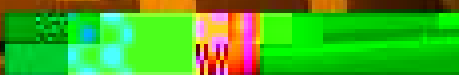
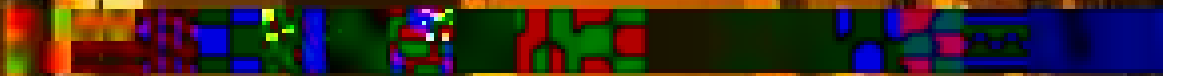
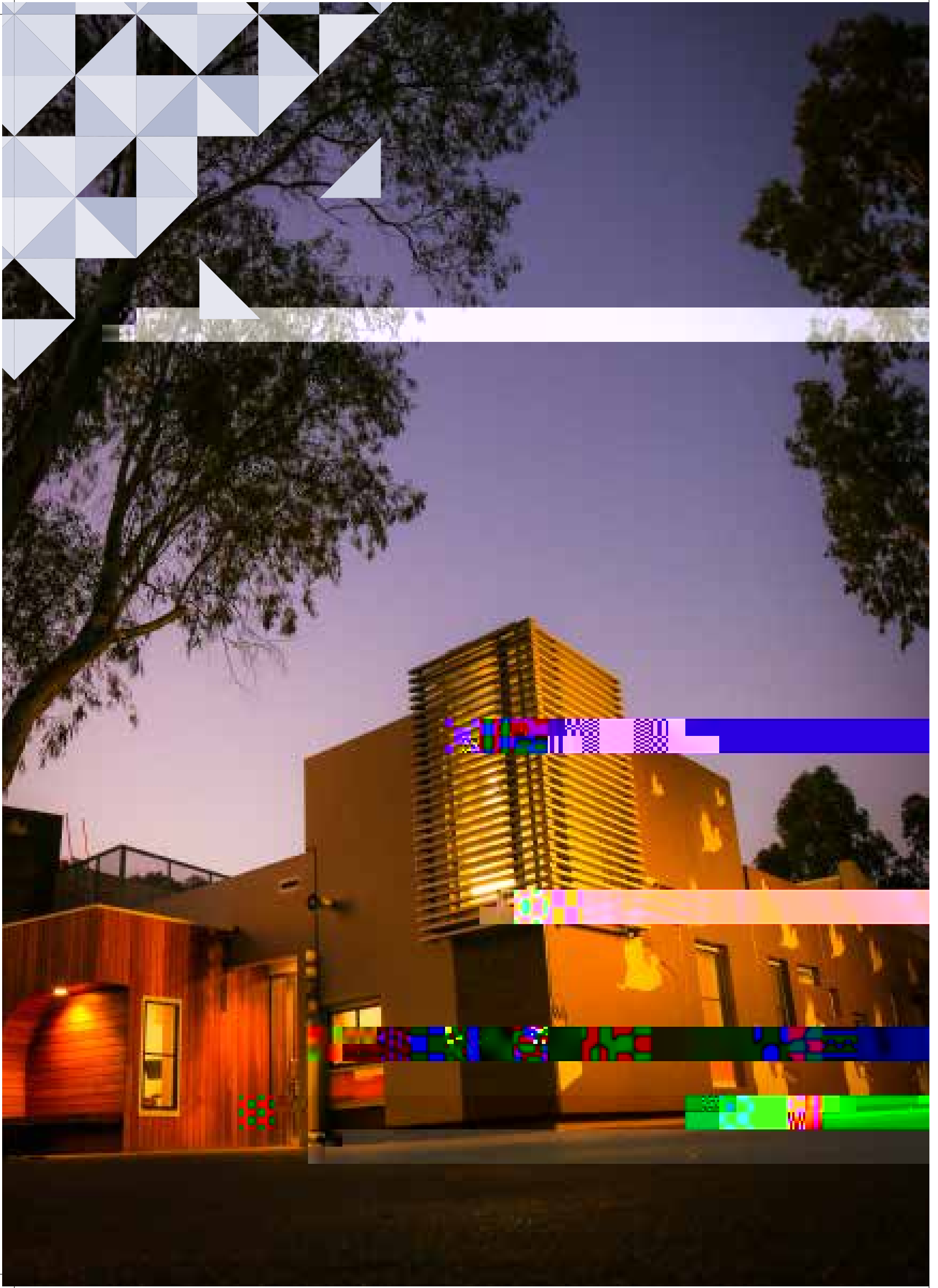




SEMPER ULTERIUS



Our Mission

To make positive change in the lives of young people through learning so that they can thrive and contribute ethically to a changing and globalised society.

Core Values

Our values are the “moral compass” that guide our every interaction. With care, learning, respect, personal responsibility and excellence at the heart, we ensure a strong and healthy culture in which all members of our community can thrive.

Building on our values, is a very clear statement of our approach to education. This philosophy brings together the beliefs and mindsets that inform learning design, teaching practice, staff and student development. It also shapes the design of learning spaces and systems. It is this approach that distinguishes a GVGS education and underpins every student's success.

Open Entry

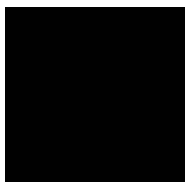
All students are welcome to the School regardless of gender identity, sexuality, religion or ethnicity, subject to their capacity to participate in and derive substantial benefit from the School's educational programme and philosophy.

Ethical Identity

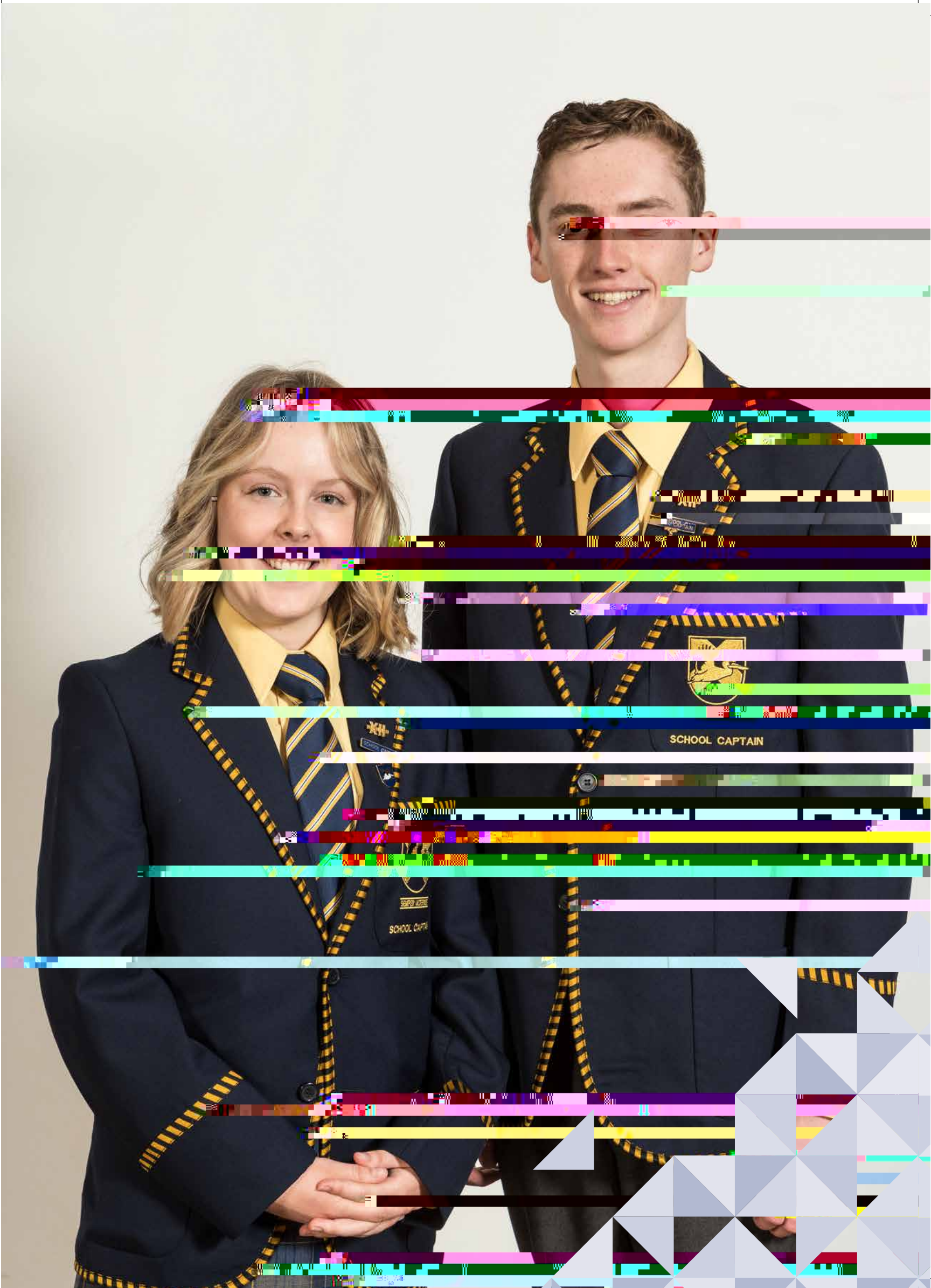
Our School values articulate the ethical framework that guides our choices, decisions, actions and judgements. The School is not aligned to any religious or faith tradition. We welcome students and staff from all faith and secular beliefs. We see this diversity as a great strength of our community.

Child Safety

Goulburn Valley Grammar School is committed to providing a child safe and child friendly environment,



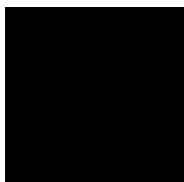
“Being around like-minded people gives you the drive to work hard, stay focused and keep going. If I had to pick one thing I’m grateful for at GVGS, it would be the environment that the School fosters: to be your best and aim high. Being somewhere where you’re supported and encouraged to do your best every day means a lot.” Sasith De Abrew – Class of 2022



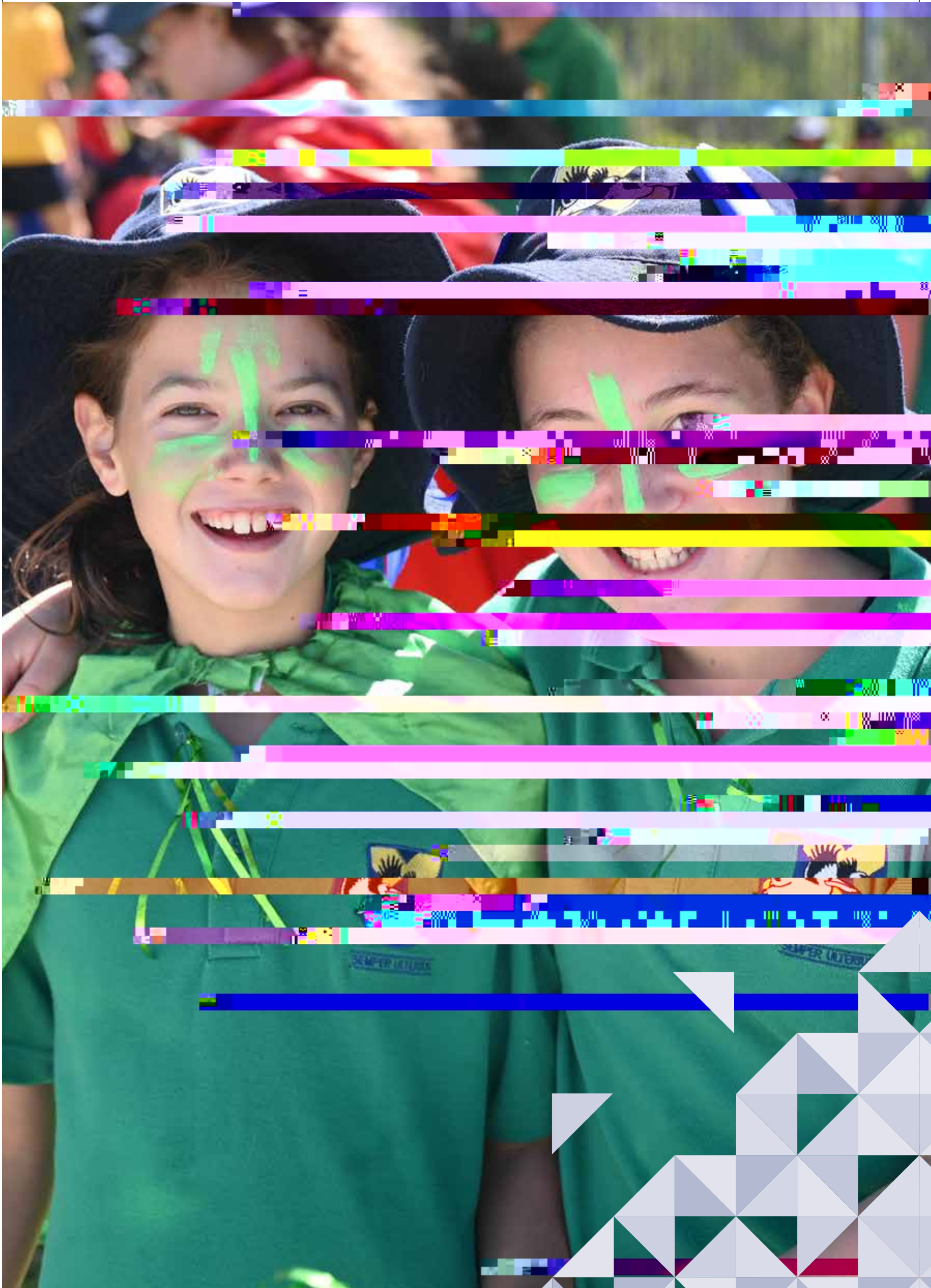
In a world defined by change, our mission and motto remain evermore relevant and meaningful for our future and the work we do with our students. This strategy is dedicated to ensuring we create a learning environment and experience that makes a positive change in the lives of young people and sets them on a path for personal success.

Our Mission (Purpose)

To make positive change in the lives of



“Everyone is so inclusive and you’re always encouraged to do your best. It’s such a supportive community - it’s just been a great experience for me.” Julia Sweeney-Cootes – Class of 2022



GVGS Culture

Building Blocks

The Building Blocks are the link between our Values and the visible culture we seek

Values

Caring

Welcoming all people so that they feel supported and are treated with empathy and compassion.

Respecting

Treating everyone with consideration, regard and recognition of their individual value and dignity. Founding relationships and behaviour on mutual respect

Learning

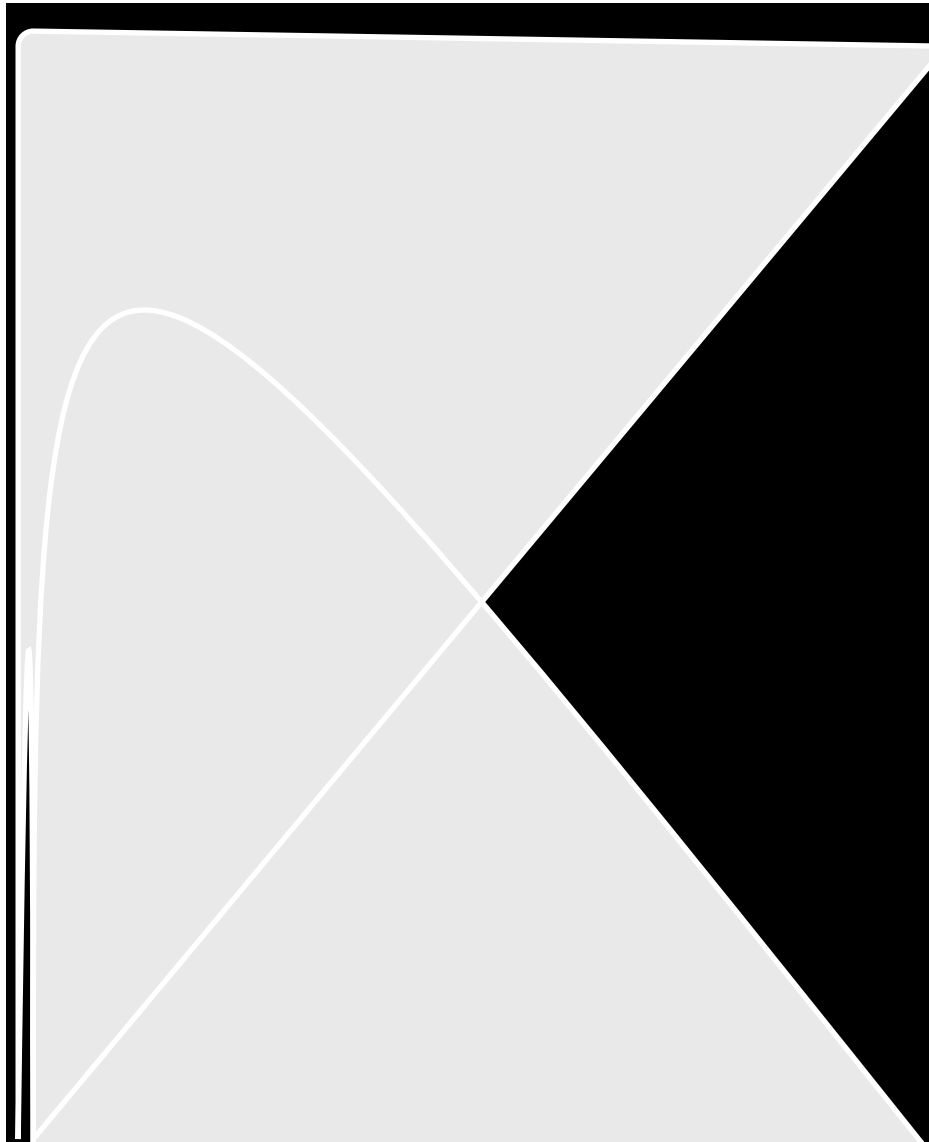
Promoting a love and enthusiasm for learning.

Accepting Responsibility

Using the opportunities and benefits of our education for the environment, the world, the union, our local community and ourselves.

Seeking Excellence

Striving for and celebrating excellence. Constantly seeking and striving to do all things to the best of our ability



Learning is central to the School's purpose and mission. Since foundation, the School has strived to maximise the learning growth and achievement of all students.

We aim to equip students with a well-rounded and knowledge specific curriculum. A rigorous content rich curriculum will empower students for future learning and participation in society. The more foundational knowledge that students have the easier it becomes to learn new things and to demonstrate higher order thinking such as problem solving.

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

Learning is an incremental and gradual process that rewards sustained effort. The School has a responsibility to encourage and inspire students to commit the effort required to realise or exceed their aspirations and dreams.

The School aims to ensure that students understand what is to be learned. Students also require timely and accurate feedback on how their learning has progressed and what action will take their learning to higher levels. The School informs students and parents of learning progress through continuous online reporting of learning and achievement. We make time to value and celebrate student effort, success and achievement.

Our teachers use evidence informed instructional practices to maximise student learning. Our teachers know how students learn and the techniques that optimise learning. They reflect on

their instructional practice and seek feedback which informs continuous improvement. Our staff recognise that quality professional learning combined with collaborative efficacy maximises the learning of students.

The role of parents is critical in

Humanities, Science, Health & Physical Education and Sport. The following studies are offered as electives; Music, Art, Healthy Lifestyles and Information and Communication Technologies.

Year 10

Students are expected to take

Year 9

Year 9 is viewed as an important year as it serves as a transition between the middle years and senior years of schooling. The core curriculum is comprised of English, Mathematics, Humanities, Science, Indonesian, Personal Development and Health & Physical Education. Elective subjects include Outdoor Education, Digital Technologies – Gaming, Dollars and Sense, STEM (Science Technology Engineering and Mathematics), Art and Photography, Music and Visual Communication and Design.

All day immersion activities are strategically placed throughout the year to provide students with a broad range of learning applications.

Senior School

In the senior years, students build on their rich prior learning to explore specific areas in greater focus, understand and apply new content and skills while beginning to identify and plan for post school pathways. At senior levels, a wide range of VCE units are offered, opening opportunities for students across the tertiary sector. Year 10 is seen as the introduction to the VCE.





Caring for our students

A deep commitment to the importance of student wellbeing has been a 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, respected and valued as individuals.

The School has long celebrated the uniqueness of each student. A key goal of the School is to promote growth in each individual through a clear focus on their needs.

We strive to develop in all our students the capacity to make sound, ethical and responsible decisions throughout their lives. We also recognise that most powerful learning occurs through error and problem solving. We therefore regard mistakes as an important opportunity for learning through which we can seek to grow and develop.

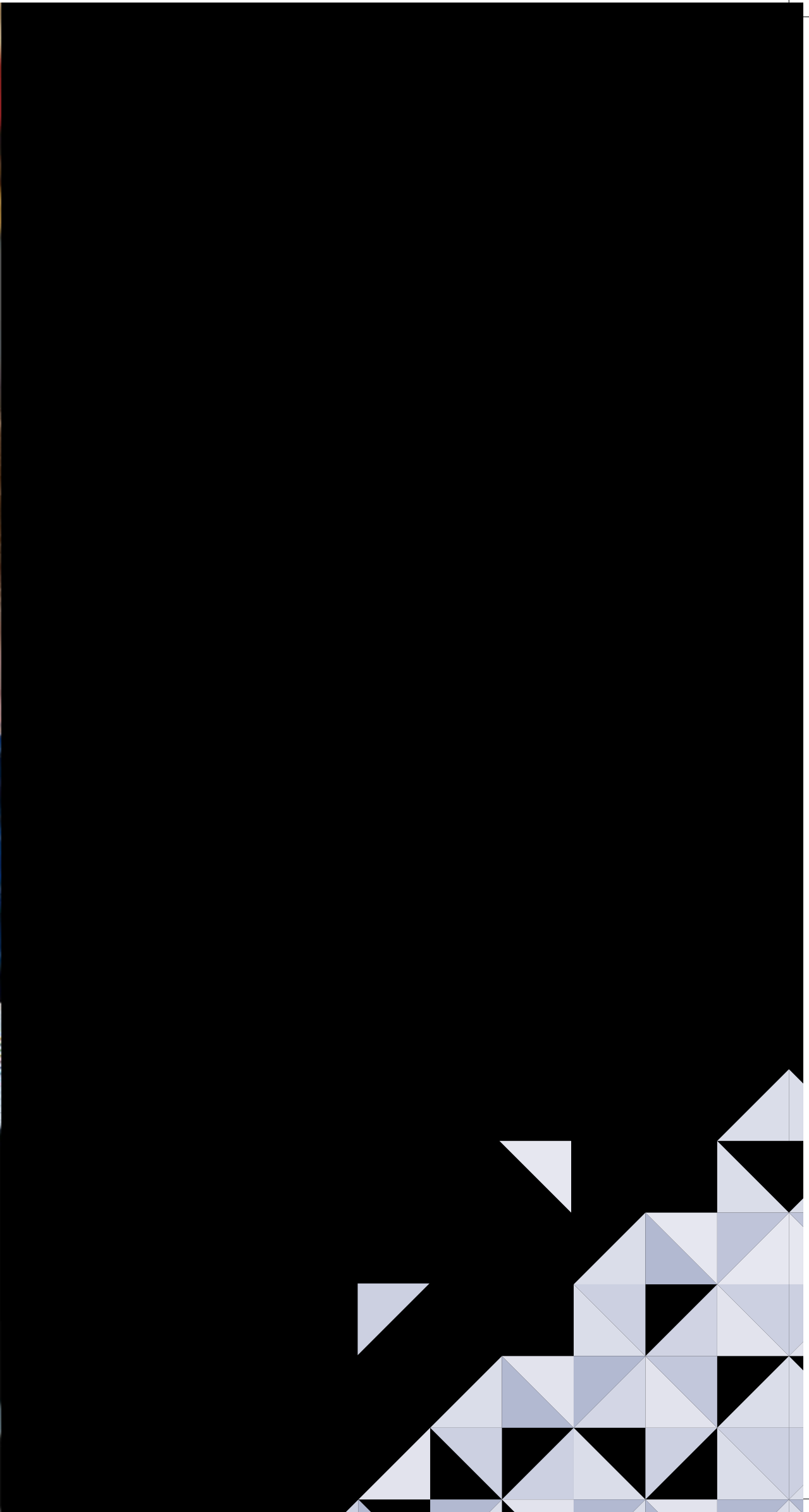
While the School sets boundaries and expectations, we also believe that student self-management is a key principle in creating a healthy and positive culture. It is important that students make decisions based on a set of positive core values rather than fear of consequences. We seek to create an environment in which students learn from their decisions.

The care of students is a responsibility of all members of the school community. Students understand that the right to enjoy the positive culture of the community comes with real responsibilities and expectations. Students are shown that accepting responsibility for their actions and inactions is a key element of personal growth. As members of the community, they have a responsibility to themselves and others. We aim to show students that through our individual decisions we create and influence the quality of our collective community. Throughout a student's time at the School, we consistently refer to our core underpinning values as the framework for how we make decisions about our behaviour.

Student well-being is a primary concern for all staff at all times. All classroom teachers have a mutual responsibility for promoting learning and student well-being. Indeed, it is our view

that the two aims are fundamentally interconnected. Staff care for students with an approach combining objectivity, compassion, consistency and equality. In determining how to manage situations we are always mindful of what is likely to promote learning and personal growth. Staff set high expectations for students in all areas of their decision making.

In addition, most teachers are involved as tutors taking particular responsibility for the growth and well-being of a small group of students, typically at a year level in which they teach. This small group tutor structure allows a close and individual attention to the learning and well-being of each student. Furthermore, a structure of Year Level Coordinators and the Director of Students take additional leadership of student well-being and development. They are supported by access to counsellors and a range of student services.





A broad education

The School is committed to developing young people with the knowledge, skills and ethical foundation to thrive and contribute positively to a dynamic global society. Capabilities such as teamwork and communication and dispositions such as empathy and self-discipline are developed both in the classroom and through the Co-curricular Programme. Our students are surrounded by others who model the successful combination of learning and full involvement in the wider life of the School and local community.

Music

Music has always been an important element of the learning programme. Music is a compulsory subject until Year 7. After this time Music is available as an option through to VCE level. The Year 5, 6 and 7 classroom Music Programme is both instrumental and performance based with students learning a range of ensemble instruments including flute, clarinet, trumpet, trombone, violin and viola.

Many students participate in private instrumental tuition at the School with a full range of orchestral instruments available for study. All students are





Public speaking

Skill and confidence in public speaking is greatly valued at the School. Diverse opportunities are provided for students to develop as public speakers. The regular Prefect speeches at Friday assembly are celebrations of public speaking at a high level and also a powerful example to students and staff about the inspirational capacity of young people. Students may choose to participate in individual public speaking tuition through the Voice and Communication Programme. The annual Voice and Communication evening, Creative Words, is an opportunity for students to demonstrate their learning and progress.

Outdoor Experiences

A wide range of outdoor activities are offered to students throughout their time at the School. Through these experiences students explore their understanding of self, community and place. Many of the annual camps involve outdoor experience as a key element of the programme. Outdoor Education is an elective study from Year 9 to VCE level.

School Camps

Year 5 – The students participate in an outdoor history-themed camp (at 50272000 (enim 7002 TWT09 JTO9 75.3all (anf (E) 475 2384 2278 (y0m17 (6) 4TU (1f33 4166 (5-d) 101ngt 10ent) 10T



Our symbols and traditions

Through our traditions and symbols, we build the strength of our community's spirit.

Semper Ulterius, Always Further

Our School motto "Semper Ulterius" - 'Always Further' captures the essence of the original vision for the School. The School motto is therefore recognised as one of the foundational elements of our School's unique culture.

The Pelican

The Australian Pelican was selected as a suitable symbol for the School. The qualities which have enabled the Pelican to thrive include adaptability, strength and cooperation. These qualities make the Pelican a thought-provoking symbol for the School. Pelicans have since the foundation, continued to regularly visit Kings Lake, the School wetlands and the local area.

Student Leadership

Students at all year levels have a wealth of opportunities to develop leadership skills through informal and formal leadership roles. The emphasis of student leadership is always in the service of others.

Assembly

On most Fridays throughout the school year, a full school formal assembly is held in Founders Hall commencing at 9.00am. Our student focussed assemblies have become an institution in the life of the School. Assembly celebrates the essence of the School's culture. Students present the majority of items including

musical performances, audio visual presentations and Prefect Speeches. Parents are always welcome to attend assembly.

Major Events

The School has developed a number of signature events which celebrate and express the School's culture. These are important in building the school community and celebrating the qualities that we hold dear. Some of these major events include the Year 5 and 6 Mother's Day Breakfast and Father's Day Breakfast, Year 6 Graduation, House Eisteddfod, Presentation Ball, Foundation Day Concert, School Productions, Presentation Evening and Valedictory Dinner.

The House System

Our House system is named after four community leaders who made a very positive contribution to the lives of others in our region. The House system is also a vehicle for engaging students in sporting and cultural activities and to promote relationships beyond the individual classroom and across year levels.

One of the flagship events of the year is our annual House Eisteddfod Performing Arts competition.

This event, while competitive, is a celebration of the performing arts and is one of the most cherished days in the school year. It is an affirmation of fun, connectedness and energetic enthusiasm.

Carnivals and Competitions

The carnivals and competitions which feature as part of the House competition are key traditions in the School's heritage. They are events which the School greatly anticipates, and they receive strong support from students, staff and parents alike. While there is a spirit of enthusiastic competition, the School encourages a sense of fun, participation and enjoyment on these days.

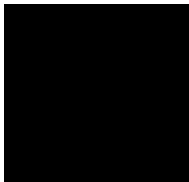
Uniform

Through wearing the school uniform students demonstrate respect for themselves, for others and their commitment to the school community.

Our School Family

Goulburn Valley Grammar School was born from the vision of local families. The school community is an extended family which connects people from across Northern country Victoria and Southern NSW. The strong support from our school community is one of the hallmarks of the School. We can see this in action when parents and extended family regularly attend school assemblies and participate enthusiastically in special events and activities.

Our students come from communities such as Seymour, Nagambie, Benalla, Yarrawonga, Tocumwal, Cobram, Echuca, Kyabram, Euroa and Greater Shepparton. The diversity that exists in the school community is one of its great strengths.



"Goulburn Valley Grammar School's staff have been essential figures in both cultivating and propagating the School's supportive culture and I believe I speak for us all when I say we couldn't ask for anything better." Samuel Oguntage – Class of 2022



The Goulburn Valley Grammar School Foundation

To promote diversity and inclusion, barriers that may prevent enrolment at the School must be removed. For example, by offering targeted scholarships and bursaries. To enable this to occur, the Goulburn Valley Grammar School Board developed the Foundation to assist the School to continually enhance access, equity and quality in education, through the Scholarship, Building, and Endowment Funds.

In this way, the Foundation supports the School to develop well balanced young women and men of character who can make a positive contribution to society at a local and international level.

For more information about the Foundation please see the School Website.

Admission

Admissions Policy

Goulburn Valley Grammar School has major points of entry at Years 5 and 7. At other levels places may be offered to fill vacancies which occur from time to time.

The Principal reserves the right to determine to whom places are offered. Where the number of applications at any one level exceeds the number of places available, offers of places are mainly determined by the date of the initial application.

At the Principal's discretion priority may be given having regard to:

1. A family's current or previous involvement within the School - particularly where the applicant is a sibling of a current student
2. The capacity of the School's programme to make a contribution

to the child's growth and development

3. Any special circumstances

Application procedure

To apply for a place at Goulburn Valley Grammar School, parents must complete an application form (available from the website or in this Prospectus) and return it with the application fee to the Registrar, Goulburn Valley Grammar School.

email: registrar@gvgs.vic.edu.au
mail: P.O. Box 757, Shepparton 3632

Meeting

In the year prior to entry potential students and their parents will be invited to attend a meeting with the Principal. Following this meeting the Principal may make an offer of enrolment at the School. There is no entrance examination.

Payment of tuition fees

Fees are payable in February, May and August within fourteen days of the date of account. The School aims to charge a consolidated fee which includes both the tuition fee and the fixed charge components. The fixed charge covers excursions, library, computers, expendable materials, school camps, sporting facilities and sporting equipment. For information about discounts available for annual fees in advance please contact the Business Manager.

Scholarships

Detailed information regarding scholarships is available from the School website under the admissions tab.

GOULBURN VALLEY
GRAMMAR



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