

Annual Report 2022



**GOULBURN VALLEY
GRAMMAR SCHOOL**

CELEBRATING **40** YEARS • 1982-2022

2022 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2022 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 Annual General Meeting in May each year. The Principal is also a Director.

The Board meets regularly. 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 2022 by the Chair, Mr Andrew Galbraith and supported by the Executive of Mrs Fiona Merrylees (Deputy Chair), Mr Damian Trezise (Secretary) and Mr Laurie Pennell (Treasurer). The Principal and Business Manager also attend Executive meetings.

In 2022 while celebrating the School's 40th anniversary the Board completed a major strategic review which culminated in the development of the Board's Towards 2030 Strategic Plan. The process aimed to ensure the School is able to achieve its mission and purpose and that particularly all future efforts are directed towards ensuring that Goulburn Valley Grammar School provides the finest learning experience and opportunity for students in the region.

The strategic review and development process involved the Board, and Senior Leadership Team and was facilitated by an external consultant.

The scope of the review was broad and included consideration of external factors, the future growth of the region, school performance, student learning outcomes and independently prepared survey data representing the views of staff, students and parents. This process reviewed the School's mission, values and motto and identified strategies for the future.

The project resulted in a plan titled "Towards 2030" that builds on the strong foundations of our purpose (mission), values and educational philosophy.

The key Strategic Platforms, Domains and Initiatives are detailed in the plan which is available on the website and has been distributed to the School community.

The Board and School Leadership Team are committed to continuing to ensure best-practice governance for the School.

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

Child Safety

Goulburn Valley Grammar School has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. The School is committed to acting in a child's best interest and in keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and, as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and to maintain a child safe culture.

The School has developed a Child Protection Programme which comprises work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the GVGS community. The programme deals specifically with child protection issues and is

designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. The School Board has direct oversight of the School's Child Safety practices and performance.

School Profile

Goulburn Valley Grammar School is an independent, co-educational school. The School was founded by the local community 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, Northern Country Victoria and Southern Country NSW.

Summary school information:

- Enrolment from Years 5 to 12 of 690 students
- Employed 63.3 teaching staff and 31.1 operational staff
- In Years 5 to 10 the learning programme is founded on the Australian Curriculum
- In Years 11 to 12 students complete the Victorian Certificate of Education
- The School is located on one site covering 17 hectares
- Well established high quality facilities
- Beautifully maintained and landscaped grounds

Dr Ravi Bhat



Mrs Prudence Dobson



Mrs Natalie Parker



Mr Andrew Plunkett



From the Principal

2022 has been a truly historic year in the life of the School. We celebrated 40 years of education, returned to a full year of onsite activities after two years of pandemic disruption and in Term 4 the community was impacted by a historic major flood event

Overall, 2022 was a year of rejuvenation with the full classroom learning programme operating onsite, including examinations. Students and teachers all greatly appreciated the return to onsite in person learning. The clear and unsurprising consensus is that learning in person is both much more effective and enjoyable. Students and staff alike also greatly enjoyed the social aspect of being together.

There was concern that the return to onsite programmes would see a fundamental change in the School's culture. Indeed, in the first months there were some challenges for students returning to routines necessary for positive and effective onsite learning. Before too long the School felt as if there had never been such a profound disruption to the fundamentals of school life.

Students and staff alike truly relished every opportunity to run traditional events or activities. We were able to run all the House carnivals with excellent levels of attendance and participation. Year level camps occurred and the ICCES Winter Tour ran as planned. A highlight was the eagerly anticipated return of the House Eisteddfod.

Our staff and student leaders identified the re-establishment of the School's unique culture as a share lunch with a year level and build connections.

During the year we also paused to reflect on and celebrate the School's 40th anniversary. A 40th anniversary themed school assembly educated the current community about the School's heritage and its relevance. Following the assembly, year level forums allowed students to ask questions about the School's history directly from founders. A Saturday evening dinner event was held for members of the foundation years and those who played a key role in the School's evolution. A Sunday morning Open Day was held for the community to celebrate the School's heritage. The day included tours led by student volunteers. The following special guests spoke at these events.

- Prue Dobson - member of the School's interim Council in 1979, past parent, past Board Chair and current Board Member
- Judy Grace - current member of staff appointed in 1984
- Merryn Howell - foundation student and current parent
- Peter Johnson - one of the School's original founders who served on the Finance Committee for over 40 years
- Chris McNeil - foundation student
- Ian Rule - Principal 1998 to 2008
- Vic Ryall - foundation Principal 1981 to 1989

In Term 4 the entire Goulburn Valley community was impacted by a historic flood event. School was cancelled for a week due to the number of staff and students unable to access the site. Whilst the flood did not physically impact the School, a significant number of families were directly and indirectly effected. The School will continue to offer support to those families. The School closure was particularly frustrating for Year 12 students who missed their final days of classes onsite. Happily, the Year 12 exams ran uninterrupted and the major Year 12 events were rescheduled until after exams.

The School congratulates all students on managing the challenges of returning to onsite learning and re-establishing the School's culture so powerfully. In particular, thank you to all our staff for their outstanding professionalism, commitment and care throughout.

Semper Ulterius

Mark Torriero,
Principal





2022 Prefects

BACK ROW L-R:

Principal Mr Mark Torriero, Miles Sandles, Jack Telford, Nicholas von Güttner, Mitchell Dodos, Angus Bouchier, Tom Nethersole, Edward Miechel, Year 12 Coordinator Mrs Chelsea Pohlner.

FRONT ROW L-R:

Sharon Anthony, Anna Howell, Charlotte White, Therese Cameron, Alexandra Hatty, Ashwath Ragade, Emily Waller, Ella Rohde and Amelia Locke.

Learning

Our mission is to change the lives of young people through learning so that they will have the capability to thrive and contribute ethically to a changing and globalised society.

Student learning growth and achievement is at the core of our aims and efforts. There is abundant research identifying both the most reliable and efficient learning practices for students and the highest gain instructional practices for teachers to use.

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

VCE Highlights

- Ranked 43rd in Victoria (538 secondary schools offering VCE)
- Outperformed 92% of all Victorian Schools
- Ranked 2nd in regional and rural Victorian schools (excluding small schools)
- More than ¾ of the students were placed in the top 30% of the state
- 8 students achieved ATAR scores over 97
- 88% of students received a first round tertiary offer that was either their 1st, 2nd or 3rd preference

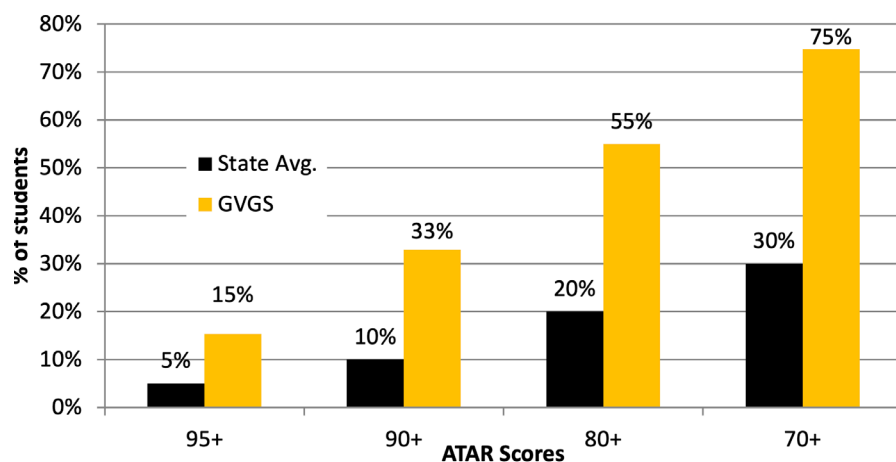
In the Victorian Certificate of Education (VCE) the Class of 2022 performed strongly. The vast majority of students met or exceeded their expectations. In the VCE, student academic achievement is measured using the Australian Tertiary Admissions Rank (ATAR). The ATAR is a percentile ranking which compares student achievement and is the basis for most university course admission processes.

- 75% of the students placed in the top third of the state (ATAR over 70)
- 55% of the students placed in the top 20% of the state (ATAR score over 80)
- 33% placed in the top 10% of the state (ATAR score over 90)
- 15% placed in in the top 5% of the state (ATAR score over 95)
- The 2022 Dux of Goulburn Valley Grammar School was Anna Howell who achieved an ATAR score of 99.75.

The following high achieving students all achieved scores over 97; Anna Howell (99.75); Ashwath Ragade (99.65); Sasith De Abrew (99.6); Edward Miechel (99.15); Albatool Abdulmir (99.0); Sharon Anthony (98.15); Alice Davidson (97.65); Hazera Akan (97.05)

- 92 students undertook VCE studies in Year 12 and 100% satisfactorily completed their VCE
- 91 students applied for an ATAR score
- 1 student satisfactorily completed VET studies

GVGS – Class of 2022 - distribution of ATAR scores



Learning

The School community sincerely congratulates the entire Class of 2022. They have been remarkable in their capacity to overcome the challenges of the last three years. They demonstrated a deep commitment to learning despite the repeated periods of remote learning and sudden changes, including the October flood emergency which interrupted their final weeks of schooling. We acknowledge in-particular the resilience of the students who experienced incredibly difficult circumstances including trauma, grief and loss.

Their involvement in and passion for music and performing arts has inspired future generations of students. The Class of 2022 have always been fine sporting competitors representing their Houses and the School.

Tertiary Entrance

The Class of 2022 was highly successful both in terms of their levels of academic achievement and in receiving offers for tertiary places through VTAC in a highly competitive environment.

- 92 Year 12 students (93% of the year level) applied for a tertiary place and, of those, 98% received a first round degree course offer
- 88% 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.

NAPLAN

Students in Years 5, 7 and 9 participate annually in the National Assessment Program for Literacy & Numeracy. Tests are completed in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. These tests, in conjunction with school assessed class work, help to provide parents with additional insight into their child's progress. The tests were not completed throughout Australia in 2020, so there is no growth results from 2020-2022 to report on.

In 2022 GVGS students demonstrated substantially above average achievement in NAPLAN testing. The Year 5 data was significantly stronger than state and national averages. In Year 7 the levels of achievement were even further above state and national averages. The Year 9 NAPLAN results were also significantly above state and national averages. Of particular note, our School's average Year 7 scores in NAPLAN 2022 in Reading and Numeracy were higher than the average Year 9 scores in these two areas at a state level.

Subject Competitions

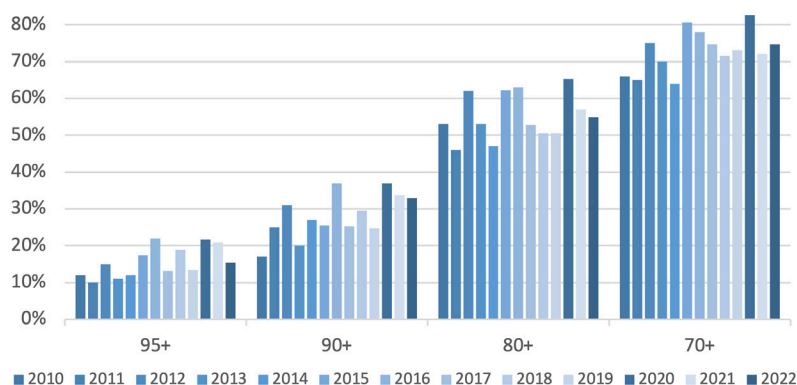
There are a number of opportunities for students and teachers to seek external feedback on achievement in key learning areas. Students participated in a number of academic competitions on a voluntary basis.

- Kwong Lee Dow Scholars - 3 students accepted into the programme
- Monash University Scholars - 2 students accepted into the programme
- ADF Future Innovators Award - presented to 2 students

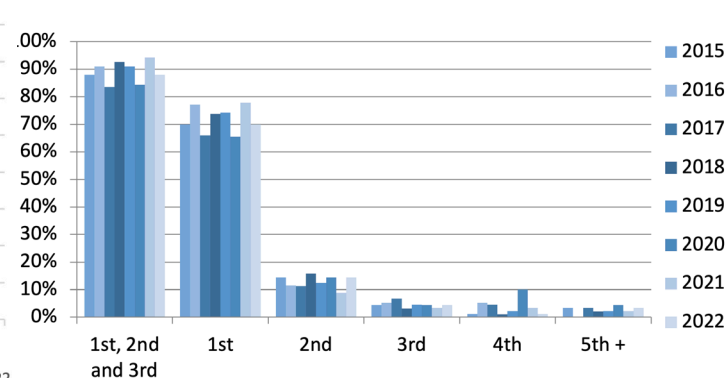
- ADF Long Tan Youth Leadership & Teamwork Award - presented to 2 students
- UNSW International Competitions and Assessments for Schools (ICAS)
 - 117 students took part in the ICAS English competition, with 1 student achieving a High Distinction (top 1% of entrants across Australia) and 14 students achieving a Distinction (top 10% of entrants across Australia)
 - 136 students took part in the ICAS Mathematics competition, with 1 student achieving a High Distinction and 15 students achieving a Distinction
 - 111 students took part in the ICAS Science competition, with 1 student achieving a High Distinction and 13 students achieving a Distinction
 - 112 students took part in the ICAS Writing competition, with 2 students achieving a High Distinction and 10 students achieving a Distinction
 - 3 students won ICAS medals- highest score in a subject in their year level in the state

- Science - Xavier Schmedje (Year 11)
- English - Kaluath Sasith De Abrew (Year 12)
- Writing - Jenna Birchall (Year 10)

GVGS - VCE ATAR scores – student score distributions 2010 – 2022

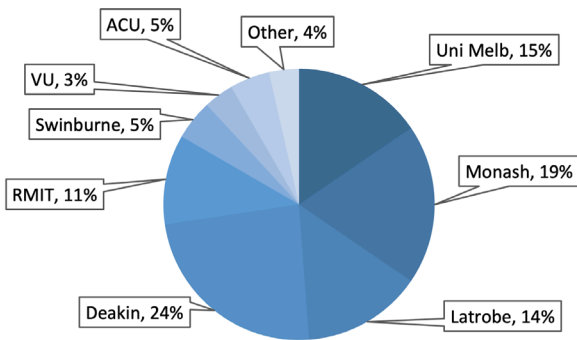


GVGS - Class of 2022 – tertiary offers by preference



- Sayembara Lisan Oral Indonesian Competition - 18 students received either a 1st or 2nd place in the Victorian competition
- Australian Geography competition - 18 students achieved Distinctions, 14 High Distinctions, 2 students were placed in the top 1% in their year level and 1 student achieved the highest score in the state
- Australian Mathematics Competition - 38 students awarded Distinctions, 1 student awarded a High Distinction and 1 student achieved a prize (top 0.3% in the region for their year level)
- The Australian Computational and Algorithmic Thinking Competition - 23 students awarded with Distinctions and 1 student awarded a High Distinction
- Furphy Literary Awards - 2 students awarded first prize in their category and 7 entries from 5 different students finished in the top 3 in various categories
- Junior Science Olympiad - 2 of 7 entrants achieved Distinctions

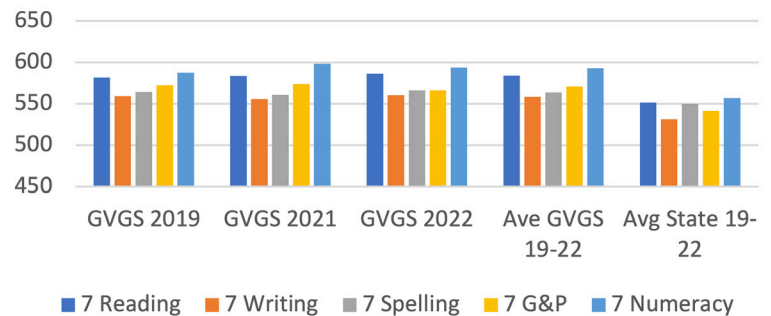
GVGS - Class of 2022 – offers from Victorian universities



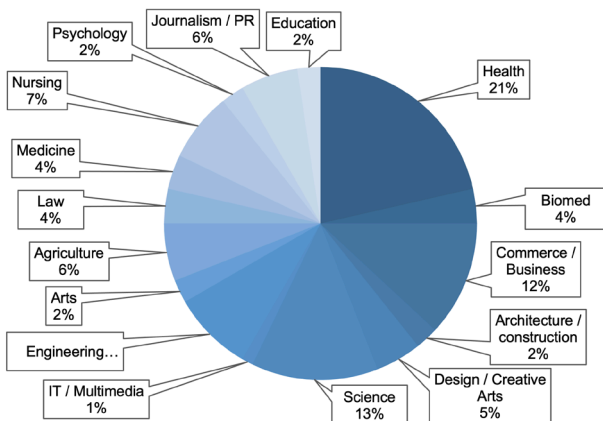
Year 5 NAPLAN 2019 - 2022



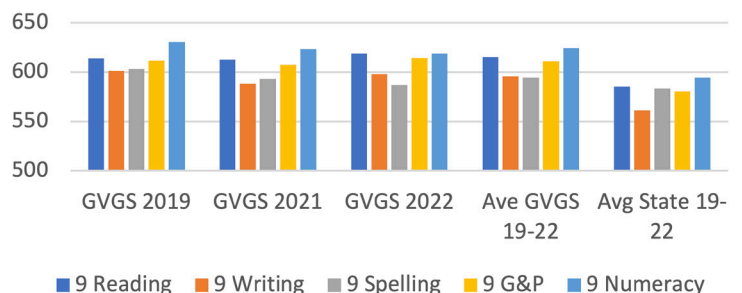
Year 7 NAPLAN 2019 - 2022



GVGS - Class of 2022 – tertiary course offers by major study



Year 9 NAPLAN 2019 - 2022



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. Year Level Co-ordinators 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.

The GVGS Culture is explicitly expressed in the Building Blocks and Values which underpin the teaching of Resilience, Rights and Respectful Relationships and Child Safety Programmes. In Year 7 the Building Blocks and Values are emphasised as part of each of these programmes. In 2022 the Resilience, Rights and Respectful Relationships course, produced by the Department of Education and Training was developed into a scope and sequence from Year 5 -12 to be delivered in the pastoral care and welfare programme. To facilitate the delivery of this programme in Long Tutorial on Monday, extra time was added to these morning sessions to ensure time was available to deliver a sequenced programme across the School. This programme covers a range of topics, including; emotional literacy, stress management, positive coping, personal strengths, help seeking, gender, power and the media, safer socialising, positive gender relations and gender identity. Staff are trained in the delivery of the programme and students work in small groups facilitated by their tutors. The Child Safety Programme is delivered across all year levels with a particular focus on

Child Safety Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. The delivery of this programme is focused on information being delivered to students in a manner that is age appropriate and easy to understand. In 2022 these programmes were further supported by outside organisations. Elephant Ed group with workshops for all students from Year 9-12. Staff training and parent information sessions were also provided. The focus on the student sessions was; Consent, Privilege, Sexual Relationships and Sexual Violence and further complemented the work done in the pastoral care programme.

All year levels are now based in a designated precinct with easy access for students to Year Level Co-ordinators, 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 Co-ordinators 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.

The School continued to undertake 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 Co-ordinators 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. The policy is provided to students in their School Diary. 'BullyBusters' continues to offer support to students. It is a confidential email process which allows students direct access to report bullying incidents to the Equal Opportunity Officer. The School Diary contains a number of policies to support student wellbeing and all of these were referenced in Long Tutorial at each year level to ensure students were aware of their rights and responsibilities and how to report concerns they may have. The policies specifically covered in the School Diary are: 'Child Safe Policy', 'Student Code of Conduct', 'Respectful Behaviour Policy', 'Mobile Devices Policy' and 'School Uniform Policy'.

The focus on cyber-safety which has been a strong emphasis throughout the School pastoral care system and within the curriculum continues to keep up with the changes in the use of technology by students. 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 deals with issues Year Level Co-ordinators 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. Due to periods of remote learning in 2020 and 2021, these programmes were difficult to facilitate over Zoom to year level groups. In 2022, to ensure students and families were well equipped with all the information required, Susan McLean from CyberSafety Solutions conducted workshops with every year level, staff and parents. Year Level Co-ordinators continued to support families with a range of resources to help them to remain safe and develop their capacity. Esafe provides a range of online learning programmes for parents and these were advertised on Agora and in the Friday Newsletter. Parents and students were provided via Agora with links to relevant webinars and resources that could be shared and viewed as a family unit. The Esafety Commission was a constant source of parent, student and staff support.

The eSmart School Programme, an initiative of the Alannah and Madeleine Foundation continues to develop. 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.

Year Level Co-ordinators 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 Co-ordinator 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, Child Safe Standards and the Resilience Project. Every staff member in the School completed Resilience, Rights and Respectful Relationships Training. In 2022, 8 staff completed a one day refresher course and updated their 3 year Mental Health First Aid Certification. Mental Health First Aid training was offered to all interested teaching and support staff. In 2022, 8 staff completed a one day online training session and a one day onsite training session to obtain their Mental Health First Aid Certification. At GVGS we have 31 staff trained in Mental Health First Aid and have committed to continue to train and upskill staff in this critical area in 2023. To support staff in their role as tutors and to be able to deal with a range of mental health concerns for students related to COVID-19 lockdowns and the impact on personal and academic lives, staff were provided with a number of Webinar opportunities through the Black Dog Institute, Beyond Blue, Reach Out Schools and Independent Schools Victoria. The support of students' mental health and wellbeing was crucial during 2022 and the School continued to provide professional services and school counselling via our school counsellor and psychologist. These services were in demand across the School, in particular, at the senior levels due to stress and anxiety related to the VCE and COVID-19 impacted educational opportunities. Every Year 12 student was offered the opportunity of an initial session with the school counsellor, which became ongoing at the request of the student.

A large focus for 2022 was the use of Year Level pages on Agora to provide up to date and relevant information to students and families and as a support for students as they adapted to returning to onsite learning. This platform allowed parents and students to access relevant information related to a particular year level. Year Level Co-ordinators updated their year level page regularly with news, events, photographs, academic and co-curricular events, with a focus on engaging students in the School and providing a sense of community and connection for each year level.

Year Level Co-ordinators continued to develop their skills in relation to using Agora to support the pastoral care of students and a great deal of work was done in 2022 on the development of a Pastoral Care tab. This is for the use of staff, to ensure that ongoing records of contact with families are maintained on the one platform. In 2022 the School introduced School TV to the community as another resource to support families with the challenges of raising happy, healthy and resilient young adults. School TV is an

online platform which provides schools with an extensive range of wellbeing resources for parents. Each Special Report is introduced by Dr Michael Carr-Gregg, Child and Adolescent Psychologist. Parents are able to access School TV resources on Agora.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff are provided with epipen, anaphylaxis and cardiopulmonary resuscitation training, which is updated regularly. The physical wellbeing of students is additionally supported by the nurses in the Health Centre who are available every day during school hours. The nurses played a major role in 2022 in providing up to date and relevant medical advice related to COVID-19 safe practices for students and staff. They provided clear guidelines for managing students and staff returning to campus and set up protocols for risk management related to COVID-19.

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 through the Buddies Programme 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 Buddies Programme Leaders, Captains of Sporting Teams, SRC Representatives and Executive Committee, Middle Years and Primary Captains, coaches of sporting teams, organisers of social service activities, lead roles in School Productions, leaders of musical groups and ensembles, presentations at assemblies and many more. The daily contributions of all students goes towards creating a caring and inclusive school community.

Student Attendance

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

In 2022, the attendance rates for students were:

Year 5 – 91%

Year 6 – 92%

Year 7 – 89%

Year 8 – 90%

Year 9 – 90%

Year 10 – 91%

Year 11 – 92%

Year 12 – 94%

The overall attendance rate was 91%.

Student Retention

The School has a waiting list at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority of students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2022 Year 12 consisted of 98 students. 86 of the students from the Year 12 group were at GVGS in Year 9, 2019. Of the 2022 Year 12 class 82% were in Year 7 at this School in 2017 and 12% came after Year 9.

Student Opinion

The school community places a high priority on seeking student voice.

In 2022 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. Students reported high levels of satisfaction overall with the School's practices and performance. The information collected will be used by the School to inform improvement priorities as well as decisions regarding programmes and resource allocation.

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 104 students
- Years 7 to 12 had 586 students
- Total enrolment of 690 students
- The gender balance comprised 52% girls and 48% boys
- Nine students identified as indigenous
- Five students had backgrounds as humanitarian refugees
- The student population included ethnic backgrounds from the following countries: Afghanistan, Bangladesh, Cameroon, Caribbean, China, India, Iran, Ireland, New Zealand, Netherlands, Nigeria, Pakistan, Philippines, Puerto Rico, Singapore, South Africa, Sri Lanka, Sudan, United Arab Emirates, 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
- 27% 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, Yarrowonga and 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.

- 160 students participated in 15 ensembles and instrumental tuition in Piano, Voice, Wind, Brass, Guitar, Percussion and Strings. The School held 11 concerts and there were musical performances at special events held during the year
- 71 students enrolled in Voice and Communication tuition
- 63 students participated in the AMEB examinations

Sport

Through participation in Year Level Sport, House Sport, Independent Country Co-Educational Schools (ICCES) 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. While the School Sport Programme was affected by some restrictions during the year, students were able to complete some aspects of the Sport Programme.

- House Swimming Carnival - McLennan House won the Powell Cup for the second year in a row. The remaining results were Ryall 2nd, Fairley 3rd and Dunlop 4th
- House Athletics Carnival – Ryall won the carnival, also for the second year in a row. The remaining results were Dunlop 2nd, McLennan 3rd and Fairley 4th
- 2022 House Competition – Close Family Shield went to Ryall House
- The annual Eisteddfod was held in September – Dunlop won the overall competition. The remaining results were Ryall 2nd, McLennan 3rd, Fairley 4th

ICCES

ICCES is an association of independent schools from across Victoria. Schools normally meet in Melbourne to compete in Athletics, Badminton, Table Tennis, Swimming, Cross Country, Debating and Chess. Due to pandemic restrictions the Badminton and Table Tennis events were cancelled.

- | | |
|-----------------|------------|
| • Swimming | placed 5th |
| • Athletics | placed 4th |
| • Cross Country | placed 5th |
| • Debating | placed 2nd |
| • Chess | placed 2nd |

Local Competitions

GVGS had teams represent the School in local weekend competitions in Soccer, Netball, Hockey and Badminton. The School aims to get as many students as possible active in local weekend competitions as it assists students in building their sense of community and belonging.

- Soccer - 7 teams registered - 76 players
- Netball - 8 teams registered - 76 players
- Hockey - 2 teams registered - 35 players
- Badminton - 19 teams registered - 95 players

Girton Sport

GVGS was able to field teams in the traditional Girton summer competition held at Shepparton during Term 1. Both our junior and senior cricket teams won their matches. In Tennis, GVGS defeated Girton. All GVGS teams were commended on the spirit in which the competition was played.

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 past students forging careers in this field.

The Senior Production "Broadway Today" was a revue style production held in May. The Middle Years Production Team brought "The Little Mermaid" to the stage in August. A total of 75 students were involved across both productions.

The annual Eisteddfod is held each September. For the first time in three years, the event was held on the last day of Term 3 under modified conditions due to the pandemic restrictions. All students enjoyed the return of this event and participation and enthusiasm was high.

Year Level Camps Programme

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.

The following camps were held during 2022:

- Year 5, Sovereign Hill, Ballarat
- Year 6, Narmbool, near Ballarat
- Year 7, Anglesea
- Year 8, Merricks, Mornington Peninsula
- Year 9, Melbourne Experience
- Year 10, Bogong High Plains

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
- Student Representative Council
- Social Justice Committee
- Reconciliation Breakfast Representation
- Year 9/Year 5 Buddies Programme
- Year 11/Year 7 Peer Support Programme
- Smith Family Reading Programme
- Aboriginal Culture Committee

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 2022, due to the pandemic restrictions, the School was not able to offer any overseas experiences to students.

In previous years GVGS has participated in an overseas school exchange programme with schools in Indonesia, England, Canada, the USA, Scotland and Italy.

Our Staff

The role of the staff is critical to the achievement of the School's vision and aims.

Our dedicated staff are highly skilled and passionate about teaching and learning and are committed to continuing to grow and develop as professionals. They seek to improve the lives of young people through meaningful and effective learning.

Professional Learning

Our School continued its commitment to evidence-based professional learning in 2022, utilising the skills of a range of external presenters, as well as our own teaching staff to enhance the skills and knowledge of each of our teachers.

Esteemed educational neuroscientist Dr. Jared Cooney Horvath from the University of Melbourne presented to staff. He explained the importance of students learning facts and knowledge before they are able to demonstrate skills such as creativity and critical thinking.

To support our School's work on Child Safety and the Respectful Relationships Programme, we engaged Child Safe education team Elephant Ed to deliver staff professional learning about consent, inclusivity and the delivery of sexuality education in classrooms. Our staff learnt about the research and statistics around consent and sexual violence, associated legalities and strategies to support students. Elephant Ed explained the importance of inclusivity, including information about biological sex, gender and attraction, as well as tips for creating more inclusive classrooms. They also explained how to best create engaging, discussion-based and informal learning environments in relationships and sexuality education classrooms. Continuing on the theme of

Child Safety, Mohammed Yassin delivered a cultural awareness workshop designed to help educators develop the tools to understand, respect and manage a wide range of cultural differences in schools.

Many of our other Professional Learning sessions were connected to our School's Teaching and Learning Model. In the lead up to Semester One Examinations, all teachers learnt more about one of the Instructional Principles from our Teaching and Learning Model - Provide Structured Opportunities to Practise and Deepen Skills & Knowledge. Specifically, teachers learnt about how providing models, worked examples and completion problems can reduce the cognitive load for students when learning and practising novel content. The session also connected to our recent focus on embedding strategies from The Writing Revolution in several subjects.

Another element from the model that teachers delved into was the Instructional Principle of Checking for Understanding. Teachers looked at using student responses to guide their feedback and lesson delivery, as well as utilising the strategy of cold calling and asking non-volunteers to gain insight into the level of understanding of all class members.

After many disruptions over the past three years due to the pandemic and floods, it was timely for teachers to look at another element from the model - Classroom Culture. Specifically, teachers learnt about the importance of building strong Norms and Routines from the start of the Early Commencement Programme and the benefits these can have on student learning and behaviour management.

Specific year level teams in English, Science, Mathematics, Humanities and Indonesian either expanded the roll out of Common Curriculum lessons, or refined the content, applying the GVGS Common Lesson Protocols and using their connection to our Teaching and Learning Model and Learner's Toolkit to create and deliver the common lessons.

Many staff continued to attend external subject specific professional learning sessions, ensuring their skills and knowledge of their specific disciplines were consistent with the latest developments.

Total expenditure on professional learning for 2022 was \$391,899. This means that an average of \$4,151 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 94.4 FTE staff in 2022
- 63.3 FTE teaching staff
- 31.1 FTE operational staff
- Gender breakdown
 - teaching staff male 35% and female 65%
 - operational staff male 37% and female 63%
- Several staff members were born overseas, including from Indonesia, Poland, Italy, India, Vietnam, Republic of Ireland and the United Kingdom; there are currently no indigenous employees

Staff Retention

The teaching staff list at the commencement of 2022 included 74 teachers. Of these teachers, 69 remained on the teaching staff list at the commencement of 2023. This represents a 90% retention rate. There were 5 teaching staff departures during 2022, comprising of 1 termination, 1 retirement and 3 resignations.

Staff Attendance

- In 2022, the staff attendance rate was 94%.

Leadership

The role of school leaders is to implement the School's vision and bring to reality 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. Key leadership teams include the Academic Committee and the Pastoral Care Committee.

The School Leadership Team met weekly and comprised of the Principal, the Deputy Principal, Business Manager, Director of Students, Director of Learning - Senior Years, Director of Learning - Middle Years, Director of Co-curricular Programmes and Director of Information Systems.

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.

TEACHING AND LEARNING

Learning Leaders

- Mrs Brooke McLeod, Learning Leader
- Ms Nicole Sleeth, Common Curriculum Co-ordinator

Department Co-ordinators

- Mrs Clare Nolen, Visual Art
- Mrs Judy Grace, Business Studies
- Mr Sean Templeton, English – Senior Years
- Ms Janet Bester, English – Middle Years
- Mrs Meagan Harrison, Health & Physical Education
- Assoc Prof Darius von Güttner, Humanities
- Mr Grant Findlay, LOTE
- Mr Matthew Provan, Mathematics – Senior Years
- Mr Jeremy Holgate, Mathematics – Middle Years
- Mrs Genevieve Bihun, Music (Academic and Instrumental)
- Mr Scott Harrison, Outdoor Education
- Mrs Jacinta Carter, Science and Curriculum Support
- Mrs Monika Pearce and Ms Amanda Brisbane, Learning Support

CO-CURRICULAR

- Mrs Laura Johnson, Dunlop House Co-ordinator
- Mrs Lauren Sibio, Fairley House Co-ordinator
- Mr Nathan Hanns and Ms Sarah Skehan, McLennan House Co-ordinators
- Mr Lachlan Heard, Ryall House Co-ordinator
- Mrs Brooke McLeod, SRC

PASTORAL

Year Level Co-ordinators

- Mrs Rachel James, Years 5 and 6
- Ms Julia Mathers, Year 7
- Mr Grant Findlay, Year 8
- Mr Scott Harrison, Year 9
- Mr James Sach, Year 10
- Ms Deidre Belleville, Year 11
- Mrs Chelsea Pohlner, Year 12

POSITIONS OF RESPONSIBILITY

- Mrs Faye Kerr, Equal Opportunity Officer
- Mrs Debra Block, Careers and Course Co-ordinator
- Ms Julia Mathers, Transition Co-ordinator, Year 7
- Mrs Rachel James, Transition Co-ordinator, Year 5
- Mrs Chelsea Pohlner, VCE Co-ordinator
- Mrs Khadija Fatima, Peer Support Co-ordinator
- Mrs Jodie Willmot, Peer Support Co-ordinator
- Mrs Maree Arnold, Buddies Programme Co-ordinator
- Ms Emma Buckingham, Buddies Programme Co-ordinator
- Mrs Margie McArthur, Daily Organiser

SCHOOL LEADERSHIP TEAM

- Mrs Nicole Bensch – Director of Information Systems
- Mr Shane McDonald, Director of Co-curricular Programmes
- Mr Tim James, Director of Learning – Middle Years
- Ms Kathryn D'Elia, Director of Learning -Senior Years
- Ms Trish Lawless, Director of Students
- Mr Leon McLeod, Deputy Principal
- Mr Kim Stokie, Business Manager
- Mr Mark Torriero, Principal
- Ms Michelle Schofield, Executive Assistant to the Principal

Resources &

During 2022 the Board adopted a new strategic plan and this included several site developments over the next decade.

Upgrading of the science precinct is the immediate priority and this will proceed over 2023 and 2024. Works will be undertaken one laboratory at a time during non-term weeks to minimise disruption on student learning.

Investment continues in digital infrastructure, bandwidth, cyber safety and individual devices. Current strategy has a greater emphasis on specialist consultants undertaking high level work, supported by in-house information services staff.

Similarly, investment in the school grounds continues with specialist consultants and contractors engaged and supported by our own property staff.

The Board is following closely the extensive development of North Shepparton, both along Verney Road and the Goulburn Valley Highway. Engineering and other preliminary works continue to be undertaken in establishing a junior school, with direct access off the Goulburn Valley Highway, in the coming years.

Finance

The School's finances moved through 2022 based on a strong enrolment, investment in infrastructure, appropriate staffing responses to the pandemic and, late in the year, floods.

The official enrolment on Census Day in August 2022 was 690 students (2021 was 688).

The School depends heavily on Government recurrent funding and total Government funding made up 46% of the School's income in 2022. Most of this funding (40%) is from the Commonwealth.

In 2022 changes to the Commonwealth funding model commenced and result in a decrease in funding over an eight-year period (2022 to 2029 inclusive). This is placing considerable pressure on private fees, resulting in increases above cost-of-living increases.

Environment

On the expenditure side of operations, staffing costs made up 75% of recurrent expenditure in 2022, hence, continued prudent management of this is essential. Information technology, education resources, property maintenance and private bus subsidies are other key cost areas. The Board believes expenditure is at a level that can be sustained into the medium term.

The School's balance sheet remains in a robust position, with no debt and strong cash reserves.

The School's financial operations are overseen by the School Leadership Team, the Finance and Audit Committee and the Board. In addition, the School reports to the Commonwealth and Victorian Governments, the Australian Charities and Not-For-Profits Commission (ACNC), Ecumenical Schools Australia (ESA) and our external independent auditors. The School also benchmarks its financial data against a range of independent surveys and reports.

Capital Works

Following adoption of the Board's Strategic Plan, the focus in 2022 moved to preliminary works on access from the Goulburn Valley Highway and the design and engineering works on this part of the site. This work continues into 2023.

Other investment in 2022 included:

- Continued replacement of student lap top computers and tablets.
- New lockers for Year 7 students.
- Replacement of floor coverings.
- New class sets of musical instruments.
- New archive storage systems.
- STEM hardware, including drones and audio visual systems.
- Cyber security systems and services.
- Replacement and upgrades of classroom interactive whiteboards.
- Installation of air purification systems.

In addition, significant maintenance was undertaken around the campus during non-term weeks.

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2022		
	2022	2021
INCOME		
Private Fees and Charges	9,899,255	9,106,915
Commonwealth Government Grants	7,531,776	7,355,219
State Government Grants	908,204	896,693
Other Income	39,076	342,334
	<u>18,378,311</u>	<u>17,701,161</u>
EXPENDITURE		
Employment Expenditure	12,639,405	12,434,440
Academic Programs	1,406,048	1,061,847
Administration and Property Costs	1,754,754	1,566,589
Depreciation	1,081,467	1,068,518
Interest Expense	15,027	8,144
	<u>16,896,701</u>	<u>16,139,538</u>
Operating Surplus for the year	<u>1,481,610</u>	<u>1,561,623</u>
BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2022		
	2022	2021
Current Assets	13,798,437	12,166,766
Non-Current Assets	41,473,859	32,275,497
Total Assets	<u>55,272,296</u>	<u>44,442,263</u>
Current Liabilities	4,302,747	2,952,698
Non-Current Liabilities	640,084	2,088,790
Total Liabilities	<u>4,942,831</u>	<u>5,041,488</u>
Net Assets	<u>50,329,465</u>	<u>39,400,775</u>
Equity	<u>50,329,465</u>	<u>39,400,775</u>

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

Plans for 2023 include:

- New lockers for Year 12 students.
- Major upgrade and refurbishment of science laboratories.
- Engineering work on access from the Goulburn Valley Highway.
- Continued upgrades of network hardware and replacement of student devices.
- Continued cyber security work.

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

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

The School participates in a range of community perception surveys developed by Independent Schools Victoria (ISV). Since 2007, 135 schools have participated and over 160,000 students have completed the surveys. 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, 2017 and 2021. 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 Programme
- Discipline and Safety
- Learning Outcomes
- Pastoral Care
- Peer Relations
- Personal Development
- Resources
- School Ethos / Values
- Transition
- Overall Satisfaction

In the 2021 LEAD survey, the school community including students, parents and staff expressed very high levels of satisfaction with the School in general. In all domains student, parent and staff levels of satisfaction exceeded the ISV average benchmarks for participating independent schools. This feedback provides strong endorsement of the quality of the School's programmes in all areas of operations. The School remains committed to continuous improvement and this information assists in identifying areas of strong performance and opportunities for enhancement. This analysis informed improvement strategic priorities, improvement initiatives and resource allocation.

Parents and Friends Association

The Parents and Friends Association 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.

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 Evenings. Through supporting these activities many parents come together to form friendships and contribute their time and skills to the school community.

Tuckshop

The Tuckshop continues to be operated by employed staff. It is managed by Mrs Marlene Rutherford 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, however, the Tuckshop was not able to utilise volunteers during 2022 due to the pandemic restrictions.

Alumni

The School continued to build relationships with past students. We were delighted to be able to hold a number of reunions during 2022.

- 6 Year Reunion for the Class of 2015 – carried over from 2021
- 5 Year Reunion for the Class of 2017
- Reunion for the Classes of 1990, 1995, 2000, 2005, 2010 and 1986, 1991, 1996, 2001, 2006 and 2011 carried over from 2020 and 2021

2022 Teaching Staff

Mr T Anselmi
Grad.Dip.Ed., Dip.Arts.

Mrs M Arnold
B.Ed.

Mrs T Arnold
B.A., Grad.Dip.Ed.

Ms D Belleville
B.Ed.

Mrs N Bensch
B.Ed.

Mrs J Bester
B.Ed., Dip.Ed.

Mrs G Bihun
B.Music, Dip.Ed.

Mrs D Block
B.Ed., Dip.Teach.

Ms A Brisbane
B.App.Sc., Grad.Dip.Ed.

Ms E Buckingham
B.A., M.Teach.

Mrs D Byers
B.A., Dip.Ed.

Dr N Cairns
B.Sc., PhD., Grad.Dip.Ed.

Mrs J Carter
B.App.Sc., Grad.Dip.Ed.

Ms K D’Elia
B.Teach., B.A., M.Lit.

Mrs F Davis
B.Comm., Dip.Ed.

Ms R Dewi
B.Ed.

Mr G Edwards
B.Ed., Dip.Teach.

Ms K Farrell
B.Bus., Dip.Ed.

Mrs K Fatima
B.Pharm., Grad.Dip.Ed.

Mr G Findlay
B.A., Dip.Ed., B.Litt.

Mrs P Fisher
B.Sc., B.Ed.

Ms C Garratt
Dip.Teach., Higher.Dip.Teach.

Mrs J Grace
B.A., Dip.Ed.

Mr N Hanns
B.Sc., Grad.Dip.Ed.

Mrs M Harrison
B.App.Sc.

Mr S Harrison
B.App.Sc., Grad.Dip.Ed., M.Ed.

Mr L Heard
B.App.Sc., Grad.Dip.Ed.Maths.

Mr J Holgate
B.Sc., Grad.Dip.Ed., Grad.Dip.Maths.

Mrs R James
B.A., B.Ed.

Mr T James
B.App.Sc.

Mrs L Johnson
B.Ed.

Mrs F Kerr
Dip.Teach., Grad.Dip.StuWfr.

Ms P Lawless
B.Ed.

Ms J Mathers
B.Bus.,Dip.Ed., Grad.Dip.AdolHlthWfr

Ms M McArthur
B.Ag.Sc., Grad.Dip.EnvSc., Grad.Dip.Ed.

Mr S McDonald
B.App.Sc.

Mrs B McLeod
B.Sc., Grad.Dip.Ed.M.Ed.

Mr L McLeod
B.App.Sc., M.Ed.

Mr A Moore
B.A., Dip.Ed.

Mrs S Monk
B.App.Sc., Grad.Dip.Ed.

Ms R Morris
B.Sc., Grad.Dip.Ed.

Mr N Mountney
B.Sc., M.Teach.

Mrs C Nolen
B.Ed.

Mrs S Parnell
B.A., B.Teach.

Mrs M Pearce
B.I.R.,Dip.M.L., Grad.Dip.Ed

Mr M Plant
B.A., B.Law., Grad.Dip.Ed.

Mrs C Pohner
B.Ed.

Mr N Poole
B.App.Sc.

Ms L Powles
B.App.Sc., Dip.Ed.

Mrs V Prewett
B.Ed.

Mr D Prince
B.O.Ed., M.Ed.

Mr M Provan
B.Sc., Grad.Dip.Ed.

Mr G Reynoldson
B.Sc.Ed.

Mr B Roberts
B.Mus.Ed.

Mrs N Roberts
B.Mus., Dip.Lang.

Ms K Rolfe
B.Des., Dip.Ed.

Mr J Ross
B.Bus., Grad.Dip.Teach.

Mr J Sach
B.A., Grad.Dip.Teach.

Mr D Scott
B.A.Ed.

Ms M Semmens
B.A., Dip.Ed.

Mrs L Sibio
B.Bus., Dip.Ed.

Ms S Skehan
B.Ed., Grad.Dip.O.Ed.

Ms N Sleeth
B.Ed., M.Ed.

Mrs A Smith
B.Ed., Dip.Teach., M.App.Ling.

Mrs P Smith
B.Sc.Ed.

Ms K Starkey
B.A., Dip.Teach.

Mr K Stenning
B.Phys.Ed.

Ms J Taylor
B.Sc., M.Teach.

Mr S Templeton
B.A., Grad.Dip.Ed.

Mrs G Thompson
B.Ed.

Mr M Torriero
B.Bus., Dip.Ed., M.A.C.E., M.A.C.E.L.

Assoc. Prof. D von Güttner
PhD, MACE, FRHistS.

Mr C Walmsley
B.A., B.Ed.

Mr G Warner
B.App.Sc., Dip.Ed.

Mrs A Whitlock
B.App.Sc., B.Ed.

Ms J Willmott
B.Ed.

Mrs C Worsfold
B.A., Dip.Ed.

Mrs J Yarwood
B.A., Dip.Ed.

Mrs M N Zito
Dip.Teach.

2022 Operational Staff

Mrs C Amery
Instrumental Music Tutor

Mr B Archibald
G.D.L.M., P.G.C.E.,
Instrumental Music Tutor

Ms T Bau
Learning Support

Mrs J Benton
Information Systems

Mrs J Birchall
Assistant Business Manager

Mrs L Bolton
Administration

Mrs D Brett
Tuckshop

Mrs L Carley
Main Reception

Mrs D Cassidy
Dip.Mgt, Registrar

Mr A D’Andrea
Grounds

Mrs L Di Fede
Learning Support

Mr B Dixon
Learning Support

Mr R Eldridge
Cleaning

Mr M Gook
Cleaning

Ms A Harry
Instrumental Music Tutor

Mrs C Heard
Tuckshop

Mrs H Janke
B.A., Instrumental
Music Tutor,

Mr G Jenkins
Science Laboratory Technician

Mrs T Jones
Accounts

Ms L Kellock
Tuckshop

Ms A Kenyon
Cleaning

Mrs C King
Dip.Ed.Supp., Learning Support

Mr T King
RBP, Property Manager

Mr L Mamone
Trainee

Ms H McCann
Student Reception

Mrs S McCarthy
B.Sc., RN, H.Dip.Midwifery,
RM, School Nurse

Mr J McCarty-Walker
Trainee

Mrs R McCrindle
Dip.BA., Administration

Mr B McMurray
B.Mus, AMus, Grad.Dip.Ed.,
Instrumental Music Tutor

Mrs C Mechkaroff
Dip.Mgt.,
Human Resources Manager

Ms G Mukwe
B.LiSc., Library Assistant

Mr R Musolino
Tuckshop

Mr A Noonan
Information Systems

Mrs G Nunn
B.Bus, ADip.Trsm, ADip.BA.,
Learning Support

Mr M O’Connor
Information Systems

Ms S O’Connor
Trainee

Mrs S O’Connor
Art Technician

Mr C Oxley
Cleaning

Mrs P Pogue
Director of Development

Mrs W Pomfret
Administration

Mrs M Posteraro
Tuckshop

Mrs D Price
B.A., Librarian

Mr T Pye
Dip.IT., Head of
Information Systems

Ms K Raglus
Dip.App.Sc.,
Science Laboratory Technician

Mr B Ruska
B.Nursing, R.N.(Div.1),
School Nurse

Mrs M Rutherford
Tuckshop Manager

Ms M Schofield
EA to Principal

Mr N Shillington
Cleaning

Mr J Simson
Grounds

Mr L Smith
B.Mus., Instrumental Music Tutor

Mr K Stokie
B.Bus., CPA, Business Manager

Ms C Tepper
B.ECE., EA to Deputy Principal

Ms L Trevena
B.Mus., Instrumental Music Tutor

Mr M Turnbull
Dip.IT. Information Systems

Mr M Van Dorsser
Learning Support

Mrs M Wallace
Tuckshop

Mrs S White
Tuckshop

**GOULBURN VALLEY
GRAMMAR SCHOOL**



SEMPER ULTERIUS

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