

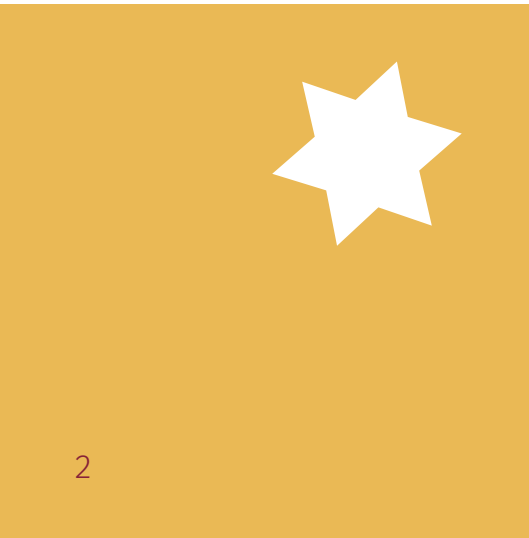


# Annual Report 2024



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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 nurturing environment grounded in emotional intelligence. 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, concerts 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**

History cannot be acquired or manufactured – it must be lived. And at Girton, we are fortunate to be the custodians of a legacy that has been shaped by the lives of so many. As a school community, celebrating the contributions of our founders on the 30th anniversary of Girton Grammar School in 2023 gave us a deeper appreciation of the human element of our history. In 2024, we delved even deeper into that history while commemorating another significant milestone: 140 years since Girton College was established in the rapidly growing goldfields town of Sandhurst. Its founders, Mrs Marian Aherne and Miss Alice Hill, sought to provide girls in the region with a pathway to tertiary study, inspired by the courageous story of Girton College in Cambridge – the UK’s first residential institution to offer a university-level education for women. From modest beginnings, they built a flourishing school, entrusting its legacy to the Girtonians who would follow them.

Over the years, many other visionary figures have poured their own lives into preserving the spirit and values on which the school was founded, while guiding it steadily into the future. This year, we embraced every opportunity to celebrate those individuals. We did so at our Foundation Day service and again at our 140th anniversary assembly, where one of Bendigo’s much-loved dragons, Gwong Loong, wound its way through our students, staff and special guests. Like Girton, our dragons have held firm for over a century as another resilient and valued part of our city.

In addition to honouring those who shaped the school’s history, you will see in the pages of this Annual Report our that today’s school community also left their own mark on Girton’s story in 2024. It was a year defined by industry and growth, balanced with events and experiences

that strengthened our already deep sense of community and connection. From the moments we enjoyed to the milestones we accomplished, no stone was left unturned.

One of the highlights of the year was our annual ArtFest, which took place for the first time at the historic Bendigo Town Hall – allowing our students to see their work displayed in a prominent community venue, just as a professional artist might. Other magnificent moments in the arts realm included our traditional Ensembles Evenings at the Ulumbarra Theatre and a spectacular series of Disney-themed productions: *The Little Mermaid*, *Frozen Jr* and *Finding Nemo Jr*. In the sporting realm, our students also reached new heights, with many serving as state and national representatives, and our senior girls crowned state soccer champions.

With international travel having fully resumed, we were pleased to be able to offer our students exciting global opportunities – from trekking and volunteer work in Nepal, to exploring the stunning scenery of New Zealand, to cross-cultural exchanges with students from Gojo Senior High School in Japan and Viala Lacoste in France. We were particularly delighted to welcome Gojo students and teachers back to Girton to celebrate the 30th anniversary of our sister school relationship, reinforcing the deep and lasting bond between our schools.

I am immensely proud of our students’ contributions to our school and community in 2024. In particular, our departing Year 12 cohort showed outstanding leadership in the initiatives they implemented – from introducing a new recycling program, to refining the student leadership selection process, to facilitating various fundraising events and platforms for student voice. I have every confidence they each have bright futures ahead of them, and we wish them every success as they embark on this exciting new chapter of their lives as Old Girtonians.



The fact that almost 50% of our Class of 2024 were placed in the top 20% of the state is a testament to the perseverance, adaptability and optimism of this exceptional group of young people. Congratulations to Morgan Cullen, Miffy Fisher, William Bowles and 2024 Dux Emma Hines, who achieved ATARs above 95, placing them in the top 5% of the state. Other 2024 VCE highlights are as follows:

- 17.8% of Girton's students finishing in the top 10% of the state
- 48.9% of Girton's students finishing in the top 20% of the state
- A median ATAR of 79.4.

As for our staff, in addition to their diligent efforts to support our students inside and outside the classroom in 2024, they have also driven key initiatives that will enhance students' learning experiences for years to come. Behind the scenes, they have been steadily integrating science of learning principles into their classroom practice, contributing to the development of a whole-school pedagogical framework designed to maximise student engagement and success. Additionally, our staff members have been instrumental in introducing the Co-Connect program in our Senior School, providing students with dedicated time to engage in activities that foster connection, collaboration, personal development and belonging. In our Junior School, we were honoured to be selected by Yale University as a 2024 RULER Spotlight School – the first school

in the southern hemisphere to receive this recognition. It serves as a testament to the environment of emotional intelligence our staff have cultivated in the Junior School over many years.

In 2024, we honoured two staff members for providing 20 years of loyal service to Girton Grammar School. As a token of the school's gratitude, these staff members – Dr Andrew Itter and Mrs Collette Derrick – 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 Mrs Belinda Vernon, the Award for Particular Excellence to Ms Mo Watanabe, and the Award for Excellence for a person in their early years of service at Girton to Mr Bevan Madden. Additionally, we bid a fond farewell to retiring staff members Mrs Carmel Hamilton and Mrs Sally Hurley, who each made an enormous impact on the school over their many years of service.

I am sincerely grateful to the Girton Board for the time, energy and expertise they have dedicated to supporting the school's sustainable growth and development throughout 2024. It has been an incredibly productive year, with the Board spearheading a range of transformative campus expansion projects and other strategic planning initiatives – many of which have been outlined by our Board



Chair, Ms Fleur Jackson, in her report on the following page.

Finally, I wish to acknowledge our wonderful community of parents, friends and Old Girtonians, who contributed so much to Girton in 2024 – whether through volunteering, donating, providing feedback on school initiatives, or attending school events. We are truly fortunate to have such a committed and connected school community.

Reflecting on the memorable year that was 2024, I feel immensely grateful for the exceptional people – past and present – who have breathed life into Girton and shaped its spirit over 140 years. As I leave you to explore our Annual Report, I thank you for your invaluable contributions to our school in 2024, and for sustaining the legacy of our founders for this generation of students and those to come.





# FROM THE CHAIR



## **Ms Fleur Jackson, Girton Grammar School Board Chair**

In Girton's milestone 140th anniversary year – and my first as Chair – it has been a great honour to represent the Board and connect with so many parents, carers, staff and students. Throughout 2024, our school community has enthusiastically embraced every opportunity to celebrate Girton's rich history – a legacy of which we can all be immensely proud.

One of the defining themes of this year has been growth, with our Board devoting considerable energy towards the sustainable development of our school and its infrastructure for the future. In May, at our annual Board Parent Forum, we were delighted to share the highlights of our Master Plan – for the first time unveiling our overarching vision for Girton's campuses and facilities over the next decade and beyond.

One of the first major projects is the construction of a dedicated languages

centre and new green space on the Senior School campus, which is progressing steadily through the planning stages ahead of anticipated construction in 2026. Other examples of the school's growth include the acquisition of the Red Rooster site on High Street, paving the way for the continued expansion of our Senior School; the development of the Angus Mackay Pavillion in the Junior School, due to open in early 2025; and the completion of new wombat crossings in Wattle and Vine streets to enhance traffic flow and student safety.

Under Dr O'Rielly's leadership as Principal, the school has continued to make excellent progress against the areas of priority outlined in Girton's Strategic Plan. As 2024 draws to a close, the plan itself is in the process of being reviewed and refreshed to ensure it reflects the latest industry developments and evolving needs of our school community. Other strategic Board initiatives this year have included the development of a rolling 10-year Financial and Funding Plan and



the approval of the new tiered fee model to be implemented from 2025 – both of which aim to foster lasting and sustainable growth that will ultimately benefit all students and families. Enrolments have continued to strengthen throughout the year, reflecting the value of a Girton education in the eyes of the community. Student numbers are projected to rise to 1,190 by April 2025, with several year levels either approaching capacity or introducing waitlists.

It goes without saying that the Board and our entire school community are immensely proud of the outstanding results achieved by our Year 12 Class of 2024, with over 17% of their cohort ranked in the top 10% of the state. Academic results aside, we are equally proud of the well-rounded, resilient individuals these students have developed into throughout their time at Girton, and we look forward to seeing them thrive in the next chapters of their lives.

I would like to conclude by extending my sincere gratitude to my fellow Board members for the time and expertise they have so generously devoted to the betterment of our school, and to Dr O’Rielly and her staff for their unwavering commitment to delivering outstanding outcomes for our students. Finally, to the broader Girton community – thank you for your contributions to this remarkable year of growth for Girton and to the school’s enduring 140-year legacy.

*Per Aspera Ad Astra*



# SCHOOL GOVERNANCE

## Board

In 2024, the Board comprised 10 members, each with varying professional backgrounds and areas of expertise that have strengthened the Board’s governance, risk management and commercial acumen.

- Ms Fleur Jackson (Chair)
- Mrs Carolyn Starr (Co-Deputy Chair)
- Mr David Jemmett (Co-Deputy Chair until May 2024)
- Ms Elizabeth Christian (Co-Deputy Chair from May 2024)
- Mr Andrew Hosking (Treasurer until May 2024)
- Mr Jarrah O’Shea (Treasurer from May 2024)
- Mr Raphael Krelle
- Mr Broughton Snell
- Mr Jeremi Moule
- Professor Pamela Snow

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

As at December 2024, the Board comprised the following five committees:

### Finance and Investment

**Chair:** Mr Jarrah O’Shea

**Members:** Mr Andrew Hosking, Ms Fleur Jackson, Mr David Jemmett

### Governance and Nominations

**Chair:** Mr Jeremi Moule

**Members:** Mr Andrew Hosking, Mr Jarrah O’Shea, Ms Carolyn Starr

## Campus Development

**Chair:** Mr Raphael Krelle

**Members:** Ms Elizabeth Christian, 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:** Ms Fleur Jackson,

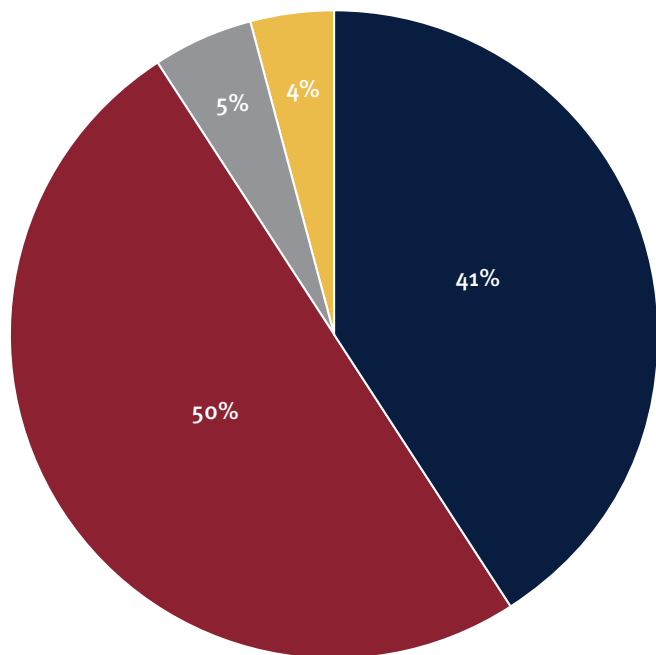
**Members:** Ms Elizabeth Christian, Ms Carolyn Starr

## 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

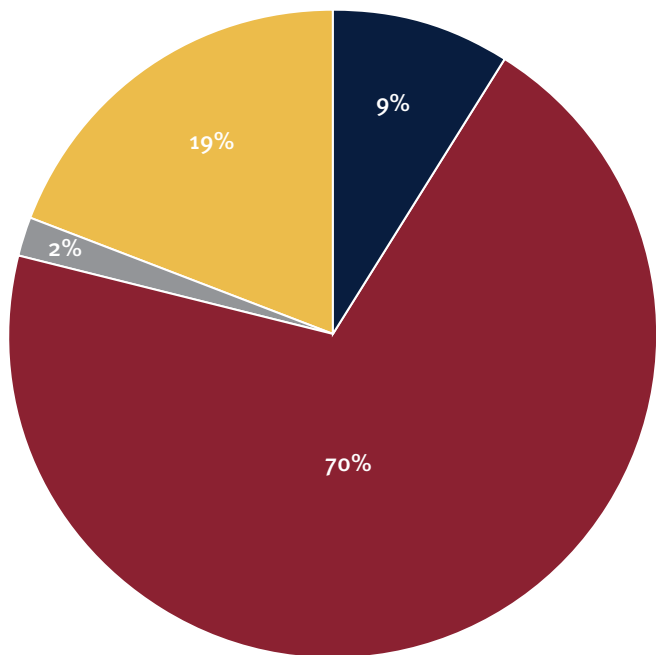
# FINANCE

## INCOME



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

## EXPENSES



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





# STUDENT POPULATION

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Preparatory	47	38	38	29	45	36	34	33	41	49
1	58	47	37	41	31	48	40	38	38	44
2	43	60	49	41	45	35	46	49	44	42
3	58	43	57	57	47	47	35	53	55	51
4	54	63	52	65	68	50	46	39	58	60
5	79	60	72	62	77	69	55	54	54	72
6	74	107	80	89	79	76	85	67	64	65
<b>JS Total</b>	<b>413</b>	<b>418</b>	<b>385</b>	<b>384</b>	<b>392</b>	<b>361</b>	<b>341</b>	<b>333</b>	<b>345</b>	<b>383</b>

7	126	114	132	122	136	114	110	138	107	141
8	135	127	115	123	126	128	115	111	138	100
9	149	134	128	118	123	127	130	99	120	130
10	128	143	135	127	112	122	127	118	90	117
11	121	114	134	124	127	96	112	112	99	89
12	101	113	112	134	117	116	91	103	114	99
<b>SS Total</b>	<b>760</b>	<b>745</b>	<b>756</b>	<b>748</b>	<b>741</b>	<b>703</b>	<b>685</b>	<b>681</b>	<b>647</b>	<b>676</b>

<b>Total Population</b>	<b>1173</b>	<b>1163</b>	<b>1141</b>	<b>1132</b>	<b>1133</b>	<b>1064</b>	<b>1026</b>	<b>1014</b>	<b>1022</b>	<b>1059</b>
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In the Census data submitted in August 2024, Girton Grammar School had one enrolled overseas student and seven 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 2024, Girton Grammar School participated in the annual LEAD School Effectiveness Survey conducted by Independent Schools Victoria for the fifth 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.

asked participants to rate their level of agreement on a scale of 1 to 10. The surveys were conducted in August 2024, 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 2023 to August 2024.

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

Overall satisfaction with Girton Grammar School	
8.13	Staff
8.26	Parent
6.73	Student

Parents	
8.26	Overall I am satisfied with my decision to send my child to this school
8.10	The school provides an excellent environment in which to learn
8.21	The range of learning areas offered at this school is excellent
8.37	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)	
8.02	I am encouraged to try my best at my school
7.90	My teachers are knowledgeable about the subjects they teach
7.66	My school provides me with opportunities to develop my leadership skills
7.89	My teachers expect high standards of learning from me
7.73	I have access to high-quality technology and resources that help me learn



Year 12 exit survey	
7.52	I have been encouraged to participate in community activities
7.69	I have been challenged in my studies at this school
7.61	I have had positive relationships with other students
7.77	The school has provided me with opportunities to develop my leadership skills
7.82	The school has provided ample opportunities for all students to participate in co curricular activities

Staff	
8.65	There is open communication between staff and parents at this school
8.42	I use a variety of teaching strategies and learning activities to help students learn
8.29	Students have positive relationships with staff
8.74	This school is a safe place for students to learn
8.51	The school focuses on developing students as well-rounded individuals

# STUDENT ATTENDANCE



Active 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 2024, the school experienced a marginal decline in attendance rates compared to the previous year, with an average attendance rate of 81.61 (compared to the previous year’s rate of 83.36). 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.

2024 Attendance Figures

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12
Average attendance rate (%)	89.28	89.80	89.80	88.51	86.23	86.11	84.85	77.36	72.80	72.00	72.79	74.96	76.39

# 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	29	25.7	20	9
Senior School	65	55.6	37	28
Leadership	7	7.00	7	0
Inclusive Education, Wellbeing & Library	14	11.9	9	5
Music	4	3.4	3	1
<b>Total Teaching Staff</b>	<b>119</b>	<b>103.6</b>	<b>76</b>	<b>43</b>
General Staff				
Senior Staff	6	5.5	3	3
Student Support & Aides	23	16.5	3	20
Maintenance	4	4.0	4	0
Wellbeing	7	4.4	1	6
Marketing	4	3.6	1	3
Administration	26	23.9	19	7
Music Instructor	16	9.4	3	13
IT	6	6	6	0
Student Support Tech	2	1.4	1	1
<b>Total General Staff</b>	<b>94</b>	<b>74.7</b>	<b>41</b>	<b>53</b>
<b>Total</b>	<b>213</b>	<b>178.3</b>	<b>117</b>	<b>96</b>

In 2024, Girton Grammar School's staff body was comprised of 67% women and 33% 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 23% having been employed between 6 and 10 years, and over 35% 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 2023/24 financial year marked a significant period for recruitment within Girton Grammar 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 128 new staff members across 28 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 13%, indicative of a stable and engaged workforce.





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

Girton Grammar School has a dedicated Health, Safety and Wellbeing Committee comprising 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 2024, the committee held four meetings – one per term. By involving representatives from various departments – such as professional services, Inclusive Education, wellbeing, teaching, maintenance, human resources and management – it is able to gather a diverse range of ideas and perspectives. This collaborative approach supports the school's continued dedication to safety, with members' input shaping policies and procedures that prioritise the school community's health, safety and wellbeing.

Over the year, Girton has continued to review its incident and hazard reporting processes, with the aim of embedding a contemporary and responsive approach that ensures a strong safety culture. The school's approach aligns with relevant legislation, including the *Occupational Health and Safety Act 2004* (Vic) and *Occupational Health and Safety*

*Regulations 2017* (Vic).

Girton uses a custom-built system for reporting, investigating and managing incidents and hazards. During 2024, incident and hazard reporting steadily increased, which correlates with the implementation of an improved incident and hazard reporting form and system, and increased staff education and awareness.

**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:

- GGS Child Safety Policies and Code of Conduct
- Victorian Child Safe Standards – We all have a role to play
- Mandatory Reporting of Child Abuse in Schools
- Anaphylaxis
- Asthma First Aid
- Diabetes in Schools (Level 1)
- Disability Standards for Education (NEW)
- Manual Handling
- GGS Staff Code of Conduct
- Anti-discrimination and Equal Opportunity

# HEALTH AND SAFETY

- Workplace Bullying
- Charter of Human Rights and Responsibilities
- Cybersecurity (NEW)
- GGS Electronic Communications Policy
- GGS Privacy Policies

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

# THE JUNIOR SCHOOL

## Mr Don Thompson, Head of Junior School

2024 was a year of growth for Girton's Junior School. Not only did enrolments peak at 400, but work commenced on the construction of a new covered outdoor learning area – named the Angus Mackay Pavilion – and planning for the restoration and redevelopment of the John E Higgs Hall.

In September, our Junior School was honoured to be selected by Yale University as a 2024 RULER Spotlight School – the first school in the southern hemisphere to receive this recognition. It serves as a testament not only to our commitment to the RULER principles and tools but to the holistic environment of emotional intelligence our staff have cultivated throughout the Junior School since 2011. Excitingly, this accolade has opened opportunities for Girton to support other schools across the Asia-Pacific region with their own RULER implementations, with a group of educators from Hong Kong having already visited the school.

Once again, the Junior School came together to celebrate a broad range of cherished events, including our Twilight Movie Night, Ensembles Concert, Grandparents and Special Friends Day, Book Week, NAIDOC Week, International Day and Carols Services. Additionally, our students' work featured prominently in the floral-themed displays at the annual ArtsFest exhibition, which was staged for the first time at the Bendigo Town Hall, while those in Years 2, 4 and 6 shone in their spectacular production of Finding Nemo Jr.

In sport and the performing arts, we had a number of Junior School students represent the school at regional and state events, including for athletics, choir, cross-country, swimming, soccer and Tournament of Minds. Our students have also continued to show their empathy and generosity, whether it's assisting other students in the playground through our Year 5 Restorative Peer Mentorship Program, or through the various community fundraising events led by the Junior School SRC.

In terms of our staffing, we were pleased to welcome Mrs Alicia Bone into the Junior School as our Junior School Counsellor. We also welcomed Mrs Michelle Hulse to the school to teach Year 5 as Ms Holmberg commenced her parental leave.

In March 2024, students in Years 3 and 5 once again sat the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments. 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 Education Ministers Meeting provides feedback on our performance against other Victorian schools. 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.

Year 3 NAPLAN Results 2024

Outcome	Type	Students	Mean
READING	State	79,321	404.17
	School	51	454.12
WRITING	State	78,554	415.93
	School	51	428.09
SPELLING	State	78,875	401.36
	School	51	439.63
GRAMMAR & PUNCTUATION	State	78,875	408.79
	School	51	460.41
NUMERACY	State	78,976	403.76
	School	51	457.91

Year 5 NAPLAN Results 2024

Outcome	Type	Students	Mean
READING	State	79,628	492.12
	School	71	540.1
WRITING	State	79,423	484.81
	School	72	517.36
SPELLING	State	79,133	486.48
	School	71	522.89
GRAMMAR & PUNCTUATION	State	79,133	498.45
	School	71	532.61
NUMERACY	State	79,227	489.06
	School	71	525.19

ACER tests provide school results as well as comparative data that is derived from Australian normed reference data.





Analysis of the 2024 ACER data indicates that Girton students performed above the Australian normed median data in all areas.

ACER PAT in Mathematics

Year	School Median	Australian Normed Median
1	106.5	99.5
2	112.5	108.3
3	123.4	115.4
4	130	121.1
5	131.4	125.5
6	134.8	128.9

ACER PAT in Reading

Year	School Median	Australian Normed Median
1	102.7	84.2
2	109.9	101.1
3	123.3	113.0
4	131.6	120.9
5	135.2	125.8
6	138.2	128.8



# FACILITIES, MAINTENANCE AND INFRASTRUCTURE REPORT

## **Luke Jenkins, Infrastructure, Maintenance and Grounds Manager**

In 2024, 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. Key projects facilitated by the Maintenance Team included the following:

- **Covered outdoor learning area (COLA):** Works commenced on the Junior School COLA, a 600-square-metre undercover space that will enable outdoor learning and recreation in all weather conditions. Designed by e+ Architecture and built by Fairbrother Construction, the new facility is expected to open in early 2025.
- **'The Hub':** The school commenced the refurbishment of 'The Hub' at 36 Wattle Street to ensure it remains a comfortable and functional space for the Senior School Inclusive Education Department. The works include a complete demolition of the interior plasterwork, restumping, structural repairs, replastering, painting and installation of new carpet. Expected to be completed in early 2025, the refurbishment serves as an interim solution until a permanent home for 'The Hub' is established within the Senior School campus, per the school's Master Plan.
- **John E Higgs Hall:** In collaboration with e+ Architecture and Fairbrother Construction, the school completed a comprehensive scope of works and relevant inspections for the restoration of the Higgs Hall. The inspections aim to ensure all necessary safety and structural standards are met and heritage requirements incorporated before the project begins in 2025.
- **Gymnasium office:** This project involved significant demolition works to expand the Level 1 office space to create a more functional and spacious environment for staff. Works included removing walls, replastering, installing new electrical and HVAC, and painting.
- **Registry office:** The Registry office underwent significant refurbishment, with sliding glass screens installed to address acoustic issues encountered by staff and improve the functionality and comfort of the space.
- **Maintenance shed:** The school worked through the planning and permit process for a new maintenance shed, which will provide much-needed space for equipment storage and maintenance activities. Construction is set to begin in 2025.
- **Technology Studies facilities:** A new laser cutter room was constructed between the PA04 and PA05 Technology Studies rooms. Surrounded by protective glass, the room allows students to see the laser cutter in use, making it more accessible for classroom projects. A new dividing wall was also installed to provide storage space for tools and other equipment.
- **Outdoor furniture:** The school upgraded the outdoor furniture in the Senior School to create more comfortable and aesthetically pleasing outdoor spaces for students and staff.

From a strategic perspective, new infrastructure and building drawings were collated and created for our school sites. These detailed CAD drawings will guide future maintenance projects and planning, while also assisting contractors

with quoting and carrying out works, ensuring consistency and quality across all locations. The team also introduced a new cloud-based maintenance scheduling program that streamlines the creation, assignment and tracking of work orders, improving efficiency and planning. The new program also helps to document the life expectancy of furniture and equipment, supporting better budgeting and planning for upgrades.

A new three-year cleaning contract was awarded, with the service provider commencing in April 2024. The team also initiated the tender process for the school's HVAC service agreement to ensure ongoing compliance with essential safety measures and high maintenance standards.

In addition to the above items and projects, the Maintenance Team successfully addressed a total of 1,442 ticket requests and played a pivotal role in supporting school assemblies, sporting carnivals, events and various other set-ups and pack-downs – both on-site and off-site. A highlight was the ArtsFest exhibition at the Bendigo Town Hall, which involved meticulous planning and installation of the various paintings and exhibits to effectively showcase the creative talents of our students. The team's dedication and efficiency are key to the seamless execution of these activities.

Looking to 2025, the team is excited to finalise 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**

Girton's structured processes for selecting School Captains, Prefects, House Captains and other leadership positions create roles that are meaningful, coveted and a genuine privilege to achieve and uphold.

In 2024, the following student leaders proudly upheld 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
- 41 Co-Curricular Captains and 7 Co-Curricular Vice-Captains

- 82 Peer Support Leaders
- 18 Student Delegate Council members.

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 Prefect. Girton has clearly articulated the roles and responsibilities for Prefects and created the following portfolio areas of responsibility:

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

Girton's student leadership initiatives support individual growth and the continued pursuit of excellence.

### **Staff Training**

In addition to their continued work in emotional intelligence, in 2024, the Student Wellbeing team received training on mental health challenges in adolescents, awareness of drug and alcohol issues, child safety and First Nations matters. Staff members are equipped with numerous strategies to support our students, and encouraged to stay up to date with specialised advice and guidance offered by different service providers.

Specific training courses included the following:

- Rights and Respectful Relationships
- Tracey Ezard – The Buzz
- Jodie Davey – Powerful Partnerships
- Tomorrow Man, Tomorrow Woman
- Dr Judith Locke
- Youth Mental Health First Aider
- Internet Safe Education
- Reach – Elevate workshop
- LawSense:
  - Managing Separated Families and Family Law Issues in Schools
  - Dealing with Difficult Parents
  - School Law
  - Law for School Counsellors
  - Law for School Nurses
  - Sexual Consent, Transgender and Diverse Students
  - Managing Student Online Behaviour and Avoiding Media Fallout
- Child Link
- School Refusal
- Positive Schools
- Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises

- 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
- First Nations Music Workshop
- Ecumenical Schools Australia:
  - Faith and Wellbeing network conferences
  - Year 11 Leadership Development Day and forum
  - Head of Senior School network conferences
- NotEvenOnce – Clearing the Air on Vaping

## 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 Health Services Manager (School Nurse), two part-time registered School Psychologists and Provisional Psychologists. Senior School students can make counselling appointments via the school’s Astra intranet portal, 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

### *Empowerment Workshop – SEED*

SEED’s in-school empowerment workshops draw on the most up-to-date research, ensuring all topics are relevant to girls today. Working with a whole year level cohort and delivering a series of five to six workshops over a full day, SEED’s experienced educators use a variety of mediums and teaching techniques, including role play, art therapy, music and movement to ensure all students are engaged and learning throughout each session. Building emotional intelligence and resilience, SEED Workshop facilitators help students to take control of their own lives and to realise their full potential.

### *Sleep Health and Stress Less programs*

In-house programs were run by Girton’s Achieve Team to educate students on



healthy sleep habits, as well as how to reduce stress and deal with positive stress.

### *Yoga*

Our students completed yoga sessions with Vitality Yoga, focusing on how yoga can benefit not only physical but also mental and spiritual health.

### *Self-defence*

The Bendigo Martial Arts Academy educated students on how to properly protect themselves if they were to ever find themselves in a dangerous situation.

### *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.

### *Values in Action*

This program challenged Year 9 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.

### *Cyber-Lab*

Year 8 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.

### *SolarBuddy’s JuniorBuddy STEM Program*

Through the SolarBuddy program, 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 impacts to their health, wellbeing, economic stability, educational outcomes and environment. The program is aligned with the Sustainability cross-curriculum priority and mapped to the United Nations Sustainable Development Goals. JuniorBuddy combines interdisciplinary learning with practical application, creating a highly engaging session that promotes critical and creative thinking, intercultural understanding, teamwork and global citizenship.

### *Cyber Safety*

During examination week in Semester 1, the 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 is Australia’s independent regulator for online safety.

### *Powerful Partnerships – Jodie Davey*

Girton parents and carers were invited to a free ‘Conflict and Collaboration’ seminar conducted by Jodie Davey of Powerful Partnerships, which provided tools to help them have difficult conversations with both children and educators. They explored how to develop their emotional intelligence around reading body language, de-escalating upset children, developing effective relationships, structuring critical conversations for positive outcomes, and much more.



# SOCIAL AND EMOTIONAL LEARNING

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

Girton Grammar Junior School maintained its strong commitment to the RULER approach throughout 2024, continuing to foster social and emotional learning (SEL) among students and staff.

Building on the momentum from 2023, the implementation team have been actively applying their Yale University training to refine and enhance RULER's impact across the Junior School. A key focus has been embedding RULER practices more deeply into daily routines and classroom culture to strengthen emotional intelligence development.

With updates to the Australian Curriculum, Junior School teachers have ensured

RULER lessons remain aligned with curriculum requirements, integrating SEL seamlessly into teaching and learning experiences. The ongoing commitment to RULER continues to enrich the wellbeing of students and staff, reinforcing a positive and supportive school environment.

In the Senior School, SEL Coordinator Ms Joanne Christie introduced a bespoke SEL curriculum incorporated into the school's new Co-Connect program. Weekly 35-minute sessions with students from all year levels covered topics such as resilience, adaptability, regulation, self-awareness, social awareness and empathy. The sessions have been specifically designed to ensure senior students are equipped with the skills they need to thrive both at school and in their lives and careers beyond.

Based on feedback from students and staff, Ms Christie has continued to enhance the SEL curriculum throughout the year. In 2025, she will be incorporating an evidence-based wellbeing program called Wellio, which features psychologist-designed lessons aimed at helping our senior students build valuable social and emotional skills such as conflict resolution and compassion.



# SENIOR SCHOOL CURRICULUM, RESULTS AND TERTIARY ENTRANCE DATA

## NAPLAN and ACER testing

**Mr Rod Smith, Head of Academic Services and Data**

In March 2024, students in Years 7 and 9 sat the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments. 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 Education Ministers Meeting provides feedback on Girton’s performance against 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 in Year 9 continues to be 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	135.3	131.6
8	135.4	133.6
9	138.4	135.4
10	140.7	137.1

### ACER PAT in Reading

Year	School Median	Australian Normed Median
7	137.2	130.7
8	139.3	132.6
9	142.4	135.5
10	135.5	140.5

### Year 7 NAPLAN Results 2024

Outcome	Type	Students	Mean
READING	State	77,821	545
	School	137	587
WRITING	State	78,014	552
	School	134	584
SPELLING	State	77,272	541
	School	134	574
GRAMMAR & PUNCTUATION	State	77,272	541
	School	134	585
NUMERACY	State	77,225	546
	School	129	570

### Year 9 NAPLAN Results 2024

Outcome	Type	Students	Mean
READING	State	74,409	573
	School	120	608
WRITING	State	74,618	585
	School	118	596
SPELLING	State	73,602	569
	School	119	578
GRAMMAR & PUNCTUATION	State	73,602	558
	School	119	582
NUMERACY	State	73,520	571
	School	123	605



## Tertiary Entrance Data

### Mr Dean Langley, Head of VCE and Student Futures

Girton Grammar School achieved a 100% pass rate for the 2024 Year 12 cohort who sat for the VCE. Out of the 99 students, 78 applied for tertiary places through VTAC, with all of them receiving an offer in the first round in December 2024. Furthermore, 90% of these students received their first or second preference. Four students received offers from interstate institutions.

Student Cohort Year	1st Preference	2nd	3rd	4th	5th	Other	Total Offers
2024	63	7	4	2	1	1	78
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

Student Cohort Year	University of Melbourne	Monash	La Trobe Bendigo	La Trobe Other	Deakin	RMIT	Other
2024	13	18	7	8	21	5	6
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

### 2024 Cohort Offers by Institution

Institution	Number of offers
ACU	1
Deakin University – Burwood	2
Deakin University – Geelong	19
Federation University	0
La Trobe University – Bendigo	7
La Trobe University – Melbourne/Other	8
Monash	18
RMIT	5
Swinburne	4
University of Melbourne	13
Victoria University	1
Interstate	4
Other (TAFE, apprenticeships or work)	17

### Courses Chosen and Offered

Some of the most popular fields among graduates were Arts, Health Sciences, Engineering, Commerce (including Commerce/Law double degrees) and Science. Students also received offers in Law, Marine Biology, Speech Pathology, Animation and Accounting.

Four students graduated with their VCE Vocational Major Certificate, leading to a TAFE or apprenticeship pathway. Several students also pursued apprenticeships in building and electrical, and other employment and training options.



#### 2024 Cohort Offers by Course

Courses	2024 Cohort Offers	2023 Cohort Offers	2022 Cohort Offers	2021 Cohort Offers	2020 Cohort Offers	2019 Cohort Offers
Medicine/Dentistry/Biomedicine	6	17	13	9	11	7
Law	3	7	3	6	9	5
Allied Health/Nursing/Physio/Paramedical/OT	11	11	14	8	11	13
Science/Agriculture/Pharmacy/Environment	8	12	16	7	1	18
Arts/Humanities/Social Science/International Studies	12	12	12	7	18	17
Engineering/Construction/Aviation	9	5	6	6	14	14
Electronics/Software/Computer Science	1	1	2	1	4	2
Business/Commerce/Accountancy	7	10	4	15	12	7
Media/Management/Journalism/Marketing/Tourism	0	1	1	3	-	1
Education	2	3	1	4	4	3
PE/Sports/Sports Management	4	3	1	1	1	7
Psychology/Behavioural Science/Criminology	11	2	3	3	1	3
Creative Arts/Photography	2	1	5	6	3	-
Architecture/Design	2	4	5	3	3	3
Other	0	7	2	3	4	8



# CO-CURRICULUM AND REPRESENTATIVE SPORT

## Co-curriculum Program

### **Mrs Deidre Tunzi, Student Activities 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 eight sides make the finals in the winter season, with three sides winning their respective grand finals. Volleyball's first season saw two teams make finals, while the summer season saw seven teams make finals. Four teams also made it to the netball finals.

Other sporting highlights included the Girton Racing Team competing at Casey Fields and the Maryborough Energy

Breakthrough, with Team Xception winning for the second year in a row in the energy-efficient vehicle category in the latter. The aerobic gymnastics team qualified for the national competition in Queensland, before ending the year with a concert for family and friends. Additionally, the school hosted its third annual Girton Grammar Interschool Showjumping and Dressage Championships at the Elmore Equestrian Centre in March, securing a win in the showjumping competition against competitors from across Victoria and interstate.

Our personal development activities were also busy, with the Secondary STEM team progressing to the Tournament of Minds International Finals in Sydney, debating students attending the Debaters Association of Victoria and ICCES competitions, and the chess group also attending ICCES. Congratulations to Girton debaters Nandini Gangaram (11 Aherne)

and Anika Tadakamadla (8 Frew), who were presented with Swannie Awards.

Within the performing arts, the school held Senior, Middle and Junior School productions, 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 Clint Whitsed, Head of Sport**

Girton Grammar School had an exceptionally successful and eventful sporting year in 2024, competing in approximately 50 sporting events across all year levels in both the School Sports Victoria (SSV) and Independent Country Co-Educational Schools (ICCES) associations. This extensive involvement required the dedication of over 100 staff members.

The school excelled in both team and individual sports at state, national and international levels, showcasing the talent and dedication of our students. Girton Grammar teams progressed to state-level competitions in swimming (15 students), cross-country (10 students), athletics (eight students), table tennis and volleyball. The Senior Girls' Soccer Team also reached and won the SSV State Championships – a phenomenal result.

Within the ICCES competition, Girton Grammar had an outstanding year, with highlights as follows:

- **ICCES Winter Tour:** The Junior Girls' and Intermediate Boys' Soccer teams placed first in their respective events, while the Junior Boys' Basketball and Open Girls' Soccer teams were runners up.
- **ICCES Summer Tour:** Girton entered three cricket teams (7–10 Girls, 7/8 Boys



and 9/10 Boys), securing second place overall. Volleyballers also achieved second place, with the 9/10 Girls and Boys winning their age groups. The school dominated the competition in tennis, with both Girls' teams winning their age groups and Girton awarded first place overall.

- **ICCES Football Carnival:** Girton successfully hosted the event, which saw six schools compete at Catherine McAuley College and Epsom Huntly Reserve.

Additionally, many Girton Grammar students excelled in external sporting events, representing both Victoria and Australia, and in some cases attending competitions internationally. Notable achievements include the following:

- **Aerobic gymnastics:** Siún O'Malley (National Carnival, Gold Coast); Ruby Conti (State Championships, National Championships, Asian Championships, World Championships – Italy)
- **AFL:** Hunter Wright (Vic Country U17 Futures Game, Werribee)
- **Athletics:** Lewis McIntosh (Australian Junior Athletics Championships, 400m); Kate Wilson (Coles Australian Little Athletics Championships, Athletics Australia Nationals, All Schools Nationals)
- **Barefoot waterskiing:** Aaliyah Greenwell (National and State Championships, WA and VIC); Verity Greenwell (National and

State Championships, WA and VIC)

- **Cross country:** Charlotte Crane (State Championships, Yarra Valley Racing Club); Abbey Reid (Australian Cross Country Championships and Australian Track and Field Championships, Symmons Plains)
- **Futsal:** Oliver Walker (U19 National School Futsal Championships, Brisbane)
- **Karate:** Hayley Couch (GKR Karate World Cup, Sydney Olympic Park); Blake Bickley (National Champion, Continuous Sparring, Melbourne and Gold Coast)
- **Kayaking:** Emma Armour (National Wildwater Championships, Tasmania)
- **Sailing:** Tate Cantwell (represented Victoria and Australia at the Eastern-Seaboard Regatta in Thailand)
- **Skiing:** William Slow (Victorian Interschools Snowsports Championships, Moguls and Ski Cross, Mt Buller)
- **Soccer:** Archer Lee (Vic Country Soccer Team, State Championships); Hugo Byrne (Football Australia National Youth Championships, Wollongong)
- **Swimming:** Henry Allan (national representative at NZ Tri Series, Hamilton); Azia Fong-Sutton (School Sports Australia, Gold Coast)
- **Tennis:** Willow Kelly (Australian Grass Court Championships, Mildura)
- **Volleyball:** Ariya Marwood (Australian Youth Volleyball Championships, Bendigo)

- **Waterskiing:** Harry Kilby (National Waterski Championships, U12, Mulwala); Emma Kilby (Australian National Titles, U14 Girls Jump, Mulwala)

We recognised the sporting achievements of many students at Speech Night, with many being awarded Co curriculum Colours for their exceptional skills, attitudes and leadership, alongside 26 state representatives and nine national representatives in their chosen sports. While Lily Rohan (10 Jenkin) was announced as our Fernwood Scholarship recipient, the Caitlin Thwaites award for 2024 went to Abbey Reid (10 Jenkin) for athletics. The school's Sports Stars of the Year were:

- **Senior (Years 10–12):** Ruby Conti (12 Millward) for Aerobic Gymnastics
- **Junior (Years 7–9):** Kate Wilson (9 Jenkin) for Athletics

Overall, the 2024 sporting year at Girton was filled with remarkable achievements at all levels – reflecting the commitment of both students and staff to fostering a culture of excellence in sport. As the Senior School Representative Sport Program moves to an ICCES-only competition model in 2025, the school looks forward to building on these accomplishments while offering students access to representative sporting opportunities of the highest standard. Thank you to all the staff, students and families who have supported the representative sports program in 2024







# COMMUNITY SERVICE

## **Mrs Rachelle Fisher, Head of Community Service**

From their first year at school in Prep, Girton Grammar School students are encouraged to participate in the Community Service Program. The Community Service Program develops an increased sense of social responsibility, a global view of society, and a habit of giving back to our community and helping others. It also builds relationships and social connectedness between peers, adults and organisers supporting a shared cause.

In 2024, our students have been involved in a range of community service activities. Opportunities to contribute commenced in January, when more than 100 of our students volunteered to assist at the Australia Day Community Celebrations at Lake Weeroona. Students also volunteered to help at the Bendigo Business Awards, Bendigo Ford Fun Run, Zinda Festival, Mother's Day Classic, FunLoong Fun Day, Bendicon and the annual Salvation Army Red Shield Appeal.

The Junior School had nine Year 6 students participate in Shave for a Cure, while the Student Representative Council (SRC) encouraged wider participation by organising a Crazy Hair Day with a gold coin donation. The students raised almost \$24,000 for the Leukaemia Foundation, which will help to fund valuable research into blood cancer.

With many families in our community facing an extra challenge due to the rising costs of living, our school was proud to continue supporting Foodshare Bendigo. This included the Junior School SRC successfully coordinating the collection of various Christmas table goodies for donation at the end of Term 4.

It has been wonderful to see so many students instigate their own community service and become involved in a range of activities independently. These initiatives include youth advocacy, Disabled Wintersport Australia's guide program, Foodshare's 'Grow a Row, Pick a Branch', 40 Hour Famine, Clean Up Australia Day and many more.

We are proud of the community service efforts of our students from Prep to Year 12 in 2024, and encourage students of all ages to continue giving back to our community in 2025 and beyond.



# 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.

**Ms Fleur Jackson**  
**Chair**

**Girton Grammar School**  
**2024**











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