



ANNUAL REPORT 2019



GOULBURN VALLEY GRAMMAR SCHOOL

2019 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2019 academic year. The report offers a brief account of events and accomplishments in key domains of the school's operations.

These domains include:

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The School Board

The school is governed by a Board of Directors elected by members of Goulburn Valley Grammar School Ltd., a not for profit company. Board members are elected for three-year terms with elections being held at the AGM in May each year. The Principal is also a Director.

The Board meets monthly. It conducts a planning review at its mid-year seminar and at the end of the calendar year, the Board reviews the school's educational plan and sets the budget for the following year. The Board sets school fees. Members of the Board reflect the broad cross-section that makes up the school community.

Mr Andrew Galbraith



Chair

Mrs Fiona Merrylees



Deputy Chair

Mr Damian Trezise



Secretary

Mr Laurie Pennell



Treasurer

Governance

Goulburn Valley Grammar School sees good governance as critical to the school fulfilling its aims and objectives in the short and long term.

Governance responsibilities include the establishment and realisation of the school's vision and strategic direction. Governance also involves monitoring compliance, risk management, financial performance and stability.

The Board was led in 2019 by the Chair, Mr Andrew Galbraith and supported by the Executive of Mrs Fiona Merrylees (Deputy Chair), Mr Damien Trezise (Secretary) and Mr Laurie Pennell (Treasurer). The Principal and Business Manager also attend Executive meetings.

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

During 2019, the school Board's core focus was ongoing monitoring of the school's financial performance and implementation of the school's strategic priorities including:

- Strategic planning including evaluating overall school performance and improvement opportunities. Reviewing the school's strategic direction, masterplan and performance
- Monitoring implementation of the School Improvement Plan, particularly in relation to student literacy, numeracy and learning growth
- Analysing the financial performance in the short term particularly the 2019 budget and also the following 5 years and developing the budget for 2020
- Oversight of key risk and compliance matters including compliance with Child Safe Standards
- Monitoring progress on major capital projects
- Appraisal of the Principal's performance.

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

School Profile

Goulburn Valley Grammar School is an independent, co-educational school. The school was founded by the local community over 38 years ago in 1981, with the first student intake in 1982.

The school is non-denominational and open entry with a strong focus on student learning and achievement. At the same time the school places a priority on being a caring and respectful community where each student is recognised for their individual worth. There is a positive community culture and rich co-curricular programme which aims to nurture the development of well-rounded young people. The school is located in Shepparton, a regional centre in Northern Victoria but draws enrolments from across the Goulburn Valley and Northern Country Victoria.

Summary school information:

- Enrolment from Years 5 to 12 of 690 students
- Employs 63.4 teaching staff and 31.7 operational staff
- In Years 5 to 10 the learning programme is founded on the Australian Curriculum
- In Years 11 to 12 students complete the Victorian Certificate of Education
- School located on one site covering 17 hectares
- Well established high-quality facilities,
- Beautifully maintained and landscaped grounds.

Dr Ravi Bhat



Mrs Prudence Dobson



Mrs Natalie Parker



Mr Andrew Plunkett



Mrs Linda Prentice



Mrs Sonia Priestly



Mr Robert Waterson



From the Principal

In the school's 38th year we have continued to enhance the school's learning and personal development programmes. The following summary celebrates some of the major highlights of the year.

We expect our Year 12 students to lead the school and leave a positive legacy for future generations. The Class of 2019 have lived up to this challenge being one of the most effective cohorts at connecting year groups across the school. They planned events that involved students mixing across year levels through activities such as the House Pelican Cup, scheduling events in year level areas and running the House themed Pelicnic. They also innovated, creating new events such as the battle of the bands and took the school song to a new level.

Their genuine commitment to learning growth was clear through their effort and persistence. We acknowledge the courage and determination of students who persisted in the face of genuine challenges. We also noted those with considerable natural ability who consistently challenged themselves to seek excellence.

At the same time, the Class of 2019 were a particularly cohesive and supportive year level. Their close and positive interactions with their teachers are hallmarks of their relationships with others. They have collectively supported the initiatives and responsibilities of individual students assisting with events and activities.

The Class of 2019 managed to get the balance right and have kept closely involved and connected with all aspects of school life. They appreciated and valued involvement in sport, productions, public speaking, community service, leadership and music. We thank and acknowledge the fine servant leadership demonstrated by the Class of 2019 and particularly recognise, School Captains Olivia Bolton and Patrick Bolton.

The school aims to cultivate a learning community where students are supported and challenged to achieve the high expectations to which they aspire. During 2019, the strong

performance of students in learning competitions, NAPLAN and VCE outcomes reflect the power and impact of the school's learning programme.

During 2019 three students were presented with Premier's VCE Awards for outstanding achievements in their studies at VCE Unit 3 and 4 level during 2018. Premiers VCE Awards were won by Aditya Bhat (Class of 2018) in Music Performance, Farhan Islam (Class of 2019) in Indonesian Second Language and Paige Nelson (Class of 2019) in Industry and Enterprise.

The well-rounded development of students with strong personal and social capabilities such as problem solving, resilience, teamwork and communication combined with personal dispositions such as empathy, confidence and self-discipline have always been corner stones of the school's broader learning philosophy. The Co-curricular Programme plays a vital function in learning these skills and dispositions.

The year saw significantly increased levels of engagement and participation in the House competitions. McLennan took out the Pelican Cup while Fairley was victorious in Athletics. In strong form throughout the year Ryall won Swimming, Cross Country and the Eisteddfod and claimed the overall aggregate House shield.

In weekend sport students continued to represent the school in large numbers in local competitions. In Badminton 18 teams competed with 13 making finals, 6 playing in Grand Finals and 4 winning premierships. Our Netball club fielded 10 teams with 7 making finals, 4 progressing to Grand Finals and 3 winning premierships. In the Soccer competition 7 teams represented the school with 6 making finals, 4 competing in Grand Finals and 2 winning Premierships. GVGS fielded an U14 Hockey Team in the local GVHA competition. The team played in a Grand Final and were placed runner-up.

In the Independent Country Co-educational Schools Inc. (ICCES) competitions, GVGS students represented the school in a diverse range of activities including Swimming, Athletics, Cross Country, Soccer, Basketball, Netball, Hockey, Golf, Cricket, Volleyball, Softball, Tennis, Football, Table Tennis, Chess, Badminton and Debating. Highlights included winning shields in Chess, winning the aggregate shield in the Summer Tour and placing second in the

Winter Tour. Our Equestrian team enjoyed an inspirational year competing successfully at Albury and placing 1st at Elmore. Our Football Team won the North East Sun Country Cup.

Our Music programme went from strength to strength with several exciting initiatives. A total of 12 concerts were held with close to 200 students undertaking instrumental tuition. The Year 8 Music elective classes commenced and performed two wonderful Soirees for parents. Other highlights included the Orchestra Victoria 3-day intensive workshop and concert and the Choir singing Ngarra Burra Ferra in Yorta Yorta language at the Yakapna assembly.

School productions continued to be a highlight of the school year. This year's productions of Oliver and Peter Pan Junior were outstanding. Many audience members commented on being amazed that the cast were school students. We were delighted to see 69 students involved in the Middle Years production and 65 involved in the Senior production either on stage or in supporting roles.

Promoting student skill and confidence in oral communication and public speaking have long been important aims of the school. These skills are developed through English language classes, debating and assemblies. In addition, 69 students presented for AMEB Voice and Communication examinations. In total 32 were awarded Honours or High Distinctions.

The learning of second language has long been prized in our community as an important achievement both culturally and cognitively. Our Indonesian language programme continues to develop opportunities for language and cultural immersion. In 2019 our Year 8 students ventured to Bali for a week of recreation, arts and culture experiences. Our Year 10 students ventured to Sumatra for the World Challenge experience where students planned and coordinated their adventure. The programme included significant experience of Indonesian Arts language. We also welcomed 19 Indonesian students who visited our school on exchange programmes and were billeted with our school families. Students participated in a range of other international experiences during the year. These included a STEM tour to the USA, and exchange programmes with partner schools in the UK, Canada and Italy.



2019 Prefects

BACK ROW L-R: *Principal Mr Mark Torriero, Ryan Cox, Eloise Caruana, Lillieth Ukich, Grady Tyson, Anthony Dohrman, Nathan Lon Ho Kee, Joshua Dillon, Cody Mohamed, Farhan Islam and Year 12 Coordinator Mrs Chelsea Pohlner.*

FRONT ROW L-R: *Russell Mawson, Rachel Thiel, Lucy Asquith, Patrick Bolton, Olivia Bolton, Grace Sandles, Emmersyn Rea and Hugh Farrell.*

Our commitment to continuous school improvement continued in 2019. We retained our focus on literacy with initiatives for both reading comprehension and writing. We are therefore developing a whole school research informed framework and curriculum for learning self-regulation at the classroom and tutorial level. We have also identified student voice and agency as significant areas for emphasis. To this end we have developed a range of tools for collecting more accurate and regular feedback from students including an aggregated student teacher quality survey and student focus group forums.

I congratulate our students on their approach to embracing the many opportunities presented to them. They consistently inspire our community through their involvement in diverse experiences and pride themselves in setting high personal standards.

This commitment to improvement that we see in our students is modelled by our dedicated teaching and operational staff. Their commitment firstly to the wellbeing and dignity of each student creates an environment in which students can be supported and challenged. The combination of high expectations and the provision of effective learning experiences

enables students to thrive. Our staff are equally committed to their own ongoing professional growth. On behalf of the school community I extend sincere thanks and appreciation to our staff for their commitment and effort.

Semper Ulterius

Mr Mark Torriero,
Principal

Our Learning Environment

Since foundation one of the school's core aims has been to provide an environment which promotes a love of learning and fosters the highest standards of academic achievement for all students. The school aims to cultivate a learning community where students are challenged and where, through support and nurturing, they achieve the high expectations to which they aspire.

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

Student Learning and Achievement

Subject Competitions

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

UNSW International Competitions and Assessments for Schools (ICAS)

During the period from June to August 2019, GVGS students in Years 5 to 12 voluntarily participated in the ICAS tests in English, Writing, Mathematics and Science. The students performed strongly with the following highlights. Distinctions were achieved by 23 students in English, 21 in Writing, 19 in Mathematics and 11 in Science. High Distinctions were achieved by 2 students in English, 1 in Writing, 3 in Mathematics and 3 in Science. One student received a medal in English, Lucy Bouchier (Year 11). Whilst four students received medals in Writing, Akhil Gadde (Year 10), Cliona Ingram (Year 10), Alexandra Ashburner-Hill (Year 11) and Farhan Islam (Year 12). The award of medals acknowledges their achievement as the highest scores in the State.

The Sayembara Lisan Oral Indonesian Competition saw 12 students receive either a First or Second place in the Victorian competition. In the Australian Geography competition, 15 students achieved Distinctions, 16 High Distinctions and three students were placed in the top 1% in their year level. In the Australian History competition there were 23 Distinctions and 12 High Distinctions. The Australian Mathematics Competition saw 39 students awarded Distinctions, 4 High Distinctions and one Prize winner. The Australian Computational and Algorithmic Thinking Competition saw 9 students awarded with Distinctions and 6 High Distinctions.

Premier's VCE Awards

Premier's VCE Awards are presented to the students achieving the highest results in each VCE study in a given year. Over the years, a

significant number of GVGS students have achieved this wonderful distinction. Three GVGS students were presented with Premier's VCE Awards for outstanding achievements in their studies at VCE Unit 3 and 4 level during 2019. Premier's VCE Award Recipients:

- Aditya Bhat (Class of 2018), Music Performance, taught by Mrs Genevieve Bihun
- Farhan Islam (Class of 2019), Indonesian Second Language taught by Ms Ruci Dewi
- Paige Nelson (Class of 2019), Industry and Enterprise taught by Mrs Mary Bayly.

NAPLAN

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

The My Schools website tracks the NAPLAN progress of students who were at the school in 2017 and 2019. The information reveals the above average impact of our learning programme. The gains reflect the hard work and commitment to learning shown by our students. They also affirm the commitment of our teaching staff, particularly those in the Mathematics and English Departments who have worked hard, embraced data, and enhanced the impact of their teaching.

Learning growth for students at GVGS transitioning from Year 5 (2017) to Year 7 (2019) when compared to students with a similar starting score and background across the nation;

- well above average growth in Writing
- above average growth in Numeracy

Learning growth for students at GVGS transitioning from Year 7 (2017) to Year 9 (2019) when compared to students with a similar starting score and background across the nation;

- above average growth in Reading, Writing and Numeracy
- the majority of students demonstrated learning growth significantly above average in Writing and Numeracy.

VCE Highlights

- GVGS exceeded 89% of Victorian schools (out of 536)
- 2nd regional school in Victoria
- only one other regional school in the top 77 schools
- more than ½ students placed in top 20% of the state
- 73% students placed in top 30% of the state
- 91% 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 2019 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.

- 73% of the students placed in the top third of the State (ATAR over 70)
- 51% of the students placed in the top 20% of the state (ATAR score over 80)
- 25% placed in the top 10% of the State (ATAR score over 90)
- 13% placed in in the top 5% of the State (ATAR score over 95)
- The 2019 Dux of Goulburn Valley Grammar School was Muhammad 'Farhan' Islam who achieved an ATAR score of 99.9. The following high achieving students all achieved scores over 97;

- Muhammad Farhan Islam	99.9
- Lucy Asquith	99.7
- Joshua Dillon	98.45
- Hugh Farrell	98.25
- Ishan Wijesingha	98.2
- Milla Pogue	97.7
- Lynton Hoey	97.5
- Larissa Watts	97.4
- 3 students achieved perfect study scores of 50
- A total of 4 Premiers VCE Awards were won by 3 students
- 89 students undertook VCE studies in Year 12 and 100% satisfactorily completed their VCE (1 student undertook VCE studies via Virtual Schools Victoria while attending GVGS and satisfactorily completed their VCE)
- 90 students applied for an ATAR score
- There were no students who completed VET studies.

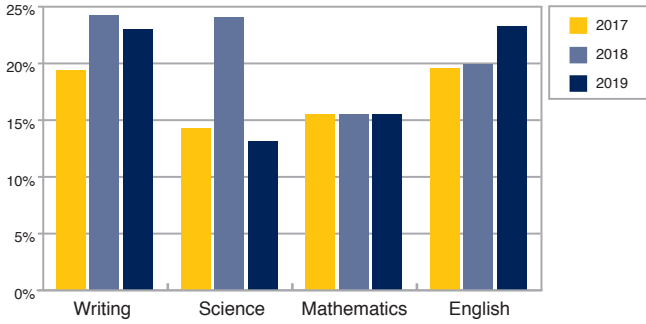
Tertiary Entrance

The Class of 2019 was highly successful both in terms of their levels of academic achievement and in terms of receiving offers for tertiary places through VTAC in a highly competitive environment.

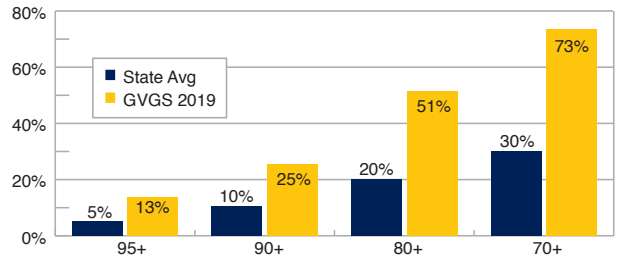
- 86 Year 12 students (97 % of the year level) applied for a tertiary place and, of those, 99% received a first-round offer
- 91% of Year 12 students received a tertiary offer that was either their 1st, 2nd or 3rd preference.

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

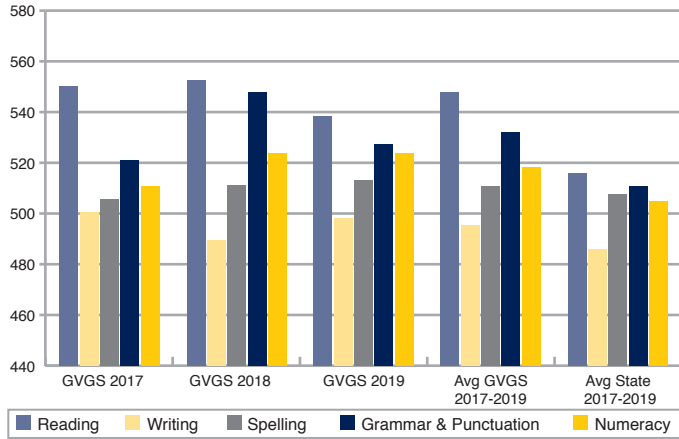
ICAS Competition 2019, % of students achieving distinctions & above



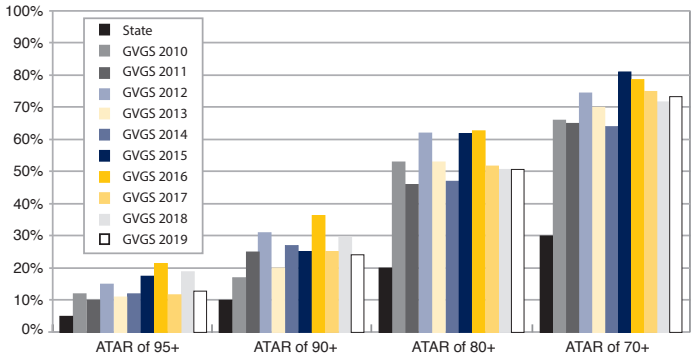
GVGS VCE scores - Class of 2019 distribution of ATAR scores



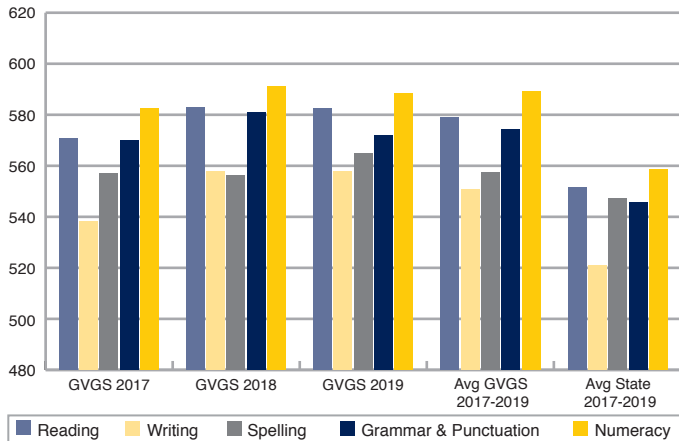
Year 5 NAPLAN 2017 - 2019



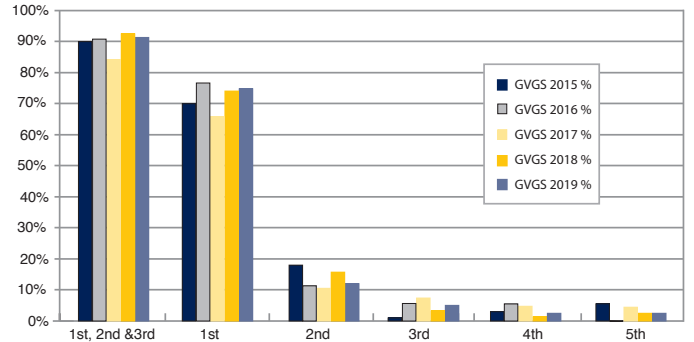
GVGS VCE ATAR scores - student score distributions 2010 - 2019



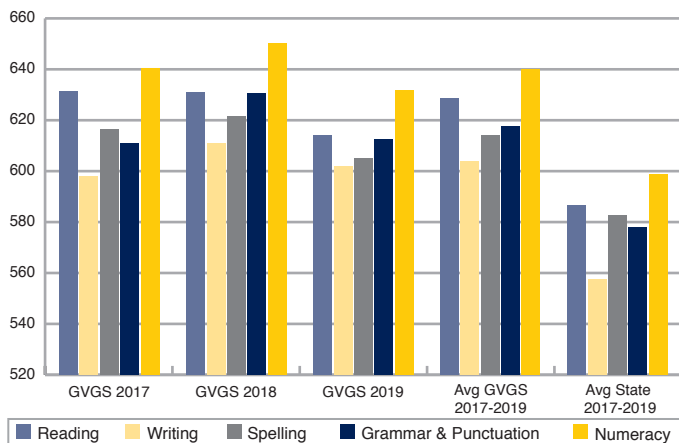
Year 7 NAPLAN 2017 - 2019



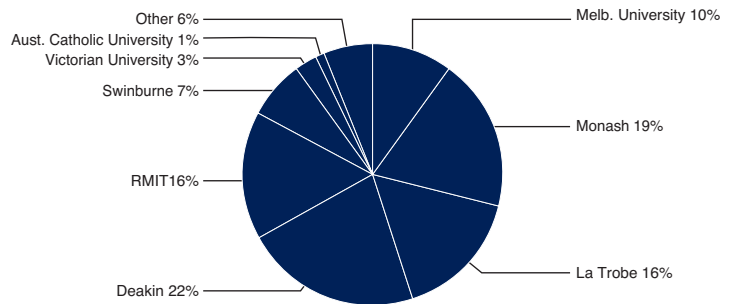
Class of 2019 - tertiary offers by preference



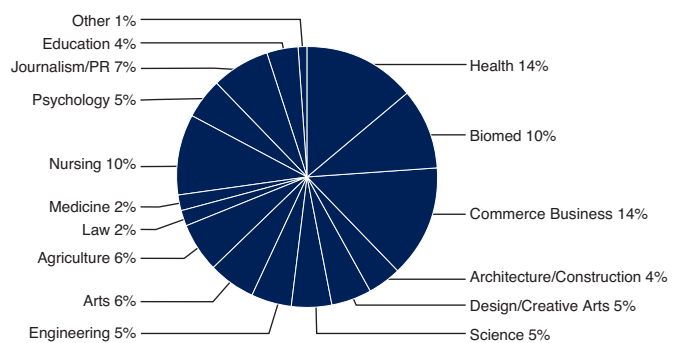
Year 9 NAPLAN 2017 - 2019



GVGS - Class of 2019 offers from Victorian universities



GVGS Class of 2019 tertiary course offers by major study



Caring for our Students

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

Student Pastoral Care and Welfare

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

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

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 at the oval, outdoor table tennis areas, hardcourt, library and the many outdoor seated spaces.

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

The School has undertaken staff training and provision of resources necessary to implement a number of programmes which support the social, behavioural and physical welfare of students. All Year Level 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. BullyBusters - a confidential email process which allows students direct access to report bullying incidents to the Equal Opportunity Officer continues to support students.

The focus on cyber-safety which has been a strong emphasis throughout the school Pastoral Care system and within the curriculum continues to gain momentum. A dedicated tutorial programme called 'Growing Up Digital – Cybersafety, Digital Literacy and Citizenship' continues to evolve to ensure that students are well equipped to cope with the digital age in which they live. The programme is delivered from Year 5 to Year 12 and is supported through regular classes and special seminars. The

programme covers a range of topics which are tailored to particular year levels and deal with issues Year Level 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.

The eSmart School Programme, an initiative of the Alannah and Madeleine Foundation continues to be developed. The aim of eSmart is to provide the tools and resources to equip the school community with the skills and knowledge they need for the smart, safe and responsible use of technology. The programme provides tools and strategies for teachers, students and parents to improve cyber-safety and reduce cyber bullying and bullying.

Year Level 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, record keeping, child safe, resilience and school refusal. In 2019 the Year Level Co-ordinator Group updated their 3 year Mental Health First Aid Certification with a one day refresher course or completed a 2 day Mental Health First Aid Course. Mental Health First Aid training was offered to all interested teaching staff with the aim of training new staff each year. Whilst continued professional development and professional discussions give the teaching staff a wide range of skills for working with students the school recognises the need for professional services and a school counsellor was available three days a fortnight, and a psychologist once a week.

A large focus for 2019 was the development of Year Level pages on Agora. Year Level Co-ordinators were provided with training to support the development of their year level page. This platform allows parents and students to access relevant information related to a particular year level. These pages are updated regularly with news, events, photographs, curricular and co-curricular events and provide a sense of community for each year level.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff have updated epipen, anaphylaxis and cardiopulmonary

resuscitation training and a large number of staff completed a full day First Aid Qualification in addition to these requirements. The physical wellbeing of students is additionally supported by the nurses in the Health Centre.

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

Student Attendance

In accordance with government requirements, we mark attendance rolls twice each day. We record the reasons for student absences and we follow up if a student is absent and we have not had parental notification. In 2019, the Attendance Rates for students were:

Year 5 – 95%	Year 6 – 94%
Year 7 – 95%	Year 8 – 94%
Year 9 – 95%	Year 10 – 94%
Year 11 – 95%	Year 12 – 96%

The overall Attendance rate was 95%.

Student Retention

Goulburn Valley Grammar School has waiting lists at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2019 Year 12 consisted of 90 students. 85 of the students from the Year 12 group were at GVGS in Year 9, 2016. Of the 2019 Year 12 class 86% were in Year 7 at this school in 2014 and 6% came after Year 9.

Student Opinion

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

In 2019 GVGS participated in the Independent Schools Victoria Year 12 Exit Survey. This survey is designed to gauge satisfaction levels of Year 12 students with important aspects of schooling. The survey seeks to gather student recommendations for improving the quality of education to ensure a smooth transition to life beyond school. Student perceptions were very positive with overall student satisfaction levels significantly higher than the ISV average in all domains. Students reported very high levels of overall satisfaction with their experience at the school. This result was well above the ISV average.

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

The school had identified student agency and student voice as strategic improvement areas for 2019. Consequently, the school completed the University of Melbourne Science of Learning Partnerships programme, focussing on Student Voice. The programme brought together leading researchers from neuroscience, education and cognitive psychology, working alongside the education community to improve education and wellbeing outcomes. The Science of Learning Partnership Initiative connected leading education experts with school communities to translate and disseminate proven learning science research into pedagogical practice. Our involvement resulted in new student voice surveys, the establishment of GVGS student learning regulation protocols and extensive professional learning for department Co-ordinators and teachers regarding cognitive sciences. Particular focus was on evidence based practices such as retrieval, spaced practice and interleaving. These principles have underpinned extensive work in the student tutorial programme explicitly teaching students effective learning strategies. The programme has been expanded in 2020 with GVGS conducting action research project investigating the impact of the programme on student learning practices.

Student Profile

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

- Years 5 and 6 had an enrolment of 100 students
- Years 7 to 12 had 590 students
- Total enrolment of 690 students
- The gender balance comprised 49% girls and 51% boys
- Nine students identified as indigenous.
- Four 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 and Yarrowonga/Katamatite.

A Well Rounded Education

The school is committed to developing well balanced young women and men of character who can make a positive contribution to society at a local and international level. Skills such as leadership, teamwork, communication and problem solving combined with personal dispositions such as empathy, confidence and self-discipline can be developed in the classroom but the school's rich co-curricular programme is essential in providing diverse opportunities for nurturing these qualities.

Music and Public Speaking (Voice and Communication)

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

A total of 15 musical concerts were held in 2019:

- Autumn Concert
- Percussion Concert
- Strings Concert
- Wind and Brass Concert
- Foundation Day Concert
- Voice Concert
- VCE Concert
- Orchestra Victoria Workshops and Concert
- Two Year 8 Soirees
- Guitar Concert
- Piano Concert
- Junior Concert
- Interschool Concert
- Battle of the Bands
- Sixteen ensembles and bands providing over 230 positions in these groups
- Instrumental and voice tuition provided to 191 students
- Performances at assemblies, special events e.g. Presentation Evening and community events
- AMEB examinations
- Voice and Communication tuition was provided to 73 students which culminated in the Creative Words Evening / Concert.

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. In 2019 the following houses were victorious in house competitions.

- Swimming – Powell Cup to Fairley House
- Athletics – Edwards Shield to Fairley House
- Cross Country – CYMRU Cup Ryall House
- Eisteddfod – Ryall House
- 2019 Aggregate House Competition – Close Family Shield to Ryall House.

Local Competitions

Local competitions run through Terms 2 and 3 and they provide our School Community with a great chance to further their networks, whilst the students enjoy their sport focusing on commitment to others, teamwork, friendships and skill development.

GVGS Netball Club

84 players in 10 teams played each Saturday in the Shepparton Netball Association competition, making GVGS the biggest club in the competition for four successive years. Three premierships were earned by our Under 13 Division 1, Under 15 Division 2 and our Under 17 team. A further two teams were Runners Up.

GVGS Soccer Club

96 players in 7 teams played each Saturday in the Shepparton Junior Soccer Association competition. We had great success with premierships in the Under 12, Under 15 Division 3 and the Open Girls Team and one Open Girls Team were Runners Up.

GVGS Hockey Club

In our inaugural Hockey Club season 15 players entered the Goulburn Valley Hockey Association in the Under 14 mixed competition. This team quickly developed their skill level and teamwork to advance to the Grand Final. A Runners Up position was a credit to this group of students and has set a platform for expansion in 2020.

GVGS Badminton Club

In the Shepparton Junior Badminton Association played on Friday afternoons/evenings, GVGS are the biggest club competing with 87 players. GVGS entered 18 teams and won four premierships in A Grade, B Grade and C Grade with a further two teams Runners Up.

Clay Target Shooting Competitions

GVGS entered two competitions, one in the State Schools Championships at the Echuca Gun Club and the second was the Benalla Field and Game shoot hosted by Benalla College. With over 250 shooters at both events, this sport is popular and one that is suited to our regional location.

Football Country Cup

GVGS easily won our local Sun Country competition hosted by VCFL Murray Goulburn. This earned GVGS the right to play in the Regional Final. Unfortunately, our opponent could not set a date within the timeframe and thus GVGS was crowned Murray Goulburn Sun Country Cup Champions.

SPSSA Primary Sport

Our Under 12 students are able to compete in a wide range of activities in the Shepparton Primary School Sports Association competitions. Sports include swimming, cross-country, athletics and individual sports including tennis, golf etc. Those who win the district events, represent Shepparton in regional events. Success in regional events may allow students to compete at State level. We had five students compete at State events in 2019.

ICCES Sporting Competitions

ICCES is an association of independent schools from across Victoria. Schools meet in Melbourne to compete in Athletics, Badminton, Table Tennis, Swimming, Cross Country, Debating and Chess. In addition, GVGS has hosted the ICCES Winter Tour in Shepparton for a number of years, where competition is based on the winter sports of netball, basketball, hockey and soccer. The ICCES Summer Tour is held in Ballarat offering the sports of cricket, golf, tennis and volleyball.

Girton Sport

Traditional competitions are played against Girton Grammar School, Bendigo.

- Summer Sports Day - GVGS retained the Cup (Cricket and Tennis).

Equestrian Events

Over 180 riders competed in the Elmore Interschool event held this year and GVGS won the competition. A Year 8 student was awarded the overall Individual Secondary Champion. Some of our competitors qualified for the State and National Interschool Championships.

Performing Arts

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

- Senior Production 'Oliver' involved over 65 students in cast, make-up, props, backstage and orchestra
- Middle Years Production 'Peter Pan Junior' involved 69 students.

Year Level Camps Programme

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

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

Clubs and Service

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

Service Groups

- Amnesty International Group
- Environment & Sustainability Group
- Photomedia Group
- World Vision Group
- Sorry Day Representation
- Regional ANZAC Service Representation
- Remembrance Day Service Representation
- Student Representative Council
- Social Justice Committee
- Reconciliation Breakfast Representation
- Mothers Club Annual Luncheon Hosts
- 40 Hour Famine Group
- Year 9/Year 5 Buddies Programme
- Year 11/Year 7 Peer Support Programme
- Local Soup/BBQ Kitchen for Disadvantaged
- Hospice Tea and Harmony Volunteers
- Smith Family Reading Programme
- Indigenous Culture Committee
- Various Community Service Programmes in Year 9
- World Challenge Sumatra Community Project.

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 2019 the following opportunities arose for some of our students:

- Visits and exchanges with Indonesian sister schools
- Sumatra World Challenge
- Stem Tour (USA)
- Year 8 Indonesian Trip
- GVGS overseas school exchange programme with schools in 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 quality of life of young people through meaningful and effective learning.

Professional Learning

Professional learning was focused on student voice, cognitive science and the implementation of the new learning management system Agora. Professional Learning Teams also continued in Year 7 English and Year 8 Humanities. Total expenditure on professional learning for 2019 was \$357,439. This means that an average of \$3,759 was expended on each staff member for their professional development

Staff Profile

GVGS had 95.1 FTE staff in 2019. This comprised 63.4 FTE teaching staff and 31.7 FTE operational staff. The gender breakdown is: teaching staff male 31% and female 69%; operational staff male 31% and female 69%. Several staff members were born overseas, including from Indonesia, Poland, Italy, India and the United Kingdom; there are currently no indigenous employees.

Staff Retention

The teaching staff list at the commencement of 2019 included 74 teachers. Of these teachers, 67 remained on the teaching staff list at the commencement of 2020. This represents a 91% retention rate. There were seven staff departures during 2019, comprising of three retirements and four resignations.

Staff Attendance

In 2019, the Staff Attendance rate was 95.36%.

Leadership

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

The school's leadership team met weekly in 2019 and comprised the Principal, the Deputy Principal, Business Manager, Director of Learning - Senior Years, Director of Learning - Middle Years, Director of Students and the Director of Co-curricular Activities.

Our school is a community where student learning and achievement is at the centre of all that we do. We believe that every student has the ability to learn and grow and we have high expectations of all students. This commitment saw ongoing work in identifying areas for improvement, implementing relevant evidence based practice and carefully monitoring the impact on student learning, considering both growth and achievement.

PASTORAL

Year Level Co-ordinators

- Mrs Fiona O'Meara, Years 5 and 6
- Ms Julia Mathers, Year 7
- Mr Grant Findlay, Year 8
- Mr Scott Harrison, Year 9
- Mrs Nicole Bensch, Year 10
- Ms Deidre Belleville, Year 11
- Mrs Chelsea Pohlner, Year 12

Equal Opportunity

- Mrs Faye Kerr

Careers and Course Counsellor

- Mrs Debra Block

Transition Co-ordinator

- Ms Julia Mathers

Transition – Year 5

- Mrs Rachel James

Peer Support Co-ordinators

- Mrs Rebecca Morris
- Ms Lyn Powles

Buddies Co-ordinator

- Mrs Maree Arnold

TEACHING AND LEARNING

Department Co-ordinators

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

Learning and Teaching Projects

- Mrs Monika Pearce, Learning Support Co-ordinator / Mrs Tamara Goodfellow, Learning Support
- Mr Steven Bayly, Head of e-Learning
- Mrs Nicole Bensch, e-Learning Support
- Mrs Jacinta Carter, Curriculum Support

Learning Leaders

- Mrs Brooke McLeod
- Mr James Sach

Literacy Focus Group

- Miss Kathryn D'Elia
- Mr Tim James
- Mrs Jo Yarwood
- Mr Sean Templeton
- Mr Mark Torriero
- Ms Nicole Sleeth

CO-CURRICULAR

- Mr Greg Reynoldson, Sport
- Mrs Meagan Harrison Dunlop House Leader
- Ms Kim Starkey and Mrs Lauren Sibio, Fairley House Leaders
- Mr James Sach, McLennan House Leader
- Mr Lachlan Heard, Ryall House Leader
- Mrs Brooke McLeod, SRC

Operations

- Mrs Margie McArthur, Daily Organiser

Senior Leadership Team 2019

- Mr Mark Torriero, Principal
- Mr Kim Stokie, Business Manager
- Mr Leon McLeod, Deputy Principal
- Miss Kathryn D'Elia, Director of Learning -Senior Years
- Mr Tim James, Director of Learning – Middle Years
- Ms Trish Lawless, Director of Students
- Mr Shane McDonald, Director of Co-curricular Activities
- Mrs Pam Wallace, Assistant to the Principal, Registrar – Terms 1-3
- Ms Michelle Schofield, Executive Assistant to the Principal – Term 4

Resources and Environment

The 2019 year commenced with the final completion of an upgrade to the front (east) end of the main building. This now compliments the architectural style of the music centre, as well as providing more shelter and seating for students.

After almost 40 years since the school's site was established, sewerage connection was finally completed. Nearby subdivisions provided the opportunity to connect to this infrastructure and both internal and external works continued throughout 2019. The final changeover was completed in time for the commencement of classes in January 2020.

The school has prepared a planning application to install an entrance from the Goulburn Valley Highway. This would facilitate site development on the highway side of the campus, with the potential for a junior school and early learning centre to be developed. This is very much a long-term project and access from the highway is seen as vital if such expansion is to become a reality.

A new recreational area was constructed during 2019, particularly benefiting students in years 8 and 11. The area includes both passive and active zones, together with attractive landscaping and has been embraced by students in these year levels.

The Board continues to review the master plan and assess the future needs of the school's site. Traffic management, building development, sustainability and playing fields are at the forefront of this.

Finance

The school completed another strong financial year in 2019, with continued strong enrolments, supplemented by waiting lists. The official enrolment on Census Day in August was 690 students. Together with sustainable operating costs, low debt and strategic long term development, the Board has every confidence in the long term financial strength of the school, as well as short to medium term cash requirements.

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

Continued changes to the Commonwealth funding model from 2022 onwards are of concern to the school and will likely result in a decrease in funding over the subsequent eight years.

On the expenditure side of operations, staffing costs make up 75% of recurrent expenditure, hence, prudent management of this is essential. Information technology, education resources, property maintenance and private bus subsidies are other key cost areas. Whilst costs across the broader education sector continue to increase above the CPI index, we believe our expenditure is at a level we can sustain into the medium term.

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 Sub 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.

Further capital development continued throughout 2019 and into the start of 2020.

Key projects included:

- Continued replacement of student lap top computers and tablets
- Upgrade of the school's wireless infrastructure
- New main reception joinery and telephone system
- New lockers for year eight students
- Continued phase in of LED lighting
- New outdoor table tennis tables
- New stock of musical instruments
- New lockers for year 11 students
- New cylinder mower

Plans for 2020 include:

- Continued replacement and upgrading of grounds equipment
- Redevelopment of the information services resource and support centre
- Preliminary work on science precinct redevelopment

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2019

INCOME	2019	2018
Private Fees and Charges	8,614,988	8,733,606
Commonwealth Government Grants	6,788,787	6,562,715
State Government Grants	904,348	909,431
Other Income	226,500	86,781
	16,534,623	16,292,533
EXPENDITURE		
Salary Expenditure	11,796,680	11,176,019
Academic Programs	1,265,127	1,244,721
Administration and Property Costs	1,454,032	1,400,413
Depreciation	1,188,403	1,026,805
Interest Expense	8,084	12,013
	15,712,326	14,859,971
Operating Surplus for the year	822,297	1,432,562

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2019

	2019	2018
Current Assets	8,834,116	8,203,246
Non-Current Assets	32,433,254	31,948,584
Total Assets	41,267,370	40,151,830
Current Liabilities	2,860,377	2,501,857
Non-Current Liabilities	1,822,132	1,687,670
Total Liabilities	4,682,509	4,189,527
Net Assets	36,584,861	35,962,303
Equity	36,584,861	35,762,303

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

Wider Community

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

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

Community Feedback

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

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

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

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

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

The school community including students, parents and staff expressed high levels of satisfaction with the school in general. In the majority of domains, satisfaction levels were above or equal to the average for participating ISV schools. This information assisted in identifying areas of strong performance and opportunities for improvement. This analysis informed improvement strategic priorities, improvement initiatives and resource allocation.

To provide regular monitoring of student voice teachers complete student perception surveys annually and the school participates in the Independent Schools Victoria Year 12 Exit Survey each year including in 2019.

Parents and Friends

The Parents and Friends has continued to work hard towards their key goals of building community connections through supporting school events and activities. These activities provide social opportunities for parents and build the school communities' relationships. Another key goal is raising funds to support the development of facilities and programmes at the school.

Mothers Club

The Mothers Club has continued to build community relationships by their involvement in both running and supporting major school events including Open Day, Grandparents Day and welcome new parents. Through supporting these activities many parents come together to form friendships and contribute their time and skills to the School community.

Tuckshop

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

Parent Helpers

Parents also provided invaluable assistance in many other areas of school endeavour. Once again, in 2019 parents assisted the school as coaches and team managers of many sporting groups such as Netball, Soccer, Badminton and Equestrian activities. Parents were also essential helpers in the School Productions providing valuable assistance behind the scenes in costumes, make up, set construction and design, props and front of house.

Alumni

The School continued to build relationships with past students. Over 130 guests attended the reunion on Saturday 19 October for the classes of 1989, 1994, 1999, 2004 and 2009. The reunion was a very successful evening with past students, and staff attending.

2019 Teaching Staff

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

2019 Operational Staff

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

GOULBURN VALLEY
GRAMMAR SCHOOL



SEMPER ULTERIUS

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