



# ANNUAL REPORT 2018



**GOULBURN VALLEY** GRAMMAR SCHOOL

# 2018

# Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2018 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 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.

Mr Andrew Galbraith



Chair

Mrs Fiona Merrylees



Deputy Chair

Mr Damian Trezise



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 2018 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. At the AGM in 2018 Mrs Prue Dobson retired from the position of Board Chair and Mr Andrew Galbraith was elected Chair. Also at the AGM Mrs Fiona Merrylees was elected to the position of Deputy Chair and Mr Damian Trezise was elected Secretary. Mr Ross Nicoll retired after six years of service and Dr Dan Garrick also retired after eight years of service.

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 2018, 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 2018 budget and also the following 5 years and developing the budget for 2019
- Oversight of key risk and compliance matters including compliance with Child Safe Standards
- Monitoring progress on major capital projects.
- 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 39 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 63.9 teaching staff and 31.2 operational staff (FTE)
- 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

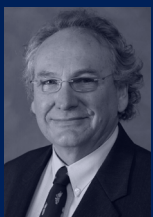
Dr Ravi Bhat



Mrs Prudence Dobson



Dr Dan Garrick



Mr Ross Nicoll



Mr Andrew Plunkett



Mrs Linda Prentice



Mrs Sonia Priestly



Mr Robert Waterson



# From the Principal

**For the past 37 years the school has been changing the lives of students from the Goulburn Valley. This year saw many inspirational achievements by individuals as well as a learning community and culture that has continued to grow and evolve over the years, while finding strength in our heritage.**

The Class of 2018 have been dedicated learners. They have used opportunities effectively and purposefully and demonstrated commitment and genuine interest in learning. They have also been renowned for their commitment to building community. Through their collective leadership and energy they organised a wide range of excellent events raising \$4000 for the Leavers' Fund. These funds will be used to support local charity Give Me 5 for kids and to purchase outdoor table tennis tables. They also led and supported the efforts of groups such as the SRC, promoting themes including animal welfare, health and wellbeing and drought relief. They ran innovative activities including the weekly walk. Their efforts raised awareness and over \$2000 which supported charities such as Shepparton Animal Rescue, One Girl and Buy a Bale. They also created a new tradition at GVGS, the 'Pelicnic' where students are welcomed to share in communal picnics that build the strength of our school community.

The Class of 2018 were deeply interested and active in the widest range of co-curricular activities. Their contribution to the Music and Productions of the school has been remarkable. They have been the backbone of many outstanding productions and ensembles. As a group they have consistently shown excellent levels of participation and engagement with all areas of sport. They were highly organised with the House Mascots, ensuring they were seen more regularly and building House spirit and energy. They increased engagement with the Pelican Cup by ensuring that events were held in each of the year level areas.

The Class of 2018 have been excellent leaders. Particular thanks to Gabrielle Patterson and Simon Pell who have been outstanding school leaders and ambassadors, always thinking first about how they can further develop the school community.

The school's rich Co-curricular Programme is a powerful environment for the development of personal and social capabilities such as problem solving, resilience, teamwork and communication, combined with personal dispositions such as empathy, confidence and self-discipline.

In 2018 the House competitions were enriched by the aim of student leaders to increase engagement and participation across all year levels. Consequently attendance and participation levels were particularly strong throughout the year. McLennan took out the Pelican Cup. Fairley was victorious in Swimming and Athletics with Ryall winning the Cross Country and the Eisteddfod. In a close competition Ryall was victorious, winning the Aggregate House competition.

In weekend sport students continued to represent the school in large numbers in local competitions. In Badminton 16 teams competed with 12 making finals, six playing in Grand Finals and one winning the premiership. Our Netball club fielded 11 teams with four making finals and two progressing to Grand Finals. In the Soccer competition 7 teams represented the school with three making finals and one securing the Grand Final. Teams also represented the school at interschool level with the Intermediate team placing as State Champions in the VNA competition.

GVGS is active in the Independent Country Co-educational Schools (ICCES) competition. Our students won shields in both Senior and Junior Debating and Chess. In one of the highlights of the year, GVGS students competed against 800 students from six schools in the annual ICCES Winter Tour to emerge overall premiers. GVGS also performed strongly in the ICCES Summer Tour. Teams of GVGS students also competed against Girton Grammar school in our traditional competition. We also fielded very successful teams in Equestrian with highlights including GVGS placing 7th out of 48 teams at the Scots challenge and 5th at Elmore.

The Music programme saw some very exciting developments this year. Our Year 5 and 6 students were immersed in a revised instrumental programme with all students learning Brass, Wind and Strings instruments. Throughout the year a total of 10 concerts were held and students also performed musical items at a wide range of school and community events.

The productions were very successful achieving record audience numbers for the school with both productions achieving sell out evenings. Our Middle Year students produced Madagascar which involved 70 students. The senior production of High School Musical saw 86 students participating. Both were noted for their outstanding quality of dance, choreography and singing.

Public speaking has long been a valued skill at GVGS. In 2018, 65 students participated in the Voice and Communication programme with 30 students winning Distinctions or High Distinctions in the AMEB examinations.

Students continue to reflect on the wonderful opportunities for personal development the school offers. Many students identified the school's Indonesian language programme as a highlight. In 2018 this included the World Challenge programme where students planned and coordinated expeditions, community projects and recreational activities in Sumatra. Students were able to learn about Sumatran culture and practise Indonesian language. Four students participated in an exchange programme with Semarang where they stayed with a host family and attended Krista Mitra school. In 2018 we also launched another initiative, the Year 8 cultural and language tour of Bali. This was a great success with students and staff alike thoroughly enjoying the experience.

In 2018 a range of other international experiences were offered which saw students travel to Italy on a cultural and historical tour. Students also participated in Exchanges to the UK, Canada and Italy for exchanges with partner schools.

True to our motto we continue to seek improvement in our student learning programme. Our focus on literacy continued to deepen this year. While we retain our commitment to



## 2018 Prefects

**BACK ROW L-R:** Principal Mr Mark Torriero, Gemma Collins, Aditya Ryan Bhat, Tessa Cummins, Alexander Schmedje, Edward Adams, Oliver Widdicombe, James Worsfold, Ella Sprunt, Akshat Ragade, Genevieve Cassidy and Year 12 Coordinator Mrs Chelsea Pohlner.

**FRONT ROW L-R:** Tilly Dalton, Ellie Nethersole, Paige Gullifer, Gabrielle Patterson, Simon Pell, Daisy Bowmaker, Lucy Eishold and Jessica Dalton.

improving writing, we developed our reading protocol titled “what good readers do”. This protocol has been developed by the staff and was promulgated across the school as a platform for improving the quality of student reading and comprehension. Our teachers have also been working hard to review and rewrite all curriculum documentation using a framework informed by the Teaching for Understanding principles. Teachers have also been making the transition to our new digital learning and communications platform Agora. Trialling of the software continued throughout the year, preparing for staged implementation in 2019 and beyond.

The school also looks to the future, seeking to ensure we prepare students with the knowledge and skills that will be most valuable for the lives they are likely to lead. As educators we can anticipate enduring and transferrable knowledge and capabilities that are likely to be valuable even in an unpredictable future. This work continues but is already bearing fruits such as the review of the Year 10 camp, which led to the development of specific learning goals for the camp, spanning both Geography and Personal and Social capabilities. Other aspects to be explored include the development of a

whole school learning framework and a range of external partnerships that are currently being developed.

There is no doubt GVGS is a remarkable school. Our students are indeed fortunate to have the opportunity to learn and grow in such a positive environment. The genuine and deep commitment of our staff is a major factor in creating this wonderful community.

*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

There are a number of opportunities for students and teachers to seek external feedback on achievement in key learning areas. Students participated in a number of academic competitions on a voluntary basis. The Sayembara Lisan Oral Indonesian Competition saw 14 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 2018, 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 20 students in English, 21 in Writing, 21 in Mathematics and 22 in Science. High Distinctions were achieved by 5 students in English, 3 in Writing, 1 in Mathematics and 3 in Science. Three students, Imogen Templeton (Year 7), Cliona Ingram (Year 9) and Elly Miechel (Year 10) received medals in Writing. The award of medals acknowledges their achievement as the highest scores in the State.

In the Australian Geography competition, 17 students achieved Distinctions and 14 High Distinctions while in the Australian History competition there were 17 Distinctions and 9 High Distinctions. The Australian Mathematics Competition saw 38 students awarded Distinctions and 7 High Distinctions. The Australian Computational and Algorithmic Thinking Competition saw 6 students awarded with Distinctions and 1 High Distinction.

### 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 2018 two GVGS students were presented with Premier's Awards for outstanding achievements in their studies at VCE Unit 3 and 4 level during 2017. This is an outstanding achievement by both of these students.

Premier's Award Recipient and Teacher

- Luci Amodio, Industry & Enterprise taught by Mrs Mary Bayly
- Lucy Eishold, 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 2018 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. 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 7 (2018) growth over two years at GVGS continued to be strong, confirming the value-adding education at GVGS. In particular, this group showed growth equivalent to three years over this two-year period in Numeracy. The growth from Year 7 to Year 9 (2018) was also strong.

### VCE

In the Victorian Certificate of Education (VCE) the Class of 2018 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.

- 72% of the students placed in the top third of the State (ATAR over 70)
- 51% of the students placed in the top 20% of the state (ATAR score over 80)
- 29% placed in the top 10% of the State (ATAR score over 90)
- 19% placed in the top 5% of the State (ATAR score over 95)

The 2018 Dux of Goulburn Valley Grammar School was Ryan Bhat who achieved an ATAR score of 99.9. Paige Gullifer also achieved an outstanding result with an ATAR score of 99.7 and Lucy Eishold with 99.15.

- 7 students placed in the top 2% of the State (ATAR score over 98)
- 81.15 was the Median ATAR score
- 34 was the Median study score
- 4 students achieved perfect study scores of 50
- 98 students undertook VCE studies and 100% satisfactorily completed their VCE
- 95 students applied for an ATAR score
- One student attempted a VET subject and he satisfactorily completed his VET studies.

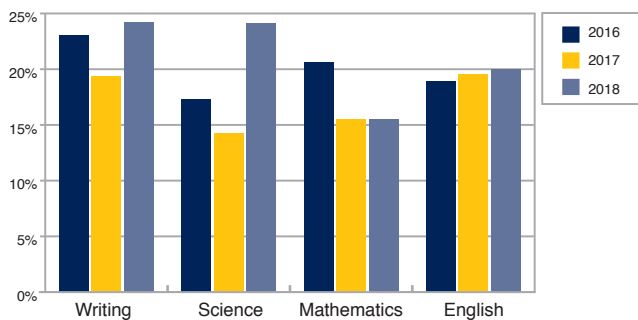
### Tertiary Entrance

The Class of 2018 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.

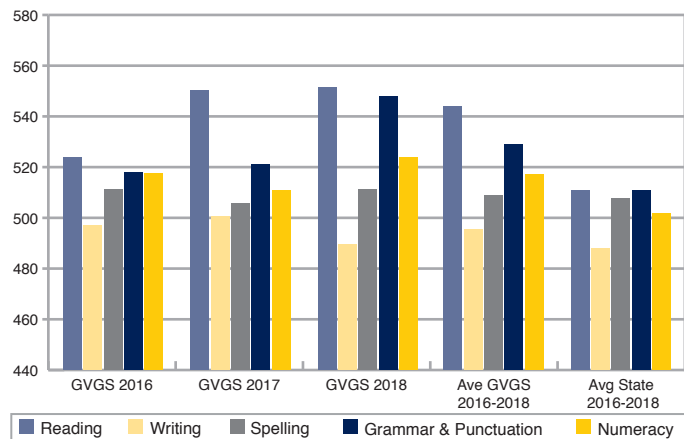
- 91 Year 12 students (93 % of year level) applied for a tertiary place and, of those, 100% received a first round offer
- 93% of Year 12 students received a tertiary offer that was either their 1st, 2nd or 3rd preference

This is a very 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.

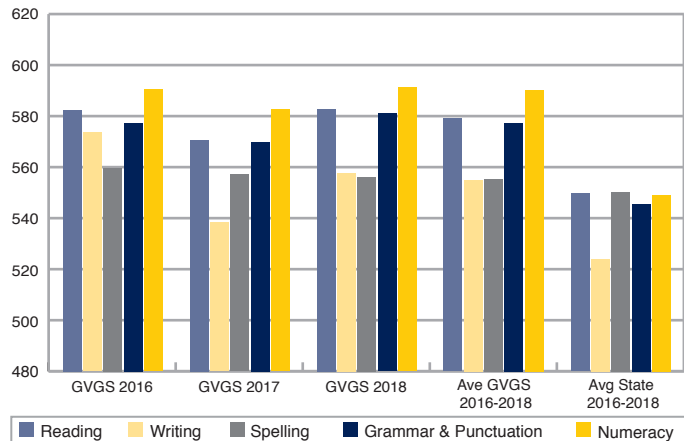
### ICAS Competition 2018, % of students achieving distinctions & above



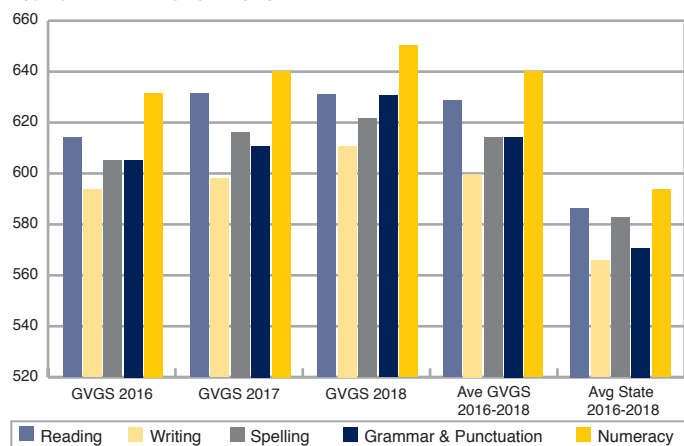
### Year 5 NAPLAN 2016 - 2018



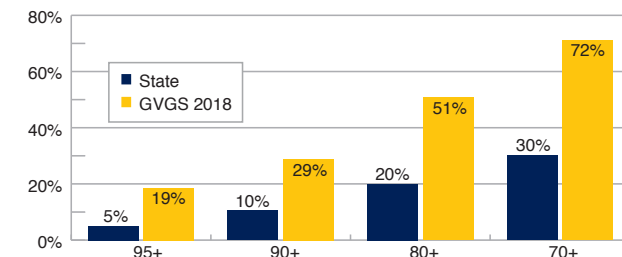
### Year 7 NAPLAN 2016 - 2018



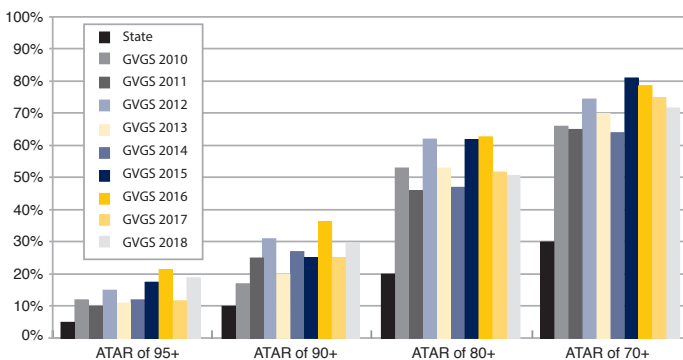
### Year 9 NAPLAN 2016 - 2018



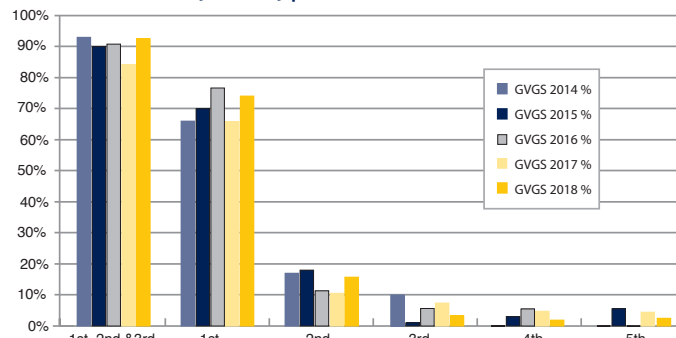
### GVGS VCE scores - Class of 2018 distribution of ATAR scores



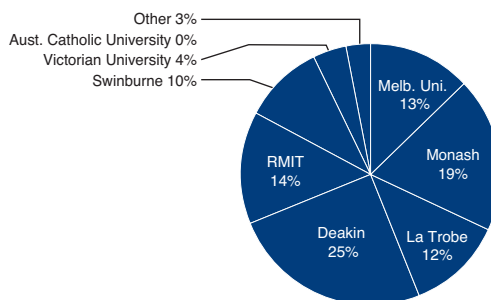
### GVGS VCE ATAR scores - student score distributions 2010 - 2018



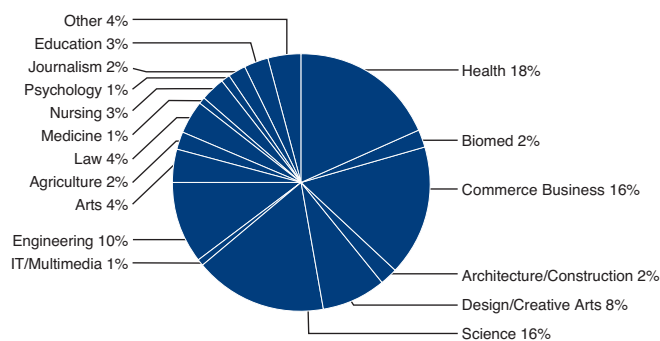
### Class of 2018 - tertiary offers by preference



### GVGS - Class of 2018 offers from Victorian universities



### GVGS Class of 2018 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 now 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, 6, 8 and 9.

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. In 2018 Year Level Coordinators, under the guidance of the Equality Opportunity Officer, worked with Year 12 Community Prefects to promote The National Day of Action Against Bullying and Violence. Each year level organised an activity for the day which would engage students across all year levels and bring the school together as a community to learn more about standing up against bullying and violence. Year Level Coordinators also worked with tutors to facilitate discussion and activities in long tutorial which educated students about the impact of bullying and violence. The main theme for this school wide event was 'Speak Up Even If Your Voice Hurts'.

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.

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, understanding students with ASD, record keeping, child safe and school refusal. 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 Year 6 Captains, 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 2018, the Attendance Rates for students were:

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

The overall Attendance rate was 95%.

### 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 2018 Year 12 consisted of 98 students. 88 of the students from the Year 12 group were at GVGS in Year 9, 2015. Of the 2018 Year 12 class 79% were in Year 7 at this school in 2013 and 8% came after Year 9.

### Student Opinion

The school community places a high priority on the importance of student opinion and perspective.

In 2018 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 gather student recommendations for improving the quality of education to ensure a smooth transition to life beyond school. Student perceptions were very positive with satisfaction levels significantly higher than the ISV average in the majority of domains. Students reported very high levels of overall satisfaction with their experience at the school. This result was well above the ISV average.

In addition the school participated in the ISV LEAD Report in 2017. This extensive report was prepared based on a full community survey. This survey collected perception data at parent, student, staff and governance levels. Student perceptions were positive with most domains higher than the benchmark for all participating Victorian Independent Schools.

In 2018 the school identified student agency and student voice as strategic priority areas for 2019. Further to this aim the school applied successfully for membership of the University of Melbourne Science of Learning Partnerships programme for 2019 focussing on Student Voice. The programme brings together leading researchers from neuroscience, education and cognitive psychology, working alongside the education community to improve education and wellbeing outcomes. The Science of Learning Partnership Initiative connects leading education experts with school communities to translate and disseminate proven learning science research into pedagogical practice. Educators will be supported by researchers at the University of Melbourne engaging in an evidence based cycle of inquiry, using student voice to inform school improvement through evidence based practice.

## 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 597 students.
- Total enrolment of 697 students.
- The gender balance comprised 49% girls and 51% boys.
- Eight students identified as indigenous.
- Five students had backgrounds as humanitarian refugees.
- The student population included ethnic backgrounds from the following countries: Bangladesh, Cameroon, China, Germany, India, Iran, Ireland, New Zealand, Nigeria, Pakistan, Philippines, Puerto Rico, Singapore, South Africa, Sri Lanka, Sudan, the UK and the USA.
- 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, German, Gujarati, Hindi, Khmer, Konkani, Korean, Malayalam, Marathi, Persian, Punjabi, Sinhalese, Tamil, Turkish, Urdu, Vietnamese, Yoruba.
- 30% 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 (Voice and Communication)

Goulburn Valley Grammar School offers instrumental music tuition and voice and communication 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 2018
  - Autumn Concert
  - Percussion Concert
  - Strings Concert
  - Wind and Brass Concert
  - Foundation Day Concert
  - Voice Concert
  - VCE Concert
  - Guitar Concert
  - Piano Concert
  - Junior Concert
- Performances at assemblies, special events eg Presentation Evening and community events
- Twenty-three ensembles and bands providing over 230 positions in these groups
- AMEB examinations
- Instrumental and voice tuition provided to over 160 students
- Voice and Communication tuition was provided to 65 students which culminated in the Creative Words Evening / Concert

## 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 and Eisteddfod

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 Fairley House
- Cross Country – CYMRU Cup Ryall House
- Eisteddfod – Ryall House
- 2018 House Competition – Close Family Shield to Ryall 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, golf, tennis and volleyball.

## Local Competitions

- GVGS Badminton Club
- GVGS Netball Club
- GVGS Soccer Club
- Clay Target Shooting Competitions
- 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).

## 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 2018 was again outstanding and students are primed to continue this upsurge in Equestrian. GVGS students have won local competitions earning them the right to compete at national events

## 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. In 2018, the Productions were High School Musical (senior) and Madagascar Junior (Middle Years)

## School Productions

- Senior Production 'High School Musical' involved over 75 students in cast, make-up, props, backstage and orchestra
- Middle Years Production 'Madagascar Junior' involved 70 students

## 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
- Indigenous Culture Committee
- Various Community Service Programmes in Year 9

## 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 2018 the following opportunities arose for some of our students:

- Visits and exchanges with Indonesian sister schools
- Sumatra World Challenge
- Italy Tour
- GVGS overseas school exchange programme with schools in England, Canada, the USA, Scotland and Italy
- Year 8 Indonesian trip

# 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 instructional course design, literacy strategies across the curriculum and the implementation of the new school learning management system 'Agora' in 2018. Our involvement in the Victorian Ecumenical System of School's Learning Network continued, with an emphasis on networking with other schools to implement best practice literacy strategies. This encompassed teams of teachers working together to complete

action research projects designed to test and measure the efficacy of a range of literacy strategies. Professional Learning Teams also continued in Year 5 and 6 English and Year 9 Humanities. Total expenditure on professional learning for 2018 was \$321,483. This means that an average of \$3,380 was expended on each staff member for their professional development.

## Staff Profile

GVGS had 93.9 FTE staff in 2018. This comprised 63.3 FTE teaching staff and 30.6 FTE operational staff. The gender breakdown is: teaching staff male 31% and female 69%; operational staff male 31% and female 69%. 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 2017 included 75 teachers. Of these teachers, 68 remained on the teaching staff list at the commencement of 2018. This represents a 91% retention rate. There were seven staff departures, including two on Retirements, three on Parenting Leave and two staff resignations.

## Staff Attendance

In 2018, the Staff Attendance rate was 96%

# 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 2018 and comprised the Principal, the Deputy Principal, Business Manager, Registrar and 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. This commitment saw ongoing work in identifying areas for improvement, implementing relevant evidence based practice and carefully monitoring the impact on student learning, considering both growth and achievement.

In 2018 the school completed its participation in the Leading the Learning that Matters project, a joint programme involving Harvard University Graduate School of Education, Independent Schools Victoria and 11 other leading Independent Schools. Our school reflected on what is the learning that will matter in the lives our students are likely to lead. The spirit of this project informed a number of significant innovations in our students' learning programme. Curriculum documentation was rewritten in line with the Victorian Curriculum and the Teaching for Understanding principles. The Year 10 Bogong High Plains bushwalk was reviewed and became a forum for experiential learning

including Personal and Social Capabilities as well as Geography key knowledge and skills.

Work also commenced on developing a GVGS Learning Framework. The Leading the Learning that Matters principles also inspired a review of the Learning Leadership team at the school which resulted in a major restructure of this critical leadership domain. Following an extensive recruitment process including external consultant candidates were appointed to four new learning leadership roles. Other strategic priorities included master planning and the development and implementation of new digital learning and school communication platforms.

## PASTORAL

### Year Level Co-ordinators

- Mrs Fiona O'Meara, Years 5 and 6
- Mrs Serrin Monk, Year 7
- Ms Julia Mathers, Year 8
- Mr Scott Harrison, Year 9
- Mrs Nicole Bensch, Year 10
- Ms Deidre Belleville, 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

### 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

### Literacy Focus Group

- Miss Kath D'Elia
- Mr Tim James
- Mrs Deborah Moore
- Mr Sean Templeton
- Mr Mark Torriero
- Mrs Jo Yarwood

### Heads of Departments

- Ms Deidre Belleville, Art
- Mrs Judy Grace, Business Studies
- Mr Sean Templeton, English – Senior
- Mr Tim James English – Middle Years
- Mrs Meagan Harrison, Health & Physical Education
- Assoc Prof Darius von Güttner, Humanities
- Mrs Nicole Bensch, Information Technology
- Mr Grant Findlay, LOTE
- Mr Mal Widdicombe, Mathematics – Senior and Data Analytics Coordinator
- Miss Lauren Wood, Mathematics – Middle Years
- Mrs Genevieve Bihun Music (Academic and Instrumental)
- Mr Scott Harrison, Outdoor Education
- Mrs Jacinta Carter, Science

## CO-CURRICULAR

- Mr Greg Reynoldson, Sport
- Mrs Meagan Harrison and Mr James Sach, Dunlop House Leaders
- Ms Kim Starkey and Mrs Lauren Sibio, Fairley House Leaders
- 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 2018 (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

The school commenced the 2018 year with a major solar installation on the sports centre roof. This 84 kilowatt system supplies approximately 20% of our electricity requirements

Later in the year a heating and cooling system was installed in the gymnasium. This was made possible with the generous financial support of the Parents and Friends Association and Mothers Club contributing \$90,000 towards the cost.

Late in 2018 the front (east) entrance to the main building was upgraded to complement the architectural style of the Music Centre. As well as being more aesthetically pleasing, additional student shelter and seating was added.

The Board continues to review the master plan and assess the future needs of the school's site. Road access, traffic management, local planning requirements, sewerage connection, energy needs and playing fields are at the forefront of this.

## Finance

The school completed another strong financial year in 2018, with continued strong enrolments, supplemented by waiting lists. The official enrolment on Census Day in August was 694 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 to medium term cash requirements.

The school depends heavily on Commonwealth Government recurrent funding in order to maintain 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.

Further changes were made to the Commonwealth funding model in 2018. Whilst this has provided funding certainty for the years 2019 to 2021, the situation for 2022 onwards remains unclear.

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

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

In 2015 to assist with the funding of the W. B. Hunter Music Centre, the school borrowed \$1.0 million. The repayment of this loan will be completed in the early part of 2019, resulting in the school being debt free.

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

Further capital development continued throughout 2018 and into the start of 2019.

### Key projects included:

- Upgrading Founders Hall lighting and sound systems.
- Resealing of Miller Drive and on site traffic management strategies.
- New and upgraded desk top computers in the art laboratory.
- Continued replacement of student lap top computers and tablets.
- New lockers for Year 8 students.
- Continued phase in of LED lighting.
- A new board room table.

### Plans for 2019 include:

- Replacement and upgrading of grounds equipment.
- Sewerage connection and decommissioning of the school's septic system.
- Completing the upgrade of the administration building, in particular the reception area and telephone system.
- Upgrading of recreation areas for Years 8 and 10.

## INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2018

INCOME	2018	2017
Private Fees and Charges	8,733,606	8,328,320
Commonwealth Government Grants	6,562,715	6,232,111
State Government Grants	909,431	908,473
Other Income	86,781	117,779
	<b>16,292,533</b>	<b>15,586,683</b>
EXPENDITURE		
Salary Expenditure	11,176,019	10,661,791
Academic Programs	1,244,721	1,191,519
Administration and Property Costs	1,400,413	1,485,140
Depreciation	1,026,805	1,074,813
Interest Expense	12,013	24,204
	<b>14,859,971</b>	<b>14,437,467</b>
<b>Operating Surplus for the year</b>	<b>1,432,562</b>	<b>1,149,216</b>

## BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2017

	2018	2017
Current Assets	8,203,246	6,877,460
Non-Current Assets	31,948,584	31,651,189
<b>Total Assets</b>	<b>40,151,830</b>	<b>38,528,649</b>
Current Liabilities	2,501,857	2,649,777
Non-Current Liabilities	1,687,670	1,639,131
<b>Total Liabilities</b>	<b>4,189,527</b>	<b>4,288,908</b>
<b>Net Assets</b>	<b>35,962,303</b>	<b>34,239,741</b>
<b>Equity</b>	<b>35,962,303</b>	<b>34,239,741</b>

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  |                     |

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 or equal to the average for participating ISV schools. This information assisted in identifying areas of strong performance and opportunities for improvement. This analysis informed improvement strategic priorities, improvement initiatives and resource allocation.

To provide regular monitoring of student voice teachers complete student perception surveys annually and the school participates in the Independent Schools Victoria Year 12 Exit Survey each year.

## 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 2018 the Parents and Friends Association continued their generous support of the school, working towards their project to develop air conditioning in the Sports Centre. Over two years they raised \$60,000 for this project.

## 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 welcome new parents. Through supporting these activities many parents come together to form friendships and contribute their time and skills to the School community. In 2018 the Mothers Club continued to raise funds to contribute to the air conditioning of the Sports Centre. They raised \$30,000 over two years which went towards the installation of the air conditioning.

## Friends of Music

Parents continued to assist the school through their role in the Friends of Music. During 2018 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 2018 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, and 30 year groups were held and attendance was strong.

## 2018 Teaching Staff

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

## 2018 Operational Staff

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



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