme continued to grow and expand in both breadth and quality. This year 145 students were involved in instrumental tuition. A total of nine concerts were performed during the year, showcasing outstanding performances of soloists and both large and small ensembles and bands. GVGS students continued to be actively involved in the Shepparton Interschool Concert. This exciting event not only saw youth from across local schools working together, but also raised valuable funds for the local Salvation Army branch.

GVGS continued to be a major contributor to local sporting competitions, consistently fielding more teams than other schools given our student population. This involvement was a wonderful opportunity for building the strength of our school community with many families involved in supporting students through coaching, managing and spectating.

The school entered 13 teams in Badminton with ten making finals, four competing in Grand Finals and two winning Premierships. In Soccer seven teams participated in the Shepparton Junior Soccer Association with five making finals and two playing in Grand Finals and winning Premierships. In Netball 12 teams competed with eight represented in finals, five playing in Grand Finals and two Premierships.

GVGS is a member of the Independent Country Co-educational Schools (ICCES) sporting competition which aims to provide regional students with high level competition at elite sports venues including the Lakeside Athletics Track and MSAC. GVGS continues to perform above expectations given our relatively smaller number of students. In 2017 GVGS teams placed 1st in Debating, 1st in Chess, 1st in Badminton, 2nd in Table Tennis, 5th in Athletics, 4th in Cross Country and 6th in Swimming. In a new event for the association GVGS participated in the Summer Tour, travelling to Ballarat. GVGS teams placed 1st in Golf and Cricket (Years 9/10), Tennis (Years 7/8 and 9/10) and Volleyball (Years 9/10).

GVGS is now the traditional host of the Winter Tour with Shepparton boasting the best facilities of member school locations. This year's Winter Tour involved six ICCES schools travelling to Shepparton for the two-day carnival. The event brought close to 800 visitors to Shepparton, providing a significant economic boost to the local economy. GVGS achieved equal 3rd overall on aggregate with the Senior Boys winning the Soccer.

Through a broad range of international experiences we hope to instil global perspectives and the capacity to thrive among diverse cultures. Our students' learning of Indonesian language was enhanced by a range of experiences. Four of our senior students travelled to Java in January in an outbound exchange programme with our Indonesian sister schools. Our families also participated in an exchange programme when we welcomed 31 inbound Indonesian students who attended school and participated in a homestay programme.

In 2017 35 GVGS students participated in the World Challenge programme which featured unforgettable travel experiences in Sumatra



2017 Prefects

BACK ROW L-R: Principal Mr Mark Torriero, Anne Winter-Irving, Adam Sizer, Mitchell Priestly, Nicholas Geisler, Harris Bayly, Emma Jackson, Brandon Lukies, Hannah Thiel and Year 12 Coordinator Mrs Chelsea Pohlner.

FRONT ROW L-R: Molly Ingram, Georgina Hacon, Senara Kulatunga, Angus Hicks, Emily Bolton, Nicholas Marwood, Sabaina Abdullah, Mitchell Collins and Lucy Macpherson.

including four weeks of recreation, trekking and community projects. During the year 44 students participated in a STEM themed trip to the US and exchanges to Canada, the USA and the UK. The historical and cultural tour of the French and Belgian battlefields involved 14 students.

From the outstanding learning experienced by our students in 2017, we look forward with confidence to exploring new opportunities and horizons. In the school's 36th year, GVGS implemented a number of projects to improve the quality of student learning.

Key projects included trialling the adoption of a school-wide curriculum design framework based on Project Zero's Teaching for Understanding. At the same time our focus continued to deepen student learning in reading comprehension, writing and conceptual understandings in Mathematics. Throughout the year GVGS was extensively involved in the Victorian Ecumenical System of Schools Leading Learning Network. This Network enabled schools to exchange ideas and initiatives, sharing both successes and failures but collectively striving to improve the learning experiences of our students.

During the year we also explored longer term projects investigating how we can ensure that the learning of our students meets the challenges posed by the lives they are likely to lead. This project involves our school in the Leading the Learning that Matters programme run by Independent Schools Victoria and the Harvard Graduate School of Education.

We look forward to the exciting prospects planned for the school community in 2018.

Semper Ulterius

Mr Mark Torriero,
Principal

Our Learning Environment

Since foundation one of the school's core aims has been to create an environment which promotes a love of learning and fosters 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 achieve the high expectations to which they aspire.

The school has developed into a community with a positive culture where learning is central to the school's vision and where achievement is valued.

Student Learning and Achievement Subject Competitions

As a regional school, we are keen for our students and teachers to seek external feedback on the achievement of our students in key learning areas. Students participated in a number of academic competitions on a voluntary basis. The Sayembayara Lisan Oral Indonesian Competition saw 16 students receive either a First or Second place in the Victorian competition

UNSW International Competitions and Assessments for Schools (ICAS)

During the period from June to August 2017, GVGS students in Years 5 to 12 voluntarily participated in the ICAS tests in English, Writing, Mathematics and Science. The students performed strongly with the following highlights. Distinctions were achieved by 22 students in English, 21 in Writing, 25 in Mathematics and 17 in Science. High Distinctions were achieved by 5 students in English, 4 in Writing, 1 in Mathematics and 1 in Science. Two students, Farhan Islam and Paige Gullifer received medals in Writing, while Aditya Ryan Bhat was awarded a medal in English. The award of medals acknowledges their achievement as the highest scores in the State.

In the ACER Assessment of Languages competition, GVGS students studying Indonesian Second Language achieved a total of 81 Distinctions and High Distinctions. In the Australian Geography competition, 18 students achieved Distinctions and 12 High Distinctions while in the Australian History competition there were 24 Distinctions and 17 High Distinctions. The Australian Mathematics Competition saw

24 students awarded Distinctions and 5 High Distinctions. In its inaugural year for GVGS, the Australian Computational and Algorithmic Thinking Competition saw 7 students awarded with Distinctions.

Premier's Awards

Premier's Awards are presented to the students achieving the highest results in each VCE study in a given year. Over the years, a significant number of GVGS students have achieved this wonderful distinction. During 2017 two GVGS students were presented with Premier's Awards for outstanding achievements in their studies at VCE Unit 3 and 4 level during 2016. This is an outstanding achievement by both of these students.

Premier's Award Recipient and Teacher

- Chelsea Rathbone, Environmental Science taught by Mrs Jacinta Carter
- Abbey Zito, Industry and Enterprise taught by Mrs Mary Bayly

NAPLAN

Students in Years 5, 7 and 9 participate annually in the National Assessment Program for Literacy & Numeracy. These tests, in conjunction with school assessed class work, help to provide parents with additional insight into their child's progress.

In 2017 GVGS students demonstrated substantially above average achievement and learning growth in NAPLAN testing. The Year 5 data was significantly stronger than State and National averages, and was well above the NAPLAN results from 2016. In Year 7 the levels of achievement were still comfortably above State and National averages. The Year 9 NAPLAN results were significantly above State averages, in most cases our 50th percentile compared favourably to the State 75th percentile.

In recent years we have been focussing on promoting student learning growth through effective teaching practices. We also noted that in all three key areas of Reading, Writing and Numeracy, the Year 9 (2017) growth over two years at GVGS exceeded the expected level of learning growth, confirming the value-adding education at GVGS. The growth from Year 5 to Year 7 (2017) was also strong, particularly in Numeracy.

VCE

In the Victorian Certificate of Education (VCE) the Class of 2017 performed well. The vast majority of students met or exceeded their expectations. In the VCE, student academic achievement is measured using the Australian Tertiary Admissions Rank (ATAR). The ATAR is a percentile ranking which compares student achievement and is the basis for most university course admission processes.

- 75% of the students placed in the top third of the State (ATAR over 70)
- 53% of the students placed in the top 20% of the state (ATAR score over 80)
- 25% placed in the top 10% of the State (ATAR score over 90)
- 13% placed in in the top 5% of the State (ATAR score over 95)

The 2017 Dux of Goulburn Valley Grammar School was Mitchell Collins who achieved an ATAR score of 99.40. Lucy Macpherson also achieved an outstanding result with an ATAR score of 99.35 and Harris Bayly with 99.15.

- 6 students placed in the top 2% of the State (ATAR score over 98)
- 81.35 was the Median ATAR score
- 34 was the Median study score
- 91 students completed Year 12 and applied for an ATAR score
- 91 students undertook VCE studies and 100% satisfactorily completed their VCE
- No Year 12 student attempted a VET subject as part of their Year 12 studies.

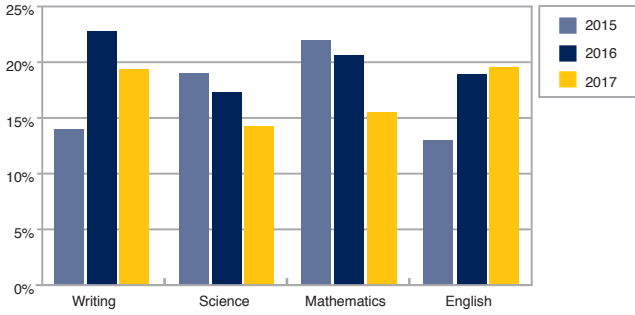
Tertiary Entrance

The Class of 2017 was highly successful both in terms of their levels of academic achievement and in terms of receiving offers for tertiary places through VTAC in a highly competitive environment. There have also been interstate offers for some students.

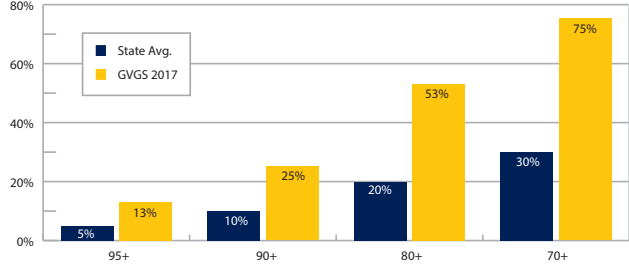
- 93% of Year 12 students received a 1st round offer for a tertiary place
- 84% of Year 12 students received a tertiary offer that was either their 1st, 2nd or 3rd preference

This is a pleasing outcome which reflects several key achievements. The students were able to achieve the necessary scores to gain admission to their desired courses. In addition the students were well prepared in terms of the tertiary selection process and chose realistic options.

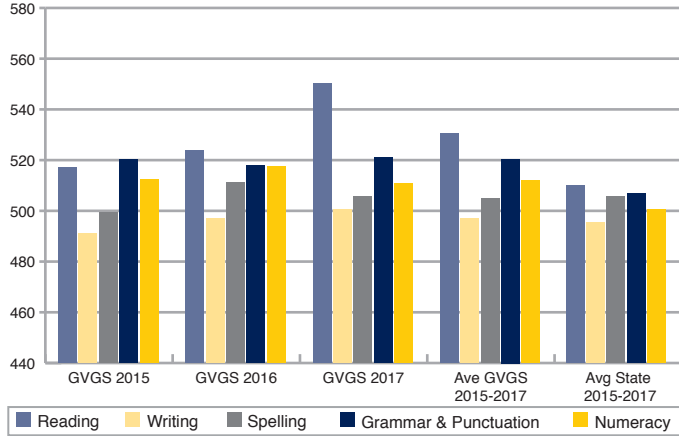
ICAS Competition, % of students achieving distinctions & above



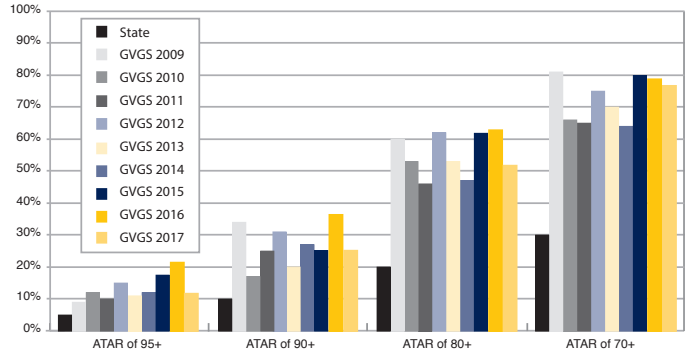
GVGS VCE scores - Class of 2017 distribution of ATAR scores



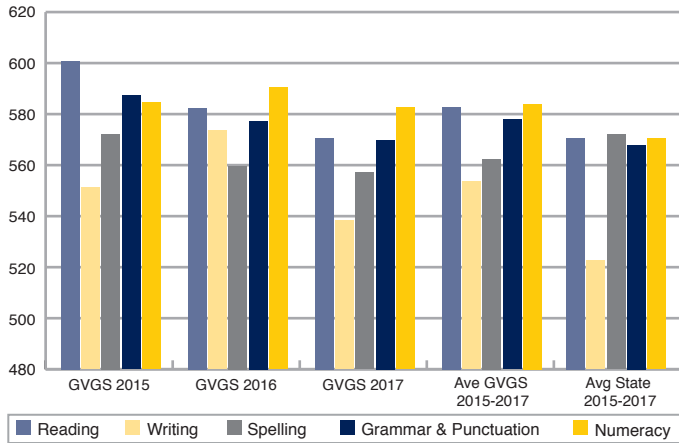
Year 5 NAPLAN 2014 - 2017



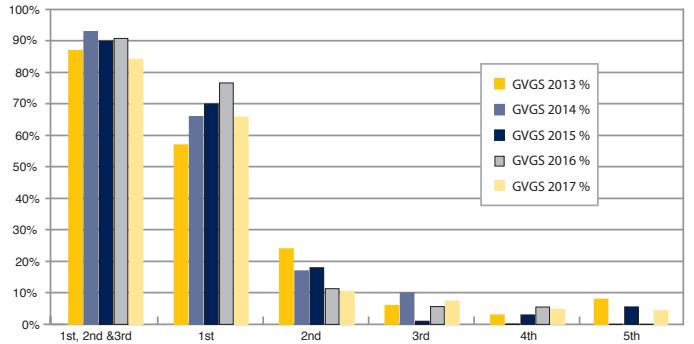
GVGS VCE ATAR scores - student score distributions 2009 - 2017



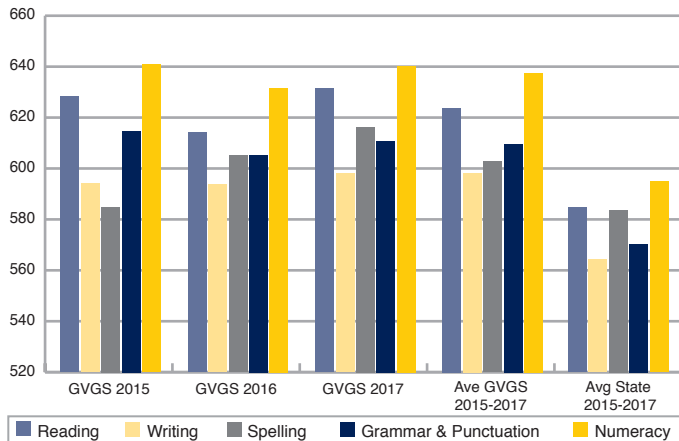
Year 7 NAPLAN 2014 - 2017



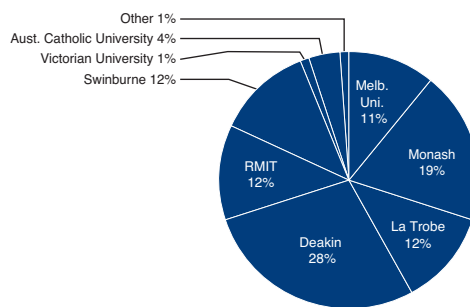
Class of 2017 - tertiary offers by preference



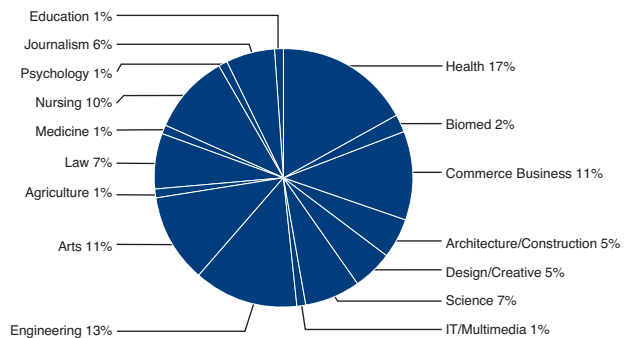
Year 9 NAPLAN 2014 - 2017



GVGS - Class of 2017 offers from Victorian universities



GVGS Class of 2017 tertiary course offers by major study



Caring for our Students

A deep commitment to the importance of student wellbeing has been another 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 and valued as individuals.

Student Pastoral Care and Welfare

The pastoral care programme at Goulburn Valley Grammar School focuses on developing mutual respect and confidence among all members of the school community. It encompasses everything that we do as a school to meet the personal, social and academic needs of students. The pastoral care system, utilising tutorials mostly of about 12 students and a tutor, continues to provide close monitoring and effective support of our students' welfare. This system is based on the contributions of Tutors, Year Level Co-ordinators, Director of Students and Senior Staff and complements our strong emphasis on creating an environment where each student feels connected to their peers, the school and their community. The Building Blocks Programme which operates at Years 5-7 provides an introduction to the values of the school and is a starting point in developing the cultural expectations of Goulburn Valley Grammar School. In Years 8-9, emphasis is placed on enhancing the Building Blocks Programme from earlier years as well as further developing skills of resilience, effective relationships, organisation and leadership. In Years 10-12, Year Level Coordinators offer specific programmes to enhance and meet the needs of students as they develop, academically, socially and emotionally. This is delivered through the tutorial system and is supported with guest speakers where appropriate. All tutorial programmes provided through the pastoral care system have a strong focus on the school's values of: Caring, Respecting, Learning, Accepting Responsibility and Seeking Excellence.

All year levels are based in a designated precinct with easy access for students to Year Level Coordinators, tutorial rooms and lockers. Each precinct has comfortable, safe, shaded seating and outdoor areas so students can socialise within their year level and across year level

groups. The development of these precincts is based on the needs of students and the provision of personalised care and attention for each student. Students have access to noticeboards which contain relevant school and co-curricular information pertinent to the specific year level. Year Level Coordinators physical proximity to students ensures they can oversee their academic and personal needs whilst developing strong relationships with the year level. The designated year level precinct has provided students with a sense of belonging and ownership. At recess and lunchtime students can be seen enjoying their area or mingling with other year levels on the oval, hardcourt area, library and the many outdoor seated spaces.

The services provided by the Student Services Centre continued to be critical to Student Welfare, meeting the needs of students from Year 5 to Year 12. Learning Support offers literacy and numeracy support at Year 5 and 6 and literacy support at Year 7, 8 and 9. Data is used to determine literacy and numeracy levels and support is offered to approximately 10% of a year level cohort. This can occur as a one on one session, small group work or staff supporting student learning in the classroom. Services such as scribing for students during assessment tasks and examinations as well as Examination Special Provision were offered through this service last year. The Gifted and Talented Programme was used as an academic extension within Years 5 and 6.

The school has undertaken staff training and provision of resources necessary to implement a number of programmes which support the social, behavioural and physical welfare of students. All Year Level Coordinators are trained in 'Restorative Practices'. This programme stresses the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. To this end the school has developed a 'Respectful Behaviour Policy' which has changed the emphasis of the original Bullying Policy. Through the tutorial system, students are educated about the policy and provided with clear examples of what is acceptable behaviour and what is not. BullyBusters - a confidential email process which allows students direct access to report bullying incidents to the Equal Opportunity Officer continues to support students.

The focus on cyber-safety which has been a strong emphasis throughout the school

Pastoral Care system and within the curriculum, continues to gain momentum. A dedicated tutorial programme called 'Growing Up Digital – Cybersafety, Digital Literacy and Citizenship' continues to evolve to ensure that students are well equipped to cope with the digital age in which they live. The programme is delivered from Year 5 to Year 12 and is supported through regular classes and special seminars. The programme covers a range of topics which are tailored to particular year levels and deal with issues Year Level Coordinators have identified as concerns for their year group. Some of the topics covered throughout the year levels are; privacy and security, digital footprint and positive online reputation, internet safety, social networking and relationships, sexting and communication. The eSmart School Programme, an initiative of the Alannah and Madeleine Foundation, continues to be developed. The aim of eSmart is to provide the tools and resources to equip the school community with the skills and knowledge they need for the smart, safe and responsible use of technology. The programme provides tools and strategies for teachers, students and parents to improve cyber-safety and reduce cyber bullying and bullying. In consultation with our eSmart facilitator, we have reached status. A vast number of categories have been covered and our work approved by eSmart. In presenting our material for approval, there was a very strong connection between the work being undertaken through the GVGS Model for Effective Teaching and the underpinning goals of the eSmart Programme. This was especially evident in the areas relating to classroom procedures, school wide policies and documentation. At the end of 2017 our eSmart status was advertised to the school community with a large billboard identifying GVGS as an eSmart school. This billboard was placed outside the Student Services building as a daily reminder to staff, students, families and visitors to the school.

As part of the commitment of the school in supporting the wellbeing of all students, the Year Level Coordinator group focused on improving their understanding of the Child Safe Schools requirements in 2017, in particular, Child Safe Standard 7 'Strategies to promote child empowerment and participation'. This has been a strong focus of our Professional Development throughout the school welfare system and particularly in the education of staff and students. Year Level Coordinators and tutors completed an analysis of GVGS as a Child Safe Organisation. In 2018 the focus will continue with

the development of a dedicated programme for students from Year 5 to Year 12.

Year Level Coordinators are continually focusing on Professional Development to enhance their skills and support tutors/teachers and students within the school. A wide range of Professional Development took place and was reported back via the Year Level Coordinator Group to classroom teachers – some of the areas covered were; cybersafety, behaviour management, supporting students with learning difficulties in the classroom and understanding students with ASD. Whilst continued professional development and professional discussions give the teaching staff a wide range of skills for working with students, the school recognises the need for professional services and a school counsellor was available three days a fortnight and a psychologist once a week.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff have updated epipen, anaphylaxis and cardiopulmonary resuscitation training and a large number of staff selected to complete a full day First Aid Qualification in addition to these requirements. The physical wellbeing of students is additionally supported by the nurses in the Health Centre.

Goulburn Valley Grammar School provides a number of opportunities for students to develop and exercise leadership. Whilst the obvious examples of leadership relate to recognised roles and positions, there are many other opportunities for students to develop and enhance their skills. The school provides training for leadership through a number of recognised programmes, such as Peer Support Training which occurs at Year 10 and Buddy Training at Year 8. All students who apply for and obtain recognised leadership positions are provided with training and ongoing staff support throughout their tenure. Leadership can be witnessed on a daily basis at Goulburn Valley Grammar School through formal and informal roles such as Prefects, House Leaders, Peer Support and Buddy Leaders, Captains of Sporting Teams, SRC Representatives and Executive Committee, Middle Years and Years 5/6 Leaders, World Challenge, coaches of sporting teams, organisers of social service activities, lead roles in School Productions, leaders of musical groups and ensembles, presentations at school assemblies and many more. The daily contributions of all students contribute to creating a caring and inclusive school community.

Student Attendance

In accordance with government requirements, we mark attendance rolls twice each day. We record the reasons for student absences and we follow up if a student is absent and we have not had parental notification.

In 2017, the Attendance Rates for students were:

Year 5 – 95%	Year 6 – 94%
Year 7 – 91%	Year 8 – 93%
Year 9 – 91%	Year 10 – 93%
Year 11 – 95%	Year 12 – 97%

The overall Attendance rate was 94%.

Student Retention

Goulburn Valley Grammar School has waiting lists at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2017 Year 12 consisted of 92 students. 79 of the students from the Year 12 group were at GVGS in Year 9, 2014. Of the 2017 Year 12 class 82% were in Year 7 at this school in 2012 and 11% came after Year 9.

Student Opinion

The school community places a high priority on the importance of student opinion and perspective. In 2017, the school participated in the ISV LEAD Report which included a full community survey. This survey collected perception data at parent, student, staff and governance levels.

Students expressed high levels of satisfaction with overall school performance. For most domains, satisfaction levels were equal to or above the benchmark for participating Victorian Independent Schools.

In 2017, GVGS participated in the Independent Schools Victoria Year 12 Exit Survey. This survey is designed to gauge satisfaction levels of Year 12 students with important aspects of schooling. The survey seeks to obtain the opinions of Year 12 students, and to gather recommendations for improving the quality of students' education to ensure a smooth transition to life beyond school.

Student perceptions were very positive with most domains significantly higher than the benchmark for all participating Victorian Independent Schools.

Student Profile

The following information is an illustration of the nature and diversity of the school community:

- Years 5 and 6 had an enrolment of 100 students.
- Years 7 to 12 had 593 students.
- Total enrolment of 693 students.
- The gender balance comprised 49% girls and 51% boys.
- Eleven students identified as indigenous.
- Four students had backgrounds as humanitarian refugees.
- The student population included ethnic backgrounds from the following countries: Afghanistan, Bangladesh, Cameroon, China, Grenada, India, Iran, Ireland, Lebanon, New Zealand, Nigeria, Pakistan, Philippines, Poland, Puerto Rico, Singapore, South Africa, Sri Lanka, Sudan and the UK.
- Family faiths include Buddhism, Christianity (of numerous denominations), Hinduism, Islam, Sikhism.
- Languages spoken at home include Afrikaans, Arabic, Auslan, Bengali, Cantonese, Chinese, Dari, Dinka, English, French, Gujarati, Hindi, Khmer, Korean, Malayalam, Persian, Polish, Punjabi, Sinhalese, Tamil, Urdu, Vietnamese, Yoruba.
- 34% of students live outside Greater Shepparton and travel on buses from Barooga, Cobram, Benalla, Echuca, Euroa, Moama, Seymour/Mangalore/Avenel/Nagambie, Tocumwal/Numurkah, Tongala/Kyabram and Yarrowonga/Katamatite.

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 and Public Speaking

Goulburn Valley Grammar School offers instrumental music tuition and public speaking tuition to students at all levels. Many students elect to have private instrumental tuition. Their skills are further developed through participation in various bands and ensembles. These groups perform at school concerts and events throughout the year.

- 10 musical concerts were held in 2017
 - Autumn Concert
 - Percussion Concert
 - Strings Concert
 - Wind and Brass Concert
 - Foundation Day Concert
 - Voice Concert
 - Guitar Concert
 - Piano Concert
 - Junior Concert
- Performances at assemblies, special events eg Presentation Evening and community events
- Sixteen ensembles and bands
- AMEB examinations
- Instrumental and voice tuition provided to over 160 students
- Public Speaking and Performance tuition was provided to 86 students which culminated in the Creative Words Evening

Sport

Through participation in Year Level Sport, House Sport, ICCES (Independent Country Co-Educational Schools) Competitions and local sporting associations, students have the opportunity to not only develop skills, but also to learn the importance of fair play in a competitive, friendly environment. Senior students may also experience coaching junior teams at certain competitions. Students, teachers and parents follow Codes of Conduct at all of these competitions in their capacities as players, coaches and spectators.

House Carnivals

GVGS has four Houses - Dunlop, Fairley, McLennan and Ryall. These Houses participate in a range of whole school competitions and many year level activities.

- Swimming - Powell Cup to Fairley House
- Athletics - Edwards Shield to McLennan House
- Cross Country (CYMRU Cup)- Tied Dunlop and Ryall House
- 2017 House Competitions - Close Family Shield to McLennan House

ICCES Sporting Competitions

ICCES is a group of schools from around Victoria who share similar values and traditions. Schools meet in Melbourne to compete in Athletics, Badminton, Table Tennis, Swimming, Cross Country, Debating and Chess. In addition, GVGS has hosted the ICCES Winter Tour in Shepparton for a number of years, where competition is based on the winter sports of netball, basketball, hockey and soccer. The ICCES Summer Tour is held in Ballarat offering the sports of cricket, tennis and volleyball. Golf was introduced in 2017.

Local Competitions

- GVGS Badminton Club
- GVGS Netball Club
- GVGS Soccer Club
- State Aerobics Competition
- Football Country Cup
- SPSSA Primary Sport
- Various Local Chess Competitions

Girton Sport

Traditional rivalry matches are played against Girton Grammar School, Bendigo.

- Summer Sports Day - GVGS retained the Cup (Cricket and Tennis)
- Winter Sports Day - GVGS won the Winter Cup (Football and Netball)

Equestrian Events

- GVGS re-invigorated the Equestrian Team in 2016. Entries in the two major local events at Tatura and Bendigo were the focus. The success of the team in 2017 was again outstanding and students are primed to continue this upsurge in Equestrian.

Performing Arts

Three of the School's major events belong to the Performing Arts sector of the school, where strong student interest continues to raise the standard of performances. This has been the stepping stone for many of our past students forging careers in this field.

School Productions

- Senior Production was 'Thoroughly Modern Millie' and involved over 75 students in cast, make-up, props, backstage and orchestra
- Middle Years Production was 'Cinderella' and involved 70 students

House Eisteddfod

The winning House in 2017 was Dunlop House by a narrow margin to McLennan House.

Year Level Camps Programme

These camps are aimed at promoting students' social and personal development. From pastoral goals to the alpine adventure in the Bogong High Plains at Year 10, this programme is an exciting component of the school calendar.

- Year 5 – Sovereign Hill, Ballarat
- Year 6 – Narmbool, near Ballarat
- Year 7 – Anglesea, Otway Ranges
- Year 8 – Merricks, Mornington Peninsula
- Year 9 – Melbourne Urban Experience
- Year 10 – Bogong High Plains
- Year 12 – Study Camp at Melbourne University

Clubs and Service

GVGS has a strong focus of serving communities, whether local or international. The culture of the school ensures that many worthwhile interests are being explored for serving others and for the individual.

Service Groups

- Amnesty International Group
- Environment & Sustainability Group
- Photomedia Group
- World Vision Group
- ANZAC Service Representation in towns across the region
- Remembrance Day Service Representation
- 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
- Local Soup/BBQ Kitchen for Disadvantaged
- Hospice Tea and Harmony Volunteers
- Smith Family Reading Programme

International Experiences

GVGS aims to provide opportunities for students to explore their place in our global world. At various stages during their time at GVGS, students are afforded the opportunity to undertake a variety of experiences in an international setting. In 2017 the following opportunities arose for some of our students:

- Visits and exchanges with Indonesian sister schools
- Sumatra World Challenge
- Tour of France and the WW1 Battlefields
- GVGS overseas school exchange programme with schools in England, Canada, the USA, Scotland and Italy
- STEM Tour to the USA

Our Staff

Our school community sees the role of the staff as critical to the achievement of the school's vision and aims. Our staff are committed to the school's vision and values. They are highly skilled and passionate about teaching and learning and are committed to continuing to grow and develop as professionals. Our staff seek to improve the quality of life of young people through providing powerful learning experiences.

Professional Learning

External professional development and internal professional learning was focused on increasing knowledge about course design, 'Teaching for Understanding' and reading strategies in 2017. Our partnership with the University of Melbourne Network of Schools culminated in a third and final year. Eighteen teachers participated in an online course over 6 weeks through Harvard University. These teachers then formed a team to assist with professional learning for others and for the development of a

purposeful template and set of guiding principles for course design. Professional Learning teams also continued in Year 7 Maths, Year 5, 6 and 9 English and Year 10 Mathematics. Total expenditure on professional learning for 2017 was \$276,631. This means that an average of \$2,915 was expended on each staff member for their professional development.

Staff Profile

GVGS had 94.9 FTE staff in 2017. This comprised 62.8 FTE teaching staff and 32.1 FTE operational staff. The gender breakdown was: teaching staff male 28% and female 72%; operational staff male 35% and female 65%. Several staff members were born overseas, including from Indonesia, Poland and the United Kingdom; there are currently no indigenous employees.

Staff Retention

The teaching staff list at the commencement of 2016 included 73 teachers. Of these teachers, 67 remained on the teaching staff list at the commencement of 2017. This represents a 92% retention rate. There were six staff departures, including two on Long Service Leave, two on contract replacement for Parenting Leave and two staff resignations.

Staff Attendance

In 2017, the Staff Attendance rate was 97.6%

Leadership

The role of school leadership is to implement the school's vision and bring to reality the strategic aims and priorities. The school sees the responsibility of leadership as supporting staff and students to realise their potential aligned with the school's vision. Leadership roles are widely distributed across the staff. Extensive opportunities are available for staff to inform major decision making.

The school's leadership team met weekly in 2017 and comprised the Principal, the Deputy Principal, Business Manager, Registrar, Director of Teaching and Learning, Director of Students and the Director of Co-curricular Activities.

Our school is a community where student learning and achievement is at the centre of all that we do. We believe that every student has the ability to learn and grow and we have high expectations of all students. Throughout 2017, the school sought to build on foundations of recent years by considering how we might enhance both learning growth and the nature of learning itself. During 2017 a large team of teachers completed a course in Teaching for Understanding by the Harvard Graduate School of Education. Following the course a thorough review was undertaken which resulted in the adoption of the Teaching for Understanding principles as the foundation of the school's curriculum planning framework. Initial planning also commenced in thinking about the school's principles of leading the learning that matters and how these might be applied to the learning of our students.

In 2017 the strategic focus of the leadership team also concentrated on master planning, facility development including redevelopment of the administration building, digital learning technology, performing arts and international programmes.

PASTORAL

Year Level Co-ordinators

- Mrs Fiona O'Meara, Years 5 and 6
- Ms Julia Mathers, Year 7
- Mr Scott Harrison, Year 8
- Mrs Glenys Lowden, Year 9
- Mrs Nicole Bensch, Year 10
- Mrs Mary Bayly, Year 11
- Mrs Chelsea Pohlner, Year 12

Equal Opportunity

- Mrs Faye Kerr

Careers and Course Counsellor

- Mrs Debra Block

Transition Co-ordinator

- Ms Julia Mathers

Transition – Year 5

- Mrs Rachel James

Peer Support Co-ordinators

- Mrs Rebecca Morris
- Ms Lyn Powles

Buddies Co-ordinator

- Mrs Maree Arnold

TEACHING AND LEARNING

Heads of Departments 2017

- Ms Deidre Belleville, Art
- Mrs Judy Grace, Business Studies
- Mrs Jo Yarwood, English – Senior
- Ms Kate Thomas/Mr Tim James, English – Middle Years
- Mrs Meagan Harrison, Health & Physical Education
- Dr Darius von Güttner, Humanities
- Mrs Nicole Bensch, Information Technology
- Mr Grant Findlay, LOTE
- Ms Janette Burns, Library/Resource Centre
- Ms Cheryl Garratt, Mathematics - Senior
- Miss Lauren Wood, Mathematics – Middle Years
- Mrs Genevieve Bihun, Music (Academic and Instrumental)
- Mr Scott Harrison, Outdoor Education
- Mrs Jacinta Carter, Science

Head of Senior School

- Mr Mal Widdicombe

Learning and Teaching Projects

- Miss Kathryn D'Elia, Teaching Effectiveness Co-ordinator
- Mrs Monika Pearce, Learning Support
- Mr Steven Bayly, Head of e-Learning
- Mrs Nicole Bensch, e-Learning Support
- Mrs Jacinta Carter, Curriculum Support

Teaching Effectiveness Leadership Team

Ms Deidre Belleville, Mrs Genevieve Bihun, Ms Kath D'Elia, Ms Cheryl Garratt, Ms Trish Lawless, Mr Shane McDonald, Mrs Brooke McLeod, Mr Leon McLeod, Mrs Deborah Moore, Ms Kate Thomas, Mr Mark Torriero, Dr Darius von Güttner, Mr Mal Widdicombe, Miss Lauren Wood, Mrs Jo Yarwood.

Literacy Focus Group

Ms Kath D'Elia, Mr Tim James, Mrs Deborah Moore, Ms Nicole Sleeth, Mr Mark Torriero, Ms Kate Thomas, Mrs Jo Yarwood.

CO-CURRICULAR

- Mr Greg Reynoldson, Sport
- Mrs Meagan Harrison, Dunlop House Leader
- Ms Kim Starkey, Fairley House Leader
- Miss Lauren Wood, McLennan House Leader
- Mr Lachlan Heard, Ryall House Leader
- Mrs Brooke McLeod, SRC

Operations

- Mr Alan Moore, Daily Organiser

Senior Leadership Team 2017 (Planning Group)

- Mr Mark Torriero, Principal
- Mr Kim Stokie, Business Manager
- Mr Leon McLeod, Deputy Principal
- Mrs Deborah Moore, Director of Teaching and Learning
- Ms Trish Lawless, Director of Students
- Mr Shane McDonald, Director of Co-curricular Activities
- Mrs Pam Wallace, Assistant to the Principal, Registrar

Resources and Environment

Following design, quantity surveying, engineering and tendering in 2016, work on upgrading the administration building commenced early in 2017. Whilst the main focus was a new staff room, the project also included a new Board room, reception entrance, upgraded bathrooms and three new offices. The project was undertaken in two stages to minimise the impact on school operations. The end result has exceeded all expectations and provided staff and visitors with an outstanding facility that should meet the school's needs for many years. Pleasingly, the project was completed both on-time and within the budget of \$1.3 million. To finish off the staff room, new furnishings and appliances were purchased late in 2017.

The Board and Planning Group are currently reviewing the master plan. Key issues include future building requirements, traffic management, local planning requirements, sewerage connection, energy needs and playing fields.

Finance

The school completed another strong financial year in 2017, centred around a strong enrolment and demand for places. The official enrolment on Census Day in August was 693 students. Together with sustainable operating costs, low debt and strategic long term development, the Board has every confidence in the long term financial strength of the school, as well as short term cash requirements.

The school depends heavily on Commonwealth Government recurrent funding in order to keep private fees at a minimum level. Total Government recurrent funding currently makes up 47% of the school's income, most of which is from the Commonwealth.

The Commonwealth funding model has changed in 2018 to the model known as Gonski 2.0. This model provides only modest indexing over the medium term, placing increased reliance and pressure on private fee income. Nevertheless, the model provides some certainty and supports longer term planning.

On the expenditure side of operations, staffing costs make up 75% of recurrent expenditure, hence, prudent management of this is essential. Information technology, property maintenance and private bus subsidies are other key cost areas. Education costs across the broader

education sector continue to increase above the CPI index, however we believe our expenditure is at a level we can sustain into the medium term.

The school's financial operations are overseen by the school leadership team, the Finance Committee and the Board. In addition, the school reports to the Commonwealth and Victorian Governments, the Australian Charities and Not-For-Profits Commission (ACNC), the Victorian Ecumenical System of Schools (VESS) and our external independent auditors.

Capital Works

In addition to the administration building upgrade, other capital development continued throughout 2017. Key projects included:

- Landscaping in and around the upgraded administration precinct.
- Establishment of a STEM resource centre and the acquisition of 3D printers.
- Continued replacement and upgrade of student lap top computers and tablets.

- A major power upgrade.
- Acquisition of new grounds equipment.
- Recarpeting of Founders Hall.
- Outdoor umbrellas installed between the language centre and the oval.
- A major solar power system of 84 KWs installed on the sports centre roof over the summer school holidays of 2017/2018.

Plans for 2018 include:

- Replacement and upgrade of Art Department computers and associated technology.
- Upgrading the front entrance to the main building.
- Replacement and upgrading of grounds equipment.
- Sewerage connection and decommissioning of the school's septic system.
- Replacing the sound and lighting system in Founders Hall.
- Further upgrades to the east end of the administration building.
- Replacement and upgrade of musical instruments.

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2017

INCOME	2017	2016
Private Fees and Charges	8,328,320	8,146,118
Commonwealth Government Grants	6,232,111	5,897,153
State Government Grants	908,473	922,756
Other Income	117,779	138,650
	15,586,683	15,104,677
EXPENDITURE		
Salary Expenditure	10,661,791	10,357,954
Academic Programs	1,191,519	1,176,959
Administration and Property Costs	1,485,140	1,345,689
Depreciation	1,074,813	983,118
Interest Expense	24,204	36,702
	14,437,467	13,900,422
Operating Surplus for the year	1,149,216	1,204,255

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2017

	2017	2016
Current Assets	6,877,460	6,636,576
Non-Current Assets	31,651,189	27,737,455
Total Assets	38,528,649	34,374,031
Current Liabilities	2,649,777	2,539,577
Non-Current Liabilities	1,639,131	1,809,874
Total Liabilities	4,288,908	4,349,451
Net Assets	34,239,741	30,024,580
Equity	34,239,741	30,024,580

Note: The above data is extracted from the audited financial statements of Goulburn Valley Grammar School Ltd.

Wider Community

The school was born out of the dreams, vision and enterprise of local community members. The school is committed to the importance of a strong community in achieving its vision and aims.

The school community is often described as feeling like an extended family. This perception reflects the shared common purpose of students, staff and families who are connected through commitment to the school's values and vision. The supportive community makes a very powerful and real contribution to supporting the school's positive learning environment.

Community Feedback

Goulburn Valley Grammar School is committed to continuous improvement. Feedback from the school community plays a key role in informing the focus of school improvement initiatives.

During 2017, the school participated in a range of community perception surveys developed by Independent Schools Victoria (ISV). Since 2007, 132 schools have participated on more than 1,000 surveys. On average 62 schools participate each year. The surveys included Year 12 Exit Survey, Student Satisfaction and Parent Satisfaction surveys, which measured perceptions of overall school performance and teacher quality.

The school participated in these surveys in 2008, 2010, 2013 and 2017. The information gained through this process was critical to initiatives and projects, which have been implemented in recent years.

The survey evaluated student satisfaction across the following domains of school effectiveness:

- Academic achievement
- Teaching Quality
- Morale
- Goal alignment
- Facilities / Resources
- Health and Safety
- Parent & Community involvement
- Transition
- Personal & Social Development

This information will be used to investigate overall school performance. It will assist to identify areas of strong performance and opportunity for improvement. This analysis will be used to inform improvement programmes and resource allocation.

The school community including students, parents and staff expressed high levels of satisfaction with the school in general. In the majority of domains, satisfaction levels were above the benchmark for participating ISV schools. The students indicated they were very satisfied with their school experience. The level of student and parent satisfaction was above the average for all Victorian Independent Schools. In addition, the school participated in the Year 12 Exit Survey to monitor student views on a regular basis.

Parents and Friends

The Parents and Friends has continued to work hard towards their key goals of building community connections through supporting school events and activities. These activities provide social opportunities for parents and build the school communities' relationships. Another key goal is raising funds to support the development of facilities and programmes at the school. In 2017 the Parents and Friends Association continued their generous support of the school, working towards their project to develop air conditioning in the Sports Centre.

Mothers Club

The Mothers Club has continued to build community relationships by their involvement in both running and supporting major school events including Open Day, Grandparents Day and welcoming new parents. Through supporting these activities many parents come together to form friendships and contribute their time and skills to the School community. In 2017 the Mothers Club continued to raise funds to contribute to the air conditioning of the Sports Centre.

Friends of Music

Parents continued to assist the school through their role in the Friends of Music. During 2017 the Friends of Music supported the school through fundraising and their support of concerts and performances.

Tuckshop

The tuckshop continues to be operated by a combination of employed staff and volunteers from the school community. Mrs Marlene Rutherford manages the tuckshop with the goal of offering a variety of meals and snacks to students and staff. The role of volunteers is vital and the school is extremely fortunate to have such a committed and enthusiastic group to call on.

Parent Helpers

Parents also provided invaluable assistance in many other areas of school endeavour. Once again, in 2017 parents assisted the school as coaches and team managers of many sporting groups such as Netball, Soccer, Badminton and Equestrian activities. Parents were also essential helpers in the School Productions providing valuable assistance behind the scenes in costumes, make up, set construction and design, props and front of house.

Alumni

The School continued to build relationships with past students. Reunions for 5, 10, 15, 20, 25, 30 and 35 year groups were held and attendance was strong.

2017 Teaching Staff

Mr B W Archibald G.D.L.M.(Leeds), P.G.C.E.	Ms R U Dewi Sarjana (SI), Ijazah Akta IV	Ms K Khoo B.A.,Dip.Ed.	Mrs F O'Meara Dip.Ed.(Primary), Cert. Guiding Meditation(ACU)	Mrs A Smith B.Ed.(LOTE), Dip.Teach., M.Applied Linguistics, TESOL
Mrs M C Arnold B.Ed.	Mr G W Edwards B.Ed., Dip.Teach.(Primary)	Ms P M Lawless B.Ed.	Miss L A Pankhurst B.Ed.	Mrs P S Smith B.Sci.
Mrs M L Bayly B.Bus., Dip.Ed.	Mr G O Findlay B.A., Dip.Ed.	Mrs G M Lowden B.Ec.,Dip.Ed.,M. ED(TL),Grad.Cert(LT)	Mrs S J Parnell B.A., B.Teach.	Miss K M Starkey B.A., Dip.Teach
Mr S R Bayly B.Sci.	Mrs P C Fisher B.Sc., B.Ed.	Mrs K P Mason B.Bus.,Dip.Ed.	Mrs M I Pearce B.I.R.,Dip.M.L.,Grad.Dip.Ed	Mrs L E Sterling B.Mus., B.Ed., B.A., B.Asian Studies, ADDA
Ms D Belleville B.Ed.	Ms C F Garratt Higher Dip.Teach., Dip. Teach.	Ms J Mathers B.Bus.,Dip.Ed.,Grad.Dip. (Adolescent Health & Wellbeing)	Mr M T Plant B.A., B.Law., Grad.Dip.Ed.	Mr S F Templeton B.A.,Grad. Dip. Ed.
Mrs N F Bensch B.Ed.(PE)	Mrs T S Goodfellow M.A.(Administration and Supervision), M.A.(Ed.), B.Sc.(Ed)	Ms M McArthur B.Ag.Sci., Grad.Dip.Land Rehabilitation, Grad. Dip. Ed.(Secondary)	Mrs C R Pohlner B.Ed.(Hons)	Ms K E Thomas B.A., B.Teach.
Mrs G M Bihun B.Music(Performance), Dip. Ed.	Mrs J K Grace B.A., Dip.Ed.	Mr S D McDonald B.App.Sci.(PE)	Ms L M Powles B.App.Sc., Dip.Ed.	Mr M D Torriero B.Bus., Dip.Ed., M.A.C.E., M.A.C.E.L.
Mrs D K Block B.Ed.,Dip.Teach., Grad. Cert.Careers Ed. and Development	Mrs M L Harrison B.App.Sci.	Mrs B M McLeod M.Ed.(Special Needs), B.Sc., Grad.Dip.Ed.	Mrs V C Prewett B.Ed.(Creative Arts)	Dr. D M von Güttner PhD, MACE, FRHistS
Dr N G Cairns B.Sci., PhD., Grad.Dip.Ed	Mr S A Harrison B.App.Science, Grad.Dip. Ed., M.Ed.(PE)	Mr L D McLeod B.App.Sci.(PE), M.Ed. (International Education)	Mr G Reynoldson B.Sc.(Ed.)	Mrs A L Whitlock B.App.Sci.,B.Ed.
Mrs J A Carter B.App.Sc., Grad.Dip.Ed.	Mr M J Head B.Mus.	Mr A J Moore B.Sc., Dip.Ed.	Mrs N A Roberts B.Mus.,Dip.Lang.,Grad.Cert. Ed(LOTE)	Mr M K Widdicombe LL.B., B.Sc., Grad.Dip.Ed., Grad.Dip.Math.Ed., M.Ed. Admin., M.A.C.E.
Mr P J Challis B.App.Sc.(Geology), B.Teach	Mr L Heard B.App.Sc.(Parks, Recreation and Heritage), Grad.Dip.Ed.	Mrs D Moore B.A.(Hons),Dip.Ed.	Ms K I Rolfe B. Des., Dip. Ed.	Mrs E J Williams B.Sc.(Hons), Grad.Dip.Ed.
Mrs E K Chua B.A., B.Teach	Mrs R L James B.A.(Ed.), B.Ed.	Ms R L Morris B.Sc., Grad.Dip.Ed.	Mr D Schreck M.Ed., B.Ed.	Ms J J Willmott B.Ed.
Mr M W Collis B.Comm.,M.Teach	Mr T L James B.App.Sci.	Mrs D N Murphy B.Ed., Dip.Teach.(Primary)	Ms M E Semmens B.A.,Dip.Ed.	Miss L A Wood B.App.Sci.,Grad.Dip.Ed.
Miss B K Czaplinski B.Ed.	Mrs J M Keady B.A., Grad.Dip Secondary Teach.	Mr G Murphy B.Ed., Dip.Teach.	Mr J E Sheehan B.Eng.,B.OE.,M.Teach.	Mrs C M Worsfold B.A.,Dip.Ed.
Miss K M D'Elia B.Teach., B.A.	Mrs F E Kerr Dip.Teach.(Secondary), Grad.Dip.(Student Welfare)	Mrs C L Nolen B.Ed.	Mrs L M Sibio B. Bus., Dip. Ed.	Mrs J E Yarwood B.A., Dip.Ed.
Mrs F R Davis B.Comm., Grad.Dip. Ed.(Secondary)			Ms N E Sleeth B.Ed., M.Ed.	Mrs M N Zito Dip. Teach.

2017 Operational Staff

Ms C Allemand Music	Mr M Gook Grounds and Cleaning	Ms A Kenyon Grounds and Cleaning	Mrs P Pogue Director of Development	Mr K Stokie B.Bus. (Acc.). CPA, Business Manager
Mr C Atkins Property Manager	Mrs J Hamilton B.App.Sci.,Assoc.Dip.App. Biol.	Mrs C King Dip.Ed.Support, Education Support	Mrs W J Pomfret Main Reception	Ms J Taylor Information Systems Officer
Ms S Bennett R.N.(Div.1), B.Sc., Grad.Dip (Nursing), Dip.Bus., School Nurse	Mrs L Harmer Tuckshop	Mr J K Lewis Grounds and Cleaning	Mr T Pye Dip.IT Networking, Head of Information Systems	Ms C Tepper Assistant to the Deputy Principal
Mrs J Birchall Accounts	Ms A Harry Music	Ms H McCann Student Reception	Ms K Raglus Science Laboratory Technician	Mr M Turnbull Information Systems Co- ordinator
Mrs L Bolton Tuckshop	Mrs C Heard Tuckshop	Mrs C Mechkaroff Dip. Man., Human Resources Manager, Accounts	Mr B J Ruska R.N.(Div.1), B.Nursing, School Nurse	Mrs P Wallace Assistant to the Principal, Registrar
Ms J Burns Ass.Dip.App.Social Science (Library), Archivist	Mrs L Hoey B.Ed.,Dip.Teach.,Grad.Dip. CL	Ms F E Morphett B.A.(Music)	Mr F Russell B.Outdoor Ed.,M.Ed.	Mrs S White Tuckshop
Mrs D Cassidy Dip. Man., Main Reception	Mr D Howells B.Ed., A.Mus.A	Mrs G Nunn B.Bus.,A.Dip.Trsm, A.Dip BAEd.	Mrs M Rutherford Tuckshop Manager	Mrs M Wright Tuckshop
Mr A D'Andrea Grounds and Cleaning	Mrs H Janke B.A.(Music)	Mr M O'Connor Information Systems Officer	Mrs S Sciuto Main Reception	Mrs S Young Dip.Man., Administration, Pelican Shoppe Manager
Ms C Dunham Library Assistant	Mr G Jenkins Science Laboratory Technician	Mrs S O'Connor Art and Science Technician	Mr N Shillington Grounds and Cleaning	
Mr R Eldridge Grounds and Cleaning	Mrs T Jones Accounts	Mr C Oxley Grounds and Cleaning	Mr J Simson Grounds and Cleaning	

**GOULBURN VALLEY
GRAMMAR SCHOOL**



SEMPER ULTERIUS

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