

Annual Report 2025



GOULBURN VALLEY GRAMMAR SCHOOL

2025 Annual Report

The Annual Report aims to provide a summary of activities and operations of Goulburn Valley Grammar School for the 2025 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 2025 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 694 students
- Employed 69 teaching staff and 46 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 Natalie Parker



Mr Andrew Plunkett



Mrs Natasha O'Callaghan



Dr Karyn Ferguson



From the Principal

Each year visitors and new members of the school community tell us that the GVGS culture is very positive and special. They typically comment on the calm, orderly atmosphere, how students thank their teachers, the student's presentation, courtesy and confidence. GVGS is different by design. While such feedback is welcome we remain committed to our motto to strive for further horizons. We try to ensure that our improvement decisions are informed by reliable evidence.

Student safety and wellbeing

The safety and wellbeing of students remains one of our core improvement priorities. In 2025 we implemented the following improvement actions which were also informed by student voice.

- Student Safety and Wellbeing Handbook (student friendly language)
- Student education programme explicitly linked to the Student Safety and Wellbeing Handbook
- Staff Code of Conduct
- Parent Code of Conduct
- Signage - Student safety and Student Safety Officers
- Colour coded identification cards and lanyards for Staff, (Student Safety Officers) Visitors and Contractors
- Installation of full privacy cubicles (toilets, changerooms and showers) in the Sports Centre

School Culture

School culture is a critical foundation of every possible positive outcome that schools aim to achieve. In 2024, the School launched a school culture refresh, with advice and training from eminent UK based student behaviour expert Tom Bennett who provided all staff training. Throughout 2025 we trialled whole school core classroom routines including seating plans, entry tasks and attention signals. Following overwhelmingly positive feedback these protocols have been adopted whole school. We have already seen significant positive impact on classroom climate and effective learning for all students.

The Learning that Matters

The School is committed to providing our departing students with a lifeworthy education that is knowledge

rich, carefully sequenced and reflective of a broad liberal arts education. Strong core knowledge is the bedrock of future learning enabling reading comprehension, complex reasoning and critical thinking. Beyond school it is also invaluable in informing important life decisions. With the challenges and unrest across the globe it is more important than ever for young people to understand the narrative sweep of history. Through our knowledge focussed curriculum students encountered texts rich in knowledge and cultural significance including first nations perspectives, Romeo and Juliet, Frankenstein, Anne Frank and Animal Farm. In Humanities, our students learning has included the ancient world, the Renaissance, Enlightenment, Industrial Revolution, World Wars and the Civil Rights Movement. This curriculum is truly powerful and inspiring and we are already seeing it transform the learning of our students.

Facilities Development

The School continues to invest in facility development. A particular highlight in 2025 was the complete renovation of the original Main Building which was completed in 1982. In partnership with our Architects the School has refreshed the building to ensure that it provides optimal learning spaces that are contemporary while respecting and celebrating the heritage of the building. The classrooms and corridors have all been refurbished providing light filled calming and functional areas. A particular highlight has been the development of 110 seat tiered lecture theatre with lecture seating including integrated folding writing tables. In addition, the School has invested in enhanced security through an Electronic Access Control system. The School has responded to student feedback installing full floor to ceiling toilet, shower and change cubicles in the Sports Centre. A Hard roof has been installed over the outdoor netball / basketball area (behind Gym) to provide sun and rain protection. The final project for the year was the installation of a solid roof over the BBQ area near Kings Lake. This has been carefully designed by our architects to reflect school design cues. We thank both the Parents and Friends Association and GVGS Connect for their generous financial support of this project.

Co-curricular Programme

The School's Co-curricular Programme is essential in providing a range of broader learning experiences promoting the development of health, relationships, problem solving, resilience and independence through a diverse range of experiences. The revised Year Level

Camps Programme now features a progression of carefully sequenced outdoor education experiences introducing students to independence and camp craft. These outdoor focussed camps include Year 6 - Rubicon, Year 8 - Eildon and Year 10 - Bogong High Plains. The Music Programme featured over 120 students undertaking instrumental tuition. Student musical performances were a feature of a wide range of events including 10 separate concerts, regular assemblies and major events.

Throughout the year over 660 students participated in the House competitions competing in the traditional Swimming, Athletics, Cross Country, Eisteddfod and The Pelican Cup Challenge. The Senior Production of Cinderella and Middle Years Production of Aladdin JR. were very popular, involving nearly 120 students in cast and crew. Over 200 students represented the School in sporting teams in local regular weekly competitions in soccer, netball, hockey and badminton. Over 200 students represented the School enthusiastically in the Independent Country Co-educational Schools Inc. (ICCES) competitions. The School also fielded teams in other external interschool competitions including, equestrian and netball.

The Class of 2025

The departing Class of 2025 showed a deep and genuine commitment to learning. They maintained high expectations of themselves and strived to maximise their learning growth.

The cohort made an enormous contribution to the Performing Arts Programme including music and productions, with large numbers involved since Year 5 or 7. They were outstanding sports participants, absolutely engaged and reliable at House, local, interschool and elite level. Through an authentic commitment to social justice causes, they supported a range of worthy charity organisations including Big Freeze, Biggest Morning Tea, The Great Rice Drive for FoodShare, Family Care and Compassion For Indonesian Foster Children. In total they have raised approximately \$9,000.

We thank the entire Class of 2025 for their leadership, citizenship and very positive legacy.

Semper Ulterius

Mr Mark Torriero,
Principal



2025 Prefects

BACK ROW L-R:

Principal Mr Mark Torriero, Charles Locke, Austin Telford, Cael Walker, Aden Schreck, Mackenzie Calleja, Alice Bourchier, Elizabeth Ford, Phoebe Cross, Rebekah Lawson, Year 12 Coordinator Mrs Brooke McLeod.

FRONT ROW L-R;

Julia Nguyen, Lily Byers, Olivia Jackson, Joshua Winkler, Stella Trezise, Aarushi Srivastava, Ruby O'Callaghan, Maeve Wehner.

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 51st in Victoria (526 secondary schools offering VCE)
- Outperformed 90% of all Victorian Schools
- Ranked 2nd in regional and rural Victorian schools (excluding small schools)
- 40% in the top 10% of the state (ATAR 90+)
- 61% in the top 20% of the state (ATAR 80+)
- 98% offered a university degree course

GVGS – Class of 2025 - distribution of ATAR scores

In the Victorian Certificate of Education (VCE) the Class of 2025 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.

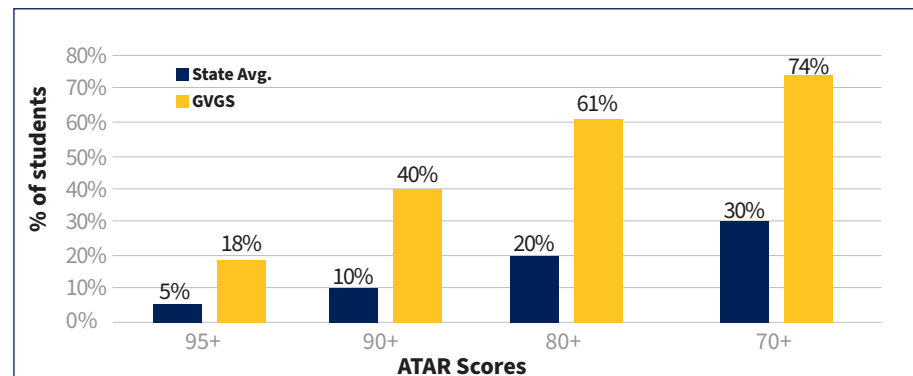
- 74% of the students placed in the top third of the state (ATAR score over 70)
- 61% of the students placed in the top 20% of the state (ATAR score over 80)
- 40% placed in the top 10% of the State (ATAR score over 90)
- 18% placed in the top 5% of the State (ATAR score over 95)

- Study Score of 50 achieved by four student's in Environmental Science (Elizabeth Ford), General Mathematics (Harry Smith), Psychology (Maeve Wehner), and Health and Human Development (Mia Wheaton)
- The 2025 Dux of Goulburn Valley Grammar School was Maeve Wehner who achieved an ATAR score of 99.6.

The following high achieving students all achieved scores over 97; Maeve Wehner (99.6), Alice Bourchier (99.4), Julia Nguyen (98.75), Rebekah Lawson (98.5), Don Yapa (98.45), Charlotte Georgiou (98.35), Elizabeth Ford (98.3), Dhairya Chauhan (98.0), Patrick Sharp (98.0), Mia Wheaton (97.95) Nikith Pradeep (97.55).

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

GVGS – Class of 2025 - distribution of ATAR scores



Learning (continued)

The School community sincerely congratulates the entire Class of 2025. 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 2025 have always been fine sporting competitors representing their Houses and the School.

Tertiary Entrance

The Class of 2025 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.

- 93 Year 12 students (98% of the year level) applied for a tertiary place.
- 87% 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 and 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 - 362 students participated from Years 5 – 11
 - o 3 students won an ICAS medal – highest score in a subject in their year level in the state
 - o 3 students achieved a High Distinction (top 1% of entrants across Australia)
 - o 38 students achieved a Distinction (top 10% of entrants across Australia)
- Sayembara Lisan Oral Indonesian Competition - 15 students received either a 1st or 2nd place and 5 students received Highly Commended recognition in the Victorian competition
- Australian Geography competition - 16 students achieved Distinctions, 9 High Distinctions

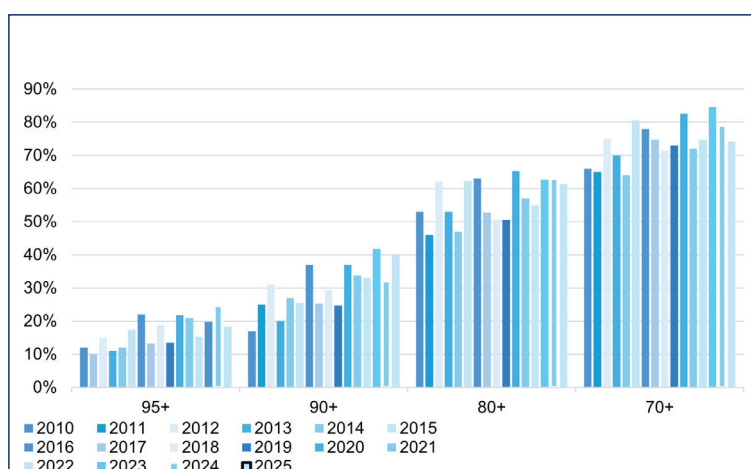
- Australian History competition - 34 students achieved Distinctions, 7 High Distinctions, with one student going on to become joint State Champion in the Year 10 Level.
- The Australian Computational and Algorithmic Thinking Competition - 14 students awarded Distinctions and 2 awarded High Distinction.
- International Chemistry Quiz - 8 students achieved Distinctions, 4 High Distinctions
- Furphy Literary Awards - 1 student awarded first prize in their category
- Maths Olympiad - 4 students achieved Distinctions, 2 High Distinctions
- Australian Mathematics Competition - 28 students achieved Distinctions, 3 High Distinctions

External Awards

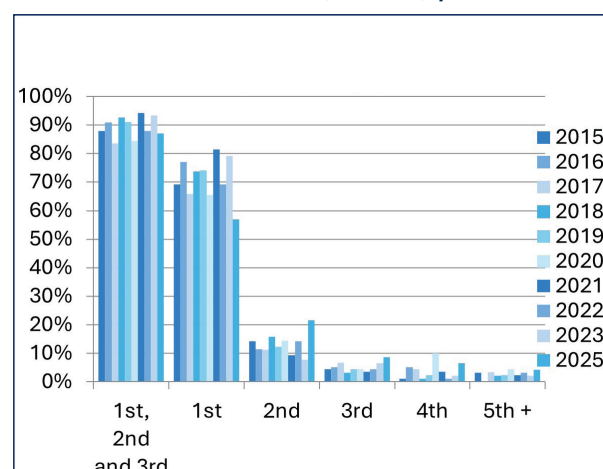
Students were recognised by external organisation's for their commitment to learning and excellent citizenship.

- 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

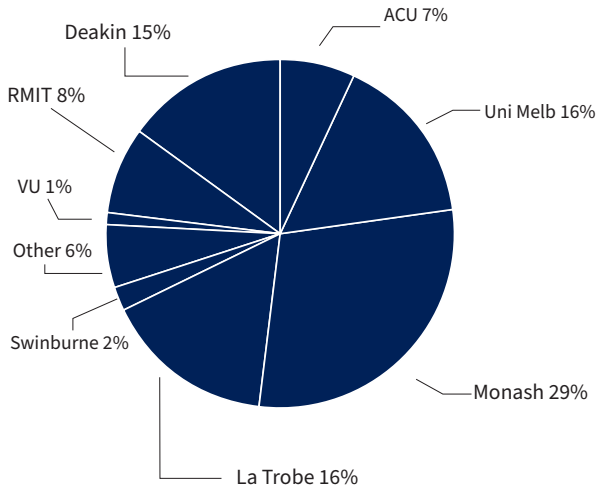
GVGS - VCE ATAR scores – student score distributions 2010 – 2025



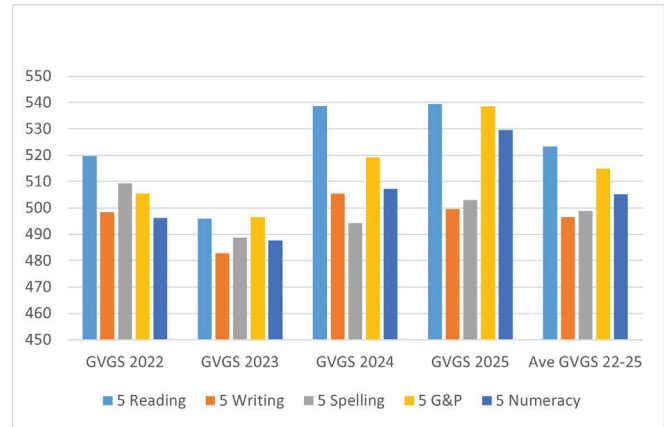
GVGS - Class of 2025 – tertiary offers by preference



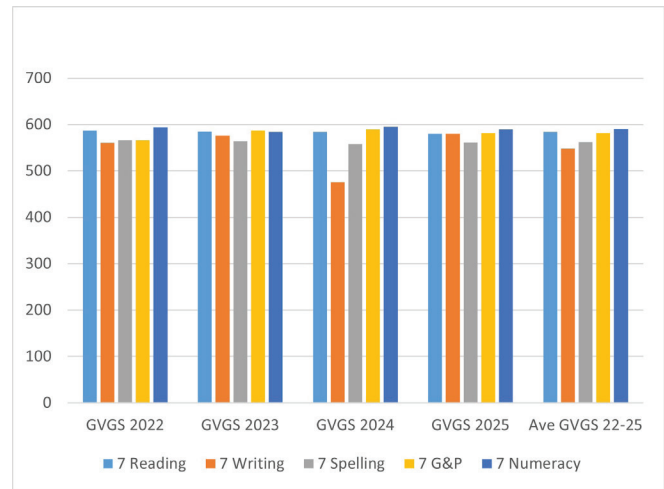
GVGS - Class of 2025 – offers from Victorian Universities



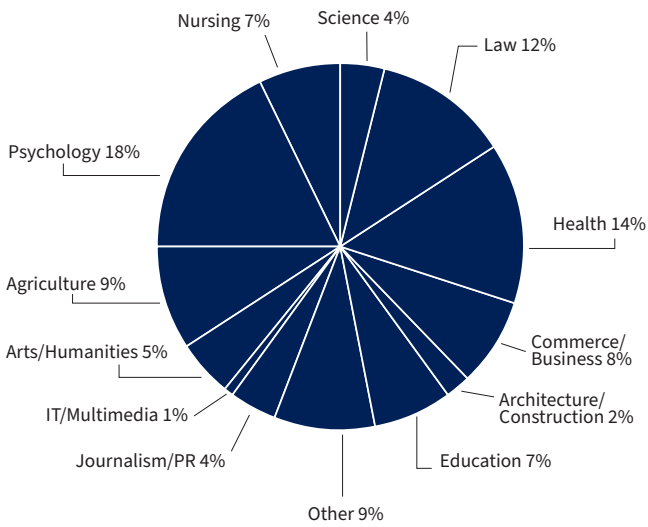
Year 5 NAPLAN 2022 - 2025



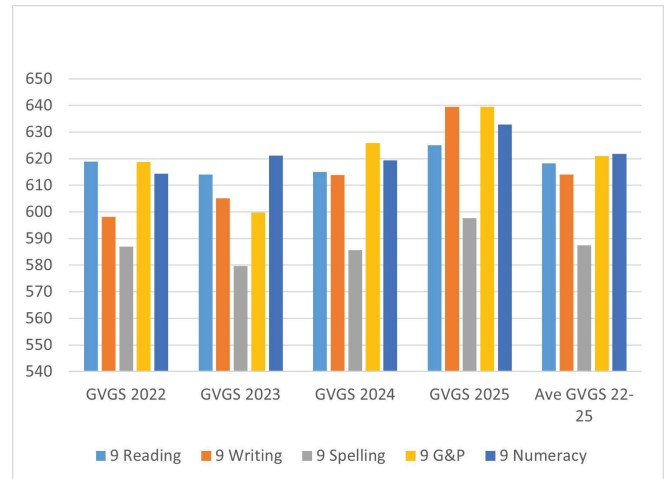
Year 7 NAPLAN 2022 - 2025



GVGS - Class of 2025 – tertiary course offers by major study



Year 9 NAPLAN 2022 - 2025



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 2025 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. In Years 5/6 and 9 due to the structure of the timetable and access to extra time as a year level, the Resilience Project has been introduced with a strong focus on GEM, Gratitude, Empathy and Mindfulness. These concepts are explicitly taught and students maintain a diary to help them understand and to practise them each day. 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 2025 these programmes were further supported by outside organisations. The Elephant Ed group ran workshops for all students from Year 7-12. Student sessions focused on; Sex and Social Media, 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 Student Safety and Wellbeing Coordinator depending on the requirements of the Year Level Coordinator group. During 2025 the Student Safety and Wellbeing Coordinator focused on Child Safety as a major component of their role. In 2025, in Term 1, all students were provided with presentations (age appropriate) on Values, Inclusion and Respectful Relationships. 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 and Corrective Reading/Writing) 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. 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 organising and overseeing Examination Special Provisions were offered through this service. MacqLit, 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 make 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 use 'Restorative Practices' in their dealings with students. 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
- School Uniform Policy

In 2025 GVGS took strategic steps to ensure that all students in the School felt safe, supported and valued. A key focus was on ensuring that students knew how and where to seek help and support if needed. Student messages specifically related to 'speaking up' if something didn't feel right and knowing that you will be listened to and believed. Child Safety Officers (which includes the student welfare team and other school leaders) information was made more visible around the School to ensure that students knew who to speak to if they had a concern. Posters contained the name and a photograph of each officer. Students also heard the message that they could speak to any staff member. As part of this educative process, the Student Handbook - Safety and Wellbeing was developed and launched in 2025. This is a handbook specifically developed for use by our students to ensure their safety in the School and outside environments. The handbook was launched at the start of Term 3 at a Friday Assembly by the School Captains. The aim of the handbook is to provide students with accessible information related to child safety. Policies (mentioned above) are presented in easy to comprehend language for students so they understand their rights. The handbook ensures students know where to obtain help and support, internally and externally. Information for students related to bullying, grooming, sexual harassment and abuse is clearly outlined and explained. Students can speak to a staff member, School Captain or SRC Prefect, leave a note in the Child Safety mailbox in Student Reception, email staff members or the BullyBusters email, which is overseen by the Student Safety and Wellbeing Coordinator. The handbook contains a student concern/complaint form which can be filled out and provided as a hard copy, or an electronic copy is on the Child Safety Tab on Agora. All students were provided with a copy of the Student Handbook Safety and Wellbeing which fits neatly into the plastic pocket in the School Diary.

The focus on cyber-safety which has been a strong emphasis throughout the School pastoral care system and within the curriculum continues to keep up with the changes in the use of technology by students. Each Year Level Coordinator provides relevant sessions to students using the eSafety Commissioner official website, with a range of extra resources provided by the Alannah and Madeleine Foundation. Each term students from all year levels completed a 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 capacity. Esafety provides a range of online learning programmes for parents and these were advertised on Agora and in the Friday Newsletter. Parents and students were provided via Agora with links to relevant webinars and resources that could be shared and viewed as a family unit, with an emphasis on managing social media. The eSafety Commissioner website was a constant source of parent, student and staff support. All parents were provided with up to date information on changes to social media use for children under 16 years of age prior to its introduction in December 2025.

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. During Term 3, Mental Health First Aid training was offered to all interested teaching and support staff. In 2025, 8 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 45+ staff trained in Mental Health First Aid and have committed to continue to train and upskill staff in this critical area in 2026. 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. 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 2025, the School continued their SchoolTV subscription as another resource to support families with the challenges of raising happy, healthy and resilient young adults. SchoolTV 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 SchoolTV resources on Agora.

A large focus for 2025 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 2025 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 2025 were focused on setting up procedures for risk management related to concussions at school as well as after school hours.

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 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 the 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 Year 6 leaders, coaches of sporting teams, organisers of social service activities, lead roles in School Productions, leaders of musical groups and ensembles, presentations at Friday Assembly 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 2025, the attendance rates for students were:

Year 5 –	95%
Year 6 –	94%
Year 7 –	94%
Year 8 –	93%
Year 9 –	94%
Year 10 –	92%
Year 11 –	95%
Year 12 –	96%

The overall attendance rate was 94%.

Student Retention

Goulburn Valley Grammar School has waiting lists at most year levels. Typically, Years 5 and 7 are the major points of entry. The vast majority of students aspire to tertiary study and there is support for student choices through the Careers Office. As an example, the 2025 Year 12 Cohort consisted of

- 95 students;
- 85% were in Year 7 at the School in 2020
- 7% came after Year 9

Student Opinion

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

In 2025 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 590 students
- Total enrolment of 694 students
- The gender balance comprised 51% girls and 49% boys
- Eleven 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
- 25% 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)

The 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 performed in the 3 major school concerts (Autumn Concert, Foundation Day Concert and Junior Concert) during the year.
- Many students also performed in studio concerts (Piano, Voice, Wind & Brass, Guitar & Percussion, Strings and VCE concerts).
- Musical performances were conducted at special events held during the year (e.g. Grandparents Day, Mother's Day, Father's Day, Open Day etc.)
- 120 students participated in music tuition
- 34 students participated in the AMEB music exam
- 46 students enrolled in the AMEB Voice and Communication tuition
- 44 students participated in the AMEB Voice & Communication exam

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, taking home the Edwards Shield with the remaining results Fairley 2nd, McLennan 3rd and Dunlop 4th.
- House Cross Country Carnival – Ryall won the CYMRU Cup, with the remaining results McLennan 2nd, Dunlop 3rd and Fairley 4th.
- 2025 House Competition – Close Family Shield came down to a tie between Fairley and McLennan House.
- The annual Eisteddfod was held in September – McLennan won followed by Fairley in 2nd, Dunlop 3rd and Ryall 4th.

ICCES

ICCES is an association of independent schools from across Victoria. In 2025, students competed in the ICCES Summer Tour and Winter Tour, with the School placing 3rd in the Summer Tour and 1st 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 - 4 teams registered - 58 players
- Netball - 4 teams registered - 38 players
- Hockey - 3 teams registered - 14 players
- Badminton - 18 teams registered - 90 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. In 2025 the teams finished with an overall tie. Given that GVGS has held the trophy for years, our captains gracefully sent it with Girton Grammar.

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 addition to the House Eisteddfod, the Senior Production "Cinderella" was held in May. The Middle Years Production Team brought "Aladdin JR." to the stage in August. A total of 109 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 at Mt Bogong in Year 10, this programme is an exciting component of the school calendar.

The following camps were held during 2025:

- Year 5, Sovereign Hill, Ballarat
- Year 6, Camp Jungai, Rubicon
- Year 7, Camp Wilkin, 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

In 2025, the School continued to prioritise high-quality, evidence-informed professional learning, drawing on both external expertise and the deep knowledge within our own staff to strengthen teaching practice across all year levels and subject departments.

All staff undertook comprehensive Child Safety training during the year. This included the Department of Education's Protecting Children – Mandatory Reporting and Other Obligations modules, alongside GVGS-specific training covering the Child Safe Policy, Child Safe Code of Conduct, Mandatory Reporting Policy and procedures for responding to and reporting allegations of child abuse. The School has continued to emphasise that a thorough understanding of Child Safe requirements remains central to our professional learning programme.

A major focus of internal professional learning was the ongoing implementation of evidence-informed teaching practices. Staff were allocated time to document low-variance, knowledge-rich curriculum materials to ensure continuity of learning from Years 5 to 12. This work aimed to strengthen the coherence, clarity and sequencing of the GVGS curriculum.

Significant time was dedicated during staff professional learning meetings to ensuring all staff understood the rationale, evidence base and practical implications of the School's stated teaching principles. Teachers spent time learning the importance of whole class explicit interactive instruction; as well as building on prior knowledge of the importance of cognitive load theory, the gradual release of responsibility model of teaching and the deliberate use of well-sequenced and well-timed checks for understanding.

The School also continued the work that had begun with our partnership with internationally recognised Behaviour Curriculum expert Tom Bennett in 2024.

Consistent, school-wide behaviour norms and routines were consolidated to maximise the time students can spend on learning by minimising unnecessary distractions and interruptions.

The School's commitment to a Knowledge Rich Curriculum continued in 2025, with further rollout across Years 5 to 10. This approach, common in high-performing education systems internationally, supports national goals for excellence and equity by clearly identifying the essential knowledge and related skills students should acquire at each stage of schooling. Unlike skills-led models that emphasise generic competencies, a Knowledge Rich Curriculum is grounded in cognitive science, which shows that students learn most effectively when they build a strong base of domain-specific knowledge. This knowledge supports comprehension, conceptual understanding and the development of higher-order skills. Staff engaged in professional learning to ensure these principles are embedded throughout the GVGS curriculum, with a focus on structured sequencing, explicit content and regular opportunities for practice, review and retrieval.

Pedagogical practice remained a priority throughout the year. Teachers shared effective strategies, including the use of mini whiteboards for formative assessment, spaced practice and retrieval practice, through internal professional learning sessions. These opportunities allowed staff to learn from one another and to continue building a shared repertoire of evidence-based instructional techniques.

Several staff members attended leading national conferences focused on contemporary research in education. Teachers attended sessions held by renowned international education experts including Dr Carl Hendrick and Tom Sherrington. This professional learning day provided valuable insights into the intersection of research and classroom practice. Attendees reported that the event deepened their understanding of the theoretical foundations behind recent initiatives at GVGS and appreciated the opportunity to engage with a global community committed to research literacy and educational improvement.

The School also maintained its strong commitment to staff training in CPR, First Aid and Anaphylaxis management. As a result, GVGS continues to exceed the required number of qualified staff, ensuring a high level of preparedness in situations requiring first aid. In addition to mandatory anaphylaxis staff briefings, all staff at GVGS were also given briefings regarding the School's concussion protocols and the procedures for dealing with suspected and confirmed concussions.

Cybersecurity training remained an important focus, with the external provider Phriendly Phishing again supporting staff and students to recognise and respond to online threats and to understand the importance of multi factor authentication.

Finally, many staff continued to engage in subject-specific professional learning throughout the year, ensuring their disciplinary knowledge and teaching practices remain aligned with current developments in their fields.

Total expenditure on professional learning for 2025 was \$386,106. This means that an average of \$4,108 was expended on each staff member for their professional development.

Staff Profile

- GVGS had 94.0 FTE staff in 2025
- 61.9 FTE teaching staff
- 32.1 FTE operational staff
- Gender breakdown
 - teaching staff male 22% and female 38%
 - operational staff male 14% and female 26%
- Several staff members were born overseas, including from Indonesia, Malaysia, 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 2025 included 68 teachers. Of these teachers, 64 remained on the teaching staff list at the commencement of 2026. This represents a 94% retention rate. There were 4 teaching staff departures during 2025, comprising of 2 on extended leave, 1 contract completion and 1 resignation.

Staff Attendance

- In 2025, the staff attendance rate was 96.7%.

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, Director of Information Systems and Executive Assistant to the Principal.

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
- Mrs 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 Semester 1 & Geraldine Thompson Semester 2, 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
- Mrs Natalie Wyatt, Director of Learning - Middle Years
- Ms Kathryn D'Elia, Director of Learning -Senior Years
- Ms Trish Lawless, Director of Students
- Mr Tim James, Deputy Principal
- Mr Kim Stokie, Business Manager
- Mr Mark Torriero, Principal
- Ms Michelle Schofield, Executive Assistant to the Principal

Resources & Environment

The Board continued to implement its strategic plan, including several site developments.

Early in 2025 the netball court was fully roofed to maximise weather protection and ensure usage all year round.

A major upgrade of the main building proceeded during the year, with each classroom being progressively refurbished and modernised. This original school building constructed in 1981 is now maximising natural light, is visually attractive and acoustically efficient. Of particular note is the new lecture theatre, with capacity for 110 students.

This facility will be particularly useful for year level gatherings, guest speakers and performances.

Consistent with the School's child safety strategy, the changing rooms in the Sports Centre have been redesigned to comprise fully private changing cubicles. The School's security system is being progressively upgraded and door locks are the first stage of this. Most of the School is now secured by an electronic locking system and the final precincts will be completed during 2026.

The School is pleased to acknowledge the work of Greater Shepparton City Council in constructing a shared pathway from the Grammar Park Estate to the School's southern boundary along the Goulburn Valley Highway. For the first time in the School's history, safe and off-road access is now a reality for local students to cycle or walk to school. An internal track and bicycle storage facility have been added.

A work in progress at the end of 2025 was the redevelopment of the outdoor cooking area, adjacent to Kings Lake. This project has since been completed and provides an all-weather space that will be well utilized for a range of events. Thank you to both the Parents and Friends Association and GVGS Connect for financially supporting this project.

Thanks to Property Manager Troy King and the entire property team for their management of these projects, including maximising school holiday periods and minimizing the disruption during 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.

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.

Finance

The School's finances moved through 2025 based on strong enrolment, stable staffing and continued investment in infrastructure.

The official enrolment on Census Day in August 2025 was 694 students (2024, 685).

The School depends heavily on Government recurrent funding and total Government funding made up 43% of the School's income in 2025. Most of this funding (39%) 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 annual fee increases above CPI.

On the expenditure side of operations, staffing costs made up 73% of recurrent expenditure in 2025, 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 formally deemed liable for payroll tax, however, under current State Government policy, we expect this to commence in mid-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 school surveys and reports.

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2025

INCOME	2025	2024
Private Fees and Charges	11,345,295	10,729,698
Commonwealth Government Grants	8,136,973	7,926,832
State Government Grants	910,041	890,072
Other Income	646,861	890,072
	<u>21,039,170</u>	<u>20,436,841</u>
EXPENDITURE		
Employment Expenditure	13,852,402	13,268,577
Academic Programs	1,785,449	1,767,913
Administration and Property Costs	3,125,048	5,799,007
Depreciation	1,215,092	1,233,622
Interest Expense	8,974	3,744
	<u>19,986,965</u>	<u>22,072,863</u>
Operating Surplus (Deficit) for the year	<u>1,052,205</u>	<u>-1,636,022</u>

BALANCE SHEET SUMMARY AS AT 31 DECEMBER 2025

	2025	2024
Current Assets	14,440,387	16,717,026
Non-Current Assets	45,564,505	42,032,312
<u>Total Assets</u>	<u>60,004,892</u>	<u>58,749,338</u>
Current Liabilities	5,887,572	7,315,258
Non-Current Liabilities	369,491	937,816
<u>Total Liabilities</u>	<u>6,257,063</u>	<u>8,253,074</u>
<u>Net Assets</u>	<u>53,747,829</u>	<u>50,496,264</u>
Equity	53,747,829	50,496,264

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

Capital Works

As highlighted above, the main focus of capital development in 2025 was the upgrade of the main building, with the 11 classrooms progressively fully refurbished and modernised, including the conversion of room 12 into a 110 seat lecture theatre. The final stage of this project was the corridors, which were completed ready for commencement of the 2026 school year.

Also undertaken during 2025 were the complete re-fit of student changing rooms, stage one (electronic locks) of the upgrade to the School's security system and new outdoor catering and barbeque precinct.

Other capital investment in 2025 included:

- Continued replacement of student lap top computers and tablets.
- New loose furniture throughout the main classroom building.
- All-weather roof over the netball court.
- Library chairs fully replaced.
- Cyber security systems and services.
- Replacement and upgrades of classroom interactive whiteboards.
- Grounds equipment replacements and upgrades.
- Bicycle shed and internal pathway to new highway access gate.

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 2025, 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 2025 reported high levels of satisfaction 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

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. 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 2025.

- 5 Year Reunion for the Class of 2020
- Reunions 10, 15, 20, 25, 30, 35 years

2025 Teaching Staff

Mr T Anselmi
Grad.Dip.Ed., Dip.Arts.

Mrs T Arnold
B.A., Grad.Dip.Ed.

Ms D Belleville
B.Ed.

Mrs N Bensch
B.Ed.

Mrs J Bester
B.Ed., Dip.Ed.

Mrs D Block
B.Ed., Dip.Teach.

Ms A Brisbane
B.App.Sc., Grad.Dip.Ed.

Ms E Buckingham
B.A., M.Teach.

Mrs D Byers
B.A., Dip.Ed.

Dr N Cairns
B.Sc., PhD., Grad.Dip.Ed.

Mrs J Carter
B.App.Sc., Grad.Dip.Ed.

Ms K D'Elia
B.Teach., B.A., M.Lit.

Mrs F Davis
B.Comm., Dip.Ed.

Ms R Dewi
B.Ed.

Mr G Edwards
B.Ed., Dip.Teach.

Mrs K Fatima
B.Pharm., Grad.Dip.Ed.

Mr G Findlay
B.A., Dip.Ed., B.Litt.

Mrs P Fisher
B.Sc., B.Ed.

Ms C Garratt
Dip.Teach., Higher.Dip.Teach.

Mr N Hanns
B.Sc., Grad.Dip.Ed.

Mrs M Harrison
B.App.Sc.

Mr S Harrison
B.App.Sc., Grad.Dip.Ed., M.Ed.

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

Mrs C Holland
B.Music, B.Teach

Mr L Howard
B.Phys.O/Ed

Mrs R James
B.A., B.Ed.

Mr T James
B.App.Sc. M.Ed.

Mrs L Johnson
B.Ed.

Ms P Lawless
B.Ed.

Mr C Marx
B.Bus., Dip.Ed.

Ms J Mathers
B.Bus., Dip.Ed., Grad.Dip.AdolHlthWfr

Ms M McArthur
B.Ag.Sc., Grad.Dip.EnvSc., Grad.Dip.Ed.

Mr C McCabe
B.E. P.C.E.

Mr S McDonald
B.App.Sc.

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

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

Mr B McMurray
B.Mus, AMus, Grad.Dip.Ed.

Mrs S Monk
B.App.Sc., Grad.Dip.Ed.

Mrs R Morris
B.Sc., Grad.Dip.Ed.

Mr N Mountney
B.Sc., M.Teach.

Ms S Neal
B.A. M.Teach, B.Law

Mrs C Nolen
B.Ed.

Mrs Y Ozbay
B.Ed.

Mrs S Parnell
B.A., B.Teach.

Mr M Plant
B.A., B.Law., Grad.Dip.Ed.

Mrs C Pohlner
B.Ed.

Mr N Poole
B.App.Sc.

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

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

Ms K Rolfe
B.Des., Dip.Ed.

Mr J Ross
B.Bus., Grad.Dip.Teach.

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

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

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

Mrs P Smith
B.Sc.Ed.

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

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

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

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

Mrs G Thompson
B.Ed.

Mr M Torriero
B.Bus., Dip.Ed., M.A.C.E., M.A.C.E.L.

Mr P Tricarico
B.A., Grad.Dip.Ed.

Mr C Walmsley
B.A., B.Ed.

Mr G Warner
B.App.Sc., Dip.Ed.

Mrs A Whitlock
B.App.Sc., B.Ed.

Ms J Willmott
B.Ed.

Mrs C Worsfold
B.A., Dip.Ed.

Mr G Wyatt
B.A., Dip.Ed.

Mrs N Wyatt
B.A., Grad.Dip.Ed.

Mrs M N Zito
Dip.Teach.

2025 Operational Staff

Mrs C Amery
Instrumental Music Teacher

Mrs R Battista
Tuckshop

Mrs J Beer
Audio Visual Technician

Mrs G Bihun
Instrumental Music Tutor

Mrs J Birchall
Assistant Business Manager

Mr A Broj
Instrumental Music Tutor

Mrs L Bolton
Administration

Mr R Boswell
Maintenance

Mrs D Brett
Tuckshop

Mrs L Carley
Main Reception

Mrs D Cassidy
Dip.Mgt, Registrar

Mr I Chandler
Trainee

Mrs K Clurey
Tuckshop

Mr A D'Andrea
Grounds

Mrs L Di Fede
Learning Support

Mr B Dixon
Learning Support

Mrs E Dowling
Learning Support

Mr T Durso
Information Systems

Mr B Evans
Information Systems

Ms S Gibson
Trainee

Mr M Gook
Cleaning

Mrs A Harry
Voice Tutor

Mrs C Heard
Tuckshop

Mr G Jenkins
Science Laboratory Technician

Mrs T Jones
Accounts

Ms L Kellock
Tuckshop

Ms A Kenyon
Cleaning

Mrs C King
Dip.Ed.Supp., Learning Support

Mr T King
RBP, Property Manager

Ms H McCann
Student Reception

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

Mrs R McCrindle
Dip.BA., Administration

Mrs C Mechkaroff
Dip.Mgt., Human Resources
Manager

Mr R Musolino
Tuckshop

Mr A Noonan
Information Systems

Mrs G Nunn
B.Bus, ADip.Trsm, ADip.BA.,
Learning Support

Mrs S O'Connor
Art Technician

Mr C Oxley
Cleaning

Mrs W Pomfret
Administration

Mrs M Posteraro
Tuckshop

Mrs A Prior
Tuckshop

Ms K Raglus
Dip.App.Sc., Science Laboratory
Technician

Mr J Raphael
Instrumental Music Tutor

Mr B Ruska
B.Nursing, R.N.(Div.1), School Nurse

Mrs M Rutherford
Tuckshop Manager

Ms M Sangster
Voice and Communication

Ms M Schofield
EA to Principal

Mr N Shillington
Cleaning

Mr J Simson
Grounds

Mr R Sinha
Instrumental Music Tutor

Mr K Stokie
B.Bus., CPA, Business Manager

Ms C Tepper
B.ECE., EA to Deputy Principal

Mrs K Tricarico
Library Co-ordinator

Ms E Virayanti
LOTE Language Assistant

Mrs A Wallace
Library Assistant

Ms M Waters
Information Systems

**GOULBURN VALLEY
GRAMMAR SCHOOL**



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