



Annual Report

2023



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ABOUT GIRTON GRAMMAR SCHOOL

Located in the regional Victorian city of Bendigo, Girton Grammar School is an independent, co educational institution offering a comprehensive education from Prep to Year 12.

Girton has a 140-year history in Bendigo, with the school's predecessor, Girton College, established in 1884 by two pioneering women who sought to offer girls in the region an opportunity to pursue a higher education. Following the passing of its original founders, Girton College continued to thrive for many decades under the ownership of the Church of England, until the Bendigo Diocese made the fateful decision to close the college's

doors. Determined to preserve Girton's spirit and values for future generations, a dedicated group of parents and friends worked together to re establish the school as Girton Grammar in 1993. This proud legacy has contributed to the school's distinct character – one that is simultaneously progressive and steeped in traditions.

Girton Grammar School empowers its students to strive for excellence in both academic and co academic areas of education, and is dedicated to providing an exceptional student experience through a strong focus on wellbeing. The school prioritises fostering connectedness, collegiality and positive relationships between its students in a caring Christian environment, maintaining an ethos grounded in emotional intelligence and guided by the respected 'Golden Rule' – to treat others as one would wish to be treated. Academically, Girton's students achieve results comparable to renowned independent schools in Melbourne and across Australia. The school aims to set the benchmark for excellence in regional education, with the success of its students serving as the primary measure of its accomplishments.

From the early years, Girton nurtures an appreciation for art, music, drama, and cultural and community engagement. Students are encouraged to immerse themselves in the school's French and

Japanese LOTE offerings, and explore their passions through a wide array of co-curricular activities encompassing sport, drama, music, hobbies, personal development and community service. With a robust offering of 20 sports and numerous outdoor education opportunities, the school fosters cooperation, integrity and sportsmanship at the local, regional, state and national levels. In the musical arena, Girton strengthens its students' talents through ensembles, choirs, recitals, concerts, orchestras and exceptional musical tuition. Public performances within the school and broader community, as well as participation in various music and performing arts competitions, form an integral part of the school calendar.

As a leader in emotional intelligence, Girton has developed its own bespoke social and emotional learning curriculum within the Senior School, and has followed the esteemed RULER approach from Yale University's Center for Emotional Intelligence within its Junior School since 2011. With a strong grounding in emotional intelligence, students are empowered to thrive emotionally, socially and academically. This holistic educational experience, delivered within Girton's enriching and supportive campus environment, equips students to pursue fulfilling and meaningful lives beyond their academic journey.



FROM THE PRINCIPAL

Dr Emma O’Rielly, Girton Grammar School Principal

In 2023, we commemorated 30 momentous years since Girton Grammar School’s foundation. With our community embracing the inspiring story of our founders and relishing opportunities to collaborate and connect without the disruptions of previous years, this milestone anniversary managed to exceed all expectations. Cherished events like Swimming and Athletics Carnivals, Foundation Day, the Ensembles Spectacular, Carols and Speech Night remained pivotal fixtures in the school calendar, accompanied by exciting new experiences, such as our whole-School ArtsFest and the opening of our fully refurbished Morey Building and Lumination Learning Lab. Even our school productions bridged the past and the present, offering fresh new takes on the much-loved classics of Romeo and Juliet, Fame and Aladdin. For me, this harmonious blend of innovation and tradition stands out as the overarching theme of 2023.

On many occasions throughout the year, we reflected on the story of our founders, who established our school through a combination of visionary thinking, collaboration and determination. It’s clear these traits have been inherited by our present students, who have been at the forefront of fostering a culture of innovation and positive change. A prime example can be found in our Year 12 Class of 2023, who not only achieved outstanding academic results, but worked together to drive important changes that will benefit those who follow in their footsteps, such as revising our SunSmart Policy, establishing our Student Delegate Council and initiating the development of our Reconciliation Action Plan. In recognition of the spirit of continuous improvement embodied by our graduating students, we introduced a new student award at our Senior School Speech Night. The inaugural Board Prize for Student

Innovation and Legacy was awarded to the well-deserving Sophie Mayes, Zoe MacGregor and Remus Brasier.

Congratulations to Girton Dux, Zoe MacGregor, and Dux Proximus, Viran Dhanapala, who achieved ATARs above 99, placing them in the top 1% of the state, along with five other 2023 graduates.

Other 2023 VCE highlights are as follows:

- 6.7% of Girton’s students finished in the top 1% of the state
- 7.6% of Girton’s students finished in the top 2% of the state
- 19% of Girton’s students finished in the top 5% of the state
- 32.4% of Girton’s students finished in the top 10% of the state
- 57.1% of Girton’s students finished in the top 20% of the state
- 15.9% of students achieved study scores over 40
- Two students achieved a perfect score of 50 in Psychology.

I wish our Class of 2023 the best for the next chapter of their journey, and I thank our teachers for their expertise and dedication, which has undoubtedly helped these students to access their preferred future. Like our students, our staff have also displayed great commitment to continuous improvement this year through the transformative projects they are undertaking, which have seen us make considerable headway against many of the goals within our school’s 2023 Implementation Plan. These include developing a fully revised curriculum, a new whole-school assessment model, an exciting Co-Connect program that will form a key feature of the Senior School timetable in 2024, and explicit teaching approaches for cornerstone subjects such as English and Mathematics. They have also travelled both near and far to ensure our programs align with the latest research, from working with La Trobe University’s SOLAR Lab to incorporate best-practice approaches to literacy, to

visiting the Yale Center for Emotional Intelligence in the US to gain insights that will enhance our RULER program.

In 2023, we honoured five staff members for providing 20 years of loyal service to Girton Grammar School. As a token of the school's gratitude, these staff members – Ms Anita Briggs, Ms Debbie Adams, Mrs Kendra Burge, Ms Kristi Mitchell and Mr Scott Langan – received an Honorary Associate Life Membership to the Old Girtonians' Association. Three staff members were also presented with staff awards on behalf of the Board in recognition of their outstanding contributions to the school: the Award for General Excellence to Ms Jinari Mountain, the Award for Particular Excellence to Mrs Alli Williams, and the Award for Excellence for a person in their early years of service at Girton to Mrs Carla Cramer. Congratulations to all our awardees.

Our Board has also been at the forefront of considerable change in 2023 – from the adoption of our Girton Grammar School Master Plan to the retirement of our esteemed Board Chair, Mr Dave Jemmett, after having provided dedicated service to our Board since 2017 and outstanding leadership as Chair since 2018. On behalf of the entire school community, I would like to express our deepest gratitude to Mr Jemmett for the strong position in which he leaves Girton Grammar, and wish him

and his family the best for the new chapter ahead. I am very much looking forward to working with our Chair Elect, Ms Fleur Jackson, as she assumes her new role in 2024.

Of course, true change could not occur at Girton without a collective effort across the entire community, and throughout the year I felt a palpable sense of cohesion that I believe played a pivotal role in the success of each initiative and event. Our founders credited their success in building Girton Grammar School against seemingly insurmountable odds to their teamwork – not to the strength of the team members' individual talents, but to their strength as a collective. And I saw that dynamic at play in 2023 within and between every layer of our school community – from our students working together in choirs, orchestras, sporting teams and production crews, to our parents and teachers working collaboratively for the benefit of every student. The cohesive nature of our school community has propelled us forward for the past 30 years, and I am confident it will elevate us to even greater heights in the future. Thank you for your invaluable contributions to Girton in 2023, and for sustaining the legacy of our founders for this generation of students and those to come.



FROM THE CHAIR

Mr David Jemmett, Girton Grammar School Board Chair

The 2023 school year was remarkable for many reasons. Most saliently, at Foundation Day we observed the 30th anniversary of Girton Grammar School. It was incredibly moving to see today's school community united in honouring the vast legacy and sacrifices of our founders. I felt particularly proud of the role the school's Board has played – and will continue to play – in preserving Girton for generations to come.

Foundation Day also saw the formal inductions of Dr Emma O'Rielly as Principal and Mr Jay Weston as Deputy Principal. It has been a pleasure to see them thrive throughout their first full year in these roles, building a strong culture of collaboration, trust and enthusiasm that leaves me filled with confidence for the future of Girton Grammar.

The school year has also been wonderfully productive for our Board and Leadership Team. Following the previous year's release of our 2023–2028 Girton Grammar School Strategic Plan, it was gratifying to witness the school's Leadership Team making significant headway against each of the five strategic priorities pertaining to curriculum, co-curriculum, pastoral care, community engagement and the campus environment. In relation to the campus environment, in 2023 the Board was pleased to adopt the Girton Grammar School Master Plan – a crucial document that outlines our vision for enhancing Girton's infrastructure over the next decade and beyond.

We are already making headway against the Master Plan with the unveiling of the fully refurbished Morey Building in July 2023, and there are many more exciting developments on the horizon in 2024, including the construction of a covered outdoor learning area in our Junior School and improved pedestrian crossings at the Senior School in both Vine and Wattle Streets. Additionally, at our Senior School



Speech Night events, I was delighted to announce that, in early 2025, Girton plans to redevelop the land currently occupied by Paul Sadler Swimland to establish a dedicated centre for the study of languages as well as additional landscaped green space within our Senior School campus.

The Board and our entire school community are extremely proud of the outstanding results achieved by our Year 12 Class of 2023, with over 32% of their cohort ranked in the top 10% of the state and seven achieving an outstanding ATAR above 99. Of course, the ATAR is but one measure of their success, and we are equally proud of our entire Year 12 cohort for the well-rounded Girtonians they have become. I am excited to see what the future holds for these exceptional young people, and I wish them all the best as they make their first forays into post-Girton life.

Finally, 2023 was particularly poignant for me, as it marked my final year in the role of Chair – a decision prompted by my family's relocation to Adelaide. It has been an immense privilege to serve on the Girton Grammar School Board for seven years, six of those as Chair. As I depart the Board, I do so with an immense sense of pride to be stepping down at a time when the school is financially robust, with talented staff and leadership, transformative infrastructure projects underway, a firm vision for the future, and an enormously capable incoming Chair in Ms Fleur Jackson, who served as Deputy Chair for number of years. I would like to express my deepest gratitude to the Girton community for its unwavering support throughout my time in this role. It has truly been an honour to serve as Chair of this magnificent institution, and I have cherished the responsibility of safeguarding the legacy crafted by my predecessors over 30 remarkable years.

Per Aspera Ad Astra



SCHOOL GOVERNANCE

Board

In 2023, the Board comprised between nine and 11 members, each with varying employment backgrounds and areas of expertise that have strengthened the Board's governance, risk management and commercial acumen.

- Mr David Jemmett (Chair)
- Ms Fleur Jackson (Co-Deputy Chair)
- Mrs Carolyn Starr (Co-Deputy Chair)
- Mr Andrew Hosking (Treasurer)
- Ms Robyn Lindsay (resigned Dec 2023)
- Mr Jarrah O'Shea
- Mr Raphael Krelle
- Mr Broughton Snell
- Mr Luxman Dua (resigned Nov 2023)
- Ms Elizabeth Christian (appointed April 2023)
- Mr Jeremi Moule (appointed June 2023)
- Professor Pamela Snow (appointed Oct 2023)

The Board is supported with the discharge of its statutory and governance duties by Company Secretary Mr Eddie Gibbons.

In 2023, the Board took the opportunity to review and realign its various committees and their respective oversight and responsibilities. The outcomes of this review included the introduction of a dedicated Risk and Compliance Committee to provide oversight of the school's risk-preparedness and resilience.

As at December 2023, the Board comprised the following five committees:

Finance and Investment

Chair: Mr Andrew Hosking
Members: Ms Fleur Jackson, Mr Jarrah O'Shea

Governance and Nominations

Chair: Mr Jarrah O'Shea
Members: Ms Robyn Lindsay, Mr Jeremi Moule, Ms Carolyn Starr

Campus Development

Chair: Mr Raphael Krelle
Members: Ms Elizabeth Christian, Mr Andrew Hosking, Mr David Jemmett

Risk and Compliance

Chair: Mr Broughton Snell
Members: Ms Elizabeth Christian, Ms Fleur Jackson, Professor Pamela Snow

Principal's Performance and Remuneration

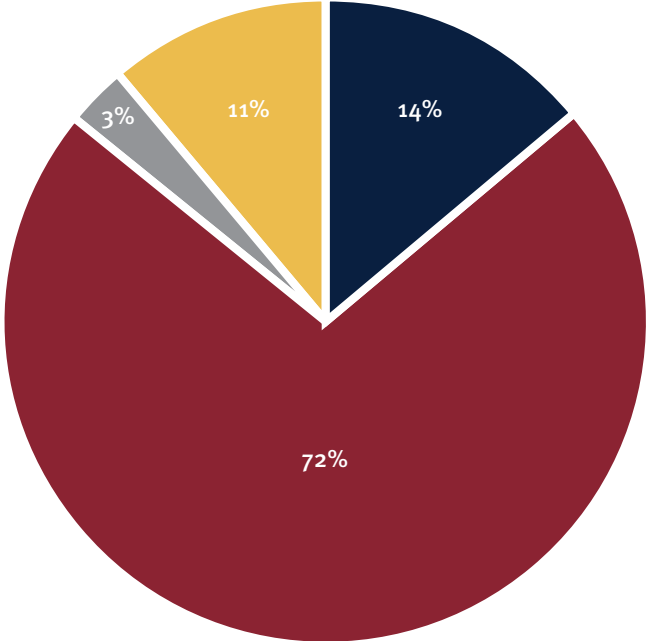
Chair: Mr David Jemmett
Members: Ms Fleur Jackson, Ms Carolyn Starr

Senior Executive

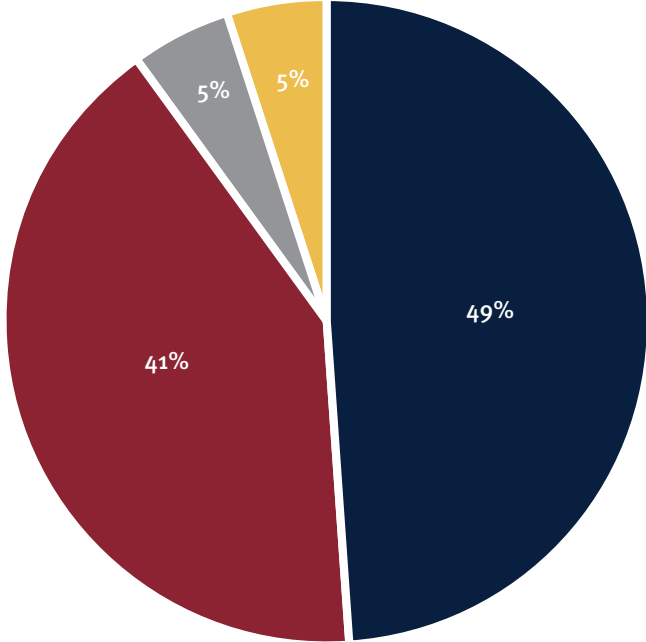
- Dr Emma O'Rielly, Principal
- Mr Jay Weston, Deputy Principal
- Mr Don Thompson, Head of Junior School
- Ms Dawn Davis, Head of Senior School
- Mr Dave Martin, Head of Student Engagement
- Mr Graham Crickmore, Head of Student Activities
- Mr Rod Smith, Head of Academic and Data Services
- Ms Anita Briggs, Chief Financial Officer
- Mr Brad Gould, Director of Business
- Ms Tanya Hilgert, Human Resources Manager
- Mrs Stephanie Rose, Risk and Compliance Manager
- Mr Mark Beever, Head of Community Relations
- Ms Adrienne Pilley, Head of Strategic Communications



FINANCE



- Education and General Costs
- Finance and Other Costs
- Employment Costs
- Reinvestment in new facilities
- Property and Maintenance

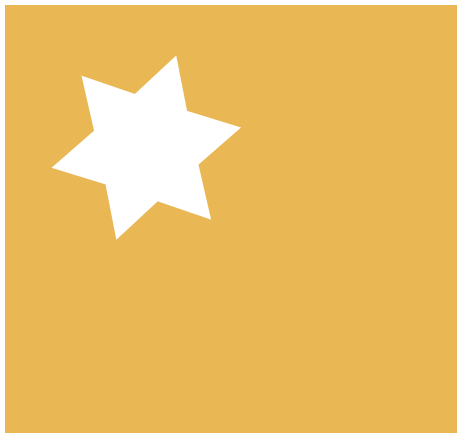


- Tuition fees and charges
- State Government Funding
- Commonwealth Government funding
- Other income



STUDENT POPULATION

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Preparatory	38	54	47	38	38	29	45	36	34	33	41
1	40	38	58	47	37	41	31	48	40	38	38
2	38	44	43	60	49	41	45	35	46	49	44
3	59	52	58	43	57	57	47	47	35	53	55
4	59	64	54	63	52	65	68	50	46	39	58
5	75	63	79	60	72	62	77	69	55	54	54
6	77	93	74	107	80	89	79	76	85	67	64
JS Total	386	408	413	418	385	384	392	361	341	333	345
7	151	137	126	114	132	122	136	114	110	138	107
8	135	143	135	127	115	123	126	128	115	111	138
9	137	136	149	134	128	118	123	127	130	99	120
10	148	133	128	143	135	127	112	122	127	118	90
11	116	104	121	114	134	124	127	96	112	112	99
12	117	119	101	113	112	134	117	116	91	103	114
SS Total	804	772	760	745	756	748	741	703	685	681	647
Total Population	1190	1180	1173	1163	1141	1132	1133	1064	1026	1014	1022



In the Census data submitted in May 2023, Girton Grammar School had two enrolled overseas students and 11 students who identified as Aboriginal or Torres Strait Islander. Girton Grammar School promotes inclusion, with more than 100 students supported through the Inclusive Education Department across the Junior and Senior Schools.

STAKEHOLDER ENGAGEMENT SURVEYS



In 2023, Girton Grammar School participated in the annual LEAD School Effectiveness Survey conducted by Independent Schools Victoria for the fourth year running. Students, parents and staff were surveyed about their satisfaction in a range of areas, including school facilities, programs, culture, transition experiences and resources.

The survey questions were grouped into categories, and within each category, there were a number of statements relating to their satisfaction with the school that

asked participants to rate their level of agreement on a scale of 1 to 10. The surveys were conducted in August 2023, and questions asked respondents to consider their answers in relation to the past 12 months. This means participants were rating the school according to their experience from August 2022 to August 2023.

Below is a summary of the average survey scores across a range of different aspects of the school according to various sectors of the school community.

Overall satisfaction with Girton Grammar School	
8.46	Staff
8.33	Parent
6.12	Student

Parents	
8.33	Overall I am satisfied with my decision to send my child to this school
8.30	The school provides an excellent environment in which to learn
8.22	The range of learning areas offered at this school is excellent
8.55	The school is a safe place to learn
8.30	Parents are made to feel welcome to visit this school

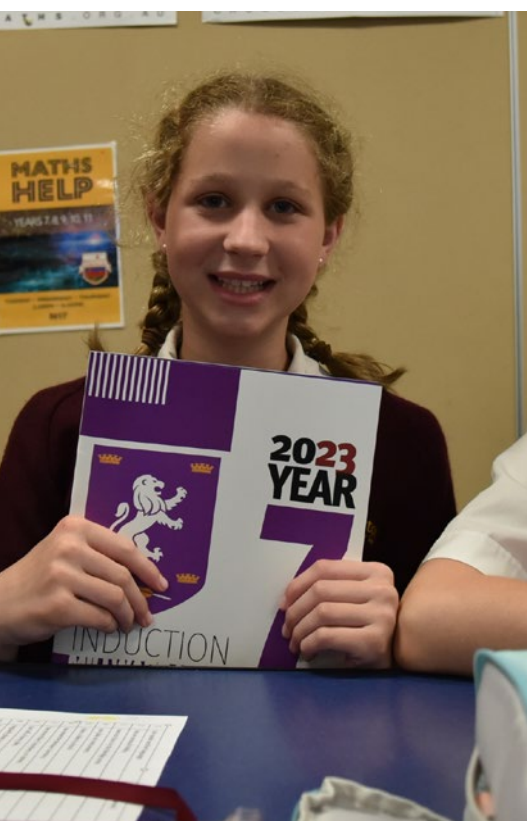
Students (Years 5 to 12)	
7.75	I am encouraged to try my best at my school
7.79	My teachers are knowledgeable about the subjects they teach
7.72	My school provides me with opportunities to develop my leadership skills
8.13	My teachers expect high standards of learning from me.
7.74	I have access to high-quality technology and resources that help me learn



Year 12 exit survey	
8.23	I find the school to be a safe place in which to learn
8.43	I have been encouraged to participate in community activities
8.18	I have been challenged in my studies at this school
8.58	I have had positive relationships with other students
8.55	The school has provided ample opportunities for all students to participate in co curricular activities

Staff	
8.72	There is open communication between staff and parents at this school
8.68	I use a variety of teaching strategies and learning activities to help students learn
8.32	Students have access to high-quality materials and resources that help them learn
8.33	Students have positive relationships with staff
8.19	The school provides an excellent environment in which to learn

STUDENT ATTENDANCE



Active student participation in school life plays a significant role in a student's academic success, social development and overall personal growth. At Girton Grammar School, we recognise student attendance and participation as a crucial aspect of the school's overall approach to wellbeing.

In 2023, the school experienced a marginal decline in attendance rates compared to the previous year, with an average attendance rate of 83.36 (compared to the previous year's rate of 85.13). A significant factor in student absenteeism is the ongoing focus on proactively monitoring for colds, influenza and COVID-19, requiring students to stay home if they exhibit any symptoms to minimise the spread of illnesses within the school community. Course content is available via the school's online learning management system, Astra, to provide those who are unable to attend school the opportunity to stay up to date.

To address the importance of student attendance, the Student Wellbeing team collaborates with teachers and staff to create a supportive environment that encourages students to attend school regularly. By emphasising the value of attendance, the school aims to instil in students a sense of responsibility, and the understanding that regular attendance is key to their educational journey. In collaboration with the Heads of Junior and Senior School, Heads of House and House Tutors, the Student Wellbeing team closely monitors attendance data and implements strategies to support students who may be facing attendance difficulties. By providing individualised support and guidance, they aim to help students overcome barriers to attendance and create a positive and inclusive learning environment.

2023 Attendance Figures

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12
Average attendance rate (%)	89.70	89.87	91.23	88.28	90.99	89.33	89.27	79.69	80.91	82.23	76.54	78.89	80.84

HUMAN RESOURCES

Ms Tanya Hilgert,
Human Resources Manager

Our People

July 2023				
	All employees		Ongoing and fixed term	
	Number (Headcount)	FTE	Full-time (Headcount)	Part-time (Headcount)
Teaching Staff				
Junior School	30	25.50	19	11
Senior School	72	61.41	45	27
Leadership	7	7.00	7	0
Inclusive Education, Wellbeing & Library	11	9.01	4	5
Music	9	8.40	8	1
Total Teaching Staff	129	112.32	85	44
General Staff				
Senior Staff	5	4.72	3	2
Student Support & Aides	23	14.73	1	22
Maintenance	3	3.00	3	0
Wellbeing	4	3.16	1	3
Marketing	5	3.60	2	3
Administration	26	22.19	12	14
Music Instructor	12	6.69	1	11
IT	5	5.00	5	0
Student Support Tech	5	3.78	2	3
Total General Staff	83	63.30	28	55
Total	212	175.62	113	99

In 2023, Girton Grammar School's staff body was comprised of 69% women and 31% men, none of whom have indicated they have an Indigenous background. A significant number of staff have been employed at the school over a long period, with over 30% having been employed between 6 and 10 years, and over 40% having been employed between 11 to 15 years.

Girton's teaching staff hold a range of higher education qualifications, from graduate certificates to PhDs. All teaching staff employed by the school hold the qualifications and experience required for registration with the Victorian Institute of Teaching (VIT). This includes the completion of four years of full-time (or equivalent) higher education study, incorporating an approved initial primary and/or secondary teaching qualification of at least one year's duration.

Recruitment

The 2022/23 financial year marked a significant period for recruitment within Girton School, particularly in leadership and Head of Department roles. Our HR team spearheaded efforts to attract top-tier talent, resulting in the successful recruitment of over 90 new staff members across 37 different roles within the school. These positions encompassed various employment arrangements, including ongoing, fixed-term and casual positions.

Additionally, Girton's commitment to nurturing talent and providing valuable opportunities was prominently displayed through our support of trainees, provisional psychologists and pre-service teachers on rotations. Throughout the year, these individuals were provided with platforms to expand their skills and knowledge within the school environment, thereby contributing to their personal and professional growth. By investing in the development of emerging professionals in their respective fields, Girton not only fulfills its role as an educational institution but also benefits from the fresh perspectives and contributions they bring to our collective work.

Moreover, it is noteworthy that the turnover rate of permanent staff members stood at 14%, indicative of a stable and engaged workforce.



**Mrs Stephanie Rose,
Risk and Compliance Manager**

Girton Grammar School has a dedicated Health and Safety Committee consisting of professionals from various departments within the school. The purpose of the committee is to provide a forum for consultation and dissemination of information on matters that are likely to affect the health, safety and wellbeing of students, staff, visitors and contractors at Girton Grammar School in accordance with the Occupational Health and Safety Act 2004.

Throughout 2023, the committee held six meetings. Their input continues to shape policies and procedures that prioritise our school community's health, safety and wellbeing. By involving representatives from various departments – such as professional services, Inclusive Education, wellbeing, teaching, maintenance, human resources and management – we are able to gather a diverse range of ideas and perspectives. This collaborative approach assists with our continued dedication to safety.

Girton uses a custom-built system for reporting, investigating and managing incidents and hazards. When a staff member submits an incident or hazard report, it is sent to our Risk and Compliance Manager for processing. The manager oversees incident and hazard investigations and regularly shares updates and reports with the Health and

Safety Committee, Principal, Leadership Team and Board members. The committee actively engages in incident reporting and hazard identification, as well as making recommendations for safety measures.

Compliance

A comprehensive compliance training program reinforces the school's commitment to adhering to a wide range of policies, procedures, regulations, standards and laws. All members of staff are required to complete the core training courses listed below:

- Child Safety Code of Conduct
- Victorian Child Safe Standards
- Mandatory Reporting of Child Abuse in Schools
- Anaphylaxis
- Asthma First Aid
- Diabetes in Schools
- Manual Handling
- Anti-discrimination and Equal Opportunity
- Workplace Bullying
- Charter of Human Rights and Responsibilities.

In addition to the listed courses, staff members are assigned specialised training courses to enhance our compliance obligations. Furthermore, employees regularly participate in internal briefings covering various compliance topics to strengthen their knowledge and awareness.

HEALTH AND SAFETY

THE JUNIOR SCHOOL

Mr Don Thompson, Head of Junior School

The 2023 school year was a productive time in the Girton Grammar Junior School, which saw a number of exciting developments within our academic program, teaching faculty and events calendar.

In terms of our staffing, we were pleased to welcome Mr Glynn Chambers, who commenced as a School Psychologist. At the end of the year, we farewelled Mrs Kroschell, who relocated to Melbourne, and Mrs Chambers and Mr Stewart, who successfully gained full-time employment in local schools. We also acknowledge Ms Simmonds, Ms Tunzi and Ms Reade, who completed their teacher training and resigned from their positions as Student Support Officers to begin their teaching careers.

Mrs James was appointed Head of Art for the whole school, which saw her engage with art teachers from both campuses to conduct a whole-school Art Show. Our LOTE teachers, Madame Rice and Sensei Krelle, and our Junior School Music teachers collaborated with Mrs James to incorporate the Art Show with International Day and Grandparents and Special Friends Day to form a very special ArtsFest.

In sport, we had a number of Junior School students represent the school at state events, including for athletics, cross-country, swimming and soccer. In

music, the Performance Choir received awards at the three competitions they attended in Victoria, including achieving an outstanding Platinum award at the Victorian School Music Festival (VSMF) in Melbourne.

The Junior School came together at the end of Term 2 to celebrate NAIDOC Week by witnessing a traditional smoking ceremony, a 'Welcome to Country' led by Mr Jason Kerr of the Dja Dja Wurrung community and a moving performance of 'Birrama Mana' by students in Years 3 to 6. Throughout the week, students received a visit from Aunty Lyn Warren, who shared stories and experiences from her perspective as an Elder, and participated in cultural activities with Aunty Eva Jo Edwards.

In 2023, students in Years 3 and 5 sat the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments in March, two months earlier than in previous years. These tests are compulsory national assessments for all students in Years 3, 5, 7 and 9 and are administered under formal examination conditions. While we must recognise that each NAPLAN element reflects how students perform on a single test on a given day, this tool provides a standard measure against a large data sample. The initial data provided by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) provides feedback on our performance against the results of other Victorian schools.

Year 3 NAPLAN Results 2023

Outcome	Type	Students	Mean
READING	State	82,019	416
	School	52	455
WRITING	State	82,021	424
	School	49	443
SPELLING	State	82,011	410
	School	52	448
GRAMMAR & PUNCTUATION	State	82,011	419
	School	52	460
NUMERACY	State	82,009	418
	School	53	461

Year 5 NAPLAN Results 2023

Outcome	Type	Students	Mean
READING	State	82,869	507
	School	51	538
WRITING	State	82,869	498
	School	51	501
SPELLING	State	82,863	494
	School	51	511
GRAMMAR & PUNCTUATION	State	82,863	503
	School	51	528
NUMERACY	State	82,858	494
	School	51	530

Analysis of our NAPLAN data for Year 3 and Year 5 indicates that our students have performed above the state average in all aspects tested. We cannot make a direct comparison against previous years due to the change that was implemented in 2023.



Our students from Years 1 to 6 also sat the ACER Progressive Achievement Tests (PAT) in Mathematics and Reading. These ACER tests provide school results as well as comparative data that is derived from Australian normed reference data.

ACER PAT in Mathematics

Year	School Median	Australian Normed Median
1	99.5	99.5
2	114.3	108.3
3	123.4	115.4
4	128.5	121.1
5	132.9	125.5
6	136	128.9

ACER PAT in Reading

Year	School Median	Australian Normed Median
1	90.6	84.2
2	109.9	101.1
3	123.3	113.0
4	134.8	120.9
5	136.6	125.8
6	140.3	128.8

Analysis of the 2023 ACER data indicates that Girton students performed above the Australian normed median data in all areas.



FACILITIES, MAINTENANCE AND INFRASTRUCTURE REPORT

Luke Jenkins, Infrastructure, Maintenance and Grounds Manager

In 2023, Girton Grammar School continued to make significant investments in maintaining and improving its facilities and infrastructure to provide a comfortable, safe and modern environment for students and staff.

One of the year's major achievements was the adoption of the Girton Grammar School Master Plan, which provides a vision for change and improvement across the Junior and Senior school campuses that will guide strategic decision-making over the next 10 years and beyond. The school has already made inroads on the Master Plan, with the reopening of the Christopher J Morey Building after an 11-month renovation project. The building has been fully refurbished for a new generation of students and teachers, with the upgrades including an impressive new reception area, additional classrooms, a dedicated student wellbeing area, a staff meeting area and external solar panels. The new learning facilities include Year 12 study rooms, a purpose-built Textiles room, a professional-grade Media Lab and a specialised Co-Lab. The building is also home to Victoria's first school-based Lumination Learning Lab, a state-of-the-art classroom equipped with virtual and augmented reality technologies.

The Junior School saw planning commence for major building works, including the renovation of the John E Higgs Hall and Girton House. These projects aim to rectify existing issues with these historic buildings and incorporate them

as functional spaces within Girton's future plans for the site, ensuring they remain a centrepiece of the campus for generations to come. In addition, the school commenced renovations to the Gymnasium, which will see the canteen converted into a new office and storage space, and the upgrade of the Court 2 exit doors to improve building security. Other completed works include the repainting of the interior of the PA Building, upgrading various offices, and creating a meeting space within the Maintenance Department's office, which is now available for use by all staff and can be reserved via Astra.

Other enhancements to the school environment included commencing planning for surface upgrades that will improve the usability and safety of the grounds at the rear of The Hub, initiating the process for a new cleaning tender and contract, and installing a new key fob system across all external access points in the Junior and Senior School campuses. The new key fob system has enhanced school safety and security, improved ease of access for authorised personnel by replacing physical keys, and provided a valuable opportunity to review building access protocols. Additionally, the responsibility for maintaining Londonderry Reserve was transferred from the City of Greater Bendigo to the Infrastructure and Maintenance Team, with investments in new equipment significantly improving the upkeep of this oval and communal space.

2023 was also a period of significant transformation and development for the Infrastructure and Maintenance

Department itself, with the team welcoming a new department manager and three new casual team members. The department introduced new uniforms and a uniform policy specifically for its members, which have enhanced their safety and professional image within the school, and procured a new utility vehicle to support daily maintenance tasks and offsite set-up and pack-down activities. Additionally, the team commenced the process of creating and implementing a Preventive Maintenance Program that will enable the school to proactively manage and maintain infrastructure, extending the lifespan of assets and reducing the likelihood of unexpected repairs. To streamline maintenance requests, the team upgraded its ticket system, making it easier for users to lodge tickets and facilitating a faster response to maintenance needs. The team also streamlined the contractor induction process and tightened site access protocols to ensure all personnel on campus adhere to safety and operational standards.

The school is confident the investments made in 2023 will ensure it continues to provide leading educational facilities for its students and staff in the coming years. Looking to 2024, we are excited to finalise many of the campus developments currently in progress and commence new developments outlined within the Master Plan. We will continue to work towards enhancing the school's preventive maintenance capabilities and programs, and further improving its operational efficiency and safety measures.



STUDENT WELLBEING



Mr Dave Martin, Head of Student Engagement

House System

A connected and engaged student leads the way to an inspired and successful one. A student who is well known and cared for is the aim of student wellbeing at Girton Grammar School. The principal vehicle for student wellbeing at Girton is the House system. The microculture developed by the school's unique blend of curricular and co-curricular programs provides students with opportunities to lead, serve the school and community, compete in the sporting arena, perform on various stages, or address an audience. This enriching and supportive environment contributes to the academic success of our students.

Student Leadership

The School Captain, School Vice-Captain and Prefect selection processes create leadership roles that are meaningful, coveted and a genuine privilege to achieve and uphold. Girton has clearly articulated the roles and responsibilities for Prefects and created portfolio areas of responsibility.

The portfolio areas are as follows:

- Community Service
- Sustainability
- Diversity and Inclusion
- Student Advocacy
- Junior School
- Emotional Intelligence

The Prefect selection process ensures the Year 12 student leaders elected are fully aware, willing, deserving and equipped to undertake the responsibilities and accountability required of a Girton School Prefect. The Year 12 leaders are referred to as 'Prefects' without a distinction between 'Senior Prefect' and 'House Prefect'.

In 2023, we had the following student leaders proudly upholding our school values:

- Two School Captains and two School Vice-Captains
- Two Junior School Captains
- 12 Prefects
- 12 House Captains and 12 House Vice-Captains
- 48 Co-Curricular Captains and 8 Co-Curricular Vice-Captains
- 63 Peer Support Leaders
- 17 Student Delegate Council members
- 10 Aspiring Leaders.

This positive initiative supports the high standards and excellence for which all school community members are encouraged to strive.

Staff Training

In addition to their continued work in emotional intelligence, the Student Wellbeing team received training on mental health challenges in adolescents, awareness of drug and alcohol issues, child safety and First Nations matters in 2023. Staff members are equipped with numerous strategies to support our students. Additionally, they are encouraged to stay informed about specialised advice and guidance offered by different service providers.

Other training included:

- Rights and Respectful Relationships
- Dr Judith Locke (clinical psychologist, school counsellor, former teacher and workplace trainer)
- Berry Street Educational Model
- Restorative Practices
- Youth Mental Health First Aider
- The Resilience Project
- LawSense:
 - Managing Separated Families and Family Law Issues in Schools
 - Dealing with Difficult Parents
 - School Law
 - Law for School Counsellors
 - Sexual Consent, Transgender and Diverse Students
 - Managing Student Online Behaviour and Avoiding Media Fallout
- Child Link
- School Refusal

- Positive Schools
- Raising Respectful and Courageous Students
- Victoria Legal Aid's Sex, Young People and the Law
- Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises
- New Child Safe Standards
- Digital Rights and Responsibilities of Students and Educators
- Learning Blueprint – Hacking the Mind to Optimise Learning
- Collaborative and Proactive Solutions
- Dr Justin Coulson's ADHD Parenting
- Department of Education Information-Sharing Reforms and Family Violence
- Future Horizon – Remaking the Future in SEL
- Be You – Building Capacity to Thrive
- Narragunnawali: Embedding Reconciliation in our ECCs, Schools and Classrooms
- Privacy, Data Management and Archiving in Schools.

65 Wattle

65 Wattle is a comprehensive in-house health and wellbeing service that was established in 2020 and is situated on Girton's Senior School campus. It is staffed by a full-time School Nurse, two part-time registered School Psychologists and Provisional Psychologists. Senior School students can make counselling appointments via Astra, and parents and carers can seek counselling for students from the School Nurse, School Psychologists or Provisional Psychologists. Students may also visit 65 Wattle in person if they would simply like to speak to someone about health-related issues.

Student and Parent Education

empowerme

Year 10 students participated in empowerme, a one-day interactive workshop that provided them with the opportunity to reflect on their aspirations and gain inspiration for their future. Empowerme helps young people evaluate their passions, set goals and learn how to achieve their full potential. The program is designed for Year 10 students and run by volunteers predominantly under the age of 25, allowing participants to see a program run by young people for young people.

IBM SkillsBuild x Crazy Ideas College

Our Year 8 and 9 students participated in the Crazy Ideas College (CIC) Values in Action and Cyber-Lab programs. CIC facilitators supported them in building key skills and capacities in relation to leadership, collaboration, initiative and



future readiness. The workshops were delivered in partnership with IBM Australia using their SkillsBuild platform, which brings in-demand tech and professional skills to secondary school teachers and students using engaging videos and gamified assessments. The programs aimed to cultivate leadership qualities, develop bold career aspirations and leverage technology to do good in the world.

Cyber-Lab – Year 8 students

Students learnt about emerging technology and developed strategies for staying safe and secure online. They also had fun creating their online brand and earning micro-credentials, allowing them to show up as a good digital citizen and showcase their skills, passions, talents and vocational interests.

Values in Action – Year 9 students

This program challenged students to explore personal and school values and reflect on what matters in their lives and community. It aims to connect students to the best version of themselves and identify the actions that will lead them there.

Butterfly Foundation's Body Image Presentations for Years 7 to 10

These presentations focused on factors that place pressure on students to look and be a certain way. Incorporating positive mindset concepts, it aimed to help students understand how internalising these ideals and pressures impacts body image. These sessions also

unpacked appearance-based talk, body comparisons, and teasing and bullying based on appearance. Students were empowered to challenge what they see and advocate for change in an effort to build a more positive body image. The topic was brought to life through real-life experiences shared by trained facilitators from the Butterfly Foundation.

In the Year 7 to 8 session, students explored:

- where appearance ideals come from and the role of social media in reinforcing these
 - strategies to challenge and manage appearance pressures
 - the disparity between online content and real life
 - strategies for reducing body comparisons
 - ways to take control of the online experience and develop body confidence
 - managing online appearance-based teasing and bullying
 - the importance of reaching out for help for ourselves or others.
- In the Year 9 to 10 session, students explored:
- the role of positive and negative self-talk on feelings about ourselves and our body
 - how to reduce and shut down appearance-based talk and ways to change the conversation

- where appearance ideals come from and the costs of pursuing them
- strategies to derail and combat unhelpful body comparisons
- how to manage online appearance-based bullying and teasing
- practical ideas for boosting body confidence
- the importance of reaching out for help for ourselves or others.

SolarBuddy's JuniorBuddy STEM Program

Through the SolarBuddy program, our Year 7 students learnt about the 789 million people living in extreme energy poverty and how people who depend on primitive forms of energy like charcoal and firewood suffer devastating health impacts. Their wellbeing, economic stability, educational outcomes and the environment are all affected.

The JuniorBuddy teacher-led program fits effortlessly into classes with year-level specific resources combining interdisciplinary learning with practical application and real-world impact. This program is aligned with the Sustainability cross-curriculum priority and mapped to the United Nations Sustainable Development Goals. JuniorBuddy provided a highly engaging session for our students, promoting critical and creative thinking, intercultural understanding, teamwork and global citizenship.

Cyber Safety

During examination week in Semester 1,

Ms Dawn Davis (Head of Senior School) delivered an eSafety presentation on cyber safety to students in Years 7 to 9 called 'Being Respectful Can Be the Difference Between a Positive or Negative Experience Online'. The eSafety Commissioner (known as eSafety) is Australia's independent regulator for online safety.

Elephant Ed

Year 11 and 12 students were educated about consent and respectful relationships via an interactive, informative and engaging workshop. Elephant Ed's vision is to create a world in which every person is empowered with the knowledge, skills and attitudes they need to make conscious, healthy and respectful choices about relationships and sexuality.

RightsED – Australian Human Rights Commission

Year 11 and 12 students were educated on the laws against sexual harassment in the workplace and schools, to ensure every student has the basic human right to be free from harassment and intimidation, and reinforce that mutual respect is central to maintaining strong, healthy communities.

Dr Judith Locke parent presentations

Dr Judith Locke visited Girton to share her clinical experience and latest research findings on how parents can help children experience fulfilling years at school and beyond. Dr Locke explained that parents put more time and effort into raising their children than ever before, but children's

self-esteem, resilience and wellbeing don't appear to be improving.

In these special Girton seminars, Dr Locke offered parents solutions to:

- help children cope better with the demands of school and schoolwork, and encourage their child's personal motivation
- ensure their relationship with their child remains positive
- help their child develop the maturity and responsibility needed to do well in their life beyond school.

Dr Locke presented to parents of Prep to Year 3 students and Year 7 to 9 students, with the aim of helping their child start primary and secondary school confidently and capably. These seminars provided practical strategies parents could use to assist their child in navigating the usual ups and downs that accompany starting something new and preparing them well.

She also presented to parents of Year 4 to 9 students on 'Screens, Screams and Routines: Essential Strategies for the Tricky Parts of Parenting'. This seminar assisted with adopting a parenting approach that builds children's resilience, wellbeing and competence, including strategies for students to become more responsible for their schoolwork, cope with school challenges, and lead a balanced life that includes sufficient time for school and home responsibilities as well as downtime.



SOCIAL AND EMOTIONAL LEARNING



Ms Vanessa Juergens and Ms Joanne Christie, Social and Emotional Learning Team

Girton Grammar's Junior School continued its commitment to the RULER approach throughout 2023 to foster social and emotional learning (SEL) among students and staff. RULER is an evidence-based approach to SEL developed at the Yale Center for Emotional Intelligence.

As part of an effort to refresh the Junior School's implementation of RULER, Ms Vanessa Juergens, Ms Prue Milner and Mrs Georgie Rice travelled to Yale University to complete the most up-to-date training. The re-implementation team is in the process of applying their learning to

make changes that will impact the social and emotional wellbeing of all members of the Junior School community. As the Australian Curriculum has changed, Junior School teachers have made the most of ensuring RULER lessons align with the new curriculum.

In the Senior School, Ms Joanne Christie has spent the year researching various evidence-based programs to develop a bespoke SEL program that will be delivered as part of the 2024 Co-Connect program. Weekly 35-minute sessions with students from all year levels will cover topics such as resilience, adaptability, regulation, self-awareness, social awareness and empathy.



SENIOR SCHOOL CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA

NAPLAN and ACER testing

Mr Rod Smith, Head of Academic Services and Data

In March 2023, students in Years 7 and 9 sat the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments, which was two months earlier than in previous years. These tests are compulsory national assessments for all students in Years 3, 5, 7 and 9, and are administered under formal examination conditions.

While we must recognise that each NAPLAN element is a reflection of how students perform on a single test on a given day, this tool provides a standard measure against a large data

sample. The initial data provided by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) provides feedback on Girton's performance against the results of other Victorian schools.

Analysis of our NAPLAN data for Years 7 and 9 indicates that our students have performed above the state averages in all aspects tested. Spelling is an area for further development.

Our students from Years 7 to 10 also sat the ACER Progressive Achievement Tests (PAT) in Mathematics and Reading and the ACER General Ability Test (AGAT). These tests provide school results as well as comparative data that is derived from Australian normed reference data.

ACER PAT in Mathematics

Year	School Median	Australian Normed Median
7	134.1	131.6
8	137.7	133.6
9	140.7	135.4
10	142.6	137.1

ACER PAT in Reading

Year	School Median	Australian Normed Median
7	139.1	130.7
8	138.7	132.6
9	145.5	135.5
10	146.0	140.5

Year 7 NAPLAN Results 2023

Outcome	Type	Students	Mean
READING	State	79,804	545
	School	102	588
WRITING	State	79,807	533
	School	104	573
SPELLING	State	79,801	539
	School	100	556
GRAMMAR & PUNCTUATION	State	79,801	538
	School	100	578
NUMERACY	State	79,797	538
	School	101	618

Year 9 NAPLAN Results 2023

Outcome	Type	Students	Mean
READING	State	79,421	564
	School	115	628
WRITING	State	79,423	566
	School	117	620
SPELLING	State	79,422	567
	School	113	589
GRAMMAR & PUNCTUATION	State	79,422	556
	School	114	605
NUMERACY	State	79,424	567
	School	116	590

Tertiary Entrance Data

Mr Dean Langley, Head of VCE and Student Futures

Girton Grammar School achieved a 100% pass rate for the 2023 Year 12 cohort who sat for the VCE. Out of the 113 students, 98 applied for tertiary places through VTAC, with 96 of them receiving an offer in the first round in December 2023. Furthermore, 86% of these students received their first or second preference. Eight students received offers from interstate institutions.

Student Cohort Year	1st Preference	2nd	3rd	4th	5th	Other	Total Offers
2023	69	13	7	3	2	2	96
2022	52	21	7	4	2	2	88
2021	62	11	3	0	1	5	82
2020	74	13	5	5	3	3	102
2019	73	10	17	4	1	3	108
2018	68	29	5	8	4	3	117
2017	80	14	9	2	0	0	105
2016	79	14	9	1	3	1	107
2015	68	17	6	2	2	3	98
2014	75	16	11	3	3	3	111
2013	75	15	5	2	3	2	102
2012	77	25	7	2	1	6	118

Courses Chosen and Offered

Some of the most popular fields among graduates were Medicine, Biomedical Science, Arts, Science, Law, Nursing and Engineering. Students also received offers in Commerce, Business, Psychology, Architecture, Optometry, Language and Linguistics, and Wildlife Conservation.

Four students graduated with their VCE Vocational Major Certificate, leading to a TAFE or apprenticeship pathway. Several students also acquired apprenticeships in building and landscaping, and employment and training in the regional mines.

2023 Cohort Offers by Institution

Student Cohort Year	University of Melbourne	Monash	La Trobe Bendigo	La Trobe Other	Deakin	RMIT	Other
2023	18	26	14	10	10	6	12
2022	23	14	14	7	7	12	11
2021	11	13	13	5	13	10	17
2020	26	16	12	3	18	10	18
2019	13	12	22	4	23	21	13
2018	25	26	12	2	24	13	15
2017	29	17	17	4	13	19	6
2016	24	25	22	3	11	12	10
2015	17	17	19	7	14	8	16
2014	28	11	23	6	11	12	17
2013	29	11	18	2	15	10	17
2012	40	9	32	2	13	7	15
2011	31	6	28	10	11	5	15

Institution	Number of offers
ACU	3
Deakin University – Burwood	2
Deakin University – Geelong	8
Federation University	1
La Trobe University – Bendigo	14
La Trobe University – Melbourne/ Other	10
Monash	26
RMIT	6
Swinburne	4
University of Melbourne	18
Victoria University	1
Interstate	8
Other (TAFE, apprenticeships or work)	7





2023 Cohort Offers by Institution

Courses	2023 Cohort Offers	2022 Cohort Offers	2021 Cohort Offers	2020 Cohort Offers	2019 Cohort Offers	2018 Cohort Offers
Medicine/Dentistry/Biomedicine	17	13	9	11	7	6
Law	7	3	6	9	5	6
Allied Health/Nursing/Physio/Paramedical/OT	11	14	8	11	13	5
Science/Agriculture/Pharmacy/Environment	12	16	7	1	18	28
Arts/Humanities/Social Science/International Studies	12	12	7	18	17	22
Engineering/Construction/Aviation	5	6	6	14	14	9
Electronics/Software/Computer Science	1	2	1	4	2	1
Business/Commerce/Accountancy	10	4	15	12	7	9
Media/Management/Journalism/Marketing/Tourism	1	1	3	-	1	2
Education	3	1	4	4	3	1
PE/Sports/Sports Management	3	1	1	1	7	6
Psychology/Behavioural Science/Criminology	2	3	3	1	3	-
Creative Arts/Photography	1	5	6	3	-	8
Architecture/Design	4	5	3	3	3	7
Other	7	2	3	4	8	3

CO-CURRICULUM AND REPRESENTATIVE SPORT

Co-curriculum Program

Mrs Deidre Tunzi, Co-Curriculum Coordinator

The Co-curriculum Program at Girton is an excellent way for students to interact with each other and our staff members outside the classroom. The program offers 54 activities in sports, personal development and the performing arts.

Our sporting teams in netball, basketball and volleyball were very competitive. Basketball had 14 sides make the finals in the winter season, with three sides winning their respective grand finals. Volleyball's first season saw three teams make finals with one team successful in winning their grand final, and the second season also saw one team make finals. One team also made it to the netball grand final.

Other sporting highlights included the Girton Racing Team competing at Casey Fields and the Maryborough Energy Breakthrough, with Team Exception winning the energy-efficient vehicle category in the latter, and the aerobic

gymnastics team qualifying for the national competition in Queensland, and ending the year with a concert for family and friends. In addition, the school hosted its first Girton Grammar Interschool Dressage Championships at the Elmore Equestrian Centre in March, drawing competitors from over 50 schools across the state.

Our personal development activities were also busy, with three Tournament of Minds teams progressing to the International Finals in Melbourne, debating students attending the Debaters Association of Victoria and ICCES competitions, and the chess group also attending ICCES.

Within the performing arts, the school held all three productions (Senior, Middle and Junior School), the Ensembles Spectacular, the One Act Play Festival and many other music and theatrical performances with great success.

Overall, the co-curriculum program continues to enrich our students with various activities, enabling them to form friendships and develop leadership skills in the roles of Captain and Vice-Captain.





Representative Sport

Mr Dean Norris, Head of Sport and Physical Activity

The 2023 sporting calendar was filled with a multitude of events in which our students were eagerly involved. Our students relished the opportunity to represent Girton at major sporting events such as the Sandhurst (School Sports Victoria) and Independent Country Co-Educational Schools (ICCES) swimming, athletics and cross-country competitions, and the highly anticipated ICCES Winter Tour.

We had an impressive number of students qualify for the SSV state events, including 19 representing Girton in swimming, 8 in athletics and 20 in cross-country. Abbey Reid (9 Jenkin) placed first at the ICCES Cross-Country and the SSV State Cross-Country events, and our Intermediate Girls team of Abbey Reid, Imogen Stewart (9 Millward), Zoe Dean (9 Jenkin) and Charlotte Crane (10 Jenkin) placed first in the group rankings. Our results in swimming were also astounding, with Girton having four Age Champions in Tommy Byrne (7 Riley), Stephanie Ingram (8 Aherne), Henry Allan (9 Jones) and Andreas Ginis (10 Riley). Girton was awarded second in the school aggregate standings at the ICCES event, and three first place positions at the SSV state event.

Our state-level success also extended far beyond these achievements in 2023. Our Junior Girls tennis team; Senior Boys and Senior Girls table tennis teams; and Intermediate Girls soccer team all progressed through to the state finals, with our Intermediate Girls Soccer team finishing an impressive third in the state – our highest achievement in Girton soccer history. Girton's Year 8 Boys soccer team and our Senior Boys basketball team also both qualified for the regional

tournament, advancing beyond the Sandhurst tournament against challenging competition. Girton's partnership with Goulburn Valley Grammar School (GVGS) saw the schools continue to enjoy their good-natured competitive rivalry during the GVGS Cricket and Tennis Tournament, but unfortunately the shield returned to Shepparton this year.

Girton continued to host the Year 7 and Year 8 Sandhurst Basketball Tournament and the annual Sandhurst Swimming Tournament, catering for the 12 schools in our district in highly competitive tournaments. We also hosted the annual ICCES Football Tournament, which in 2023 expanded to include a Senior Boys Division held at Golden Square's Fur Life Oval, and saw Ballarat Grammar compete for the first time.

Finally, we recognised the achievements of our students at Speech Night, with many being awarded Co curriculum Colours for their exceptional skills, attitudes and leadership, alongside 20 state representatives and one national representative in their chosen sports. While Abbey Reid and Chelsea White (10 Riley) were our announced as our Fernwood Scholarship recipients, the Caitlin Thwaites award for 2023 went to Ruby Conti (11 Millward) for aerobic gymnastics.

The School's Sports Stars of the Year were:

- Senior (Years 10–12): Hunter Wright (10 Aherne) for football
- Junior (Years 7–9): Abbey Reid (9 Jenkin) for Athletics and Cross-Country.

Thank you to all the staff, students and families who continue to value and support the representative sports program and who make our school a consistently competitive team in our region.

COMMUNITY SERVICE

Mrs Rachelle Fisher, Head of Community Service

Girton Grammar School's Community Service Program encourages students to develop a habit of giving back to the community and helping others – from their first year at school through to their last. Community Service enables students to build relationships and social connectedness with peers, adults and organisers sharing a cause. It also gives students the opportunity to step outside their familiar environment and expand their horizons.

The year started with over 80 students volunteering at the Australia Day Community Celebrations at Lake Weeroona. They had a lot of fun face-painting, selling cold drinks and interacting in the play area with younger children.

Twelve Junior School students committed to Shave for A Cure and the SRC helped sell Zooper Doopers and organised a Crazy Hair Day asking for a gold coin donation. Junior School once again exceeded expectations, raising \$18,806. Seven students in Senior School supported the Leukaemia Foundation by raising \$10,845. Six students had their hair shaved while family and friends watched and shared the experience. Collectively Girton Grammar School donated just under \$30,000 to assisting families dealing with blood cancer.

The list of community events our students volunteered for is exhaustive, including the Mother's Day Classic, Bendigo Farmers Markets, Bendigo Sustainability Festival, Zinda Festival, Bendigo Business Excellence Awards, Walk for Prems, Walk for Dementia, FunLoong Fun Day and a very early morning volunteer experience at the Bendigo Health Fun Run, directing the keen competitors around the course.

The Red Shield Appeal saw 180 Senior School students spend three hours door knocking and collecting donations in Bendigo and Castlemaine. Over 40 parents supported this event by transporting the students, and we are very grateful to them for assisting the students and the Salvation Army. The total amount raised in Bendigo was \$9,500 and in Castlemaine was \$1,423. The Junior School students also donated their loose change and SRC students collected it in the Red Pig money boxes, raising \$329. In total, Girton students collected \$11,244 for the 2023 Salvation Army Red Shield Appeal. The Junior School SRC Red Food Pantry Drive was also a great success, with boxes of baked beans, crushed tomatoes, spaghetti, strawberry jam and tomato soup donated to the Salvation Army.

For the first time, eight students participated in the Bendigo Health School Holiday Volunteer Program. This ran for three days and gave the students valuable experience supporting patients in the Emergency Department, Discharge Lounge, Rehabilitation Ward and various clinics. This was a great way for them to gain an insight into working in the health industry.

Many students used their initiative and instigated their community service independently, with causes including Clean Up Australia Day, planting trees with Landcare, helping elderly neighbours and raising money for various charities.

Girton students truly embraced the spirit of community service in 2023, making a positive impact through their dedicated involvement in a wide range of initiatives and events, and demonstrating their commitment to making the world a better place.





DEMOCRATIC PRINCIPLES AFFIRMATION STATEMENT

Girton Grammar School is committed to upholding Australian democratic principles and practices, which are evidenced in several ways and within various documents. In particular, via a Statement of Ethical Behaviour, our Mission and Values document requires that the Board, Principal and staff adhere to codes of practice set down explicitly and implicitly by various professional and educational bodies to which the individuals or groups belong.

The Girton Mission and Values document also contains an Accessibility Statement that articulates a commitment to remain free of prejudice as regards faith, ethnicity, nationality, gender, background or family structure.

The principles of Australian democracy are further enshrined in the Girton Grammar School Imagine Charter, which reflects the values of inclusion, empathy, respect, excellence, effort and consideration for the perspectives of others.

Mr David Jemmett
Chair

Girton Grammar School
2023





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