

Annual Report 2023



GOULBURN VALLEY GRAMMAR SCHOOL

2023 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2023 academic year. The report offers a brief account of events and accomplishments in key domains of the School's operations.

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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 2023 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.

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 685 students
- Employed 66 teaching staff and 36 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



Mrs Natasha O'Callaghan



Dr Karyn Ferguson



Mr Mark Torriero



Principal

From the Principal

At the start of the year many in our community had not experienced the School during the pre-pandemic years. As a result, both students and staff identified 2023 as a time for reinvigoration of the School's cultural traditions including distinctive activities and events.

The safety and wellbeing of students is the School's first priority. In 2023 the School completed an external and independent review of the School's practices and performance in relation to student safety and wellbeing. An independent review team met with people from the current and past school community who generously participated and identified areas for improvement providing recommendations for actions to improve the safety and wellbeing of students.

The review informed the development of a Student Safety and Wellbeing Improvement Action Plan. The School has already started implementing the extensive plan which has been fully endorsed by the School Board. Our commitment to student safety and wellbeing will involve a long-term continuous process of implementation, review and improvement.

The School aims to make positive change in the lives of young people through learning. Our efforts continue to be directed towards providing a learning programme which maximises student learning growth and achievement through evidence informed practices. Our students continue to demonstrate their commitment to learning. The achievements of a number of individuals were recognised by external agencies including the following outstanding achievements.

- Jace Joseph – Year 7 – Top 1% of Australian Geography Competition
- Alice Bouchier – Year 10 – ICAS English Medal
- Elizabeth Ford – Year 10 – selected to attend Enviro Science residential camp after Science Olympiad result
- Denise McCarthy – Year 11 – selected to attend Canberra to Country

For the first time in 3 years the School was able to run the full suite of activities and events in their traditional format. The return of the Eisteddfod and regular singing of the School Song were very welcome symbolic moments.

Student participation in House competitions rebounded strongly achieving record levels. Fairley was victorious in Athletics. In strong form throughout the year, McLennan won Swimming and Cross Country, whilst the Eisteddfod was tied between Dunlop and Ryall. In a wonderful celebration of the strength of the House competition all four Houses experienced victory in the same year. Fairley claimed the overall aggregate "Close" House Shield with high finishes in all events.

We were pleased to see a return to strong student participation in local sporting competitions including Soccer, 5 teams with 69 players, Netball, 7 teams and 66 players, Hockey, 4 teams with 30 players and Badminton, 20 teams and 101 players. GVGS continued to be the backbone of many of these competitions fielding proportionally more teams relative to our School's size.

Students represented the School in the Independent Country Co-educational Schools Inc. (ICCES) competitions. Highlights included winning shields in Chess, Debating, Football, winning the aggregate shield in the Winter Tour (netball, soccer, basketball and hockey) and the Summer Tour (volleyball, tennis, cricket, softball and golf). Our Equestrian team enjoyed an inspirational year competing successfully in major events - placing first in the teams event at the Victorian Schools Equestrian Championships and individual podium finishes at the National Schools Equestrian Championships.

Our Music Programme went from strength to strength with several exciting initiatives. A total of 10 concerts were held with close to 190 students undertaking instrumental tuition. Highlights included the Foundation Day Concert, the Year 8 music showcase evenings and the instrument-based concerts that created various platforms to showcase our students' music talents.

The Senior and Middle Years Productions returned to presenting full stage musical productions at Westside. In total 90 students performed in a production. In addition, 65 students participated in Voice and Communication tuition. All 65 students sat an AMEB examination.

The pre-pandemic recollections of the Class of 2023 enabled them to lead the School on our return to traditional school life and activities. They championed the rebirth of singing the School Song. Their care and support extended beyond the school community as they led fundraising efforts generating approximately \$13,000 which they gifted to support worthy organisations.

Their infectious energy and enthusiasm inspired the rebirth of the Eisteddfod in 2023. Many were active in productions every year including Year 12. They were one of our strongest music cohorts. They relished participating in sport with over half competing locally. The Class of 2023 were equally active in House Carnivals and ICCES competitions including in Year 12. Overall, they succeeded brilliantly in contributing to the reinvigoration of the School's culture.

We continued our commitment to ongoing staff professional learning. Following several years of remote learning our focus for teaching staff included revisiting evidence-based classroom norms and routines which underpin positive, calm and productive learning environments. We also deepened our implementation of explicit instruction and the use of common lesson protocols. In addition, we have worked on a longer-term project regarding the development of a new school-wide curriculum framework.

The school year was one of positive renewal and consolidation after the major disruption and unpredictability of the previous three years.

Semper Ulterius
Mr Mark Torriero,
Principal



2023 Prefects

BACK ROW L-R: Principal Mr Mark Torriero, Hannah Onley, Nicholas Grant, Gus Thiel, Zachary Ranson, Benjamin Shelton, Boyd Newnham, Millar Carter, Alexandria Kleinig and Year 12 Coordinator Mrs Brooke McLeod

FRONT ROW L-R: Chatra Kahawage, Elizabeth Locke, Nikita Alexandrow, Elizabeth Tivendale, Layla O'Callaghan, Xavier Schmedje, Erin Hicks, Imogen Templeton, Lillie Walker

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 32nd in Victoria (537 secondary schools offering VCE)
- Outperformed 94% of all Victorian Schools
- Ranked 2nd in regional and rural Victorian schools (excluding small schools)
- 5 students achieved ATAR scores 99+
- 12 students achieved ATAR scores 97+
- 93% 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 2023 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.

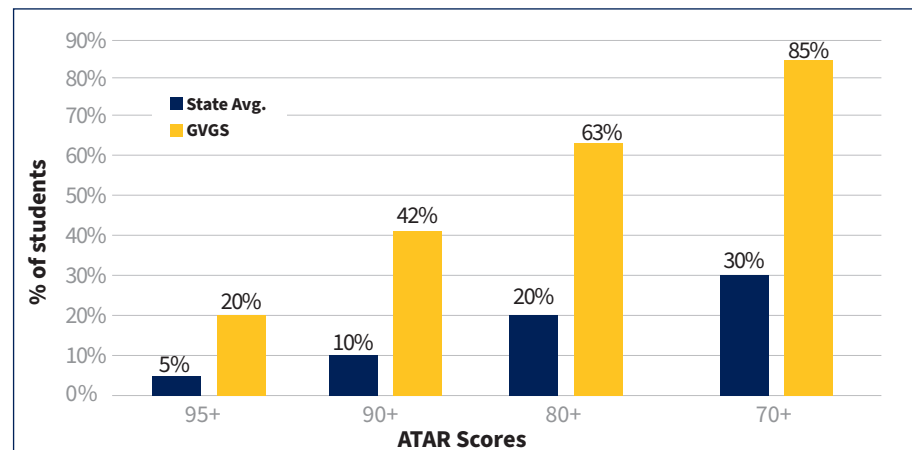
- 85% of the students placed in the top third of the state (ATAR score over 70)
- 63% of the students placed in the top 20% of the state (ATAR score over 80)
- 42% placed in the top 10% of the State (ATAR score over 90)
- 20% placed in in the top 5% of the State (ATAR score over 95)

- Study Score of 50 achieved by one student in English and History Revolutions
- The 2023 Dux of Goulburn Valley Grammar School was Xavier Schmedje who achieved an ATAR score of 99.90.

The following high achieving students all achieved scores over 97; Xavier Schmedje (99.90), Layla O'Callaghan (99.70), Shahmeer Khan (99.30), Jesunifemi Kehinde (99.15), Erin Hicks (99.00), Heidi Smith (98.85), Imogen Templeton (98.80), Marcus van Maanen (98.65), Zachary Ranson (97.50), Sanuda Diyagama (97.40), Millar Carter (97.35), Midushith Pradeep (97.30)

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

GVGS – Class of 2023 - distribution of ATAR scores



Learning

The School community sincerely congratulates the entire Class of 2023. 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. 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 2023 have always been fine sporting competitors representing their Houses and the School.

Tertiary Entrance

The Class of 2023 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.

- 95 Year 12 students (96% of the year level) applied for a tertiary place and, of those, 97% received a first round degree course offer
- 93% of Year 12 students received a tertiary offer that was either their 1st, 2nd or 3rd preference

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

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 are no growth results from 2020-2022 to report on. In 2023 GVGS students demonstrated substantially above average achievement in NAPLAN testing.

Subject Competitions

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

- The Australian Computational and Algorithmic Thinking Competition – 15 students awarded Distinctions
- Science Olympiad – 3 High Distinctions and 2 Distinctions were awarded
- Sayembara Lisan Oral Indonesian Competition - 10 students received either a 1st or 2nd place in the Victorian competition
- Australian Geography competition - 11 students achieved Distinctions, 6 High Distinctions, 1 student was placed in the top 1% in their year level
- Australian History competition – 21 students achieved Distinctions, 6 High Distinctions
- Furphy Literary Awards - 2 students awarded first prize in their category

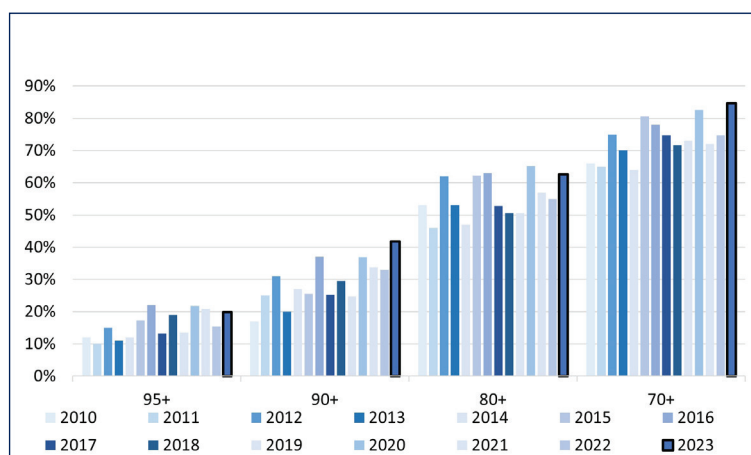
- UNSW International Competitions and Assessments for Schools (ICAS)
 - o 67 students took part in the ICAS English competition, with 4 students achieving a High Distinction (top 1% of entrants across Australia) and 3 students achieving a Distinction (top 10% of entrants across Australia)
 - o 106 students took part in the ICAS Mathematics competition, with 7 students achieving a Distinction
 - o 63 students took part in the ICAS Science competition, with 1 student achieving a High Distinction and 11 students achieving a Distinction
 - o 70 students took part in the ICAS Writing competition, with 2 students achieving a High Distinction and 8 students achieving a Distinction
 - o 1 student won an ICAS medal- highest score in a subject in their year level in the state
 - o Writing - Alice Bourchier (Year 10)

External Awards

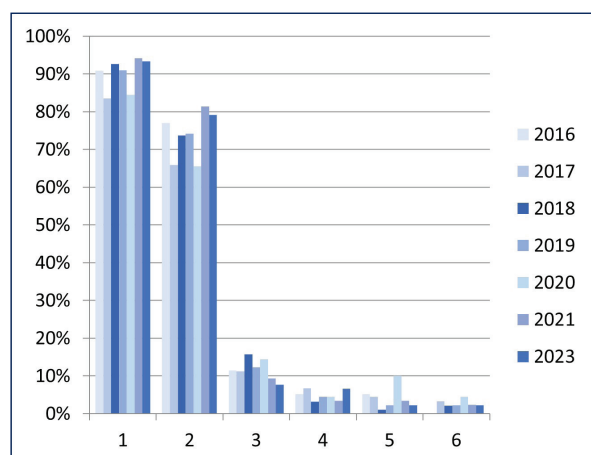
Students were recognised by external organisations for their commitment to learning and excellent citizenship.

- Kwong Lee Dow Scholars - 3 students accepted into the programme
- Monash University Scholars - 3 students accepted into the programme
- ADF Future Innovators Award - presented to 2 students
- ADF Long Tan Youth Leadership & Teamwork Award - presented to 2 students

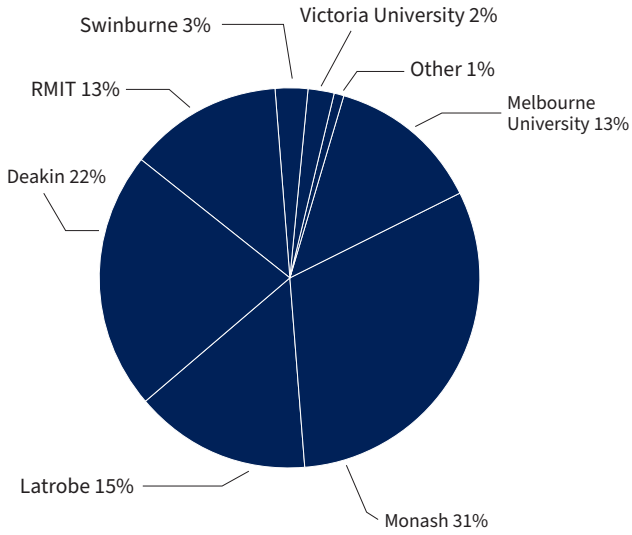
GVGS - VCE ATAR scores – student score distributions 2010 – 2023



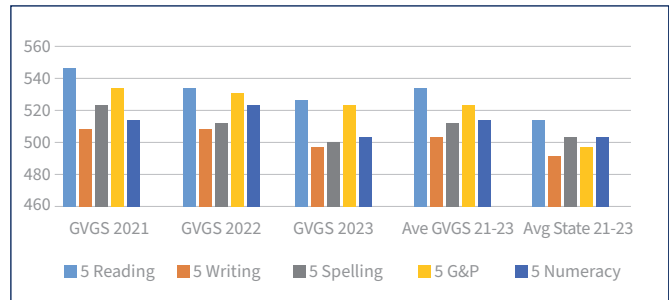
GVGS - Class of 2023 – tertiary offers by preference



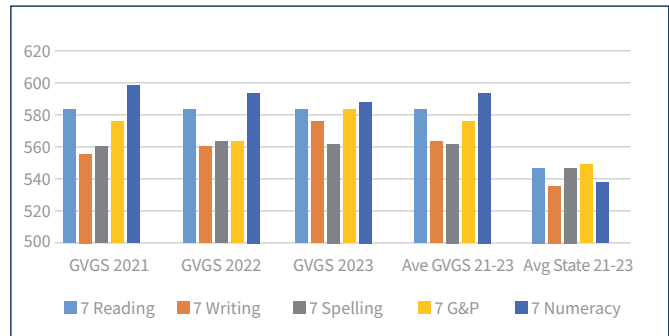
GVGS - Class of 2023 – offers from Victorian Universities



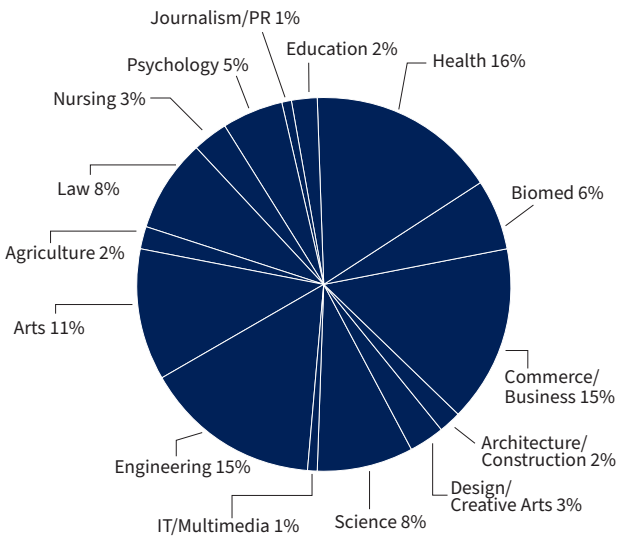
Year 5 NAPLAN 2021 -2023



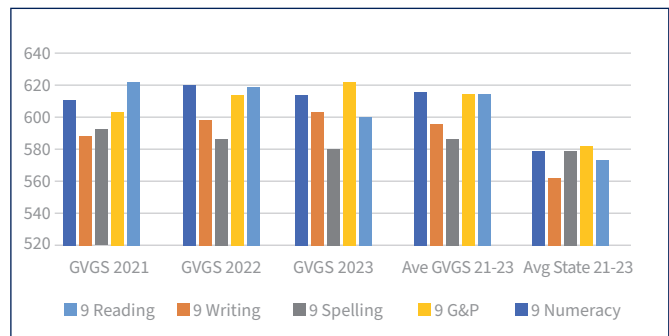
Year 7 NAPLAN 2021 - 2023



GVGS - Class of 2023 – tertiary course offers by major study



Year 9 NAPLAN 2021 - 2023



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.

For some years now the School has formalised a comprehensive curriculum spanning Child Safety and Resilience, Rights and Respectful Relationships (RRRR) content. The School's programme was informed by student voice and includes age appropriate curriculum including topics of child safety, gender, identity, sexual education, respect and consent. The lessons are incorporated into the curriculum for Health and the Pastoral Care Programme from Years 5 to 12.

In 2023, the School's independent review of Student Safety and Wellbeing practices included recommendations from past and current families. The review produced a comprehensive improvement plan embedding existing practices and a number of key initiatives. Priority actions from the plan include,

- a revised student friendly GVGS Student Safety and Wellbeing Framework
- implementing a new system for clear and easy student identification of Child Safety Officers
- an updated Child Safety and Wellbeing management and oversight system
- increase student voice to reflect the diverse needs of our community

The Elephant Ed group ran workshops for all students from Year 9-12. Student sessions focused on; Consent, Privilege, Sexual Relationships and Sexual Violence and further complemented the work done in the Pastoral Care Programme. A number of presentations were delivered by the Equal Opportunity Officer depending on the requirements of the Year Level Coordinator group. In Term 1 2023, all students were provided with presentations (age appropriate) on Values, Inclusion and Respectful Relationships. In Term 3, once again, (age appropriate) a session for each individual year level was presented on Racism and Discrimination and the importance of being an 'upstander'.

During 2023 our Year Level Coordinators and Child Safety Officers were provided with extensive specialist child safety training by an independent child safety expert. One component of the training was on implementing a "Speak Up" culture, which is one where people feel safe to speak out, to raise issues and concerns but also ideas.

The GVGS Culture is explicitly expressed in the Building Blocks and Values which underpin the explicit 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.

The Equal Opportunity Officer plays a key role in supporting the Pastoral Care Programme and providing reactive and proactive presentations to small groups, year levels and individual students. With an emphasis on students understanding their role in creating a positive culture in the School and the policies which support this culture.

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 Provisions were offered through this service. Throughout 2023 Learning Support Staff and English teachers undertook intensive training for MacqLit, which is an explicit and systematic reading intervention programme for small groups of older and low-progress readers. It provides a comprehensive sequence of lessons that includes all of the key components necessary for effective reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. MacqLit lessons are staffed by a combination of English Teachers and Learning Support Staff, all trained in the delivery of the programme. 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. The School's 'Respectful Behaviour Policy' is explicitly addressed through the tutorial system and 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 and on Agora. "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', 'Bus Travel' 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. Each Year Level Coordinator provides relevant sessions to students using the Esafety Commission official website, with a range of extra resources provided by the Alannah and Madeleine Foundation. 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 and bullying. Each term students from all year levels completed a Phriendly Phishing module which

further supports online education. These programmes were delivered from Year 5 to Year 12 and were 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 were; privacy and security, digital footprint and positive online reputation, internet safety, social networking and relationships, sexting and communication. Year Level Co-ordinators continued to support families with a range of resources to help them to remain Esafe and develop their capacity. Esafety 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, with an emphasis on managing social media. The Esafety Commission was a constant source of parent, student and staff support.

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. Currently, The Resilience Project materials are taught and used during Personal Development in Year 9. The main focus being on GEM – Gratitude, Empathy and Mindfulness. In 2023 a number of Year 9 and Year 5/6 classroom teachers completed training with The Resilience Project with a plan of introducing the full programme in both year levels for 2024. During Term 3, Mental Health First Aid training was offered to all interested teaching and support staff. In 2023, 6 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 37 staff trained in Mental Health First Aid and have committed to continue to train and upskill staff in this critical area in 2024. The support of students' mental health and wellbeing continues to be critical 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 the added stress and anxiety related to the VCE. 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. In 2023, the School continued their School TV subscription 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.

A large focus for 2023 was the use of Year Level pages on Agora to provide up to date and relevant information to students and families. 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 2023 on the development of the 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.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff are provided with epipen, anapen, 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.

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 and the Buddies Programme. 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 2023, the attendance rates for students were:

Year 5 – 94%

Year 6 – 92%

Year 7 – 94%

Year 8 – 93%

Year 9 – 94%

Year 10 – 93%

Year 11 – 95%

Year 12 – 95%

The overall attendance rate was 94%.

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 2023 Year 12 consisted of 95 students. 84 of the students from the Year 12 group were at GVGS in Year 9, 2020. Of the 2023 Year 12 class 79% were in Year 7 at this School in 2018 and 12% came after Year 9.

Student Opinion

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

In 2023 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 103 students
- Years 7 to 12 had 582 students
- Total enrolment of 685 students
- The gender balance comprised 52% girls and 48% boys
- Ten 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
- 29% 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, Yarrawonga 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.

- 190 students participated in ensembles and instrumental tuition in Piano, Voice, Wind, Brass, Guitar, Percussion and Strings. The School held 10 concerts and there were musical performances at special events held during the year.
- 65 students enrolled in Voice and Communication tuition
- 65 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.

- House Swimming Carnival - McLennan House won the Powell Cup for the third year in a row. The remaining results were Fairley 2nd, Ryall 3rd and Dunlop 4th.

- House Athletics Carnival – Fairley won the carnival, with the remaining results Ryall 2nd, McLennan 3rd and Dunlop 4th.
- 2023 House Competition – Close Family Shield went to Fairley House.
- The annual Eisteddfod was held in September – this year was a tie with Dunlop and Ryall taking 1st place, followed by Fairley and McLennan.

ICCES

ICCES is an association of independent schools from across Victoria. In 2023, students competed in the ICCES Summer Tour and Winter Tour, with the School placed first in both events. Students also participated in various ICCES sporting events during the year.

Local Competitions

Teams represented 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 - 5 teams registered - 69 players
- Netball - 7 teams registered - 66 players
- Hockey - 4 teams registered - 30 players
- Badminton - 20 teams registered - 101 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. In 2023 the School was able to return to full production style performances.

Senior Production "The ADDAMS Family" was held in May. The Middle Years Production Team brought "Moana JR." to the stage in August. A total of 90 students were involved across both productions.

The annual Eisteddfod is held each September and returned to pre pandemic conditions. All students enjoyed the return of this event and participation and enthusiasm was high. For the first time in history, the event resulted in a tie between Dunlop and Ryall.

Year Level Camps Programme

Camps are aimed at promoting students' social and personal development. From pastoral goals to the alpine adventure at Mount Stirling in Year 10, this programme is an exciting component of the school calendar.

The following camps were held during 2023:

- Year 5, Sovereign Hill, Ballarat
- Year 6, Narmbool, near Ballarat
- Year 7, Anglesea
- Year 8, Merricks, Mornington Peninsula
- Year 9, Melbourne Experience
- Year 10, Mount Stirling
- Year 12, Study Camp - Melbourne

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

- Aboriginal Culture Committee
- Amnesty International Group
- Buddies Programme Year 9/Year 5
- Environment & Sustainability Group
- Peer Support Programme Year 11/Year 7
- Photomedia Group
- Reconciliation Breakfast Representation
- Smith Family Reading Programme
- Social Justice Committee
- Student Representative Council

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. The School did not offer any overseas experiences to students during 2023, following the pandemic.

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

The School continued its commitment to professional learning in 2023, utilising the skills of a range of external presenters as well as our own teaching staff to enhance the professional skills and knowledge of our teachers.

Our focus continues to be on the implementation of evidence informed curriculum and teaching practices and student safety and wellbeing.

Staff continued their commitment to Child Safety by completing Department of Education training titled 'Protecting Children – Mandatory reporting and other obligations'. All staff also completed GVGS's own Child Safety Training regarding our Child Safe Policy, Child Safe Code of Conduct, Mandatory Reporting Policy and information related to Responding to and Reporting Allegations of Child Abuse.

Many Professional Learning sessions throughout 2023 focused on elements from the GVGS Teaching and Learning Model. Teachers continued to learn about Classroom Culture; specifically, the consistent implementation of classroom routines to help students feel comfortable in their classes, minimise disruptions, maximise instruction time and encourage students to engage in learning.

Our Instructional Principles, were again a major focus in 2023 with teachers completing readings and discussions related to Cognitive Load Theory. Cognitive Load Theory uses knowledge of the human brain to design teaching strategies that will maximise learning. It provides theoretical and empirical support for explicit models of instruction, in which teachers show students what to do and how to do it, rather than having them discover or construct information for themselves. Key strategies that teachers learnt about to minimise the cognitive load on students included using worked examples to explicitly teach students new concepts or skills; cutting out unessential information, particularly in PowerPoint presentations and simplifying complex information by presenting it both orally and visually.

Our teachers also continued to develop their understanding of Formative Assessment techniques to check for student understanding. Formative assessment is assessment carried out during the instructional process for the purpose of improving teaching or learning. It involves getting the best

possible evidence about what students have learned and then using this information to decide what to do next. It can also help with students' learning retention by bringing what students have learned to the top of their mind. One key strategy that GVGS teachers learnt about was using personal student whiteboards to check the understanding of all students.

Our focus on curriculum saw teachers complete several readings and professional learning sessions learning about a Knowledge Rich Curriculum and its benefits for students including: Knowledge being the key to reading comprehension; future learning; critical thinking and making communication possible. This will continue to be a major focus during professional learning sessions.

Many of our other Professional Learning sessions also 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.

Several staff had the opportunity to attend world-leading conferences focused on the most up-to-date evidence-based practices in education in 2023. The ResearchED conference brings together teacher practitioners and researchers with the goal of bridging the gap between research and practice in education. Researchers, teachers, and policy makers come together for a day of information-sharing and myth-busting. The organisation aims to raise the research literacy of educators, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter. Attendees at the 2023 conference reflected that it helped clarify for them the theoretical underpinnings of some of the recent practices implemented at GVGS and were excited to have the opportunity to engage with an organisation considered to be at the very forefront of educational excellence.

Several teachers were also able to attend the Teaching Matters conference held in Hobart in April 2023. This conference, tailored for teaching professionals, leaders and educators, showcases innovative pedagogical approaches founded in the Science of Learning. Attendees met with prominent national and international education experts and were able to delve into the research supporting Science of Learning. The conference focused on offering best practice teaching methodologies through keynotes, workshops, panel discussions and Q&A sessions.

GVGS continues to be very proactive in ensuring all staff have an up-to-date CPR qualification. This means we clearly exceed the minimum number of staff required to hold the qualification and also improves outcomes in situations requiring first aid.

Our commitment to cybersecurity training has also continued, with the external Phishing supplier again providing excellent resources to help staff and students recognise and avoid cyber security threats.

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 2023 was \$397,647. This means that an average of \$4,418 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 90 FTE staff in 2023
- 60.5 FTE teaching staff
- 29.5 FTE operational staff
- Gender breakdown
 - teaching staff male 22% and female 46%
 - operational staff male 13% and female 21%
- Several staff members were born overseas, including from Indonesia, 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 2023 included 68 teachers. Of these teachers, 63 remained on the teaching staff list at the commencement of 2024. This represents a 93% retention rate. There were 5 teaching staff departures during 2023, comprising of 1 retirement and 4 resignations.

Staff Attendance

- In 2023, the staff attendance rate was 95%.

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, Pastoral Care Committee and Year Level Co-ordinators.

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

- Ms Nicole Sleeth, Learning Leader (Common Curriculum)

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
- Ms Kathryn D'Elia and Mr Tim James, Humanities
- Mr Grant Findlay, LOTE
- Mr Matthew Provan, Mathematics - Senior Years
- Mr Jeremy Holgate, Mathematics - Middle Years
- Mr Philip Tan, 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

- Mr Michael Van Dorsser, Dunlop House Co-ordinator
- Mrs Lauren Sibio, Fairley House Co-ordinator
- Mr Nathan Hanns, McLennan House Co-ordinator
- Mr Nicholas Mountney, 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 Brooke McLeod, 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
- Mrs Fiona Davis, Enrichment Co-ordinator

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 2023 the Board continued to implement its strategic plan and this included several site developments.

Upgrading of the science precinct has been the main priority over 2023 and early 2024. Works have been undertaken one laboratory at a time during non-term weeks to minimise disruption to student learning. We have been thrilled with the results of five modernised laboratories, all with wet areas, improved natural light and much improved acoustics. We sincerely thank Troy King and the property team for their careful planning and implementation of all aspects of this project.

Investment continues in digital infrastructure, network reliability, bandwidth, cyber safety and individual devices. The main focus is on cyber security and both hardware and software continue to be upgraded and expert consultants engaged. Data collections and analysis have also seen increased investment, as well as day-to-day support services for students.

Investment and maintenance in the school grounds continues and we particularly acknowledge our property staff and contractors for their dedication and pride in the school site.

Of particular note in 2023, was the major hailstorm in March. This caused considerable damage to several buildings around the site, along with most vehicles. A large insurance claim saw builders appointed to work through the repairs over school holiday periods. Final works are being completed in the early part of 2024.

The Board continues to follow closely the extensive development of North Shepparton, both along Verney Road and the Goulburn Valley Highway, including the commencement of All Saints Anglican School. From the School's perspective, we continue with preliminary works in establishing a junior school, including direct access off the Goulburn Valley Highway.

Environment

Finance

The School's finances moved through 2023 based on a strong enrolment, stable staffing, and continued investment in infrastructure.

The official enrolment on Census Day in August 2023 was 685 students (2022 - 690).

The School depends heavily on Government recurrent funding and total Government funding made up 45% of the School's income in 2023. Most of this funding (40%) is from the Commonwealth.

Changes to the Commonwealth funding model commenced in 2022 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.

On the expenditure side of operations, staffing costs made up 70% of recurrent expenditure in 2023, 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.

It is worth noting that the School has not yet been deemed to be liable for payroll tax, however we are likely to cross the fee threshold in 2025 or 2026.

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

The main focus of capital development in 2023 and into 2024 was the refurbishment and upgrade

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2023

| INCOME | 2023 | 2022 |
|---------------------------------------|-------------------|-------------------|
| Private Fees and Charges | 10,331,647 | 9,899,255 |
| Commonwealth Government Grants | 8,093,573 | 7,531,776 |
| State Government Grants | 890,447 | 908,204 |
| Other Income | 751,631 | 39,076 |
| | 20,067,298 | 18,378,311 |
| EXPENDITURE | | |
| Employment Expenditure | 12,791,145 | 12,639,405 |
| Academic Programs | 1,756,186 | 1,406,048 |
| Administration and Property Costs | 2,554,609 | 1,754,754 |
| Depreciation | 1,155,894 | 1,081,467 |
| Interest Expense | 6,643 | 15,027 |
| | 18,264,477 | 16,896,701 |
| Operating Surplus for the year | 1,802,821 | 1,481,610 |

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2023

| | 2023 | 2022 |
|--------------------------|-------------------|-------------------|
| Current Assets | 15,078,779 | 13,798,437 |
| Non-Current Assets | 41,856,007 | 41,473,859 |
| Total Assets | 56,934,786 | 55,272,296 |
| Current Liabilities | 2,545,039 | 4,302,747 |
| Non-Current Liabilities | 2,146,461 | 640,084 |
| Total Liabilities | 4,802,500 | 4,942,831 |
| Net Assets | 52,132,286 | 50,329,465 |
| Equity | 52,132,286 | 50,329,465 |

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

of the science precinct. We are pleased to report that this project was completed ahead of time and underbudget, with the five laboratories ready for use at the commencement of 2024 classes. Preliminary work on access from the Goulburn Valley Highway has continued during 2023, be it at a frustratingly slow pace.

Other investment in 2023 included:

- Continued replacement of student lap top computers and tablets.
- New lockers for Year 12 students.
- Replacement of floor coverings.
- New class sets of musical instruments.

- New firewall and cyber security systems and services.
- New fencing around the sports hardcourt area.
- Replacement and upgrades of classroom interactive whiteboards.

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

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.

In 2023, Year 12 students completed the ISV Exit Survey. This survey was benchmarked against the data from 112 independent schools and 49,000 students.

In 2023, our Year 12 student's satisfaction levels were higher than the ISV average in all domains. Against statistically similar schools, their satisfaction levels were higher in 9 of the 10 domains.

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.

Mother's Club

The Mother's 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.

Alumni

The School continued to build relationships with past students. We were delighted to be able to hold a number of reunions during 2023.

- 5 Year Reunion for the Class of 2018
- Reunions 10, 15, 20, 25, 30, 35 years

2023 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 J Holgate
B.Sc., Grad.Dip.Ed., Grad.Dip.Maths.

Mr L Howard
B.Phys.O/Ed

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

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

Mr B McMurray
B.Mus, AMus, Grad.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 K O'Connor
B.A., Dip.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 Pohlner
B.Ed.

Mr N Poole
B.App.Sc.

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

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

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

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

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

Mrs P Smith
B.Sc.Ed.

Mrs L Smithers-Shaw
B.A., Dip.Ed

Mr P Tan
Dip.Acc., B.Music, Grad.Dip.Ed.

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

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

Ms G Thompson
B.Ed.

Mr M Torriero
B.Bus., Dip.Ed.

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.

2023 Operational Staff

Ms K Allan
Library Assistant

Mrs C Amery
Instrumental Music Tutor

Mr M Banning
Instrumental Music Tutor

Mrs J Benton
Information Systems

Mrs J Birchall
Assistant Business Manager

Mrs L Bolton
Administration

Ms K Boschetti
Trainee

Mr R Boswell
Maintenance

Mrs D Brett
Tuckshop

Mrs L Carley
Main Reception

Mrs D Cassidy
Dip.Mgt., Registrar

Ms L Connors
Trainee

Mr A D'Andrea
Grounds

Mrs L Di Fede
Learning Support

Mr B Dixon
Learning Support

Mr B Evans
Information Systems

Mr M Gook
Cleaning

Ms A Harry
Instrumental Music Tutor

Mrs C Heard
Tuckshop

Mr T Honey
Trainee

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

Ms H McCann
Student Reception

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

Mrs R McCrindle
Dip.BA., Administration

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

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

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

Mrs 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 A Wallace
Administration, Tuckshop

Mrs S White
Tuckshop

**GOULBURN VALLEY
GRAMMAR SCHOOL**



SEMPER ULTERIUS

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