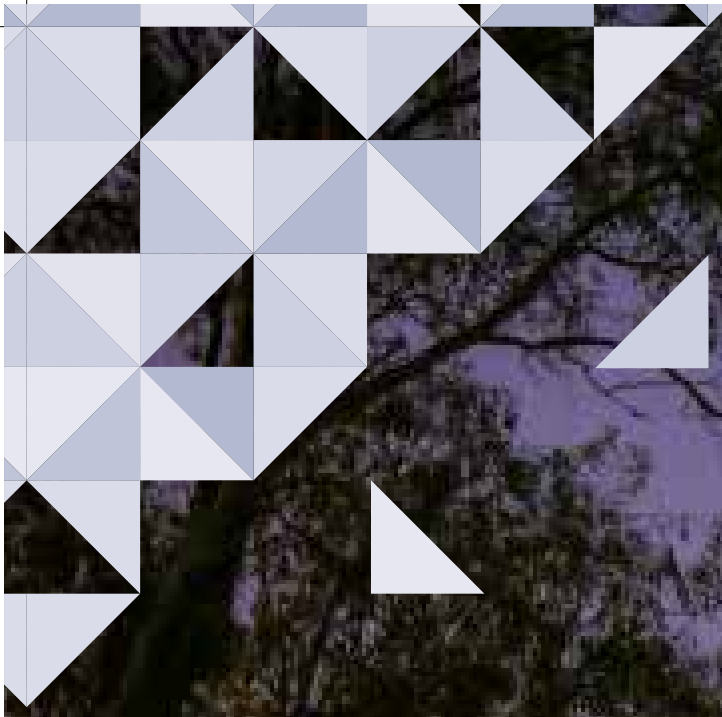
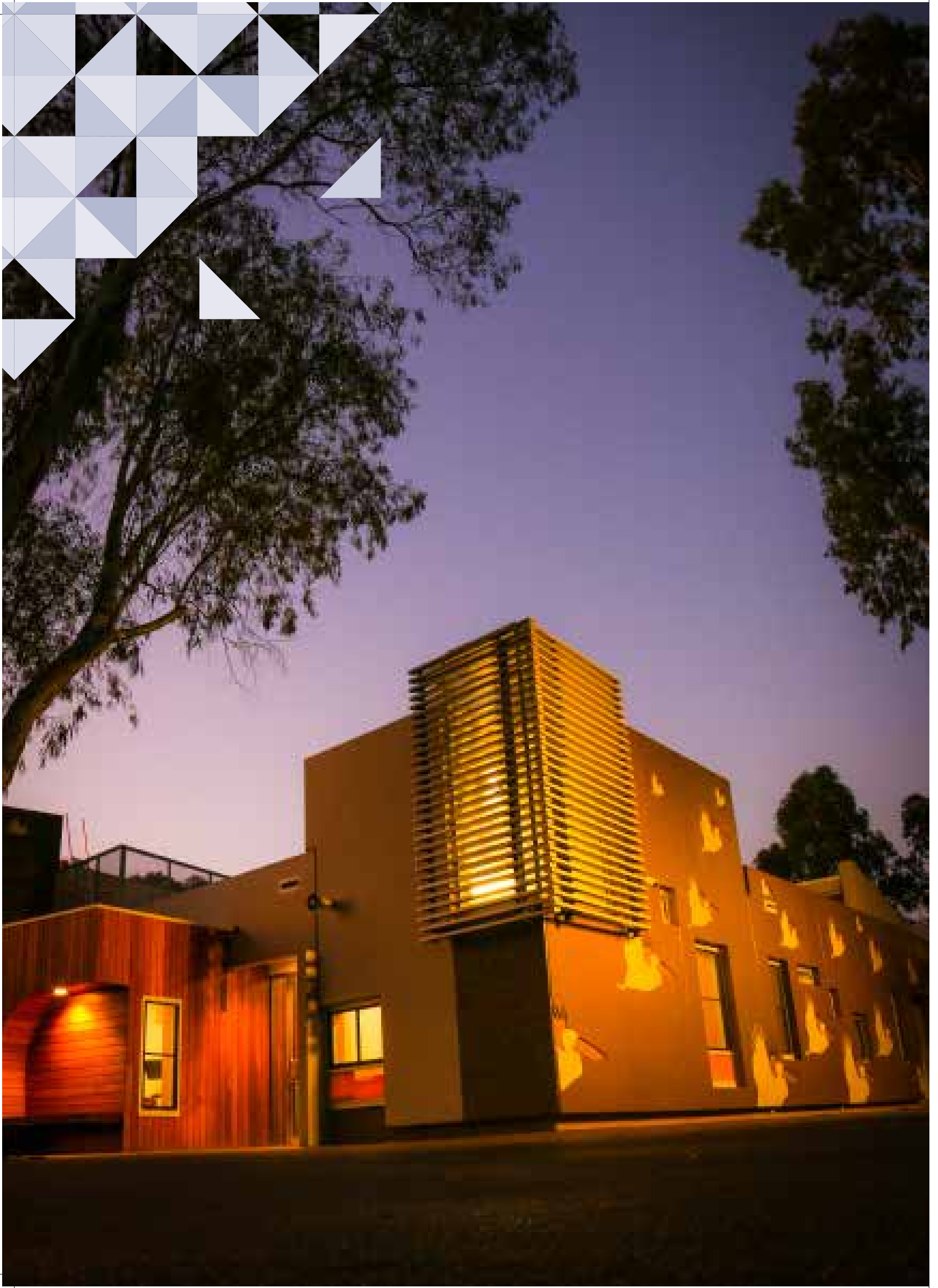




PROSPECTUS



About us

Our Mission

To make positive change in the lives of young people through learning so that they can thrive and contribute ethically to a changing and globalised society.

Core Values

Our values are the “moral compass” that guide our every interaction. With care, learning, respect, personal responsibility and excellence at the heart, we ensure a strong and healthy culture in which all members of our community can thrive.

Building on our values, is a very clear statement of our approach to education. This philosophy brings together the beliefs and mindsets that inform learning design, teaching practice, staff and student development. It also shapes the design of learning spaces and systems. It is this approach that distinguishes a GVGS education and underpins every student’s success.

Open Entry

All students are welcome to the School regardless of gender identity, sexuality, religion or ethnicity, subject to their capacity to participate in and derive substantial benefit from the School’s educational programme and philosophy.

Ethical Identity

Our School values articulate the ethical framework that guides our choices, decisions, actions and judgements. The School is not aligned to any religious or faith tradition. We welcome students and staff from all faith and secular beliefs. We see this diversity as a great strength of our community

Child Safety

Goulburn Valley Grammar School is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.

At Goulburn Valley Grammar School we have a zero tolerance for child abuse and are committed to acting in children’s best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously, responding promptly.

Child safety is a shared responsibility. Every person involved in the School has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child’s safety. We are committed to regularly reviewing our child safe practices and seeking input from our students, families, staff and volunteers to inform our ongoing strategies.

School Profile

The School is coeducational and open entry. We hold high expectations regarding 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. There is a positive community culture and a rich co-curricular programme which aims to promote the balanced development of resilient young people.

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



“I have been fortunate to have had the opportunity to attend GVGS; I truly believe the School has a unique culture that fosters a love for learning and achieving your absolute best,”

Anna Howell – Dux, Class of 2022

About us

Our History

In the early 1980's, it was the goal of a group of inspired community leaders to create a school in the independent grammar tradition for the region. With a focus on high quality learning and teaching, personal excellence and student wellbeing. The founders' vision was to create an independent school with high expectations for learning, pastoral care and co-curricular programmes for young people from across the Goulburn Valley.

The School has, since foundation, remained true to the original vision and has provided an outstanding education for young people. Alumni have made exceptional contributions in diverse areas including medicine, law, science, engineering, health, performing and visual arts, sport and education.

Governance

Good governance is critical to the School fulfilling its purpose and mission.

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 Annual General Meeting in May each year. The Principal is also a Director.

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

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

The Board meets regularly during the year and undertakes annual performance and strategic reviews. The Board also monitors financial performance closely and sets the budget for the following year including setting school fees. Members of the Board reflect the broad cross-section that makes up the school community.

Governance responsibilities include the establishment and realisation of the School's vision and strategic direction, performance review, monitoring of compliance, risk management, financial performance and stability. The Board is responsible

for employment and performance review of the Principal.

Democratic Principles

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

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

Community

We believe that culture is very powerful and affects the capacity of schools to achieve their mission. We therefore plan and work hard to ensure the School's positive culture is explicitly expressed and revitalised each year.

Fees

As an Independent school we receive limited government funding and must charge private fees to families to ensure we can fully fund our educational programmes.



"Being around like-minded people gives you the drive to work hard, stay focused and keep going. If I had to pick one thing I'm grateful for at GVGS, it would be the environment that the School fosters: to be your best and aim high. Being somewhere where you're supported and encouraged to do your best every day means a lot." **Sasith De Abrew – Class of 2022**



Our Purpose & Mission

In a world defined by change, our mission and motto remain evermore relevant and meaningful to our future and the work we do with our students. This strategy is dedicated to ensuring we create a learning environment and experience that makes a positive change in the lives of young people and sets them on a path for personal success.

Our Mission (Purpose)

To make positive change in the lives of young people through learning so that they can thrive and contribute ethically to a changing and globalised society

Our Motto

Semper Ulterius – “Always further”

Core Values

Our values are the “moral compass” that guide our every interaction. With care, learning, respect, personal responsibility and excellence at the heart, we ensure a strong and healthy culture in which all members of our community can thrive.

Building on our values, is a very clear statement of our approach to education. This philosophy brings together the beliefs and mindsets that inform learning design, teaching practice, staff and student development. It also shapes the design of learning spaces and systems. It is this approach that distinguishes a GVGS education and underpins every student’s success.

- Caring - treating everyone with empathy and compassion

- Learning - optimal learning, growth and achievement for every person
- Respecting - individual identity, dignity and value
- Accepting responsibility - for choices in life, seeking and accepting help
- Seeking excellence - striving for and celebrating effort and progress

Educational Philosophy

- Every student can grow in their learning every year
- A culture of continuous improvement and evidence informed curriculum and teaching practice
- Supportive, collaborative, respectful community that values learning
- Growth, best efforts and achievement must be worked for and celebrated

Our Commitments

- All our efforts should be directed toward student learning
- We see learning and wellbeing as being complementary to each other
- Learning includes content knowledge and skills from the traditional academic disciplines and personal

- and social capabilities
- We strive for students to experience at least one year’s learning growth for each year of engagement
- We set high expectations for each student regardless of their starting point
- We strive for guaranteed and viable curriculum for all students
- We will teach students using evidence informed instructional practices
- We aim to create a school culture and classroom climate where learning and wellbeing are optimised
- We will develop powerful learning partnerships between students, teachers and parents
- Through a commitment to collective efficacy our staff will strive to improve our curriculum and teaching practice
- We monitor our impact and use evidence to inform our decisions and actions

Evidence Informed

International research over the last 50 years clearly identifies the curriculum and instructional practices which are most likely to have the most impact for most students. We strive to make decisions regarding what students will learn and how we will teach that are informed by this extensive body of evidence.



“Everyone is so inclusive and you’re always encouraged to do your best. It’s such a supportive community - it’s just been a great experience for me.” **Julia Sweeney-Cootes – Class of 2022**



Our School Culture

The positive school culture is one of the defining qualities of the School. It is a culture where there is a focus on learning and best efforts are valued and fostered. A number of important elements are at the foundation of our School's culture.

We believe that culture is very powerful and affects the capacity of schools to achieve their mission. We therefore plan and work hard to ensure the School's positive culture is explicitly expressed and revitalised each year.

Building Blocks

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

- Value supportive, collaborative, respectful and tolerant interaction among members of our school community.
- Strive for and celebrate our 'best effort'.
- Value learning and the active building of qualities that help us to learn.
- Appreciate and take pride in our learning environment.

Values

Caring	Welcoming all people so that they feel supported and are treated with empathy and compassion.
Respecting	Treating everyone with consideration, regard and recognition of their individual value and dignity. Fostering relationships and behaviour on mutual respect
Learning	Promoting a love and enthusiasm for learning.
Accepting Responsibility	Using the opportunities and benefits of our education for the environment, the world, the union, our local community and ourselves.
Seeking Excellence	Striving for and celebrating excellence. Constantly seeking and striving to do all things to the best of our ability

Semper Ulterius

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

GVGS Culture

Building Blocks

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

Values

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

Semper Ulterius



Our Educational Programme

Our educational programme is informed by education research and elements of the independent school tradition.

Our education programme features 3 key domains. We contend that the synergy between each of these domains is crucial to a meaningful, positive and life-worthy education.





Learning

Learning is central to the School's purpose and mission. Since foundation, the School has strived to maximise the learning growth and achievement of all students.

We aim to equip students with a well-rounded and knowledge specific curriculum. A rigorous content rich curriculum will empower students for future learning and participation in society. The more foundational knowledge that students have the easier it becomes to learn new things and to demonstrate higher order thinking such as problem solving.

The School holds high expectations for the learning of all students. We know that when students invest appropriate level of effort and are given the necessary curriculum, instruction and support they can demonstrate expected learning growth.

Learning is an incremental and gradual process that rewards sustained effort. The School has a responsibility to encourage and inspire students to commit the effort required to realise or exceed their aspirations and dreams.

The School aims to ensure that students understand what is to be learned. Students also require timely and accurate feedback on how their learning has progressed and what action will take their learning to higher levels. The School informs students and parents of learning progress through continuous online reporting of learning and achievement. We make time to value and celebrate student effort, success and achievement.

Our teachers use evidence informed instructional practices to maximise student learning. Our teachers know how students learn and the techniques that optimise learning. They reflect on

their instructional practice and seek feedback which informs continuous improvement. Our staff recognise that quality professional learning combined with collaborative efficacy maximises the learning of students.

The role of parents is critical in reinforcing expectations and creating an environment at home in which students can learn and achieve.

Our learning programme is informed by the Victorian Curriculum and the Victorian Certificate of Education (VCE).

Middle School

Years 5 to 8 are the bridge between the Junior and Senior years of schooling and are often referred to as the Middle Years. During this time, the groundwork is laid for success in the senior years. We focus on equipping students with critical foundational knowledge that will be the basis for future learning. Such knowledge should be sufficiently broad and diverse so that it enables students to participate in and understand the wider world.

Students can only learn something new by connecting it to what they already know. The richer a student's knowledge the more likely it will be for them to experience enjoyment and success in future learning.

This period of schooling is an important one where students experience significant physical, social and emotional growth while also being an important time for learning essential knowledge, ideas and skills. We aim to stimulate Middle Years students through learning content and skills, which link to the students' understanding of themselves, environment and their place as active and ethical citizens.

Our aim is to ensure a consistent approach to teaching and learning that is evidence based and follows the School's teaching and learning framework and associated policies and procedures:

- There should be strong alignment at each year level with the School's stated goals, aims and guidelines regarding curriculum, pedagogy, assessment and reporting
- Over time there should be a seamless transition through the School during a student's learning journey from the Middle Years to the Senior School

Years 5 & 6

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

Years 7

Year 7 students experience a comprehensive curriculum of the following subjects: English, Mathematics, Indonesian, Humanities, Science, Health & Physical Education, Music, Art and Sport. Information and Communication Technologies are integrated across the curriculum. The classroom Music Programme is an instrumental performance-based programme for all students.

Years 8

In Year 8 students undertake a combination of core and elective curriculum. Core studies include English, Mathematics, Indonesian,



Humanities, Science, Health & Physical Education and Sport. The following studies are offered as electives; Music, Art, Healthy Lifestyles and Information and Communication Technologies.

Year 9

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

All day immersion activities are strategically placed throughout the year to provide students with a broad range of learning applications.

Senior School

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

Year 10

Students are expected to take increased personal responsibility for their own progress and continue to develop a positive partnership of learning with their teachers. Three defining parts of Year 10 are the Academic Programme, the Year 10 Camp and Structured Workplace Learning. Year 10 students are provided with the opportunity to commence their VCE studies and to gain experience in the types and methods of assessment found in the VCE.

Teaching and assessment at Year 10 are directed at preparing students for their VCE. Students are able to study some VCE level 1 and 2 units during Year 10. Students study a core curriculum of English, Mathematics, at least one Science, Humanities and either VCE Industry and Enterprise or Indonesian. In addition, students choose up to four further studies from a selection of electives. All students take part in an Outdoor Education camp and Work Experience.

Years 11 & 12

The Victorian Certificate of Education (“VCE”) is the senior certificate awarded over the final years of a student’s secondary schooling at GVGS. It is an exciting and flexible certificate that allows students to tailor their senior schooling to

their own strengths and interests while maintaining a commitment to excellence. The VCE is a qualification that allows students to follow their goals and dreams in a rigorous and challenging environment. Students in Year 11 may also accelerate their learning by undertaking a Unit 3-4 subject in addition to their Unit 1-2 subjects. The School offers a wide range of the VCE studies. Extension Studies may also be undertaken. On completion of the VCE students may apply for a wide variety of post school pathways including tertiary studies, training and employment.

Literacy & Numeracy assistance

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





Caring for our students

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

The School has long celebrated the uniqueness of each student. A key goal of the School is to promote growth in each individual through a clear focus on their needs.

We strive to develop in all our students the capacity to make sound, ethical and responsible decisions throughout their lives. We also recognise that most powerful learning occurs through error and problem solving. We therefore regard mistakes as an important opportunity for learning through which we can seek to grow and develop.

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

The care of students is a responsibility of all members of the school community. Students understand that the right to enjoy the positive culture of the community comes with real responsibilities and expectations. Students are shown that accepting responsibility for their actions and inactions is a key element of personal growth. As members of the community, they have a responsibility to themselves and others. We aim to show students that through our individual decisions we create and influence the quality of our collective community. Throughout a student's time at the School, we consistently refer to our core underpinning values as the framework for how we make decisions about our behaviour.

Student well-being is a primary concern for all staff at all times. All classroom teachers have a mutual responsibility for promoting learning and student well-being. Indeed, it is our view

that the two aims are fundamentally interconnected. Staff care for students with an approach combining objectivity, compassion, consistency and equality. In determining how to manage situations we are always mindful of what is likely to promote learning and personal growth. Staff set high expectations for students in all areas of their decision making.

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



"I found all the teachers helpful, friendly and personable, they went above and beyond for me. The teachers really become more like friends when you're in VCE because they're right there with you the whole time, making sure you're doing okay and getting everything done to the best of your ability."

"I've always heard really positive things from everyone and what a great time they had at the School, so I'm glad I've been able to have that same opportunity and grow in an environment where I'm supported and can follow my dreams". **Harriet Cassidy – Class of 2022**





A broad education

The School is committed to developing young people with the knowledge, skills and ethical foundation to thrive and contribute positively to a dynamic global society. Capabilities such as teamwork and communication and dispositions such as empathy and self-discipline are developed both in the classroom and through the Co-curricular Programme. Our students are surrounded by others who model the successful combination of learning and full involvement in the wider life of the School and local community.

Music

Music has always been an important element of the learning programme. Music is a compulsory subject until Year 7. After this time Music is available as an option through to VCE level. The Year 5, 6 and 7 classroom Music Programme is both instrumental and performance based with students learning a range of ensemble instruments including flute, clarinet, trumpet, trombone, violin and viola.

Many students participate in private instrumental tuition at the School with a full range of orchestral instruments available for study. All students are also encouraged to join the many

ensembles, bands, choirs and orchestras. These include percussion ensembles, stage and concert bands. Many of these ensembles are formed in both intermediate and senior levels offering students a wide range of access to group performance.

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

Sport

The School Sporting Programme is extensive. Active participation of all students in a wide range of sports is the primary aim of the programme. Sport is offered as a compulsory subject in addition to Physical Education at Years 5 to 8. Inter-house sporting carnivals are held annually and consist of Swimming, Athletics and Cross Country. At the inter-school level students are invited to represent the School in the Independent Country Co-Educational Schools (ICCES) competitions including Swimming,

Athletics and Cross-Country Carnivals and the Summer/Winter Tours, two round robin events. Students also have the opportunity to represent the School in local community sporting competitions including netball, soccer, hockey and badminton.

Visual Arts

Through the Visual Arts Programme students explore and develop their creativity, imagination and inventiveness. Visual Art is a compulsory study for students at Years 5 to 7. Beyond these years Visual Art is available as an elective through to VCE level. Major events which celebrate the Visual Arts include the House Eisteddfod, Annual Productions and Art Shows.

Performing Arts

The annual House Eisteddfod is a celebration of the performing arts with the whole school participating. The annual School Productions are a key fixture in the Schools' programme. Students choose to be involved in acting, singing, dance and the many opportunities backstage including make-up, costume, sets and props.





Public speaking

Skill and confidence in public speaking is greatly valued at the School. Diverse opportunities are provided for students to develop as public speakers. The regular Prefect speeches at Friday assembly are celebrations of public speaking at a high level and also a powerful example to students and staff about the inspirational capacity of young people. Students may choose to participate in individual public speaking tuition through the Voice and Communication Programme. The annual Voice and Communication evening, Creative Words, is an opportunity for students to demonstrate their learning and progress.

Outdoor Experiences

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

School Camps

Year 5 – The students participate in an immersive history themed camp at Sovereign Hill.

Year 6 – The Narmbool camp provides students with an environmental sustainability focussed learning experience.

Year 7 – The Anglesea camp provides new and continuing students with an opportunity to broaden friendships across the year level through

participating in a range of adventure and initiative activities. The camp provides many opportunities for staff and students to interact as a year level in a spirit of fun and cooperation.

Year 8 – The Merricks camp is predominately water-based. Activities take place around both Western Port and Port Phillip Bays and include sailing, snorkelling and bodyboarding.

Year 9 – During Urban Experience students undertake a two-week programme in Melbourne. The core aim has always been to ensure students have the confidence and aspiration at the end of their school days to relocate from home and commence further study in another city. While the post school transition process is challenging, students are far more confident and successful when they have experienced a degree of independence in a large urban environment and understand some of the vast opportunities that exist.

Year 10 – The Bogong High Plains walk is a defining experience for our students. In small groups students work as a team to plan, navigate and complete a journey across some of the most remarkable landscapes in Australia. Students experience the rugged and pristine wilderness environment of the Victorian Alpine area. The camp curriculum includes both Geography content knowledge and personal and social capabilities.

Year 12 – Leadership Camp. Year 12 students and tutors participate in a learning and leadership camp at the commencement of the academic year. The camp is traditionally held at a residential College at The University of Melbourne, Parkville.

Clubs and Service Groups

Students are encouraged to explore interests in particular fields and serving communities at local or international levels. Students are provided with the opportunities to develop their skills and build relationships with others sharing similar interests.

- Buddies Programme (Years 9 & 5)
- Peer Support Programme (Year 11 & 7)
- Student Representative Council
- Social Justice group
- Amnesty International Group
- Environment & Sustainability Group
- Photomedia Group
- World Vision Group
- ANZAC Service Representation in towns across the region
- Year 10 Open Day tour guides
- Fullflight Magazine Committee
- Yakapna Assembly Committee

International Experiences

The School seeks to foster an international perspective among our students. Due to the current pandemic all international travel is suspended until further notice. Previously the School has offered a range of international experiences.

- Indonesian partner school exchanges both inbound and outbound
- Indonesian tours including Year 8 Bali tour and Year 9/10 World Challenge expedition
- School exchanges to the UK, Canada and Europe
- Cultural and historical tours of Europe
- STEM trip to the USA



Our symbols and traditions

Through our traditions and symbols, we build the strength of our community's spirit.

Semper Ulterius, Always Further

Our School motto "Semper Ulterius" - 'Always Further' captures the essence of the original vision for the School. The School motto is therefore recognised as one of the foundational elements of our School's unique culture.

The Pelican

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

Student Leadership

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

Assembly

On most Fridays throughout the school year, a full school formal assembly is held in Founders Hall commencing at 9.00am. Our student focussed assemblies have become an institution in the life of the School. Assembly celebrates the essence of the School's culture. Students present the majority of items including

musical performances, audio visual presentations and Prefect Speeches. Parents are always welcome to attend assembly.

Major Events

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

The House System

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

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

Carnivals and Competitions

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

Uniform

Through wearing the school uniform students demonstrate respect for themselves, for others and their commitment to the school community.

Our School Family

Goulburn Valley Grammar School was born from the vision of local families. The school community is an extended family which connects people from across Northern country Victoria and Southern NSW. The strong support from our school community is one of the hallmarks of the School. We can see this in action when parents and extended family regularly attend school assemblies and participate enthusiastically in special events and activities.

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



"Goulburn Valley Grammar School's staff have been essential figures in both cultivating and propagating the School's supportive culture and I believe I speak for us all when I say we couldn't ask for anything better." **Samuel Oguntage – Class of 2022**



The Goulburn Valley Grammar School Foundation

To promote diversity and inclusion, barriers that may prevent enrolment at the School must be removed. For example, by offering targeted scholarships and bursaries. To enable this to occur, the Goulburn Valley Grammar School Board developed the Foundation to assist the School to continually enhance access, equity and quality in education, through the Scholarship, Building, and Endowment Funds.

In this way, the Foundation supports the School to develop well balanced young women and men of character who can make a positive contribution to society at a local and international level.

For more information about the Foundation please see the School Website.

Admission

Admissions Policy

Goulburn Valley Grammar School has major points of entry at Years 5 and 7. At other levels places may be offered to fill vacancies which occur from time to time.

The Principal reserves the right to determine to whom places are offered. Where the number of applications at any one level exceeds the number of places available, offers of places are mainly determined by the date of the initial application.

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

1. A family's current or previous involvement within the School - particularly where the applicant is a sibling of a current student
2. The capacity of the School's programme to make a contribution

to the child's growth and development

3. Any special circumstances

Application procedure

To apply for a place at Goulburn Valley Grammar School, parents must complete an application form (available from the website or in this Prospectus) and return it with the application fee to the Registrar, Goulburn Valley Grammar School.

email: registrar@gvgs.vic.edu.au
mail: P.O. Box 757, Shepparton 3632

Meeting

In the year prior to entry potential students and their parents will be invited to attend a meeting with the Principal. Following this meeting the Principal may make an offer of enrolment at the School. There is no entrance examination.

Payment of tuition fees

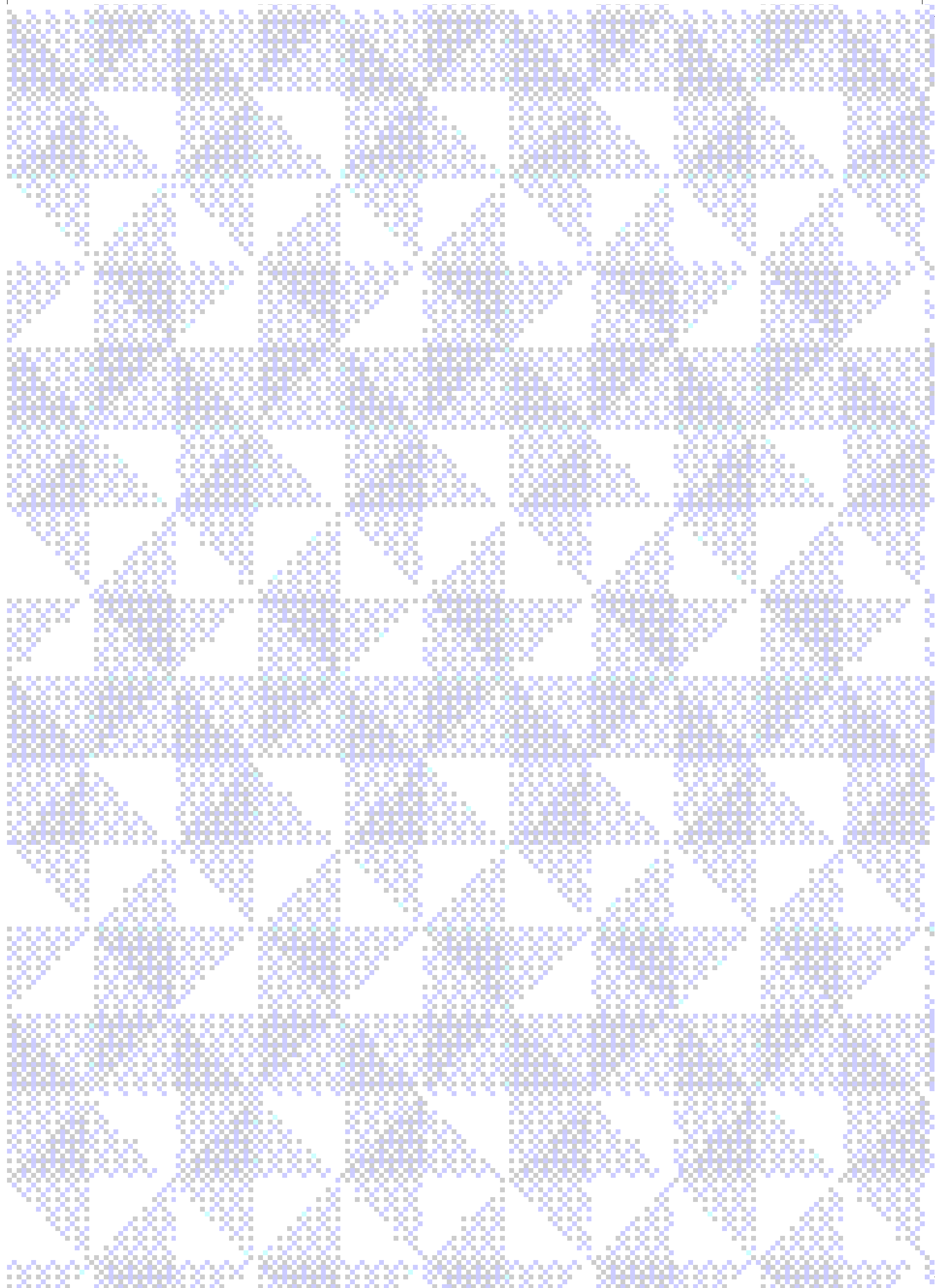
Fees are payable in February, May and August within fourteen days of the date of account. The School aims to charge a consolidated fee which includes both the tuition fee and the fixed charge components. The fixed charge covers excursions, library, computers, expendable materials, school camps, sporting facilities and sporting equipment. For information about discounts available for annual fees in advance please contact the Business Manager.

Scholarships

Detailed information regarding scholarships is available from the School website under the admissions tab.

Version Date: February 2023. Please note the information contained in this publication was accurate at the time of printing. Due to our commitment to continuous improvement and operational needs the School regularly reviews policies, procedures and programmes. To ensure currency of information please contact the School directly to confirm any particular details.

 Printed on 100% recycled paper made in Australia.



GOULBURN VALLEY
GRAMMAR SCHOOL



SEMPER ULTERIUS

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