



ANNUAL REPORT 2020



GOULBURN VALLEY GRAMMAR SCHOOL

2020 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2020 academic year. The report offers a brief account of events and accomplishments in key domains of the school's operations.

These domains include:

Governance	1
Learning	4
Caring for our Students	6
Well Rounded Education	8
Our Staff	9
Leadership	10
Resources & Environment	10
Wider Community	12

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 monthly. It conducts a planning review at its mid-year seminar and at the end of the 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 2020 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 2020, 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
- Oversight of key risk and compliance matters including compliance with Child Safe Standards

- Analysing the financial performance in the short term particularly the 2020 budget and also the following 5 years and developing the budget for 2021
- 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.

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.

School Profile

Goulburn Valley Grammar School is an independent, co-educational school. The school was founded by the local community over 39 years ago in 1981, with the first student intake in 1982.

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

Summary school information:

- Enrolment from Years 5 to 12 of 687 students
- Employed 63.8 teaching staff and 33.9 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

The school's 39th year will surely be regarded as a historically significant one. The year 2020 challenged all schools profoundly. From the outset our school focussed on achieving two core aims. Firstly, protecting the health and wellbeing of the school and wider community and secondly maintaining the learning continuity of students.

Early on we recognised that responding to this challenge would require the collaborative effort of the entire school community. Our students were truly inspirational throughout the year remaining committed to learning and to each other. Many teachers commented on the motivation they gained from the resilience and determination of our students. Equally, our parents provided critical support of their children's learning while managing their own employment, family and finances. Our teaching staff were remarkable, responding without hesitation to the challenge. They transitioned to completely unfamiliar modes of classroom instruction almost immediately. Our operational staff were vital in supporting our teachers to focus on the learning of students. Our Information Systems staff were brilliant in ensuring our infrastructure was optimised for the situation.

The pandemic restrictions meant that our Year 12 students were challenged to create new ways of supporting the school community through their leadership. In particular their most powerful leadership was through their response to ongoing disruption and disappointment.

In all aspects of school life, the class of 2020 have shown a determination to find the positives. Our teachers were inspired by their enthusiasm for and commitment to learning. They were one of the most appreciative groups always saying thank you to teachers whether it was a Zoom or on-site lesson.

They have made an enormous contribution to all aspects of school life. In music they formed the backbone of our bands and ensembles for many years. Despite the lack of concerts and performance opportunities many continued their instrumental music lessons and attended rehearsals throughout Year 12. Over the years a large number of them performed in numerous productions and were again rehearsing in 2020. They dominated the lead roles in *Oliver* (2019) but have been active every year both as cast, in the orchestra and backstage.

The Class of 2020 were always focussed on the wellbeing of others. Exciting initiatives this year included the Blaze Aid app and the SRC cookbook. They created new potential traditions including the trick shot challenge, push up challenge and wellbeing reminders. Their effort of writing a personal note for each student on return to school in May was inspirational.

This year group are keen sportspeople. They were members of the Sun Country Cup winning regional team from 2019 and the VNA intermediate champion Netball team in 2018. In ICCES competitions 65 of their cohort represented the school in Sport, Debating or Chess. In local sport 51 students represented the school at some stage.

The school offers sincere thanks for the rich legacy they are leaving. We will always remember the Class of 2020 for their generosity, courage, and resilience.

The school commenced planning for remote learning early in the year developing a comprehensive remote learning programme utilising Virtual Classroom protocols and the technology platforms of Agora and Zoom. As a result, the school was able to transition to the Virtual Classroom Programme on the first day of the initial lockdown. We are very pleased that all learning programmes continued relatively uninterrupted throughout the year.

We maintained our commitment to high expectations by running traditional academic competitions. In 2020, GVGS students participated in numerous different academic competitions and many received outstanding results.

In 2020 a total of four Premier's VCE Awards were presented to GVGS students for their achievement in 2019. Awards were won by Meg Eishold (Industry & Enterprise), Farhan Islam (Mathematical Methods and Specialist Mathematics) and Eliza York (Industry & Enterprise). We also acknowledge the outstanding teaching of Mrs. Cheryl Garratt, Mrs. Judy Grace and Mr. Gary Warner.

While the school sport programme was clearly affected by restrictions, students were able to complete some aspects of our sporting programme. Ryall House made history winning the Powell Cup for House Swimming competition two years in a row. Ryall's victory is only the second time the house has won the event in the last 18 years. The remaining results were Dunlop 2nd, McLennan 3rd and Fairley 4th.

In the Independent Country Co-educational Schools (ICCES) competitions despite some cancellations

several events were successfully completed early in the year. The ICCES Swimming, held at MSAC, saw GVGS placing 7th with Ballarat Grammar taking out 1st place. The school placed 2nd in ICCES Table Tennis and 1st in Badminton.

Despite cancellations of all local junior sport competitions our students remained committed to sport with large numbers of students registering and commencing training. In some sports, associations were able to commence competition and students played in a small number of games. Most sports showed growth in student participation indicated by the following registration numbers;

- Soccer - 8 teams with 98 players
- Netball - 10 teams enrolled, with 90 players engaged to play
- Hockey - 3 teams with 38 players registered
- Badminton - 20 teams registered with 90 players

It was very pleasing that GVGS was able to field teams in the traditional Girton summer competition this year held at Shepparton. Our teams defeated Girton in all Cricket and Tennis matches to retain the Girton/GVGS Cup.

Despite the challenges of remote learning the school music programme continued strongly throughout the year. Students continued to attend lessons via Zoom during remote learning. Even though public performances were not possible students continued to attend ensemble and band rehearsals where possible. A total of 180 students enrolled in instrumental tuition playing instruments from seven different studios including Piano, Voice, Wind, Brass, Guitar, Percussion and Strings. In total 231 students were involved in 14 ensembles.

Nearly 70 students were preparing for the Senior Production Guys and Dolls. A total of 46 students had rehearsed as cast members and 24 students were undertaking supporting roles.

The school's traditional Voice and Communication tuition programme continued throughout the year online, during remote learning. This year 73 students enrolled in Voice and Communication tuition. Of those, 36 registered to sit an AMEB examination. The remaining students have all presented a final item for a school assessed certificate.

While responding to the immediate challenges of COVID-19 we have tried to stay true to our motto seeking to improve the quality of the learning programme for our students. Throughout 2020 we expanded our Common Curriculum trial to Years 7, 11 and 12 English. This programme focussed on



2020 Prefects

BACK ROW L-R: *Principal Mr Mark Torriero, Lucy Bouchier, Merdi Yamfu Bwanga, Hugo King, Frederick Thompson, Samuel Morgan, Samuel Brown, Thomas Loughnan, Elly Miechel, Tegbir Kaur and Year 12 Co-ordinator Mrs Chelsea Pohlner.*

FRONT ROW L-R: *Kate Lon Ho Kee, Sithmi Kulatunga, Laura Hatty, James Nethersole, Nell Ryan, Mia Lawley, Meg Eishold and Chloe Charnstrom.*

ensuring a guaranteed and viable curriculum for all students through designing lessons informed by cognitive science. The 2020 trials have been so successful that in 2021 the trial is being expanded to all year levels of English and to other department areas such as Science, Mathematics and Humanities.

Throughout the year we continued our commitment to full implementation of our Learning Management System, Agora. The progress made in 2018 and 2019 was invaluable in our successful transition to the Virtual Classroom Programme during remote learning.

We also continued our commitment to considering student voice in key decisions. We surveyed student satisfaction levels regarding the learning programme, health and social wellbeing. This information was critical in informing major decisions such as reducing content, lesson length and assessment quantities at key points in the year.

Clearly the pandemic is far from over but our experience and achievements this year give us confidence that we will be able to manage challenges we may face in 2021 and beyond.

Semper Ulterius

Mr Mark Torriero,
Principal

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.

Learning is central to the school's vision. Learning growth and achievement are at the core of our aims and efforts. Since foundation, the school has strived to maximise the learning growth and achievement of all students. There is abundant research demonstrating 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 level of effort and are given the

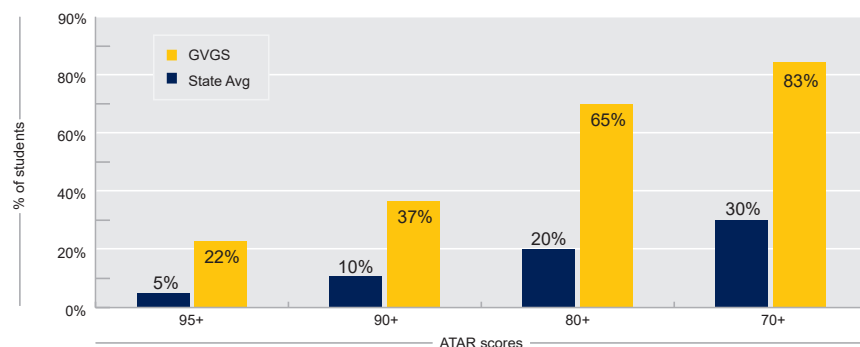
necessary curriculum, instruction and support, they can all demonstrate expected learning growth.

Student Learning and Achievement

VCE Highlights

- Ranked 29th in Victoria (527 secondary schools offering VCE)
- Ranked in top 6% of all Victorian schools
- Ranked 2nd in regional and rural Victorian schools
- More than ½ placed in top 20% of the state (65% ATAR 80+ - 60 students)
- 11 students achieved scores over 98
- 84% students received a first round tertiary offer that was either their 1st, 2nd or 3rd preference

GVGS VCE scores - Class of 2020 distribution of ATAR scores



Learning

In the Victorian Certificate of Education (VCE) the Class of 2020 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.

- 83% of the students placed in the top third of the State (ATAR over 70)
- 65% of the students placed in the top 20% of the state (ATAR score over 80)
- 37% placed in the top 10% of the State (ATAR score over 90)
- 22% placed in in the top 5% of the State (ATAR score over 95)
- The 2020 Dux of Goulburn Valley Grammar School was Ashima Tyagi who achieved an ATAR score of 99.6.
- The following high achieving students all achieved scores over 98; Ashima Tyagi - 99.6, Ayush Tyagi - 99.05, Elly Miehchel - 99.05, Frederick Thompson - 98.9, Meg Eishold - 98.9, Charlotte Uniacke - 98.7, Chloe Charnstrom - 98.65, Lucy Bouchier - 98.6, Eliza York - 98.2, Eloise Schmedje - 98.05, Harry Burgess - 98.05.
- 94 students undertook VCE studies in Year 12 and 100% satisfactorily completed their VCE

- 4 students achieved perfect study scores of 50
- 92 students applied for an ATAR score
- 2 students satisfactorily completed VET studies

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. In 2020, 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:

- Meg Eishold (Class of 2020), Industry and Enterprise, taught by Mrs Judy Grace
- Farhan Islam (Class of 2019), Mathematics Methods, taught by Mr Gary Warner
- Farhan Islam (Class of 2019), Specialist Maths, taught by Ms Cheryl Garratt
- Eliza York (Class of 2020), Industry and Enterprise, taught by Mrs Judy Grace

Tertiary Entrance

The Class of 2020 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.

- 90 Year 12 students (96% of the year level) applied for a tertiary place and, of those, 99% received a first round offer
- 84% 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.

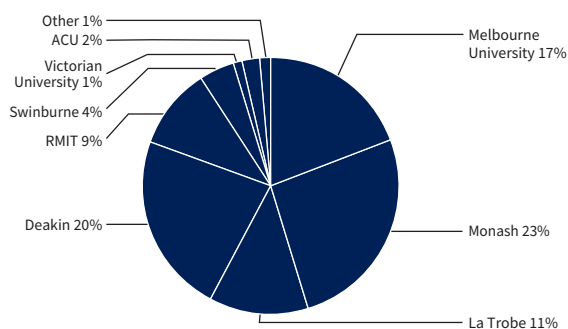
NAPLAN

The State Education Ministers met in March and decided to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This meant that all Australian students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Students in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

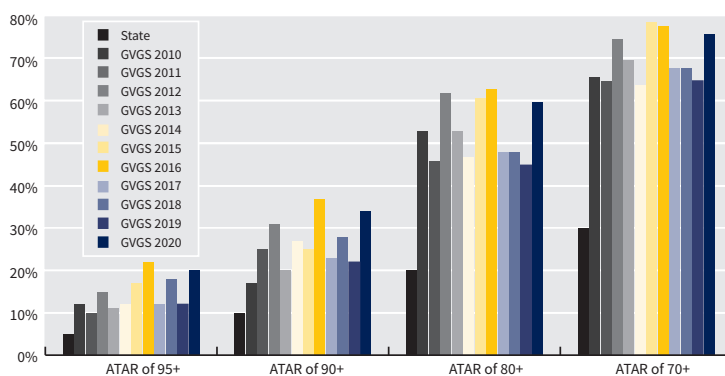
Subject Competitions

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.

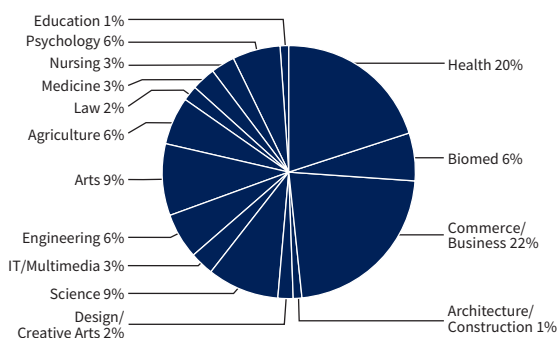
GVGS - Class of 2020 offers from Victorian universities



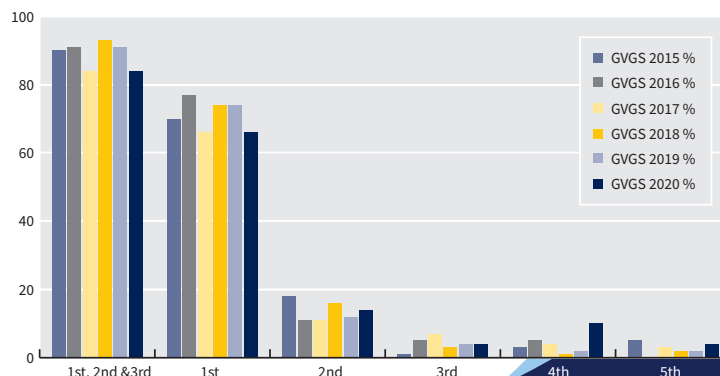
GVGS VCE ATAR scores - student score distributions 2010 - 2020



GVGS Class of 2020 tertiary course offers by major study



Class of 2020 - tertiary offers by preference



- Kwong Lee Dow Scholars - 2 students accepted into the programme
- Monash University Scholars - 2 students accepted into the programme
- ADF Future Innovators Award - presented to 1 student
- ADF Long Tan Youth Leadership & Teamwork Award - presented to 1 student
- UNSW International Competitions and Assessments for Schools (ICAS)
 - o 100 students took part in the ICAS competitions
 - o 33 students achieved a Distinction - top 10% of entrants Australia-wide
 - o 7 students achieved a High Distinction - top 1% of entrants across the whole country
 - o 3 Students won ICAS medals - highest score in a subject in their year level in the State
 - Mathematics - Hriday Shar (Year 8)
 - Science - Xavier Schmedje (Year 9)
 - English - Sasith De Abrew (Year 10)
- Sayembara Lisan Oral Indonesian Competition - 12 students received either a 1st or 2nd place in the Victorian competition
- Australian Geography competition - 9 students achieved Distinctions, 12 High Distinctions and three students were placed in the top 1% in their year level
- Australian Mathematics Competition - 31 students awarded Distinctions and 1 student awarded a High Distinction and Best in School
- The Australian Computational and Algorithmic Thinking Competition - 16 students awarded with Distinctions
- History Fiction Competition - two students won their year level category in both the Year 5/6 category and Year 7/8 category

- 2020 Premier's Spirit of ANZAC Prize - awarded to 1 student
- Furphy Literary Awardees - 6 students awarded prizes with 3 students awarded 1st prize in their category
- Country to Canberra Leadership Competition - 2 students announced as winners
- Victorian Indonesian Language Teachers Association Singing and Storytelling competition winner - 1 student

Virtual Classroom Programme

During 2020 the school completed two separate periods of offsite learning due to the Coronavirus pandemic. For most students, this totalled 15 weeks and 2 days or 1½ terms.

The first remote learning period ran from March 17th to May 22nd, with the second phase from August 5th to October 12th.

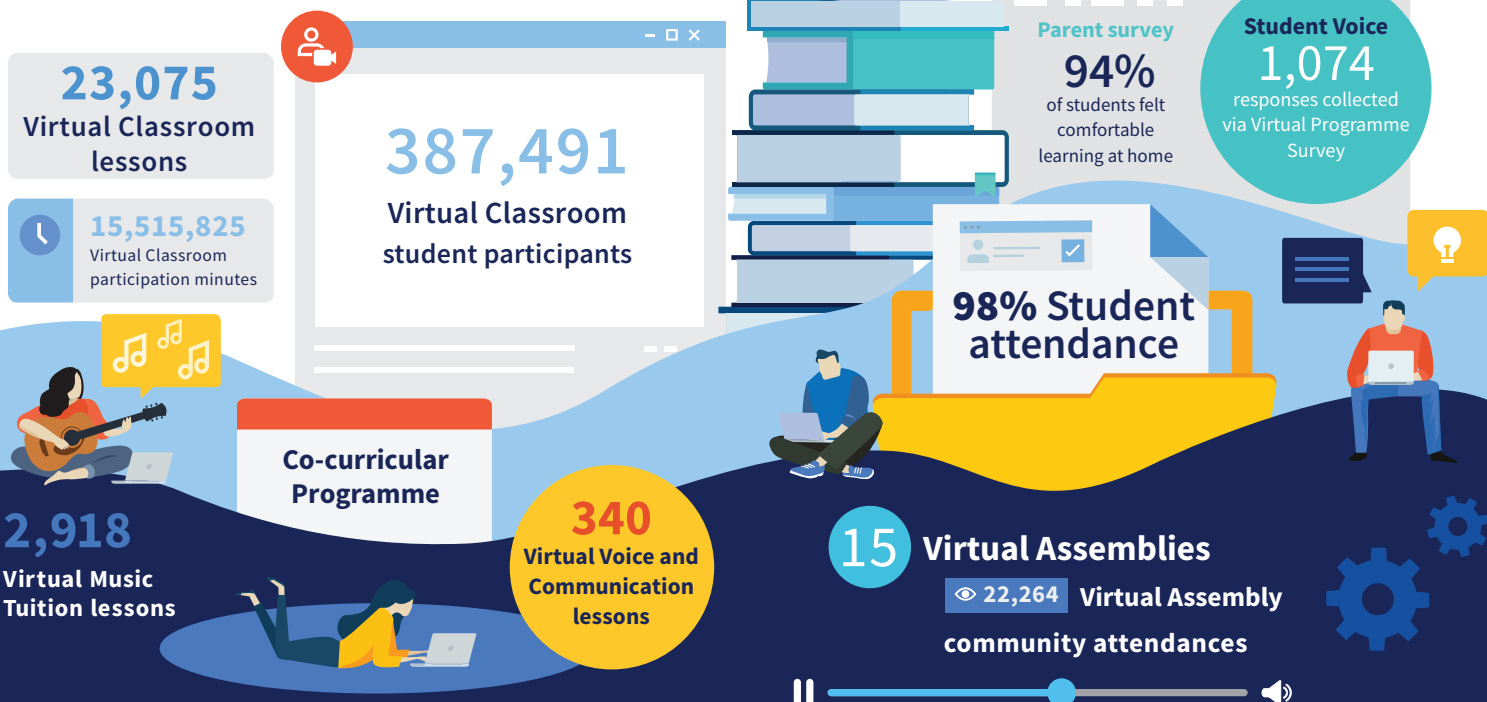
The Virtual Classroom Programme was a detailed set of protocols and guidelines designed by staff to ensure a successful remote learning experience. The Virtual Classroom Programme utilised existing digital platforms of Agora and Zoom. The protocols for teachers and students established how classes and the school day would operate in a virtual context. The aim was to maintain the learning continuity, purpose and routine for our students during a disrupted year.

Early on we identified that remote learning would involve a range of challenges for students, families and teaching staff. In order to maximise the efficacy of the programme the school monitored closely the perceptions and wellbeing of the school community.

Surveys were distributed to students, staff and parents at numerous phases throughout the year. The information was collected and analysed by the leadership team. Student voice was particularly powerful in identifying areas for improvement such as management of workload and fatigue. This resulted in significant adjustments being made to the programme's protocols throughout the year.

While we never expected remote learning to be a replacement for on-site learning, its impact exceeded our expectations. This reflected the incredible patience and goodwill of our students. It equally reaffirmed the inspirational hard work, professionalism and flexibility of our staff. Our teachers took risks and were forced to work in completely different ways to normal. They often had to make significant adaptations at short notice.

The success of the programme was also a result of excellent Information Systems infrastructure. This has been achieved through years of strategic planning and ongoing monitoring and improvement by our Information Systems team. The complete implementation of Agora prior to the pandemic was a critical step which dramatically enhanced communication and learning management for students, staff and families.



Caring for our Students

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

Student Pastoral Care and Welfare

The pastoral care programme at Goulburn Valley Grammar School focuses on developing mutual respect and confidence among all members of the school community. It encompasses everything that we do as a school to meet the personal, social and academic needs of students. The pastoral care system, utilising tutorials mostly of about 12 students and a tutor, continues to provide close monitoring and effective support of our students' welfare. This system is based on the contributions of Tutors, Year Level Co-ordinators, Director of Students and Senior Staff and complements our strong emphasis on creating an environment where each student feels connected to their peers, the school and their community. The Building Blocks Programme which operates at Years 5-7 provides an introduction to the values of the school and is a starting point in developing the cultural expectations of Goulburn Valley Grammar School. In Years 8-9, emphasis is placed on enhancing the Building Blocks Programme from earlier years as well as further developing skills of resilience, effective relationships, organisation and leadership. In Years 10-12, Year Level 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.

All year levels are now based in a designated precinct with easy access for students to Year Level Co-ordinators, tutorial rooms and lockers. Each precinct has comfortable, safe, shaded seating and outdoor areas so students can socialise within their year level and across year level groups. The development of these precincts is based on the needs of students and the provision of personalised care and attention for each student. Students have access to noticeboards which contain relevant school and co-curricular information pertinent to

the specific year level. Year Level Co-ordinators physical proximity to students ensures they can oversee their academic and personal needs whilst developing strong relationships with the year level. The designated year level precinct has provided students with a sense of belonging and ownership. At recess and lunchtime students can be seen enjoying their area or mingling with other year levels on the oval, hardcourt area, library and the many outdoor seated spaces.

The services provided by the Student Services Centre continued to be critical to student welfare, meeting the needs of students from Year 5 to Year 12. Learning Support offers literacy and numeracy support at Year 5 and 6, and literacy support at Year 7, 8 and 9. Data is used to determine literacy and numeracy levels and support is offered to approximately 10% of a year level cohort. This can occur as a one on one session, small group work or staff supporting student learning in the classroom. Services such as scribing for students during assessment tasks and examinations as well as Examination Special Provision were offered through this service last year. The Gifted and Talented Programme was used as an academic extension within Years 5, 6, 8 and 9. These services continued to be offered to our student body during 2020. During COVID-19 lockdown periods, support staff were able to work with students in their Zoom classroom, on a one on one basis to support their literacy and numeracy development.

The school was able to undertake staff training and provision of resources necessary to implement a number of programmes which support the social, behavioural and physical welfare of students. All Year Level Co-ordinators are trained in 'Restorative Practices'. This programme stresses the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. To this end the school has developed a 'Respectful Behaviour Policy' which has changed the emphasis of the original Bullying Policy. Through the tutorial system students are educated about the policy and provided with clear examples of what is acceptable behaviour and what is not. BullyBusters, which is 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. Due to COVID-19 lockdown restrictions these programmes were difficult to facilitate over Zoom to year level groups. Year Level Co-ordinators provided a range of resources for students and parents to help them to remain safe whilst in lockdown. Parents and students were provided via Agora with links to relevant webinars and resources that could be shared and viewed as a family unit.

The 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, child safe and resilience via the Resilience Project. In 2020, the Year Level Co-ordinator Group plans to update their 3 year Mental Health First Aid Certification with a one day refresher course or complete a 2 day Mental Health First Aid Course were impacted due to COVID-19 restrictions. Mental Health First Aid training was offered to all interested teaching staff with the aim of training new staff. This important professional development for staff has been postponed until 2021. To support staff in their role as tutors in 2020 to be able to deal with a range of mental health concerns for students related to COVID-19 lockdown and impact on personal and academic lives, staff were provided with a number of Webinar opportunities through the Black Dog Institute, Beyond Blue, Reach Out Schools and Independent Schools Victoria resources. The support of students' mental health and wellbeing was crucial during 2020 and the school continued to provide professional services and

school counselling via our school Counsellor and Psychologist. These sessions were facilitated via telephone and Zoom before, during and after the lockdown period. These services were in demand across the school, in particular, at the senior levels due to stress and anxiety related to the VCE.

A large focus for 2020 was the use of Year Level pages on Agora to provide up to date and relevant information to students and families related to COVID-19, use of Zoom for teaching and learning purposes and as a support for students as they adapted to learning from home. 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, curricular 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.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff have updated epipen, anaphylaxis and cardiopulmonary resuscitation training, which is updated regularly. The physical wellbeing of students is additionally supported by the nurses in the Health Centre who are available every day during school hours. The nurses played a major role in 2020 in providing up to date and relevant medical advice related to COVID safe practices for students and staff. They provided clear guidelines for managing student and staff returning to campus after each lockdown and set up protocols to reduce risk management related to COVID-19.

Goulburn Valley Grammar School provides a number of opportunities for students to develop and exercise leadership. Whilst the obvious examples of leadership relate to recognised roles and positions, there are many other opportunities for students to develop and enhance their skills. The school provides training for leadership through a number of recognised programmes, such as Peer Support Training which occurs at Year 10 and 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, 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 creates a caring and inclusive school community.

Student Attendance

In accordance with government requirements, we mark attendance rolls twice each day. 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 2020, the attendance rates for students were:

Year 5 – 94%	Year 6 – 95%	Year 7 – 96%
Year 8 – 96%	Year 9 – 96%	Year 10 – 96%
Year 11 – 96%	Year 12 – 98%	

The overall attendance rate was 96%.

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 of students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2020 Year 12 consisted of 94 students. 83 of the students from the Year 12 group were at GVGS in Year 9, 2017. Of the 2020 Year 12 class 80% were in Year 7 at this school in 2015 and 12% came after Year 9.

Student Opinion

The school community places a high priority seeking student voice.

Throughout 2020 we continued our commitment to considering student voice in key decisions. We surveyed student satisfaction levels regarding the learning programme, health and social wellbeing. This information was critical in informing major decisions such as reducing content, lesson length and assessment quantities at key points in the year.

In 2020 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. In 2020 the school had planned to participate in the ISV Lead Survey. Due to the Coronavirus pandemic the school deferred this until 2021.

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 587 students
- Total enrolment of 687 students
- The gender balance comprised 49% girls and 51% boys
- Eight students identified as indigenous
- Five students had backgrounds as humanitarian refugees
- The student population included ethnic backgrounds from the following countries: 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
- 24% 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 Yarrawonga/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.

- 180 students enrolled in instrumental tuition playing instruments from seven different studios including Piano, Voice, Wind, Brass, Guitar, Percussion and Strings
- 231 students were involved in 14 ensembles
- 70 students were preparing for the Senior Production Guys and Dolls
 - 46 students had rehearsed as cast members
 - 24 students were involved in supporting roles
- 73 students enrolled in Voice and Communication tuition
- 36 participated in the AMEB examination

Sport

Through participation in Year Level Sport, House Sport, Independent Country Co-Educational Schools (ICCES) competitions and local sporting associations, students have the opportunity to not only develop skills, but also to learn the importance of fair play in a competitive, friendly environment. Senior students may also experience coaching junior teams at certain competitions. Students, teachers and parents follow Codes of Conduct at all of these competitions in their capacities as players, coaches and spectators.

House Carnivals and Eisteddfod

GVGS has four Houses – Dunlop, Fairley, McLennan and Ryall. These Houses participate in a range of whole school competitions and many year level activities. While the school sport programme was clearly affected by restrictions, students were able to complete some aspects of our sporting programme.

- Ryall House made history winning the Powell Cup for the House Swimming competition two years in a row
- Ryall's victory is only the second time the house has won the event in the last 18 years
- The remaining results were Dunlop 2nd, McLennan 3rd and Fairley 4th

ICCES

ICCES is an association of independent schools from across Victoria. Schools normally meet in Melbourne to compete in Athletics, Badminton, Table Tennis, Swimming, Cross Country, Debating and Chess. Despite some cancellations several ICCES events were successfully completed early in the year in which students participated;

- Swimming – placed 7th
- Table Tennis - placed 2nd
- Badminton - placed 1st

Local Competitions

Despite cancellations of all local junior sport competitions our students remained committed to sport with large numbers of students registering and commencing training. In some sports, associations were able to commence competition and students played in a small number of games. Most sports showed growth in student participation indicated by the following registration numbers;

- Soccer - 8 teams with 98 players
- Netball - 10 teams enrolled, with 90 players engaged to play
- Hockey - 3 teams with 38 players registered
- Badminton - 20 teams registered with 90 players

Girton Sport

It was very pleasing that GVGS was able to field teams in the traditional Girton summer competition this year held at Shepparton. Our teams defeated Girton in all Cricket and Tennis matches to retain the Girton/GVGS Cup.

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.

While the Senior and Middle Years Productions were cancelled, nearly 70 students were preparing for the Senior Production Guys and Dolls. A total of 46 students had rehearsed as cast members and 24 students were involved in supporting roles.

Year Level Camps Programme

Camps are aimed at promoting students' social and personal development. From pastoral goals to the alpine adventure in the Bogong High Plains at Year 10, this programme is an exciting component of the school calendar. Despite the pandemic restrictions the following camps were conducted during 2020.

- Year 5, Sovereign Hill, Ballarat
- Year 6, Narmbool, near Ballarat
- Year 8, Merricks, Mornington Peninsula
- Year 12, Study Camp at Melbourne University

Clubs and Service

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

Service Groups

- Amnesty International Group
- Environment & Sustainability Group
- Photomedia Group
- Student Representative Council
- Social Justice Committee
- Reconciliation Breakfast Representation
- Year 9/Year 5 Buddies Programme
- Year 11/Year 7 Peer Support Programme
- Smith Family Reading Programme
- Indigenous Culture Committee
- 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 2020 due to the pandemic only two overseas experiences were offered to students;

- World Challenge in Sumatra, Indonesia held 28 December, 2019 to 21 January, 2020. Eighteen students and two staff members attended
- Indonesian Student Exchange. Three students and one staff member travelled in January 2020 to Surabaya

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 quality of life of young people through meaningful and effective learning.

Professional Learning

While responding to the immediate challenges of COVID-19 we have tried to stay true to our motto seeking to improve the quality of the learning programme for our students. Throughout 2020 we expanded our Common Curriculum trial to Years 7, 11 and 12 English. This programme focussed on ensuring a guaranteed and viable curriculum for all students through designing lessons informed by cognitive science. The 2020 trials have been so successful that in 2021 the trial is being expanded to all year levels of English and to other department areas such as Science, Mathematics and Humanities.

In an exciting innovation the school identified, reviewed and trialled a world leading programme titled Advancing Thinking Through Writing. A total of 19 staff completed an online training programme from New York. This project is currently in trial implementation phase.

Throughout the year we continued our commitment to full implementation of our Learning Management System, Agora. The progress made in 2018 and 2019 was invaluable in our successful transition to the Virtual Classroom Programme during remote learning.

Total expenditure on professional learning for 2020 was \$266,397. This means that an average of \$2,727 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 97.7 FTE staff in 2020
- 63.8 FTE teaching staff
- 33.9 FTE operational staff
- Gender breakdown
 - 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, Vietnam, Republic of Ireland and the United Kingdom; there are currently no indigenous employees.

Staff Retention

The teaching staff list at the commencement of 2020 included 74 teachers. Of these teachers, 72 remained on the teaching staff list at the commencement of 2021. This represents a 97% retention rate. There were two teaching staff departures during 2020, comprising of two retirements.

Staff Attendance

- In 2020, the Staff Attendance rate was 97.62%

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 2020, with additional meetings held during the pandemic and comprised of the Principal, the Deputy Principal, Business Manager, Director of Students, Director of Learning - Senior Years, Director of Learning - Middle Years, 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.

TEACHING AND LEARNING

Learning Leaders

Mrs Brooke McLeod, Learning Leaders
Mr James Sach, Learning Leaders
Ms Nicole Sleeth, Common Curriculum Co-ordinator

Department Co-ordinators

- Mrs Clare Nolen, Visual Art
- Mrs Judy Grace, Business Studies
- Mr Sean Templeton, English – Senior Years
- Ms Janet Bester, English – Middle Years
- Mrs Meagan Harrison, Health & Physical Education
- Assoc Prof Darius von Güttner, Humanities
- Mrs Nicole Bensch, Information Technology
- Mr Grant Findlay, LOTE
- Mr Matthew Provan, Mathematics – Senior Years
- Mrs Geraldine Thompson, Mathematics – Middle Years
- Mrs Genevieve Bihun, Music (Academic and Instrumental)
- Mr Scott Harrison, Outdoor Education
- Mrs Jacinta Carter, Science
- Mrs Monika Pearce, Learning Support
- Mr Steven Bayly, Head of e-Learning
- Mrs Nicole Bensch, Agora Co-ordinator
- Mrs Jacinta Carter, Curriculum Support

CO-CURRICULAR

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

PASTORAL

Year Level Co-ordinators

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

POSITIONS OF RESPONSIBILITY

- Mrs Faye Kerr, Equal Opportunity Officer
- Mrs Debra Block, Careers and Course Counsellor
- Ms Julia Mathers, Transition Co-ordinator, Year 7
- Mrs Rachel James, Transition Co-ordinator, Year 5
- Mrs Chelsea Pohlner, VCE Co-ordinator
- Mrs Rebecca Morris, Peer Support Co-ordinator
- Ms Lyn Powles, Peer Support Co-ordinator
- Mrs Maree Arnold, Buddies Programme Co-ordinator

Operations

- Mrs Margie McArthur, Daily Organiser

SCHOOL LEADERSHIP TEAM

- Mr Shane McDonald, Director of Co-curricular Activities
- Mr Tim James, Director of Learning – Middle Years
- Mrs 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 &

Whilst the impact of COVID-19 on the school's resources and environment has been profound, we are pleased to report that the school was well positioned to respond to the pandemic and minimise the long-term financial effects.

During 2020 a planning application was formally lodged with the City of Greater Shepparton to install an entrance from the Goulburn Valley Highway, together with the construction of a preparatory to year four campus and an early learning centre. The highway access was rejected by Regional Roads Victoria and is currently listed for a VCAT hearing later in 2021. This is very much a long term development plan of the Board and of course subject to planning approval.

The Board is also considering a major upgrade to the science precinct. The design and timing of this will depend on the Board's review of the strategic plan in 2021 and the outcome of the VCAT hearing.

The broader master plan and other specific capital projects are also heavily affected by both the strategic plan review and VCAT hearing. It is hoped plans can be developed with a greater degree of certainty later in 2021.

Finance

A key response by the Board to the pandemic was to provide universal fee relief to all school families. In addition, a process was established to provide further fee relief to families facing extreme hardship as a result of the pandemic. Whilst this fee relief had a significant impact on the school's operating revenue, some net cost savings during remote learning and additional financial support from both the Commonwealth and State Governments partly offset this and the school finished the year with an operating surplus.

The official enrolment on Census Day in August was 687 students.

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

Environment

recurrent funding currently makes up 47% of the school's income, most of which is from the Commonwealth.

Changes to the Commonwealth funding model from 2022 onwards are of concern to the school and will result in a decrease in funding over the subsequent eight years. This will place pressure on private fees and result in increases well above cost-of-living increases.

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

Capital Works

Much development of the site was largely delayed and put-on hold during 2020, with the focus on ensuring adequate investment in hardware and software to facilitate the prompt and effective implementation of remote teaching. Of particular note was a new Internet contract providing significant bandwidth increase and investment in streaming hardware. Other investment in 2020 included:

- Continued replacement of student lap top computers and tablets
- New lockers for year 11 students
- Refurbishment of the information services resource centre
- New desktop computers in the resource centre and room 12
- Upgraded lighting and sound systems in Founders Hall
- New pianos in the music centre

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2020

INCOME	2020	2019
Private Fees and Charges	7,817,588	8,948,357
Commonwealth Government Grants	7,033,647	6,788,787
State Government Grants	907,402	904,348
Other Income	196,854	256,800
	<hr/>	<hr/>
	15,955,491	16,898,292
	<hr/>	<hr/>
EXPENDITURE		
Employment Expenditure	12,079,896	11,796,680
Academic Programs	791,006	1,265,127
Administration and Property Costs	1,332,860	1,454,032
Depreciation	1,058,927	1,188,403
Interest Expense	14,773	8,084
	<hr/>	<hr/>
	15,277,462	15,712,326
	<hr/>	<hr/>
Operating Surplus for the year	678,029	1,185,966

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2020

	2020	2019
Current Assets	10,424,378	9,409,620
Non-Current Assets	32,224,780	32,433,254
Total Assets	<hr/> 42,649,158 <hr/>	<hr/> 41,842,874 <hr/>
Current Liabilities	2,861,914	2,860,377
Non-Current Liabilities	1,948,092	1,822,132
Total Liabilities	<hr/> 4,810,006 <hr/>	<hr/> 4,682,509 <hr/>
Net Assets	<hr/> 37,839,152 <hr/>	<hr/> 37,160,365 <hr/>
Equity	<hr/> 37,839,152 <hr/>	<hr/> 37,160,365 <hr/>

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

In addition, significant maintenance was undertaken around the campus during the remote learning periods.

Plans for 2021 include:

- Continued replacement and upgrading of grounds equipment
- New lockers for Year 10 students
- Preliminary work on science precinct redevelopment
- Further solar power installations

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.

Throughout the Virtual Classroom Programme period we also continued our commitment to considering student voice in key decisions. We surveyed student satisfaction levels regarding the learning programme, health and social wellbeing.

This information was critical in informing major decisions such as reducing content, lesson length and assessment quantities at key points in the year.

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

In 2020 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.

During 2017, the school participated in a range of community perception surveys developed by Independent Schools Victoria (ISV). Since 2007, 132 schools have participated in 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

In 2020 the school had planned to participate in the ISV Lead Survey. Due to the Coronavirus pandemic the school deferred this until 2021.

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.

Parents and Friends Association

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

Mothers Club

The Mothers Club has continued to build community relationships by their involvement in both running and supporting major school events including Open Day, Grandparents Day and Welcome To New Parents 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 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. Involvement by parents was limited during 2020 due to the pandemic restrictions.

Alumni

The School continued to build relationships with past students, despite having to cancel the reunions planned for 2020 for the classes of 1990, 1995, 2000, 2005 and 2010 due to the pandemic restrictions.

2020 Teaching Staff

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

2020 Operational Staff

Ms C Allemand Music	Ms K Darajat Language Assistant	Mrs T Jones Accounts	Mr A Noonan Information Systems	Ms M Schofield Executive Assistant to the Principal
Mrs C Amery Music	Mrs A De Paola Design and Communication Co-ordinator	Ms A Kenyon Cleaning	Mrs G Nunn B.Bus.,A.Dip.Trsm, A.Dip BAD.	Mr N Shillington Cleaning
Mr B W Archibald Music, G.D.L.M.(Leeds), P.G.C.E.	Mr B Dixon Teacher Aide	Mrs C King Dip.Ed.Support, Education Support	Mr M O'Connor Information Systems	Mr J Simson Grounds
Ms J Arnold B.Sc(Med), M.B.B.S., B.A.	Ms C Dunham Library Assistant	Mr T King RBP, Cert III General Construction, Cert IV Building and Construction	Mrs S O'Connor Art Technician	Mr K Stokie B.Bus. (Acc.). CPA, Business Manager
Mr C Atkins Property Manager (Resigned 18.06.2020)	Mr R Eldridge Cleaning	Mr J K Lewis Grounds	Mr C Oxley Cleaning	Ms C Tepper Assistant to the Deputy Principal
Ms T Bau Teacher Aide	Mr M Gook Cleaning	Ms H McCann Student Reception	Mrs P Pogue Director of Development	Mr M Turnbull Information Systems
Mrs J Benton Information Systems Officer	Mrs J Hamilton B.App.Sci.,Assoc.Dip.App.Biol. Information Systems	Mrs S McCarthy BSc(Hons) Nursing, RN, Higher Diploma Midwifery, RM, School Nurse	Mrs W J Pomfret Main Reception and Administration	Mr M Van Dorsser Teacher Aide
Mrs J Birchall Assistant Business Manager	Ms A Harry Music	Mr B McMurray Music	Mr T Pye Dip.IT Networking, Head of Information Systems	Mrs P Wallace Registrar
Mrs L Bolton Main Reception and Administration	Mrs C Heard Tuckshop	Mrs C Mechkaroff Dip. Man., Human Resources Manager	Ms K Raglus Science Laboratory Technician	Mrs S White Tuckshop
Ms E Caruana Trainee	Mr P Jacobson Trainee	Mr R Musolino Tuckshop	Mr B J Ruska R.N.(Div.1), B.Nursing, School Nurse	Mrs M Wright Tuckshop
Mrs D Cassidy Dip. Man., Main Reception, Administration	Mrs H Janke B.A.(Music)		Mrs M Rutherford Tuckshop Manager	Mrs S Young Dip.Man., Administration
Mr A D'Andrea Grounds	Mr G Jenkins Science Laboratory Technician			

**GOULBURN VALLEY
GRAMMAR SCHOOL**



Verney Road, PO Box 757, Shepparton 3632, Victoria, Australia.
Telephone: 03 5833 3300 Email: gvggs@gvg.vic.edu.au

www.gvggs.vic.edu.au

This GVGS Annual Report is printed on Australian made and 100% recycled paper.