

Annual Report 2024



GOULBURN VALLEY GRAMMAR SCHOOL

2024 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2024 academic year. The report offers a brief account of events and accomplishments in key domains of the School's operations.

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The School Board

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

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

Mr Andrew Galbraith



Chair

Mrs Fiona Merrylees



Deputy Chair

Mr Damian Trezise



Secretary

Mr Laurie Pennell



Treasurer

Mr Mark Torriero



Principal

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 2024 by the Chair, Mr Andrew Galbraith and supported by the Executive of Mrs Fiona Merrylees (Deputy Chair), Mr Damian Trezise (Secretary) and Mr Laurie Pennell (Treasurer). The Principal and Business Manager also attend Executive meetings.

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

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

Child Safety

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

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

School Profile

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

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

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

Summary school information:

- Enrolment from Years 5 to 12 of 685 students
- Employed 70 teaching staff and 36 operational staff
- In Years 5 to 10 the learning programme is founded on the Australian Curriculum
- In Years 11 to 12 students complete the Victorian Certificate of Education
- The School is located on one site covering 17 hectares
- Well established high quality facilities
- Beautifully maintained and landscaped grounds



From the Principal

Throughout the year we continued our efforts towards improving the learning environment. There were a number of major initiatives implemented including the formal introduction and expansion of our new knowledge rich curriculum particularly in English, Humanities and Mathematics from Years 5 to 10. This was complemented by the consolidation of teaching practices aligned with explicit instruction. We also concentrated on a school culture review informed by feedback from students and staff. This will expand in 2025 and will aim to culture through clear and consistent school wide behavioural expectations through routines and protocols.

The year was characterised by excellent student engagement and involvement in the Co-curricular Programme. Throughout the year the House competition was particularly tight with three of four Houses each claiming a victory in one of the major House Carnivals. The year started with Fairley House winning Swimming over Dunlop. Term 2 began with Ryall taking out victory in Athletics over Fairley. In Term 3 Fairley secured first place in the Cross Country over McLennan. Later in the term McLennan won the Eisteddfod over Ryall. The close competition saw the Aggregate Shield taken by Fairley with McLennan and Ryall tied for 2nd place leaving Dunlop in 4th.

Student participation in local sporting competitions involved strong numbers supporting each of the codes. Soccer fielded 5 teams with 68 students participating, Netball saw 5 teams involving 52 students, Hockey had 4 teams and 17 current

students while Badminton entered 21 teams with 106 students. Many teams reached finals and Hockey and Badminton taking 1 and 3 premierships respectively.

The year saw very enthusiastic participation in the Independent Country Co-educational Schools Inc. (ICCES) competitions in swimming, athletics, cross country, soccer, basketball, netball, hockey, golf, cricket, volleyball, softball, tennis, football, table tennis, badminton, chess and debating. The School also took out the Summer Tour Aggregate Shield (volleyball, tennis, cricket, softball and golf).

The School Equestrian Team continued their outstanding participation and competitive success placing first in the teams event at the Victorian Schools Equestrian Championships and individual podium finishes at the National Schools Equestrian Championships.

In the Music Programme nearly 140 students took instrumental tuition. The School held a total of 9 separate major concerts. In addition, students continued to perform at each assembly and in many events. The Year 8 Soiree and Year 5&6 ensemble performances at both the Mother's and Father's Day Breakfasts were particularly pleasing. New ensembles created this year included the Junior Concert Band and the Year 7 Wind and Brass Ensemble. In total the School ran 13 ensembles this year. Another highlight for the Music Programme included the performance of Lillie Walker (Class of 2023) at the VCE Top Acts concert at the Melbourne Recital Centre.

The School's Performing Arts Programme involves music and was well complemented by the Production Programme which featured Madagascar Junior as the Middle Years Production with 54 students performing. The Senior Production of High School Musical involved 38 performers and a sell out evening. Equally pleasing, was the involvement of 60 students in the Voice and Communication Programme with 40 completing an AMEB examination and over 20 achieving honours.

The Class of 2024 were a particularly diverse year group with a very wide range of interests. The cohort

have been active in school productions, music and photomedia. They were passionate and outstanding sports participants representing the School in ICCES, House Carnivals and local community sport. The year group had one of the largest numbers of students competing at elite levels in a wide range of sports.

They were also passionate about building school community and ran a very successful Harmony Day, Year Level Migrations, Random Acts of Kindness, Year 5&6 Olympics and Year 5&6 Talent Show. Their care and support extended beyond the school community collectively raising approximately \$14,000 which will support national and local charities including Familycare, Big Freeze, Bella Ainsworth Perpetual Liftoff Scholarship, Compassion For Indonesian Foster Children and World's Greatest Shave (\$7000).

The Class of 2024 leave a very positive legacy. They were welcoming to newcomers and never lost their commitment to connecting with year levels across the School. The regular assembly community announcements and reenergised singing of the School Song were also highlights.

Semper Ulterius

Mr Mark Torriero,
Principal



2024 Prefects

BACK ROW L-R:

Principal Mr Mark Torriero, Ella Morgan, Tahlia Pate, Liam Adcock, Matt Whitlock, Jack Whitlock, Jackson Barthold, Zachary Rensford, Mai Abdelmawgoud, Yuvraj Malhi, Year 12 Coordinator Mrs Brooke McLeod

FRONT ROW L-R:

Sharanya Senthil Kumar, Janani Murali, Layla Trevaskis, Felix Dom, Denise McCarthy, Lily Fleming, Amy Jude, Sophia Uniacke

Learning

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

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

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

VCE Highlights

- Ranked 48th in Victoria (539 secondary schools offering VCE)
- Outperformed 91% of all Victorian Schools
- Ranked 2nd in regional and rural Victorian schools (excluding small schools)
- 1/3 in the top 10% of the state (ATAR 90+)
- Nearly 2/3 in the top 20% of the state (ATAR 80+)
- 95% offered a university degree course

GVGS – Class of 2024 - distribution of ATAR scores

In the Victorian Certificate of Education (VCE) the Class of 2024 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.

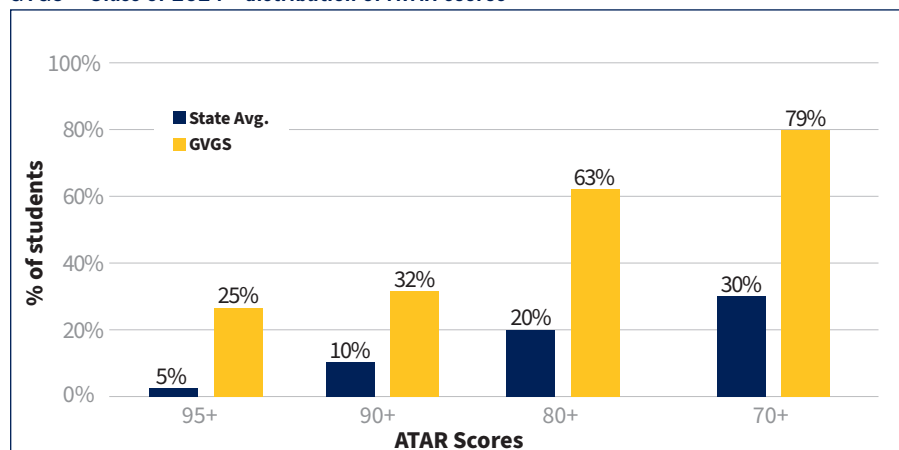
- 79% of the students placed in the top third of the state (ATAR score over 70)
- 63% of the students placed in the top 20% of the state (ATAR score over 80)
- 32% placed in the top 10% of the State (ATAR score over 90)

- 25% placed in in the top 5% of the State (ATAR score over 95)
- Study Score of 50 achieved by two student's in Mathematical Methods and Biology
- The 2024 Dux of Goulburn Valley Grammar School was Sarah Abdulmir who achieved an ATAR score of 98.55.

The following high achieving students all achieved scores over 97; Sarah Abdulmir (98.55), Jackson Barthold (98.40), Anoushka Wijesingha (98.15), Felix Dom (98.00), Ella Morgan (97.95), Will Broom (97.80), Ella Smith (97.80), Jenna Birchall (97.30) and Tahlia Pate (97.15).

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

GVGS – Class of 2024 - distribution of ATAR scores



Learning

The School community sincerely congratulates the entire Class of 2024. They have been remarkable in their capacity to overcome the challenges of the pandemic years. They demonstrated a deep commitment to learning despite the repeated periods of remote learning. We acknowledge in particular, the resilience of the students who experienced incredibly difficult circumstances including trauma, grief and loss.

Their involvement in and passion for music and performing arts has inspired future generations of students. The Class of 2024 have always been fine sporting competitors representing their Houses and the School.

Tertiary Entrance

The Class of 2024 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.

- 78 Year 12 students (99% of the year level) applied for a tertiary place with 95% receiving a first round degree course offer
- 85% of Year 12 students received a tertiary offer that was either their 1st, 2nd or 3rd preference

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

NAPLAN

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

Subject Competitions

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

- UNSW International Competitions and Assessments for Schools (ICAS) – separate competition/assessment for English, Mathematics, Science and Writing - 158 students participated from Years 5 – 11
 - 3 students won an ICAS medal – highest score in a subject in their year level in the state
 - 2 students achieved a High Distinction (top 1% of entrants across Australia)
 - 38 students achieved a Distinction (top 10% of entrants across Australia)

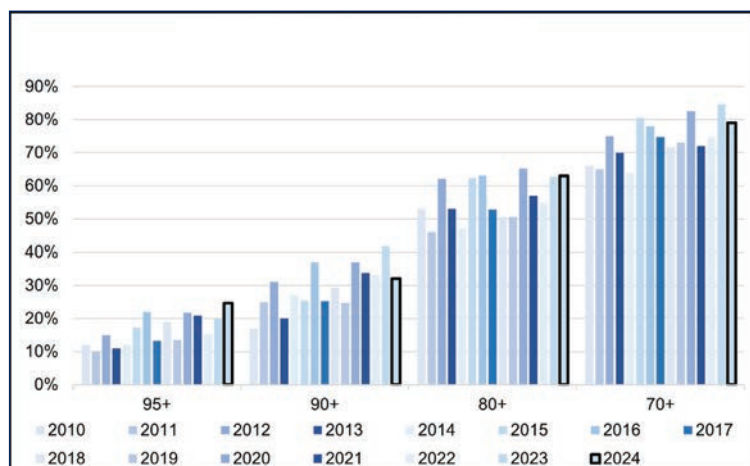
- Sayembara Lisan Oral Indonesian Competition - 14 students received either a 1st or 2nd place in the Victorian competition
- Australian Geography competition - 18 students achieved Distinctions, 14 High Distinctions
- Australian History competition – 14 students achieved Distinctions, 8 High Distinctions
- The Australian Computational and Algorithmic Thinking Competition – 13 students awarded Distinctions
- Science Olympiad – 8 students achieved Distinctions, 2 High Distinctions
- Furphy Literary Awards - 1 student awarded first prize in their category

External Awards

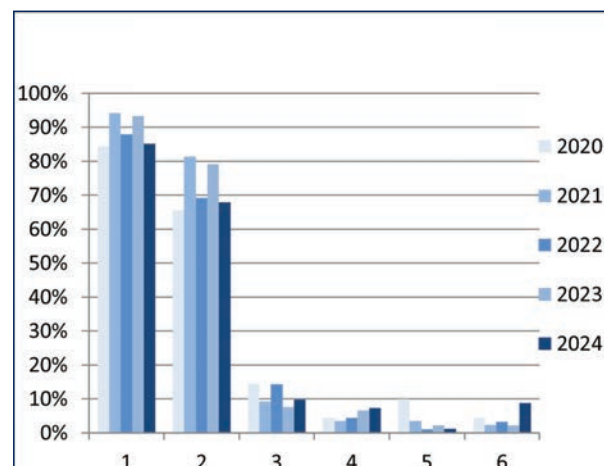
Students were recognised by external organisation's for their commitment to learning and excellent citizenship.

- Kwong Lee Dow Scholars - 1 student accepted into the programme
- Monash University Scholars - 3 students accepted into the programme
- ADF Future Innovators Award - presented to 2 students
- ADF Long Tan Youth Leadership & Teamwork Award - presented to 2 students

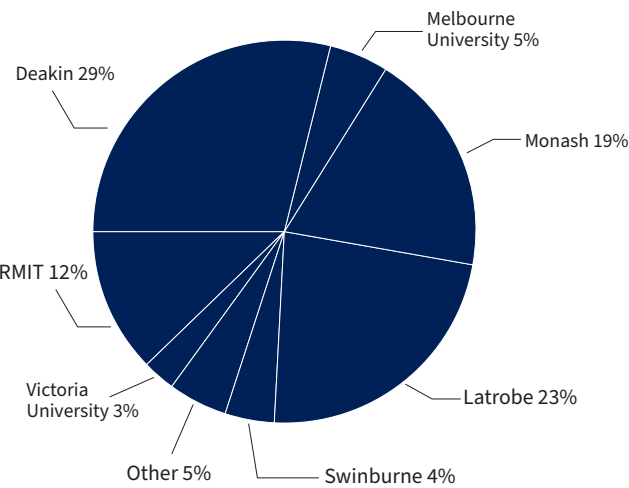
GVGS - VCE ATAR scores – student score distributions 2010 – 2024



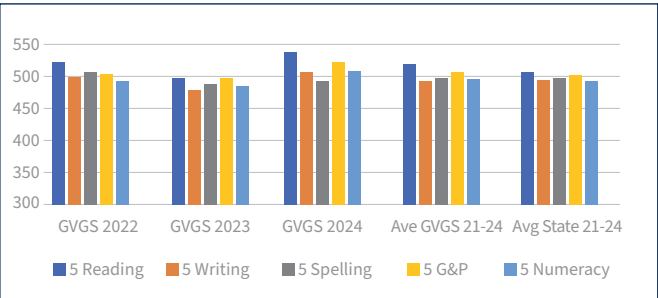
GVGS - Class of 2024 – tertiary offers by preference



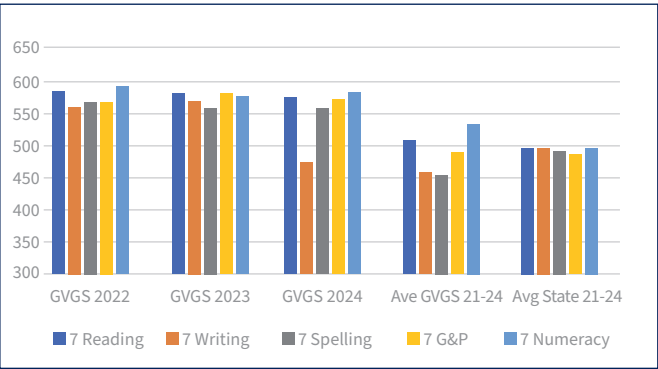
GVGS - Class of 2024 – offers from Victorian Universities



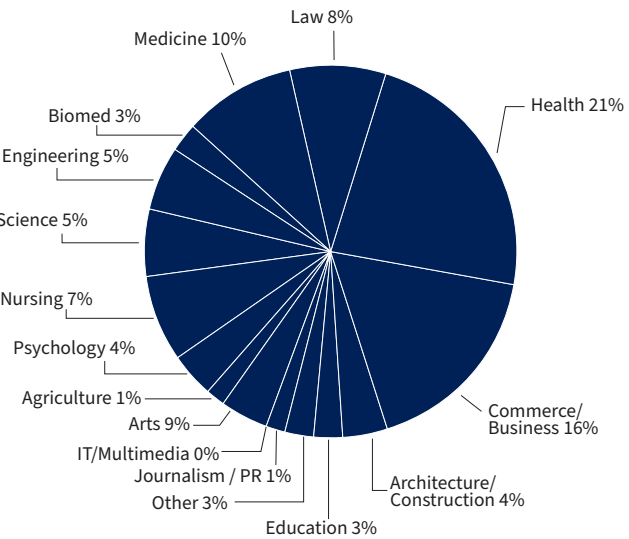
Year 5 NAPLAN 2022 - 2024



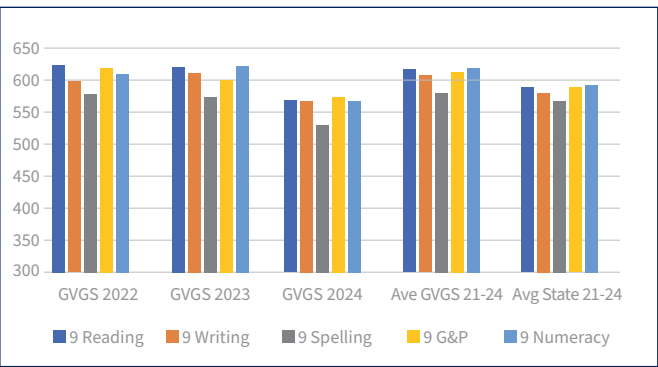
Year 7 NAPLAN 2022 - 2024



GVGS - Class of 2024 – tertiary course offers by major study



Year 9 NAPLAN 2022 - 2024



Caring for our Students

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

Student Pastoral Care and Welfare

The Pastoral Care Programme at Goulburn Valley Grammar School focuses on developing mutual respect and confidence among all members of the school community. It encompasses everything that we do as a school to meet the personal, social and academic needs of students. The pastoral care system, utilising tutorials mostly of about 12 students and a tutor, continues to provide close monitoring and effective support of our students' welfare. This system is based on the contributions of Tutors, Year Level Co-ordinators, Director of Students and Senior Staff and complements our strong emphasis on creating an environment where each student feels connected to their peers, the School and their community. Year Level Co-ordinators offer specific programmes to enhance and meet the needs of students as they develop academically, socially and emotionally. This is delivered through the tutorial system and is supported with guest speakers where appropriate. All tutorial programmes provided through the pastoral care system have a strong focus on the School's Values of: Caring, Respecting, Learning, Accepting Responsibility and Seeking Excellence.

The GVGS Culture is explicitly expressed in the Building Blocks and Values which underpin the teaching of Resilience, Rights and Respectful Relationships and Child Safety Programmes. In Year 7 the Building Blocks and Values are emphasised as part of each of these programmes. In 2024 the Resilience, Rights and Respectful Relationships course, produced by the Department of Education and Training, developed into a scope and sequence from Year 5 - 12 was delivered in the pastoral care and welfare programme. Extra time added to Long Tutorial facilitated the delivery of this programme throughout the School. This programme covers a range of topics, including, emotional literacy, stress management, positive coping, personal strengths, help seeking, gender, power and the media, safer socialising, positive gender relations and gender identity. Staff are trained in the delivery of the programme and students work in small groups facilitated by their tutors. The Child Safety Programme is delivered across all year levels with a particular focus on Child Safety Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. The delivery of this programme is focused on information being delivered to students in a manner

that is age appropriate and easy to understand. In 2024 these programmes were further supported by outside organisations. The Elephant Ed group ran workshops for all students from Year 9-12. Student sessions focused on; Consent, Privilege, Sexual Relationships and Sexual Violence and further complemented the work done in the Pastoral Care Programme. A number of presentations were delivered by the Equal Opportunity Officer depending on the requirements of the Year Level Coordinator group. During 2024, the Equal Opportunity Officer role was reviewed and a focus on Child Safety at GVGS was added to the role. The staff member in this role is now referred to as the Student Safety and Wellbeing Co-ordinator.

In Term 1 2024, all students were provided with presentations (age appropriate) on Values, Inclusion and Respectful Relationships. In Term 3, once again, (age appropriate) a session for each individual year level was presented on Racism and Discrimination and the importance of being an 'upstander'. The Student Safety and Wellbeing Co-ordinator plays a key role in supporting the Pastoral Care Programme and providing reactive and proactive presentations to small groups, year levels and individual students. With an emphasis on students understanding their role in creating a positive culture in the School and the policies which support this culture.

All year levels are now based in a designated precinct with easy access for students to Year Level Co-ordinators, tutorial rooms and lockers. Each precinct has comfortable, safe, shaded seating and outdoor areas so students can socialise within their year level and across year level groups. The development of these precincts is based on the needs of students and the provision of personalised care and attention for each student. Students have access to noticeboards which contain relevant school and co-curricular information pertinent to the specific year level. Year Level Co-ordinators physical proximity to students ensures they can oversee their academic and personal needs whilst developing strong relationships with the year level. The designated year level precinct has provided students with a sense of belonging and ownership. At recess and lunchtime students can be seen enjoying their area or mingling with other year levels on the oval, hardcourt area, library and the many outdoor seated spaces.

The services provided by the Student Services Centre continued to be critical to student welfare, meeting the needs of students from Year 5 to Year 12. Learning Support offers Literacy Support (Macqlit Program) at Years 5 to 8 and Numeracy Support at Year 5 to 9 as needed. 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 reading for students during assessment tasks and examinations

as well as Examination Special Provisions were offered through this service. Throughout 2024, further Learning Support Staff and English teachers undertook intensive training for MacqLit, which is an explicit and systematic reading intervention programme for small groups of older and low-progress readers. It provides a comprehensive sequence of lessons that includes all of the key components necessary for effective reading, phonemic awareness, phonics, fluency, vocabulary and comprehension. MacqLit lessons are staffed by a combination of English Teachers and Learning Support Staff, all trained in the delivery of the programme.

The School continued to undertake staff training and provision of resources necessary to implement a number of programmes which support the social, behavioural and physical welfare of students. All Year Level Co-ordinators are trained in Restorative Practices. This programme stresses the importance of relationships over and above rules. It seeks at all times to restore the relationships between people when these have been damaged by inappropriate or offending behaviour. The School's Respectful Behaviour Policy is explicitly addressed through the tutorial system and students are educated about the policy and provided with clear examples of what is acceptable behaviour and what is not. The policy is provided to students in their School Diary and on Agora. "BullyBusters" continues to offer support to students. It is a confidential email process which allows students direct access to report bullying incidents to the Student Safety and Wellbeing Co-ordinator. The School Diary contains a number of policies to support student wellbeing and all of these were referenced in Long Tutorial at each year level to ensure students were aware of their rights and responsibilities and how to report concerns they may have. The policies specifically covered in the School Diary are: Child Safe Policy, Student Code of Conduct, Respectful Behaviour Policy, Mobile Devices Policy, ICT Acceptable Use Policy, Bus Travel and School Uniform Policy.

The focus on cyber-safety which has been a strong emphasis throughout the School's pastoral care system and within the curriculum, continues to keep up with the changes in the use of technology by students. Each Year Level Coordinator provides relevant sessions to students using the Esafety Commission official website, with a range of extra resources provided by the Alannah and Madeleine Foundation. The eSmart School Programme, an initiative of the Alannah and Madeleine Foundation continues to develop. The aim of eSmart is to provide the tools and resources to equip the school community with the skills and knowledge they need for the smart, safe and responsible use of technology. The programme provides tools and strategies for teachers, students and parents to improve cyber-safety and reduce cyber bullying and bullying. Each term students from all year levels completed a Phriendly Phishing module which further supports online education. These programmes were delivered from Year 5 to Year 12 and were supported through regular classes and special seminars. The programme covers a range of topics which are tailored to particular year levels and deal with issues Year Level Co-

ordinators have identified as concerns for their year group. Some of the topics covered throughout the year levels were; privacy and security, digital footprint and positive online reputation, internet safety, social networking and relationships, sexting and communication. Year Level Co-ordinators continued to support families with a range of resources to help them to remain Esafe and develop their awareness. Esafety provides a range of online learning programmes for parents and these were advertised on Agora and in the Friday Newsletter. Parents and students were provided via Agora with links to relevant webinars and resources that could be shared and viewed as a family unit, with an emphasis on managing social media. The Esafety Commission was a constant source of parent, student and staff support.

Year Level Co-ordinators are continually focusing on Professional Development to enhance their skills and support tutors/teachers and students within the School. A wide range of Professional Development took place and was reported back via the Year Level Co-ordinator group to classroom teachers. Some of the areas covered were; cybersafety, behaviour management, supporting students with learning difficulties in the classroom, understanding students with ASD, Child Safe Standards and the Resilience Project. Currently, The Resilience Project materials are taught and used during Personal Development in Year 9. The main focus being on GEM – Gratitude, Empathy and Mindfulness. In 2024 a number of Year 9 and Year 5/6 classroom teachers completed training with The Resilience Project. The Resilience Project full programme was delivered to these year levels in 2024. During Term 3, Mental Health First Aid training was offered to all interested teaching and support staff. In 2024, 7 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 40+ staff trained in Mental Health First Aid and have committed to continue to train and upskill staff in this critical area in 2025. The support of students' mental health and wellbeing continues to be critical and the School continued to provide professional services and school counselling via our school counsellor and psychologist. These services were in demand across the School, in particular, at the senior levels due to the added stress and anxiety related to the VCE. Every Year 12 student was offered the opportunity of an initial session with the school counsellor, which became ongoing at the request of the student. In 2024, the School continued their School TV subscription as another resource to support families with the challenges of raising happy, healthy and resilient young adults. School TV is an online platform which provides schools with an extensive range of wellbeing resources for parents. Each Special Report is introduced by Dr Michael Carr-Gregg, Child and Adolescent Psychologist. Parents are able to access School TV resources on Agora.

A large focus for 2024 was the use of Year Level pages on Agora to provide up-to-date and relevant information to students and families. This platform allowed parents and students to access relevant information related to a particular year level. Year Level Co-ordinators updated their year level page regularly with news, events,

photographs, academic and co-curricular events, with a focus on engaging students in the School and providing a sense of community and connection for each year level. Year Level Co-ordinators continued to develop their skills in relation to using Agora to support the pastoral care of students and a great deal of work continued in 2024 on the development of the Pastoral Care tab. This is for the use of staff, to ensure that ongoing records of contact with families are maintained on the one platform.

We are an accredited Sunsmart School and an Asthma Friendly School. Staff are provided with Epipen, Anapen, Anaphylaxis and Cardiopulmonary resuscitation training, which is updated regularly. The physical wellbeing of students is additionally supported by the nurses in the Health Centre who are available every day during school hours. The nurses continue to play a major role in providing up-to-date and relevant medical advice related to safe practices for students and staff. They provide clear guidelines for managing students and staff returning to campus and in 2024 were focused on setting up procedures for risk management related to concussions.

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

Student Attendance

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

In 2024, the attendance rates for students were:
Year 5 – 94%
Year 6 – 93%
Year 7 – 93%
Year 8 – 93%
Year 9 – 92%
Year 10 – 93%
Year 11 – 95%
Year 12 – 96%
The overall attendance rate was 94%.

Student Retention

The School has a waiting list at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority of students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2024 Year 12 consisted of 82 students. 75 of the students from the Year 12 group were at GVGS in Year 9, 2021. Of the 2024 Year 12 class, 82% were in Year 7 at this School in 2019 and 9% came after Year 9.

Student Opinion

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

In 2024 GVGS participated in the Independent Schools Victoria Year 12 Exit Survey. This survey is designed to gauge satisfaction levels of Year 12 students with important aspects of schooling. The survey seeks to gather student recommendations for improving the quality of education to ensure a smooth transition to life beyond school. Students reported high levels of satisfaction overall with the School's practices and performance. The information collected will be used by the School to inform improvement priorities, as well as decisions regarding programmes and resource allocation.

Student Profile

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

- Years 5 and 6 had an enrolment of 104 students
- Years 7 to 12 had 581 students
- Total enrolment of 685 students
- The gender balance comprised 53% girls and 47% boys
- Twelve 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
- 30% of students live outside Greater Shepparton and travel on buses from Barooga, Cobram, Benalla, Echuca, Euroa, Moama, Seymour/Mangalore/Avenel/ Nagambie, Tocumwal, Numurkah, Tongala, Kyabram, Yarrawonga and Katamatite

A Well Rounded Education

The School is committed to developing well balanced young women and men of character who can make a positive contribution to society at a local and international level.

Skills such as leadership, teamwork, communication and problem solving combined with personal dispositions such as empathy, confidence and self-discipline can be developed in the classroom, but the School's rich Co-curricular Programme is essential in providing diverse opportunities for nurturing these qualities.

Music and Public Speaking (Voice and Communication)

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

- 180 students participated in ensembles and instrumental tuition in Piano, Voice, Wind, Brass, Guitar, Percussion and Strings. The School held 9 concerts and there were musical performances at special events held during the year.
- 60 students enrolled in Voice and Communication tuition
- 34 students participated in the AMEB V&C Examinations

Sport

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

House Carnivals and Eisteddfod

GVGS has four Houses – Dunlop, Fairley, McLennan and Ryall. These Houses participate in a range of whole school competitions and many year level activities.

- House Swimming Carnival – Fairley House won the Powell Cup. The remaining results were Dunlop 2nd, Ryall 3rd and McLennan 4th.
- House Athletics Carnival – Ryall won the carnival, with the remaining results Fairley 2nd, McLennan 3rd and Dunlop 4th.
- House Cross Country – Fairley won the carnival with the remaining results, McLennan 2nd, Dunlop 3rd and Ryall 4th.
- 2024 House Competition – Close Family Shield went to Fairley House.
- The annual Eisteddfod was held in September – McLennan won followed by Ryall in 2nd place, Fairley 3rd place and Dunlop 4th place.

ICCES

ICCES is an association of independent schools from across Victoria. In 2024, students competed in the ICCES Summer Tour and Winter Tour. The School placed 1st in the Summer Tour and 2nd in the Winter Tour. Students also participated in various ICCES sporting events during the year.

Local Competitions

Teams represented the School in local weekend competitions in soccer, netball, hockey and badminton. The School aims to get as many students as possible active in local weekend competitions as it assists students in building their sense of community and belonging.

- Soccer - 5 teams registered - 68 players
- Netball - 5 teams registered - 52 players
- Hockey - 4 teams registered - 17 players
- Badminton - 21 teams registered - 106 players

GVGS vs Girton Grammar Summer Sport Competition

This event is held in Shepparton during February, with both junior and senior teams competing in Cricket and Tennis. Due to wet weather the event was cancelled in 2024. Consequently, GVGS retained all shields by default.

Performing Arts

Three of the School's major events belong to the Performing Arts sector of the School, where strong student interest continues to raise the standard of performances. This has been the stepping stone for past students forging careers in this field. In 2024, the School was able to return to full production style performances.

Senior Production "High School Musical" was held in May. The Middle Years Production Team brought "Madagascar A Musical Adventure JR." to the stage in August. A total of 90 students were involved across both productions.

The annual Eisteddfod is held each September. All students enjoyed the event and participation and enthusiasm was high. McLennan House won the event.

Year Level Camps Programme

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

The following camps were held during 2024:

- Year 5, Sovereign Hill, Ballarat
- Year 6, Camp Jungai, Rubicon
- Year 7, Anglesea
- Year 8, Bush Camp Eildon and Wanggai
- Year 9, Urban Experience
- Year 10, Bogong High Plains
- Year 12, Study Camp - Melbourne

Clubs and Service

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

Service Groups

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

Our Staff

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

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

Professional Learning

The School maintained its strong commitment to evidence-based professional learning in 2024, drawing on the expertise of both external specialists and our own teaching staff to further develop the skills and knowledge of our educators.

Every member of staff completed professional development in the area of Child Safety. This included the Department of Education’s ‘Protecting Children – Mandatory reporting and other obligations’ modules, in addition to GVGS’s own Child Safety Training regarding our Child Safe Policy, Child Safe Code of Conduct, Mandatory Reporting Policy and information related to Responding to and Reporting Allegations of Child Abuse. The School has reiterated that staff understanding of and adherence to Child Safe policies and procedures remains our priority in professional development.

Internal professional learning in 2024 focused on implementing evidence-informed teaching practices. This included dedicated time for staff to document low-variance, knowledge-rich curriculum to ensure the continuity of learning across Years 5 to 12 and to ensure the curriculum offered at GVGS is well sequenced, coherent, selective, specific and clear.

In 2024, GVGS engaged internationally renowned school culture expert Tom Bennett to begin a multi-year relationship, examining the current behaviour curriculum at the School and helping to develop and implement behaviour curriculum protocols across the School to ensure consistency between and within teachers. Tom held sessions with Senior Leadership; Middle Leaders (Year Level Coordinators and Heads of Department); and finally a session with all staff. He emphasised the need for the entire school community to engage with consistent behavioural norms and expectations, in order to make students feel safe and to maximise the time available for learning in every class. Staff found his session engaging and practical. The Middle Leaders are continuing to develop consistent behavioural expectations that will be refined and introduced more formally with students in 2025.

Our transition to a fully coherent Knowledge Rich Curriculum was a major focus for 2024. A Knowledge Rich Curriculum is a common feature of educationally high-performing countries and an important step nationally towards achieving

Australia’s education goals. It provides the foundation for excellence and equity in the education system by prioritising and explicitly outlining the essential knowledge and related skills that students should be taught and develop at each stage of their schooling. This differs from a skills-based curriculum, which focuses on developing skills or competencies in a generic manner, such as critical thinking, communication and problem-solving and de-emphasises subject knowledge. Cognitive science explains that students learn best when they are supported to acquire, retain and apply knowledge. In line with the science of learning, a Knowledge Rich Curriculum progressively builds students’ subject knowledge, with plenty of opportunities for practise, review and retrieval to support long-term retention of learning. As students acquire more knowledge, it becomes easier for them to comprehend text, understand new concepts and acquire related skills. Staff spent time in professional learning sessions ensuring that the GVGS curriculum embeds the important elements of a Knowledge Rich Curriculum.

Ensuring our curriculum is taught using pedagogically sound practices was again a focus in 2024. Teachers shared effective strategies such as the use of mini whiteboards for formative assessment, spaced practice tasks and retrieval practice in professional learning sessions, so that staff had the opportunity to learn from other staff and share valuable intellectual property with each other.

Several staff had the opportunity to attend world-leading conferences focused on the most up-to-date evidence-based practices in education in 2024. The ResearchED conference brings together teacher practitioners and researchers with the goal of bridging the gap between research and practice in education. Researchers, teachers, and policy makers come together for a day of information-sharing and myth-busting. The organisation aims to raise the research literacy of educators, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter. Attendees at the 2024 conference reflected that it helped clarify for them the theoretical underpinnings of some of the recent practices implemented at GVGS and were excited to have the opportunity to engage with an organisation considered to be at the very forefront of educational excellence.

Several teachers were also able to attend the Sharing Best Practice event in Shepparton in August 2024. This conference, tailored for teaching professionals, leaders and educators as well as speech pathologists and other allied health professionals working in schools, showcases approaches founded in the Science of Learning. Attendees met with prominent national and international education experts from across

various sectors, including tertiary initial teacher education providers and were able to delve into the research supporting Science of Learning. The conference focused on offering best practice teaching methodologies through keynotes, workshops, panel discussions and Q&A sessions.

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

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

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

Total expenditure on professional learning for 2024 was \$406,251. This means that an average of \$4,406 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 92.2 FTE staff in 2024
- 62.0 FTE teaching staff
- 30.2 FTE operational staff
- Gender breakdown
 - o teaching staff male 24% and female 42%
 - o operational staff male 12% and female 22%
- Several staff members were born overseas, including from Indonesia, Italy, India, Afghanistan, Vietnam, Republic of Ireland and the United Kingdom; there are currently no indigenous employees.

Staff Retention

The teaching staff list at the commencement of 2023 included 69 teachers. Of these teachers, 62 remained on the teaching staff list at the commencement of 2025. This represents a 90% retention rate. There were 7 teaching staff departures during 2024, comprising of 2 retirements, 1 contract completion and 4 resignations.

Staff Attendance

- In 2024, the staff attendance rate was 95%.

Leadership

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

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

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

TEACHING AND LEARNING

Learning Leaders

- Ms Nicole Sleeth, Learning Leader (Common Curriculum)

Department Co-ordinators

- Mrs Clare Nolen, Visual Art
- Mrs Natalie Wyatt, Business Studies and Humanities
- Mr Sean Templeton, English – Senior Years
- Ms Janet Bester, English – Middle Years
- Mrs Chelsea Pohlner, Health / Physical Education / Outdoor Education
- Mr Grant Findlay, LOTE
- Mr Matthew Provan, Mathematics – Senior Years
- Ms Jacqueline Taylor, Mathematics – Middle Years
- Mr Philip Tan, Music (Academic and Instrumental)
- Mr Nathan Hanns, Science
- Ms Amanda Brisbane, Learning Support

PASTORAL

Year Level Co-ordinators

- Mrs Rachel James, Year 5 & 6 and Transition Co-ordinator, Year 5
- Ms Emma Buckingham, Year 7 and Transition Co-ordinator, Year 7
- Mr Grant Findlay, Year 8
- Ms Julia Mathers, Year 9
- Mr Jeremy Holgate, Year 10
- Ms Deidre Belleville, Year 11
- Mrs Brooke McLeod, Year 12
- Mrs Angela Whitlock, Student Safety and Wellbeing Coordinator

POSITIONS OF RESPONSIBILITY

- Mrs Debra Block, Careers and Course Co-ordinator
- Mrs Chelsea Pohlner, VCE Co-ordinator
- Mrs Khadija Fatima, Peer Support Co-ordinator
- Dr Narelle Cairns, Peer Support Co-ordinator
- Mr Caleb Walmsley, Buddies Programme Co-ordinator
- Mrs Rebecca Morris, Buddies Programme Co-ordinator
- Mrs Margie McArthur, Daily Organiser
- Mrs Fiona Davis, Enrichment Co-ordinator

CO-CURRICULAR

- Mrs Laura Johnson, Dunlop House Co-ordinator
- Mrs Lauren Sibio, Fairley House Co-ordinator
- Mrs Laura Smithers-Shaw, McLennan House Co-ordinator
- Mr Nicholas Mountney, Ryall House Co-ordinator
- Mrs Brooke McLeod, SRC

SCHOOL LEADERSHIP TEAM

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

Resources &

During 2024 the Board continued to implement its strategic plan and this included several site developments.

The upgrade of all five of the laboratories in the science precinct was completed in the first half of 2024. The results are pleasing and have particularly improved acoustics, noise and natural light. Thanks to Mr Troy King and the property team for their management of this project and maximising school holiday periods and minimising the disruption to term weeks.

Investment continues in digital infrastructure, network reliability, bandwidth, cyber safety and individual devices. The main focus is on cyber security and both hardware and software continue to be upgraded and expert consultants engaged. Data collections and analysis have also seen increased investment, as well as day-to-day support services for students. The GVGS public website has also been upgraded, along with the information AGORA is able to provide to families.

Investment and maintenance in the school grounds continues and we particularly acknowledge our property staff and contractors. All bring skill, dedication and pride in the School site to their roles.

Development of North Shepparton, both along Verney Road and the Goulburn Valley Highway continues and the Board monitors this activity, together with the longer term plans of local Government. Of particular interest are site access and shared pathways and both matters will be under discussion with local authorities in the coming years.

Environment

Finance

The School's finances moved through 2024 based on a strong enrolment, stable staffing and continued investment in infrastructure.

The official enrolment on Census Day in August 2024 was 685 students (2023 685).

The School depends heavily on Government recurrent funding and total Government funding made up 44% of the School's income in 2024. Most of this funding (41%) is from the Commonwealth.

Changes to the Commonwealth funding model commenced in 2022 and result in a decrease in funding over an eight-year period (2022 to 2029 inclusive). This is placing considerable pressure on private fees, resulting in increases above CPI. On the expenditure side of operations, staffing costs made up 72% of recurrent expenditure in 2024, hence, continued prudent management of this is essential. Information technology, education resources, property maintenance and private bus subsidies are other key cost areas. The Board believes expenditure is at a level that can be sustained into the medium term.

It is worth noting that the School has not yet been deemed liable for payroll tax, however we are likely to cross the fee threshold in 2026 or 2027.

The School's balance sheet remains in a robust position, with no debt and strong cash reserves. The School's financial operations are overseen by the School Leadership Team, the Finance and Audit Committee and the Board. In addition, the School reports to the Commonwealth and Victorian Governments, the Australian Charities and Not-For-Profits Commission (ACNC), Ecumenical Schools Australia (ESA) and our external independent auditors. The School also benchmarks its financial data against a range of independent surveys and reports.

Capital Works

The main focus of capital development in 2024 was the completion of the upgrade of the science precinct, with the five laboratories ready for use at the commencement of 2024 classes.

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2024

INCOME	2024	2023
Private Fees and Charges	10,729,698	10,331,647
Commonwealth Government Grants	7,926,832	8,093,573
State Government Grants	890,239	890,447
Other Income	890,072	751,631
	<hr/> 20,436,841	<hr/> 20,067,298
EXPENDITURE		
Employment Expenditure	13,268,577	12,791,145
Academic Programs	1,767,913	1,756,186
Administration and Property Costs	5,799,007	2,554,609
Depreciation	1,233,622	1,155,894
Interest Expense	3,744	6,643
	<hr/> 22,072,863	<hr/> 18,264,477
Operating Surplus (Deficit) for the year	<hr/> -1,636,022	<hr/> 1,802,821

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2024

	2024	2023
Current Assets	16,717,026	15,078,779
Non-Current Assets	42,032,312	41,856,007
Total Assets	<hr/> 58,749,338	<hr/> 56,934,786
Current Liabilities	7,315,258	4,025,776
Non-Current Liabilities	937,816	776,724
Total Liabilities	<hr/> 8,253,074	<hr/> 4,802,500
Net Assets	<hr/> 50,496,264	<hr/> 52,132,286
Equity	<hr/> 50,496,264	<hr/> 52,132,286

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

Towards the end of the year, design and preliminary works commenced on upgrading the main building. This will progress during 2025.

Other investment in 2024 included:

- Continued replacement of student laptop computers and tablets
- Replacement of floor coverings
- New telephone system
- Founders Hall lighting and audio visual upgrades
- Cyber security systems and services
- ICT network fibre optic cabling and switches upgrade

- New fencing around the sports hardcourt area
- Replacement and upgrades of classroom interactive whiteboards
- Preliminary works on covering the netball court
- Grounds equipment replacements and upgrades

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

Wider Community

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

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

Community Feedback

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

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

The School participated in these surveys in 2008, 2010, 2013, 2017 and 2021. The information gained through this process was critical to initiatives and projects, which have been implemented in recent years.

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

- Academic Programme
- Discipline and Safety
- Learning Outcomes
- Pastoral Care
- Peer Relations
- Personal Development
- Resources

- School Ethos / Values
- Transition
- Overall Satisfaction

In the 2021 LEAD survey, the school community including students, parents and staff expressed very high levels of satisfaction with the School in general. In all domains student, parent and staff levels of satisfaction exceeded the ISV average benchmarks for participating independent schools. This feedback provides strong endorsement of the quality of the School's programmes in all areas of operations.

In 2024, Year 12 students completed the ISV Exit Survey. This survey was benchmarked against the data from 112 independent schools and 49,000 students.

Students from the Class of 2024 reported significantly higher levels of satisfaction in 9 of 10 domains compared to statistically similar schools.

This related to student satisfaction in the domains of Academic Programme, Learning Outcomes, Overall Satisfaction, Pastoral Care, Personal Development, Resources, School Ethos/Values, Teaching Quality and Transition.

The School remains committed to continuous improvement and this information assists in identifying areas of strong performance and opportunities for enhancement. This analysis informed improvement strategic priorities, improvement initiatives and resource allocation.

Parents and Friends Association

The Parents and Friends Association has continued to work hard towards their key goals of building community connections through supporting school events and activities.

These activities provide social opportunities for parents and build the school communities' relationships. Another key goal is raising funds to support the development of facilities and programmes at the School.

GVGS Connect

In light of the School's ongoing commitment to inclusivity and connection, the GVGS Mothers Club (established in 1982), officially changed it's name to GVGS Connect at the AGM held 19 April, 2024.

GVGS Connect has continued to build community relationships through their involvement in both running and supporting major school events including Open Day, Grandparent's Day and Welcome Evenings. By supporting these activities many parents come together to form friendships and contribute their time and skills to the school community.

Tuckshop

The Tuckshop continues to be operated by employed staff. It is managed by Mrs Marlene Rutherford with the goal of offering a variety of meals and snacks to students and staff.

Parent Helpers

Parents provided invaluable assistance, in particular, assisting with GVGS teams involved in local weekend sporting competitions.

Alumni

The School continued to build relationships with past students. We were delighted to be able to hold a number of reunions during 2024.

- 5 Year Reunion for the Class of 2019
- Reunions 10, 15, 20, 25, 30, 35 years

2024 Teaching Staff

Ms S Ali B.Sc., B.Ed.	Mr G Edwards B.Ed., Dip.Teach.	Mrs F Kerr Dip.Teach., Grad.Dip.StuWfr.	Mr M Plant B.A., B.Law., Grad.Dip.Ed.	Ms J Taylor B.Sc., M.Teach.
Mr T Anselmi Grad.Dip.Ed., Dip.Arts.	Mrs K Fatima B.Pharm., Grad.Dip.Ed.	Ms P Lawless B.Ed.	Mrs C Pohlner B.Ed.	Mr S Templeton B.A., Grad.Dip.Ed.
Mrs T Arnold B.A., Grad.Dip.Ed.	Mr G Findlay B.A., Dip.Ed., B.Litt.	Mr C Marx B.Bus., Dip.Ed.	Mr N Poole B.App.Sc.	Ms G Thompson B.Ed.
Ms D Belleville B.Ed.	Mrs P Fisher B.Sc., B.Ed.	Ms J Mathers B.Bus.,Dip.Ed.,Grad.Dip.AdolHlthWfr	Ms L Powles B.App.Sc., Dip.Ed.	Mr M Torriero B.Bus., Dip.Ed.
Mrs N Bensch B.Ed.	Ms C Garratt Dip.Teach., Higher.Dip.Teach.	Ms M McArthur B.Ag.Sc., Grad.Dip.EnvSc., Grad.Dip.Ed.	Mr M Provan B.Sc., Grad.Dip.Ed.	Mr P Tricarico B.A., Grad.Dip.Ed.
Mrs J Bester B.Ed., Dip.Ed.	Mrs B Gleeson B.Ed.	Mr S McDonald B.App.Sc.	Mr B Roberts B.Mus.Ed.	Mr C Walmsley B.A., B.Ed.
Mrs D Block B.Ed., Dip.Teach.	Mrs J Grace B.A., Dip.Ed.	Mrs B McLeod M.Ed., B.Sc., Grad.Dip.Ed.	Mrs N Roberts B.Mus., Dip.Lang.	Mr G Warner B.App.Sc., Dip.Ed.
Ms A Brisbane B.App.Sc., Grad.Dip.Ed.	Mr N Hanns B.Sc., Grad.Dip.Ed.	Mr L McLeod B.App.Sc., M.Ed.	Ms K Rolfe B.Des., Dip.Ed.	Mrs A Whitlock B.App.Sc., B.Ed.
Ms E Buckingham B.A., M.Teach.	Mrs M Harrison B.App.Sc.	Mr B McMurray B.Mus, AMus, Grad.Dip.Ed.	Mr J Ross B.Bus., Grad.Dip.Teach.	Ms J Willmott B.Ed.
Mrs D Byers B.A., Dip.Ed.	Mr S Harrison B.App.Sc., Grad.Dip.Ed., M.Ed.	Mrs S Monk B.App.Sc., Grad.Dip.Ed.	Ms M Semmens B.A., Dip.Ed.	Mrs C Worsfold B.A., Dip.Ed.
Dr N Cairns B.Sc., PhD., Grad.Dip.Ed.	Mr J Holgate B.Sc., Grad.Dip.Ed., Grad.Dip.Maths.	Mr A Moore B.A., Dip.Ed.	Mrs L Sibio B.Bus., Dip.Ed.	Mr G Wyatt B.A., Dip.Ed.
Mrs J Carter B.App.Sc., Grad.Dip.Ed.	Mr L Howard B.Phys.O/Ed	Ms R Morris B.Sc., Grad.Dip.Ed.	Ms N Sleeth B.Ed., M.Ed.	Mrs N Wyatt B.A., Grad.Dip.Ed.
Ms C Coverdale B.E., M.Teach.	Mrs R James B.A., B.Ed.	Mr N Mountney B.Sc., M.Teach.	Mrs P Smith B.Sc.Ed.	Mrs J Yarwood B.A., Dip.Ed.
Ms K D’Elia B.Teach., B.A., M.Lit.	Mr T James B.App.Sc., M.Ed.	Mrs C Nolen B.Ed.	Mrs L Smithers-Shaw B.A., Dip.Ed	Mrs M N Zito Dip.Teach.
Mrs F Davis B.Comm., Dip.Ed.	Mrs F Jasper B.Ed.	Mrs K O’Connor B.A., Dip.Ed	Mr K Stenning B.Phys.Ed.	
Ms R Dewi B.Ed.	Mrs L Johnson B.Ed.	Mrs S Parnell B.A., B.Teach.	Mr P Tan Dip.Acc., B.Music, Grad.Dip.Ed.	

2024 Operational Staff

Mr M Banning Instrumental Music Tutor	Mr B Dixon Learning Support	Mrs C King Dip.Ed.Supp., Learning Support	Mr C Oxley Cleaning	Mr N Shillington Cleaning
Mrs R Battista Tuckshop	Mrs E Dowling Learning Support	Mr T King RBP, Property Manager	Mrs P Pogue Director of Development	Mr B Siemsen Instrumental Music Tutor
Mrs J Beer Audio Visual Technician	Ms M Earl Trainee	Ms H McCann Student Reception	Mrs W Pomfret Administration	Mr J Simson Grounds
Mrs J Birchall Assistant Business Manager	Mr B Evans Information Systems	Mrs S McCarthy B.Sc., RN, H.Dip.Midwifery, RM, School Nurse	Mrs M Posteraro Tuckshop	Mr R Sinha Instrumental Music Tutor
Mrs L Bolton Administration	Mr M Gook Cleaning	Mrs R McCrindle Dip.BA., Administration	Mrs D Price B.A., Librarian	Mr K Stokie B.Bus., CPA, Business Manager
Mr R Boswell Maintenance	Mr T Hall Trainee	Mrs C Mechkaroff Dip.Mgt., Human Resources Manager	Mrs A Prior Tuckshop	Ms C Tepper B.ECE., EA to Deputy Principal
Mrs D Brett Tuckshop	Ms A Harry Instrumental Music Tutor	Mr R Musolino Tuckshop	Ms K Raglus Dip.App.Sc., Science Laboratory Technician	Ms L Trevena B.Mus., Instrumental Music Tutor
Mrs L Carley Main Reception	Mrs C Heard Tuckshop	Mr A Noonan Information Systems	Mrs S Ross Instrumental Music Tutor	Mrs K Tricarico Library Assistant
Mrs D Cassidy Dip.Mgt, Registrar	Mr G Jenkins Science Laboratory Technician	Mrs G Nunn B.Bus, ADip.Trsm, ADip.BA., Learning Support	Mr B Ruska B.Nursing, R.N.(Div.1), School Nurse	Ms E Virayanti LOTE Language Assistant
Mrs K Clurey Tuckshop	Mrs T Jones Accounts	Mr M O’Connor Information Systems	Mrs M Rutherford Tuckshop Manager	Mrs A Wallace Library Assistant
Mr A D’Andrea Grounds	Ms L Kellock Tuckshop	Mrs S O’Connor Art Technician	Ms M Schofield EA to Principal	Ms M Waters Information Systems
Mrs L Di Fede Learning Support	Ms A Kenyon Cleaning			



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