

Annual Report 2021



**GOULBURN VALLEY
GRAMMAR SCHOOL**

CELEBRATING **40** YEARS • 1982-2022

2021 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2021 academic year. The report offers a brief account of events and accomplishments in key domains of the School's operations.

These domains include:

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The School Board

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

The Board meets regularly. Members of the Board reflect the broad cross-section that makes up the school community.

Mr Andrew Galbraith



Chair

Mrs Fiona Merrylees



Deputy Chair

Mr Damian Trezise



Secretary

Mr Laurie Pennell



Treasurer

Governance

Goulburn Valley Grammar School sees good governance as critical to the School fulfilling its aims and objectives in the short and long term. Governance responsibilities include the establishment and realisation of the School's vision and strategic direction. Governance also involves monitoring compliance, risk management, financial performance and stability.

The Board was led in 2021 by the Chair, Mr Andrew Galbraith and supported by the Executive of Mrs Fiona Merrylees (Deputy Chair), Mr Damian Trezise (Secretary) and Mr Laurie Pennell (Treasurer). The Principal and Business Manager also attend Executive meetings.

During 2021 the Board completed a major strategic review which included;

- Reviewing the School's Strategic Intent (Purpose, Values, Core Beliefs, Identity and Educational Philosophy).
- Identifying strategic actions that will best enable the School to achieve its strategic intent.

The Board also focused on monitoring the School's performance regarding:

- Implementation of the School Learning Improvement Plan, particularly in relation to student literacy, numeracy and learning growth
- Key risk and compliance matters including compliance with Child Safe Standards
- Financial performance in the short term particularly the 2021 budget and also the following 5 years and developing the budget for 2022
- Progress on major capital projects
- Appraisal of the Principal's performance

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

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

Child Safety

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

The School has developed a Child Protection Programme which comprises work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the GVGS community. The programme deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws. The School Board has direct oversight of the School's Child Safety practices and performance.

School Profile

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

The School is non-denominational and open entry with a strong focus on student learning and achievement. At the same time the School places a priority on being a caring and respectful community where each student is recognised for their individual worth. There is a positive community culture and rich Co-curricular Programme, which aims to nurture the development of well-rounded young people.

The School is located in Shepparton, a regional centre in Northern Victoria but draws enrolments from across the Goulburn Valley, Northern Country Victoria and Southern Country NSW.

Summary school information:

- Enrolment from Years 5 to 12 of 688 students
- Employed 64.3 teaching staff and 30.4 operational staff
- In Years 5 to 10 the learning programme is founded on the Australian Curriculum
- In Years 11 to 12 students complete the Victorian Certificate of Education
- The School is located on one site covering 17 hectares
- Well established high quality facilities
- Beautifully maintained and landscaped grounds

Dr Ravi Bhat



Mrs Prudence Dobson



Mrs Natalie Parker



Mr Andrew Plunkett



Mrs Linda Prentice



Mrs Sonia Priestly



Mr Robert Watson



From the Principal

In many respects, 2021 proved to be more challenging than 2020. Throughout the year the School's approach reflected our guiding principles of first protecting safety and then protecting the learning continuity of students.

While the year was heavily disrupted, we managed to run significantly more activities than in 2020. Towards the end of the year we were able to hold some important events including the Year 12 student led final assembly and a very special Valedictory Dinner under a Marquee.

The Class of 2021 managed to overcome repeated setbacks with positivity and determination. Their commitment to learning persisted throughout the year. They continued to learn and perform music and participate in productions, inspiring

the next generations of GVGS students. One of the defining characteristics of the year level has been their concern for and support of others. They ran a number of the traditional events and remarkably were able to raise \$3800 for the Leavers' fund. The Class of 2021 have always been passionate about sport. They perhaps more than any other have encouraged the school community to take positive actions to improve social justice.

The school community maintained its commitment to learning through minimising loss of class time, providing a high-quality Virtual Classroom Programme and onsite learning when permitted. Despite the year's challenges student learning growth was strong with VCE, Naplan, On Demand Testing and learning competitions confirming strong learning growth from our students.

Our students were inspirational, they managed to adapt to frequent and rapid change. While this was deeply challenging for many they remained committed even at the low points in the year. They

have grown and developed despite the profound impact of the pandemic.

The efforts of our staff throughout this challenging year have been outstanding in ensuring that a high-quality learning programme was provided for students. They were able to repeatedly switch in and out of remote learning with little notice. Our staff were focused on the importance of caring for the wellbeing of students at this challenging time.

The support and engagement of parents remained vital throughout the year. They juggled their own work demands and broader family needs. Many families expressed their deep appreciation for the structure and purpose the School's Virtual Classroom Programme provided during repeated lockdowns.

Semper Ulterius

Mr Mark Torriero,
Principal





2021 Prefects

BACK ROW L-R: *Principal Mr Mark Torriero, Shiv Dutta, Lily Trezise, Reily Menhenett, Hayden Reynolds, Jarvis Rowlands, Jaxon McCarty-Walker, Matthew Lowe, Moara Smith and Year 12 Co-ordinator Mrs Chelsea Pohlner*

FRONT ROW L-R: *Macey Auld, Cliona Ingram, Lilia Tennant, Akhil Gadde, Isabelle Trezise, Sarah Roberts, Adele Brandrick, Zoe De Paola*

Learning

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

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

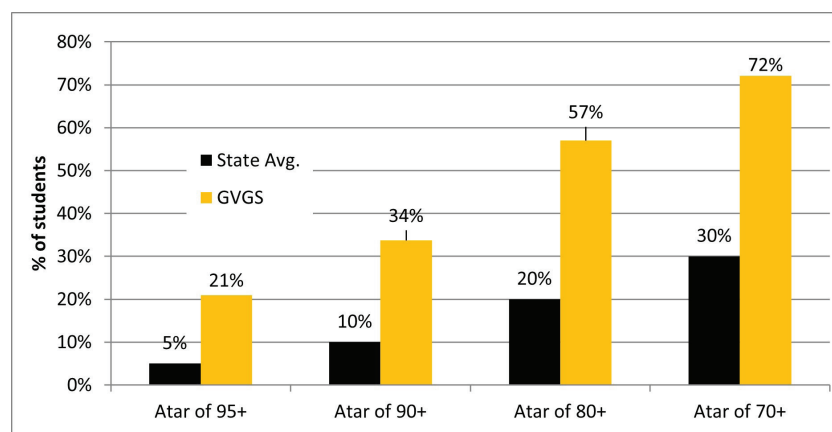
The School holds high expectations for the learning of all students. We know that when students invest appropriate levels of effort and are given the necessary curriculum, instruction and support, they can all achieve or exceed the expected level of learning growth.

In the Victorian Certificate of Education (VCE) the Class of 2021 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.

- 72% of the students placed in the top third of the State (ATAR over 70)
- 57% of the students placed in the top 20% of the state (ATAR score over 80)
- 34% placed in the top 10% of the State (ATAR score over 90)
- 21% placed in the top 5% of the State (ATAR score over 95)

- The 2021 Dux of Goulburn Valley Grammar School was Sarah Roberts who achieved an ATAR score of 99.8.
- The following high achieving students all achieved scores over 98; Sarah Roberts - 99.8, Reily Menhenett - 99.55, Lilia Tennant - 99.55, Matthew Lowe - 99.5, Hayden Reynolds - 99.4, Jack Vaivars - 99.3, Mahek Shah - 98.95, Moara Smith - 98.9, Sophie Kamenjarin - 98.8, Morgan Williamson - 98.45, Akhil Gadde - 98.05.
- 88 students undertook VCE studies in Year 12 and 100% satisfactorily completed their VCE
- 2 students achieved perfect study scores of 50
- 86 students applied for an ATAR score
- 2 students satisfactorily completed VET studies

GVGS - Class of 2021 distribution of ATAR scores



VCE Highlights

- Ranked 45th in Victoria (520 secondary schools offering VCE)
- Outperformed 91% of all Victorian Schools
- Ranked 3rd in regional and rural Victorian schools
- More than ½ of the students were placed in the top 20% of the state
- 11 students achieved ATAR scores over 98
- 90% of students received a first round tertiary offer that was either their 1st, 2nd or 3rd preference

Learning

The School community sincerely congratulates the entire Class of 2021. They have been remarkable in their capacity to overcome the challenges of the last two years. They demonstrated a deep commitment to learning despite the repeated periods of remote learning and sudden changes. We acknowledge in-particular the resilience of the students who experienced incredibly difficult circumstances including trauma, grief and loss.

Their involvement in and passion for music and performing arts has inspired future generations of students. The Class of 2021 have always been fine sporting competitors representing their Houses and the School.

Tertiary Entrance

The Class of 2021 was highly successful both in terms of their levels of academic achievement and in receiving offers for tertiary places through VTAC in a highly competitive environment.

- 86 Year 12 students (98% of the year level) applied for a tertiary place and, of those, 97% received a first round degree course offer
- 90% 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

After being cancelled in 2020, the national test again took place in 2021. Students in Years 3, 5, 7 and 9 undertook the assessment. The results and the student progress achieved by students at Goulburn Valley Grammar School was very good.

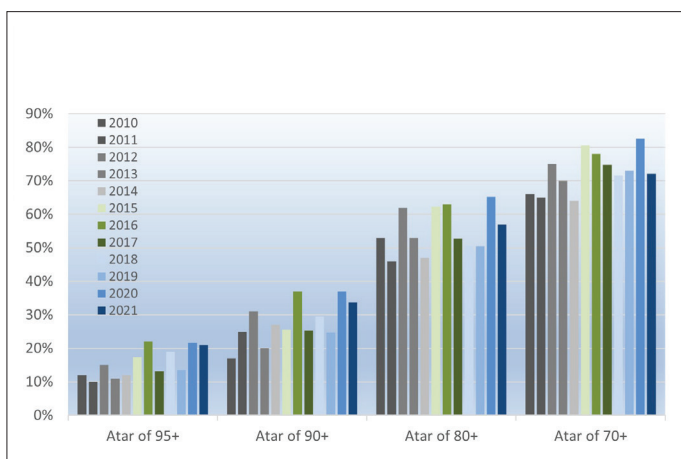
- 63% of students in Year 7 who had been at GVGS in Year 5 showed above average growth in Numeracy
- 58% of students in Year 7 who had been at GVGS in Year 5 showed above average growth in Reading
- 51% of students in Year 7 who had been at GVGS in Year 5 showed above average growth in Writing
- 59% of students in Year 9 who had been at GVGS in Year 7 showed above average growth in Numeracy
- 54% of students in Year 9 who had been at GVGS in Year 7 showed above average growth in Reading
- 50% of students in Year 9 who had been at GVGS in Year 7 showed above average growth in Writing

Subject Competitions

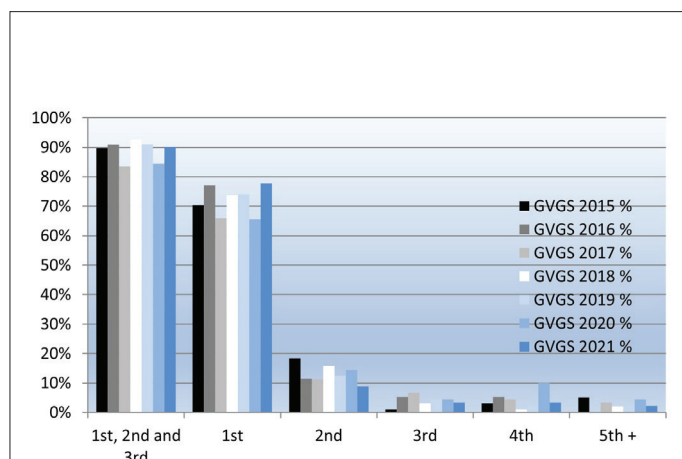
There are a number of opportunities for students and teachers to seek external feedback on achievement in key learning areas. Students participated in a number of academic competitions on a voluntary basis.

- Kwong Lee Dow Scholars - 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)
 - 124 students took part in the ICAS English competition, with 1 student achieving a High Distinction (top 1% of entrants across Australia) and 22 students achieving a Distinction (top 10% of entrants across Australia).
 - 132 students took part in the ICAS Mathematics competition, with 2 students achieving a High Distinction and 14 students achieving a Distinction.

GVGS - VCE ATAR scores – student score distributions 2010 – 2021



GVGS - Class of 2021 – tertiary offers by preference



- 109 students took part in the ICAS Science competition, with 4 students achieving a High Distinction and 10 students achieving a Distinction.
- 91 students took part in the ICAS Writing competition, with 2 students achieving a High Distinction and 22 students achieving a Distinction.
- 4 students won ICAS medals- highest score in a subject in their year level in the State.
 - o Science and Writing - Alice Bourchier (Yr 8)
 - o Science - Kaluhath Sasith De Abrew (Yr 11)
 - o Writing - Nicholas von Güttner (Yr 11)
 - o Writing - Cliona Ingram (Yr 12)
- Sayembara Lisan Oral Indonesian Competition - 9 students received either a 1st or 2nd place in the Victorian competition
- Australian Geography competition - 37 students achieved Distinctions, 12 High Distinctions and three students were placed in the top 1% in their year level
- Australian Mathematics Competition - 21 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
- Premier's Spirit of ANZAC Prize (2020 prize awarded in 2021) - 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

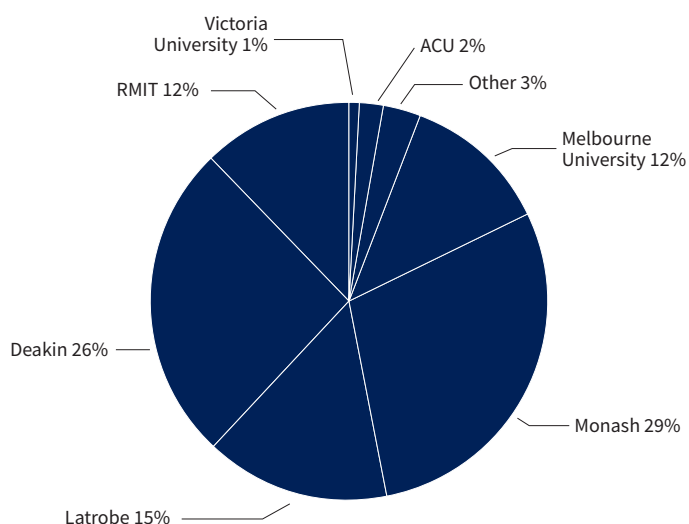
During 2021 the School again completed periods of remote learning due to the pandemic.

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 yet another disrupted year.

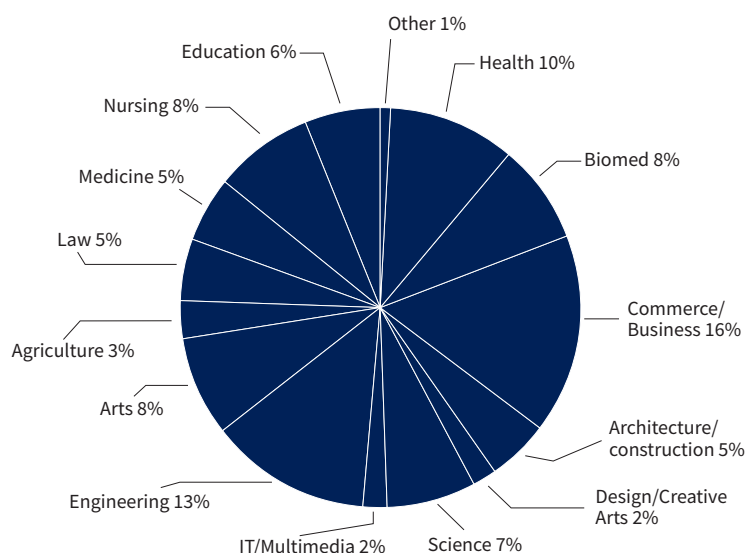
While we never expected remote learning to be a replacement for on-site learning, its impact exceeded our expectations. This reflected the incredible patience and goodwill of our students. It equally reaffirmed the inspirational hard work, professionalism and flexibility of our staff. Our teachers took 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 staff. 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.

GVGS - Class of 2021 – offers from Victorian universities



GVGS - Class of 2021 – 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 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 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. 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. Learning activities were offered to students in Years 5, 6, 8 and 9. These services continued to be offered to our student body during 2021. During periods of remote learning, 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. The policy is provided to students in their School Diary. BullyBusters, continues to offer support to students. It is a confidential email process which allows students direct access to report bullying incidents to the Equal Opportunity Officer.

The 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 the periods of remote learning, 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 esafe 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 Esafety Commission was a constant source of parent, student and staff support during periods of remote learning in 2021.

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

In 2021 Resilience and Respectful Relationships training was completed by all staff members in anticipation of the introduction of this program from Years 5 – 12 in 2022. Staff were involved in online training to ensure common language and understanding was developed across the School. The Year Level Co-ordinator group worked closely with the Directors of Learning to ensure structures were in place for delivering the programme, in terms of planning, resources and professional development. In 2022 the Resilience and Respectful Relationships course will be integrated into the Pastoral Care Programme at each year level.

Year Level Co-ordinators are continually focusing on professional development to enhance their skills and support tutors/teachers and students within the School. A wide range of professional development took place and was reported back via the Year Level Co-ordinator group to classroom teachers. Some of the areas covered were; cybersafety, behaviour management, supporting students with learning difficulties in the classroom, understanding students with ASD, Child Safe Standards and resilience via the Resilience Project. In 2021, many Year Level Co-ordinators and staff updated their 3 year Mental Health First Aid Certification with an online refresher course, due to COVID-19 restrictions. Mental Health

First Aid training was offered to all interested teaching and support staff. In 2021, 14 staff completed a one day online training session and a one day onsite training session to obtain their Mental Health First Aid Certification. At GVGS we have 28 staff trained in Mental Health First Aid and have committed to continue to train and upskill staff in this critical area in 2022. To support staff in their role as tutors in 2021 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 2021 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. Every Year 12 student was offered the opportunity of an initial session with the school counsellor, which became ongoing at the request of the student. Initially in 2021 the Year Level Co-ordinator group did an online course with Safe Schools to look at how we support, care for and ensure the safety of all students in the School, including LGBTQIA students. Towards the end of 2021 all staff completed a similar training session with Safe Schools which focused on common language and the specific challenges for students in the School setting. Goulburn Valley Grammar School continues to be committed to supporting diversity and inclusion.

A large focus for 2021 was the use of year level specific 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.

Year Level Co-ordinators continued to develop their skills in relation to using Agora to support the pastoral care of students and a great deal of work was done in 2021 on the development of a pastoral care tab. This is for the use of staff to ensure that ongoing records of contact with families are maintained on the one platform.

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

anaphylaxis and cardiopulmonary resuscitation training, which is updated regularly. The physical wellbeing of students is additionally supported by the nurses in the Health Centre who are available every day during school hours. The nurses played a major role in 2021 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 return to campus after each period of remote learning and set up protocols to reduce risk management related to COVID-19.

The School provides a number of opportunities for students to develop and exercise leadership. Whilst the obvious examples of leadership relate to recognised roles and positions, there are many other opportunities for students to develop and enhance their skills. The School provides training for leadership through a number of recognised programmes, such as Peer Support Training which occurs at Year 10 and through the Buddies Programme at Year 9. All students who apply for and obtain recognised leadership positions are provided with training and ongoing staff support throughout their tenure. Leadership can be witnessed on a daily basis at Goulburn Valley Grammar School through formal and informal roles such as Prefects, House Leaders, Peer Support and Buddies Programme Leaders, Captains of Sporting Teams, SRC Representatives and Executive Committee, Middle Years and Primary Captains, coaches of sporting teams, organisers of social service activities, lead roles in School Productions, leaders of musical groups and ensembles, presentations at assemblies and many more. The daily contributions of all students contribute to creating a caring and inclusive school community.

Student Attendance

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

In 2021, the attendance rates for students were:

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

The overall attendance rate was 95%.

Student Retention

The School has a waiting list at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority of students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2021 Year 12 consisted of 88 students. 82 of the students from the Year 12 group were at GVGS in Year 9, 2018. Of the 2021 Year 12 class 88% were in Year 7 at this school in 2016 and 7% came after Year 9.

Student Opinion

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

In 2021 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 2021. Students expressed very high levels of satisfaction with the School in general. In all domains student levels of satisfaction exceeded the ISV average benchmarks for participating independent schools.

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 101 students
- Years 7 to 12 had 587 students
- Total enrolment of 688 students
- The gender balance comprised 52% girls and 48% boys
- Nine students identified as indigenous
- Five students had backgrounds as humanitarian refugees
- The student population included ethnic backgrounds from the following countries: Afghanistan, Bangladesh, Cameroon, Caribbean, China, India, Iran, Ireland, New Zealand, Netherlands, Nigeria, Pakistan, Philippines, Puerto Rico, Singapore, South Africa, Sri Lanka, Sudan, United Arab Emirates, the UK and the USA
- Family faiths include Buddhism, Christianity (of numerous denominations), Hinduism, Islam, Sikhism
- Languages spoken at home include Afrikaans, Arabic, Auslan, Bengali, Cantonese, Chinese, Dari, Dinka, English, French, German, Gujarati, Hindi, Khmer, Konkani, Korean, Malayalam, Marathi, Persian, Punjabi, Sinhalese, Tamil, Turkish, Urdu, Vietnamese, Yoruba
- 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.

- 148 students participated in 14 ensembles and instrumental tuition in Piano, Voice, Wind, Brass, Guitar, Percussion and Strings
- 70 students enrolled in Voice and Communication tuition
- 31 students participated in the AMEB examinations
- 31 students participated in school based Voice and Communication examinations

Sport

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

House Carnivals and Eisteddfod

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

- House Swimming Carnival - McLennan House won the Powell Cup. The last time McLennan won

was in 2002. The remaining results were Ryall 2nd, Fairley 3rd and Dunlop 4th.

- House Athletics Carnival – Ryall won the carnival, their previous victory was in 2016. The remaining results were Fairley 2nd, McLennan 3rd and Dunlop 4th.
- 2021 House Competition – Close Family Shield went to Ryall House.
- The annual Eisteddfod is held each September. In 2021 the event was cancelled due to the pandemic restrictions.

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 3rd
- Athletics placed 2nd
- Table tennis placed 3rd
- Badminton placed 1st with Gippsland Grammar School

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.

- Soccer - 7 teams with 73 players
- Netball - 8 teams enrolled, with 74 players engaged to play
- Hockey - 3 teams with 33 players registered
- Badminton - 21 teams registered with 105 players

Girton Sport

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

Performing Arts

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

The Senior Production "Return to the Stage" was a revue style production held in May. The Middle Years Production Team brought "An Animated Adventure" to the stage in August. A total of 75 students were involved across both productions.

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 2021:

- Year 5, Sovereign Hill, Ballarat
- Year 6, Narmbool, near Ballarat
- Year 7, Anglesea
- Year 8, Merricks, Mornington Peninsula
- Year 10, Bogong High Plains
- 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
- Aboriginal Culture Committee

International Experiences

GVGS aims to provide opportunities for students to explore their place in our global world. At various stages during their time at GVGS, students are afforded the opportunity to undertake a variety of experiences in an international setting. In 2021 due to the pandemic, the School was not able to offer any overseas experiences to students.

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

Our Staff

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

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

Professional Learning

Despite the challenges of pandemic related lockdowns and their impact on teacher professional learning in 2021, the School maintained their commitment to two core values of Learning and Seeking Excellence. Two exciting whole school initiatives were launched at the beginning of 2021, with teaching staff involved in professional learning about the revised Teaching and Learning Model and the GVGS Learner's Toolkit.

The Teaching and Learning Model was developed by the Learning Leadership Team, with the focus on updating the previously utilised 'Model for Effective Teaching' to include recent evidence-based teaching and learning developments. With the three guiding pillars of Curriculum, Instructional Principles and Classroom Culture, the model will be used as the foundations for all future professional learning activities; as a strategy to ensure a common language is shared across the School and as a tool for staff to use when completing their yearly Teacher Professional Reflection Process. Throughout 2021, professional learning sessions focused on the Instructional Principles section of the Model, looking specifically at Explicit Instruction and Cognitive Load Theory.

Although previous professional learning had been undertaken on evidence-based effective learning strategies, these strategies were formalised into the GVGS Learner's Toolkit and launched in 2021. The strategies, described by cognitive psychological scientists, are designed to help students maximise their learning and revision time. Teachers learnt how to incorporate the strategies into each of their subject areas and all Year 7 students were involved in the Learning to Learn Programme, ensuring they were explicitly taught each of the strategies and shown how to apply them to different subject areas. Year 10 and 11 students participated in structured revision sessions before their end of year exams, being shown explicitly how to utilise strategies from the Toolkit to maximise their study experience. More can be read about the Learner's Toolkit and Learning to Learn Programme here: https://www.teachermagazine.com/au_en/articles/research-to-practice-developing-a-learners-toolkit

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

Professional learning through The Writing Revolution continued in 2021, with a number of teaching staff and senior leaders completing The Writing Revolution courses, run over Zoom from New York. Twenty one teachers including members of the School Leadership Team have now attended the Advancing Thinking Through Writing 1 course. Five teachers attended the

Advancing Thinking Through Writing in Math course; five teachers attended the Advancing Thinking Through Writing in Science course, and one member of the Senior Leadership Team attended The Writing Revolution Leadership Workshop. Key learnings from The Writing Revolution have been embedded in Common Lessons, particularly in English, Humanities and Science Lessons.

Total expenditure on professional learning for 2021 was \$258,785. This means that an average of \$2,734 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 94.7 FTE staff in 2021
- 64.3 FTE teaching staff
- 30.4 FTE operational staff
- Gender breakdown
 - teaching staff male 30% and female 70%
 - operational staff male 40% and female 60%
- 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 2021 included 72 teachers. Of these teachers, 65 remained on the teaching staff list at the commencement of 2022. This represents a 90% retention rate. There were five staff departures during 2021, comprising of one termination, two retirements and two resignations.

Staff Attendance

- In 2021, the staff attendance rate was 98%.

Leadership

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

The School Leadership Team met weekly in 2021, 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 Programmes.

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

TEACHING AND LEARNING

Learning Leaders

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

Department Co-ordinators

- Mrs Clare Nolen, Visual Art
- Mrs Judy Grace, Business Studies
- Mr Sean Templeton, English - Senior Years
- Ms Janet Bester, English - Middle Years
- Mrs Meagan Harrison, Health & Physical Education
- Assoc Prof Darius von Güttner, Humanities
- Mrs Nicole Bensch, Information Technology and Agora Co-ordinator
- 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 and Curriculum Support
- Mrs Monika Pearce, Learning Support

CO-CURRICULAR

- Mr Greg Reynoldson, Head of Sport
- Mrs Laura Johnson, Dunlop House Co-ordinator
- Mrs Lauren Sibio, Fairley House Co-ordinator
- 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 Co-ordinator
- Ms Julia Mathers, Transition Co-ordinator, Year 7
- Mrs Rachel James, Transition Co-ordinator, Year 5
- Mrs Chelsea Pohlner, VCE Co-ordinator
- Mrs Rebecca Morris, Peer Support Co-ordinator
- Ms Lyn Powles, Peer Support Co-ordinator
- Mrs Maree Arnold, Buddies Programme Co-ordinator
- Mrs Margie McArthur, Daily Organiser

SCHOOL LEADERSHIP TEAM

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

Resources &

COVID-19 continued to have a significant impact on the School's resources and environment during 2021, however we are pleased to report that the School remains well positioned to continue to respond to the pandemic and minimise the long-term financial effects.

Remote learning continued to be supported by a significant investment in infrastructure and bandwidth. This greatly assisted in quick and smooth transitions to remote teaching, together with streaming of a range of school events.

At the time of writing, the Board is finalising a new strategic plan and this will have a profound impact on the resources and environment of the School.

During 2020 a planning application was 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 application was initially rejected by one of the statutory authorities, however during 2021 negotiations through VCAT ultimately resulted in approval and the issuing of a planning permit. It is expected that more detailed plans and timing will be finalised during 2022.

There is much activity in North Shepparton and the School continues to closely monitor development along the Goulburn Valley Highway and Verney Road. Within our site we continue to ensure modern facilities and outstanding grounds and landscaping.

Finance

The School's finances moved through the second year of the pandemic based on a strong enrolment, investment in technology infrastructure and operations, fee relief to families and the investment in health-related resources when onsite teaching occurred. Unlike 2020, there was no additional financial assistance provided by Commonwealth or State Governments and the School was dependent on its own resources to finance its pandemic responses.

Environment

The official enrolment on Census Day in August 2021 was 688 students.

The School depends heavily on Government recurrent funding and total Government recurrent funding made up 47% of the School's income in 2021. Most of this funding (42%) is from the Commonwealth.

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

On the expenditure side of operations, staffing costs made up 77% of recurrent expenditure in 2021, 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. The School also benchmarks its financial data against a range of independent surveys and reports.

Capital Works

The continued focus in 2021 was on ensuring adequate investment in hardware and software to facilitate the prompt and effective implementation of remote teaching. Of particular note was a major upgrade of servers and further investment in streaming hardware and software.

Other investment in 2021 included:

- Continued replacement of student lap top computers and tablets
- New 13KW solar power system

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2021

INCOME	2021	2020
Private Fees and Charges	9,106,915	7,817,588
Commonwealth Government Grants	7,355,219	7,033,647
State Government Grants	896,693	907,402
Other Income	342,334	196,854
	17,701,161	15,955,491
EXPENDITURE		
Employment Expenditure	12,434,440	12,079,896
Academic Programs	1,061,847	791,006
Administration and Property Costs	1,566,589	1,332,860
Depreciation	1,068,518	1,058,927
Interest Expense	8,144	14,773
	16,139,538	15,277,462
Operating Surplus for the year	1,561,623	678,029

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2021

	2021	2020
Current Assets	12,166,766	10,424,378
Non-Current Assets	32,275,497	32,224,780
Total Assets	44,442,263	42,649,158
Current Liabilities	2,952,698	2,861,914
Non-Current Liabilities	2,088,790	1,948,092
Total Liabilities	5,041,488	4,810,006
Net Assets	39,400,775	37,839,152
Equity	39,400,775	37,839,152

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

- New lockers for year nine students
- Upgrading of heating and cooling systems
- Replacement of floor coverings
- New set of musical instruments for year seven classes
- STEM hardware, including drones

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

Plans for 2022 includes:

- New lockers for year seven students
- Preliminary work on access from the Goulburn Valley Highway
- Continued upgrades of network hardware and replacement of student devices
- Continued upgrade of heating and cooling systems
- Refurbishment of art classrooms

Wider Community

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

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

Community Feedback

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

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. The School's actions in this area are summarised under the Student Opinion section of this report.

During 2021, the School participated in a range of community perception surveys developed by Independent Schools Victoria (ISV). Since 2007, 135 schools have participated and over 160,000 students have completed the surveys. The surveys included Year 12 Exit Survey, Student Satisfaction and Parent Satisfaction surveys, which measured perceptions of overall school performance and teacher quality.

The School participated in these surveys in 2008, 2010, 2013, 2017 and again in 2021. The information gained through this process was

critical to initiatives and projects, which have been implemented in recent years.

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

- Academic Programme
- Discipline and Safety
- Learning Outcomes
- Pastoral Care
- Peer Relations
- Personal Development
- Resources
- School Ethos / Values
- Transition
- Overall Satisfaction

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

Parents and Friends Association

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

Mothers Club

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

Tuckshop

The Tuckshop continues to be operated by 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, however, the Tuckshop was not able to utilise volunteers during 2021 due to the pandemic restrictions.

Parent Helpers

Parents also provided invaluable assistance in many other areas of school endeavour. Involvement by parents was limited during 2021 due to the pandemic restrictions.

Alumni

The School continued to build relationships with past students, despite having to postpone the reunions planned for 2021 for the classes of 1991, 1996, 2001, 2006, 2011 and 2016 due to the pandemic restrictions.

We were delighted to be able to reschedule events and hold a reunion for the class of 2015.

2021 Teaching Staff

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

2021 Operational Staff

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

**GOULBURN VALLEY
GRAMMAR SCHOOL**



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

www.gvgs.vic.edu.au

Printed on Australian made 100% recycled paper.