

Item	Subject	Details
1	Contextual Description	<p>Ballarat Clarendon College is an independent, co-educational day/boarding school affiliated with the Uniting Church. It has 1441 students enrolled including 145 boarders (68 boys/77 girls) from rural Victoria, New South Wales and South Australia and a small number of overseas students. 16% of our students come from households where English is the second language.</p> <p>The focal point of the school is the students. The role of the school is to support students as they engage in the process of creating their future. We develop a clear understanding that their paths through life depend on their choices and that the path leads to opportunities for new choices. We cultivate an awareness of current reality while encouraging, stretching and supporting their dreams.</p> <p><b>Throughout a student’s time at Ballarat Clarendon College our focus is to maximise their competence, skills and capacity so that, at the end of their time at the school, when they stand on the threshold of their future, they can choose their <i>heart’s desire</i>.</b></p> <p>The school works closely in partnership with parents and home, recognising the potential of alignment of values and attitudes within the community, particularly to do with learning. Parents are regarded as close and critical partners.</p> <p>We recognise that, in order to make informed choices, all students require excellent teaching and learning, inspiring ideas and thinking and exposure to a breadth of experiences. Challenges and failures are a part of life and offer learning opportunities.</p> <p>The school is focused on learning as its prime mission; learning in all contexts. Each student's progress in all facets of development is closely monitored. The environment is one where it is safe to learn. Indeed, learning is the main game, but not mutually exclusive from having fun.</p> <p>High expectations exist for every person in the community. It is expected every student can learn and will learn. In order for this to happen, there are equally high expectations on staff.</p> <p>Students are expected to share responsibility for their progress and to know that effort is not only important, but non-negotiable.</p> <p>We help students discover who they are, who they want to be and how to get there.</p>
2	Teacher Attendance	Teacher attendance in 2017 was 98%.
3	Teacher Retention	88.7% of the teaching resource of the College in 2016 was retained for 2017.
4	Teacher Qualifications	Qualifications of all staff in 2017 are listed at Appendix 1.
5	Expenditure and teacher participation in professional learning	Participation in an extensive program of support and learning is an integral part of the professional expectations for all staff. Average expenditure per teacher on professional learning in 2017 was \$2,452.

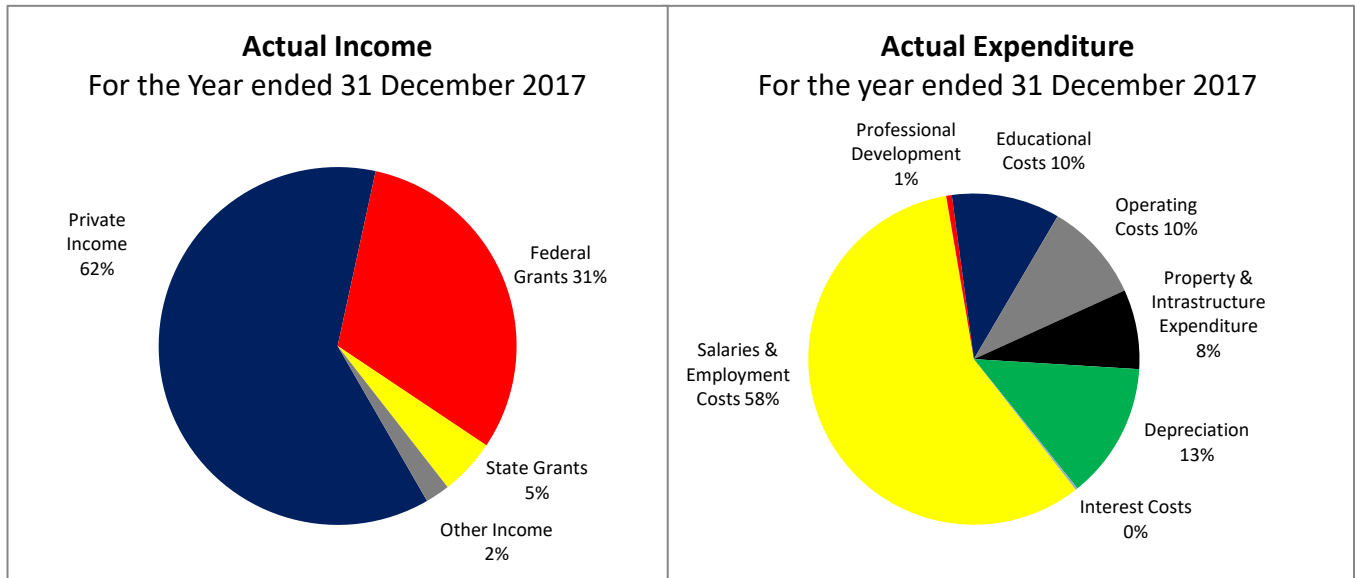
Key Student Outcomes																																		
6	Student Attendance	<p>Overall student attendance in 2017: 92.3%</p> <table border="0"> <tr> <td>Prep</td><td>94%</td><td>Year 1</td><td>93%</td><td>Year 2</td><td>93%</td><td>Year 3</td><td>94%</td> </tr> <tr> <td>Year 4</td><td>95%</td><td>Year 5</td><td>92%</td><td>Year 6</td><td>92%</td><td>Year 7</td><td>94%</td> </tr> <tr> <td>Year 8</td><td>92%</td><td>Year 9</td><td>92%</td><td>Year 10</td><td>93%</td><td>Year 11</td><td>90%</td> </tr> <tr> <td>Year 12</td><td>87%</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Students who are absent from school negotiate catching up on missed instruction and associated work, either while absent or upon their return. When students are aware they will be absent ahead of time, work is prepared to be completed before their return. Extended absences may mean students receive an adjusted grade and have the opportunity to attend other classes to access that aspect of learning.</p>	Prep	94%	Year 1	93%	Year 2	93%	Year 3	94%	Year 4	95%	Year 5	92%	Year 6	92%	Year 7	94%	Year 8	92%	Year 9	92%	Year 10	93%	Year 11	90%	Year 12	87%						
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7	Proportions of Years 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks	<p>100% of students in Year 3 in 2017 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>97% of students in Year 3 in 2017 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 5 in 2017 met or exceeded National Minimum Standards in Reading, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 5 in 2017 met or exceeded National Minimum Standards in Writing.</p> <p>100% of students in Year 5 in 2017 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 7 in 2017 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>97% of students in Year 7 in 2017 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 9 in 2017 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>99% of students in Year 9 in 2017 met or exceeded National Minimum Standards in Spelling.</p>																																
8	Changes in benchmark results from last two years	<p><b>In 2017</b>, 100% of Year 3 students exceeded the National Minimum Standards for Reading. In 2016, this figure was 100% and, in 2015, this figure was 99%.</p> <p><b>In 2017</b>, 100% of Year 3 students exceeded the National Minimum Standards for Writing. In 2016 and 2015, this figure was 100%.</p> <p><b>In 2017</b>, 98% of Year 3 students exceeded the National Minimum Standards for Spelling. In 2016 and 2015, this figure was 98%.</p> <p><b>In 2017</b>, 100% of Year 3 students exceeded the National Minimum Standards for Grammar &amp; Punctuation. In 2016, this figure was 100% and, in 2015, this figure was 99%.</p> <p><b>In 2017</b>, 100% of Year 3 students exceeded the National Minimum Standards for Numeracy. In 2016, this figure was 100% and, in 2015, this figure was 98%.</p>																																

<p>8</p>	<p>Changes in benchmark results from last two years</p>	<p><b>In 2017</b>, 97% of Year 5 students exceeded the National Minimum Standards for Reading. In 2016, this figure was 100% and, in 2015, this figure was 97%.</p> <p><b>In 2017</b>, 99% of Year 5 students exceeded the National Minimum Standards for Writing. In 2016, this figure was 97% and, in 2015, this figure was 98%.</p> <p><b>In 2017</b>, 97% of Year 5 students exceeded the National Minimum Standards for Spelling. In 2016, this figure was 99% and, in 2015, this figure was 95%.</p> <p><b>In 2017</b>, 98% of Year 5 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2016, this figure was 98% and, in 2015, this figure was 97%.</p> <p><b>In 2017</b>, 98% of Year 5 students exceeded the National Minimum Standards for Numeracy. In 2016, this figure was 100% and, in 2015, this figure was 99%.</p> <p><b>In 2017</b>, 98% of Year 7 students exceeded the National Minimum Standards for Reading. In 2016 and 2015, this figure was 97%.</p> <p><b>In 2017</b>, 91% of Year 7 students exceeded the National Minimum Standards for Writing. In 2016, this figure was 97% and, in 2015, this figure was 94%.</p> <p><b>In 2017</b>, 93% of Year 7 students exceeded the National Minimum Standards for Spelling. In 2016, this figure was 91% and, in 2015, this figure was 93%.</p> <p><b>In 2017</b>, 97% of Year 7 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2016, this figure was 95% and, in 2015, this figure was 97%.</p> <p><b>In 2017</b>, 99% of Year 7 students exceeded the National Minimum Standards for Numeracy. In 2016 and 2015, this figure was 99%.</p> <p><b>In 2017</b>, 95% of Year 9 students exceeded the National Minimum Standards for Reading. In 2016 and 2015, this figure was 99%.</p> <p><b>In 2017</b>, 90% of Year 9 students exceeded the National Minimum Standards for Writing. In 2016, this figure was 96% and, in 2015, this figure was 93%.</p> <p><b>In 2017</b>, 93% of Year 9 students exceeded the National Minimum Standards for Spelling. In 2016, this figure was 92% and, in 2015, this figure was 95%.</p> <p><b>In 2017</b>, 96% of Year 9 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2016, this figure was 98% and, in 2015, this figure was 96%.</p> <p><b>In 2017</b>, 99% of Year 9 students exceeded the National Minimum Standards for Numeracy. In 2016, this figure was 100% and, in 2015, this figure was 99%.</p>
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9	Value Added	<p>Evidence of value adding is demonstrated through indicators such as VCE results where Ballarat Clarendon College has rated consistently in the top 10 schools in Victoria as measured by the percentage of study scores over 40. In 2017, the College ranked 4<sup>th</sup> in Victoria.</p> <p>The College was also named by <i>The Weekend Australian</i> as the Number 1 Regional School in Australia in 2016 as measured by the NAPLAN results.</p> <p>ACARA also identified the College as having demonstrated 'substantially above average gain in NAPLAN results' for the third consecutive year.</p> <p>In the 2016 Independent Schools Victoria LEAD Survey, the Year 12 Exit Survey placed the College in the top 10% for all schools in the survey. Ballarat Clarendon College has recently developed a career path for teachers that recognises, supports and rewards excellent teaching practice.</p> <p>Expert teachers who wish to remain teaching no longer have to move into administrative roles to further develop their careers.</p>
10	Average standardised assessment results for Year 9 students.	<p>In the 2017 Year 9 NAPLAN:</p> <p><b>In Reading</b>, 42% of students were above the top 10% in Victoria; 87% of students were above the State mean.</p> <p><b>In Writing</b>, 27% of students were above the top 10% in Victoria; 82% of students were above the State mean.</p> <p><b>In Spelling</b>, 31% of students were above the top 10% in Victoria; 67% of students were above the State mean.</p> <p><b>In Grammar and Punctuation</b>, 50% of students were above the top 10% in Victoria; 91% of students were above the State mean.</p> <p><b>In Numeracy</b>, 57% of students were above the top 10% in Victoria; 89% of students were above the State mean.</p>
11	Senior secondary outcomes	<p>128 students sat the VCE.</p> <p>100% students obtained their VCE.</p> <p>Student median ATAR at VCE 2017 was 88.4.</p> <p>44% of students achieved a VCE ATAR higher than 90.</p> <p>10% of students completed VET subjects. In the subjects producing a numerical result the average scaled study score was 34.5.</p>
12	Proportion of Year 9 students retained to Year 12	<p>77% of students enrolled at the College in Year 9 in 2014 completed Year 12 in 2017.</p>
13	Post-school destinations	<p>Of the students in Year 12 in 2017:</p> <p>84.3% enrolled in tertiary study (university or TAFE/VET)</p> <p>14.1% deferred their tertiary study</p> <p>0% commenced Apprenticeships/Traineeships</p> <p>98.4% of students received a tertiary offer.</p>

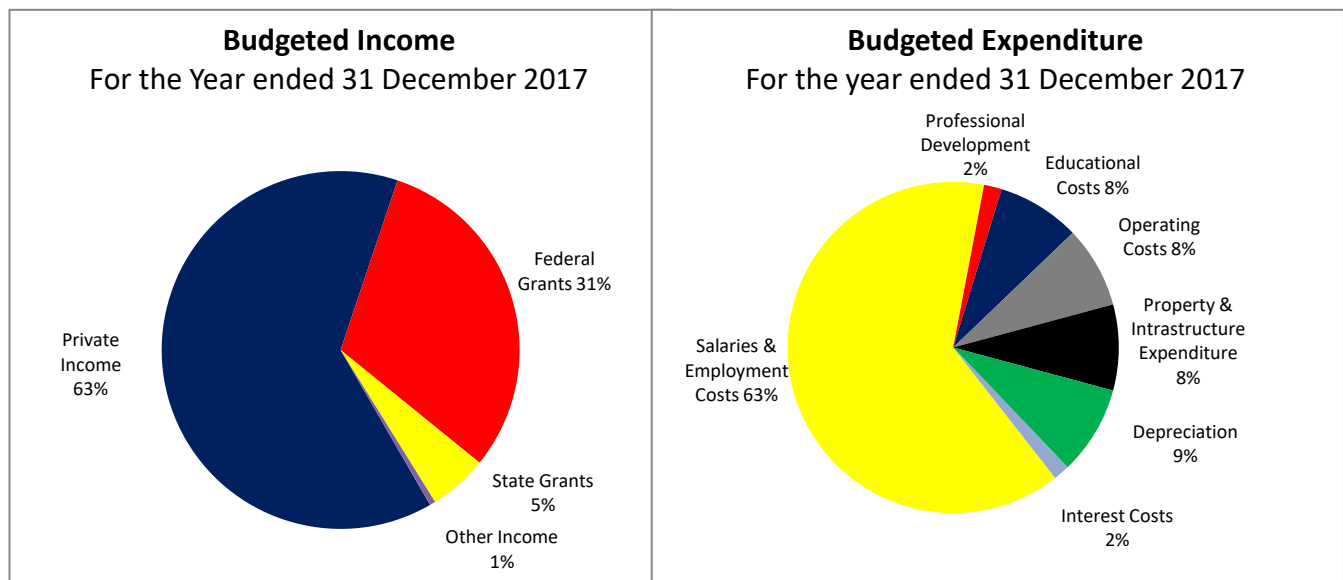
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14	Parent/Student/Teacher satisfaction	<p>In the 2016 Independent Schools Victoria Parent/Student LEAD Survey, Ballarat Clarendon College displayed the following results as compared with participating schools:</p> <ul style="list-style-type: none"> <li>• Quality of teaching was above the 90th percentile</li> <li>• Learning outcomes was above the 90th percentile</li> <li>• Parents overall satisfaction was above the 90th percentile</li> <li>• Staff overall satisfaction was in the upper quartile</li> <li>• Students (Years 5-11) perceptions on learning outcomes, pastoral care, personal development, school ethos, peer relations and general satisfaction are all in the upper quartile</li> <li>• Year 12 Exit Student perceptions on the academic program, quality of teaching and learning outcomes are above the 90th percentile</li> <li>• Year 12 Exit Student perceptions on pastoral care and personal development are above the 80th percentile.</li> </ul> <p>High staff retention and attendance rates are further evidence of teacher satisfaction.</p>																																																										
15	Workforce Composition	<table border="0"> <thead> <tr> <th></th> <th colspan="2"><b>Teachers</b></th> <th colspan="2"><b>Non-teachers</b></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><b>Gender</b></td> <td>Female</td> <td>61.9%</td> <td>Female</td> <td>82.5%</td> </tr> <tr> <td>Male</td> <td>38.1%</td> <td>Male</td> <td>17.5%</td> </tr> <tr> <td rowspan="5"><b>Age</b></td> <td>60+</td> <td>3.2%</td> <td>60+</td> <td>3.5%</td> </tr> <tr> <td>50 – 59</td> <td>11.1%</td> <td>50 – 59</td> <td>22.8%</td> </tr> <tr> <td>40 – 49</td> <td>28.6%</td> <td>40 – 49</td> <td>28.1%</td> </tr> <tr> <td>30 – 39</td> <td>28.6%</td> <td>30 – 39</td> <td>26.3%</td> </tr> <tr> <td>&lt; 30</td> <td>28.6%</td> <td>&lt; 30</td> <td>19.3%</td> </tr> <tr> <td rowspan="5"><b>Years of Service</b></td> <td>30+</td> <td>1.6%</td> <td>30+</td> <td>0.0%</td> </tr> <tr> <td>20–29</td> <td>1.6%</td> <td>20–29</td> <td>0.0%</td> </tr> <tr> <td>10–19</td> <td>24.6%</td> <td>10–19</td> <td>15.8%</td> </tr> <tr> <td>5–9</td> <td>14.3%</td> <td>5–9</td> <td>17.5%</td> </tr> <tr> <td>&lt; 5</td> <td>57.9%</td> <td>&lt; 5</td> <td>66.7%</td> </tr> </tbody> </table>				<b>Teachers</b>		<b>Non-teachers</b>		<b>Gender</b>	Female	61.9%	Female	82.5%	Male	38.1%	Male	17.5%	<b>Age</b>	60+	3.2%	60+	3.5%	50 – 59	11.1%	50 – 59	22.8%	40 – 49	28.6%	40 – 49	28.1%	30 – 39	28.6%	30 – 39	26.3%	< 30	28.6%	< 30	19.3%	<b>Years of Service</b>	30+	1.6%	30+	0.0%	20–29	1.6%	20–29	0.0%	10–19	24.6%	10–19	15.8%	5–9	14.3%	5–9	17.5%	< 5	57.9%	< 5	66.7%
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## Financial Performance for 2017



The Surplus generated for 2017 is available for future capital improvements and debt servicing.

## Budget for 2017



<b>Executive - Teaching and Learning</b>
<b>Principal:</b> Shepherd, David - <b>MEdStud, BSc (Hons), DipEd Monash</b>
<b>Deputy Principal:</b> McClure, Jan - <b>OAM, MEd, BSc, DipEd Melb</b>
<b>Co-Head of Senior School:</b> Parker, David - <b>BEd Rusd</b>
<b>Co-Head of Senior School:</b> Brady, Laura - <b>MArt Melb, BA (Hons) Dublin, DipEd Melb</b>
<b>Co-Head of 9/10 School:</b> Struth, David - <b>BSSc Deakin, GradDipEd UB, MT La Trobe</b>
<b>Co-Head of 9/10 School:</b> Jamieson, Jeannie - <b>BEd, MEd Melb</b>
<b>Co-Head of Middle School:</b> Moloney, Shaune - <b>BEd UB</b>
<b>Co-Head of Middle School:</b> Evans, James - <b>BEd, BTeach UB</b>
<b>Head of Junior School:</b> Belcher, Steven - <b>MEd, BMus, BEd (Hons) Melb, AMusA AMEB</b>
<b>Head of King Island Campus:</b> Caldwell, Luke - <b>BA La Trobe, GradDipEd Notre Dame Aust</b>
<b>Head of English:</b> Scruby, Mark - <b>BA (Hons) Sur, PGCE Sur, GradDipEd (Lead) Warw</b>
<b>Head of Mathematics:</b> Ashman, Gregory - <b>MA Camb</b>
<b>Head of Curriculum, Assessment and Reporting:</b> Smith, Reid - <b>MEd, GradDipEd, BSc Monash</b>
<b>School Counsellor:</b> Griffin, Dean - <b>BSocWk La Trobe</b>
<b>Executive - Operations</b>
<b>Head of Communications:</b> McGie, Jennifer - <b>MEd, GradDipEd, BA (Hons) Melb</b>
<b>Human Resources Manager:</b> Grove, Teresa - <b>LLM Monash, BMus (Hons) Melb, GradDip (HR) Swinburne UT, GradDip (Financial Markets) SiiA</b>
<b>Business Manager (Finance):</b> Elliott, Meleessa - <b>BBus UB, CPA</b>
<b>Capital Works, Infrastructure and ICT Manager:</b> Adam Ryan - <b>BComp UB</b>
<b>Head of ICT, Risk and Compliance Manager:</b> Andrew Stewart - <b>MEd ECU, BA UniSA, DipEd La Trobe</b>
<b>Curriculum Leadership</b>
Austin, Emily - <b>MTeach, BA (Hons), GradDipEd Melb</b>
Barlow, Sarah - <b>BMus Melb, GradDipEd Monash, MEd Melb, Cert IV Training and Assessment</b>
Bourke, Jennifer - <b>BAppSc, DipEd UB</b>
Byrne, Carroll - <b>BEd QUT, MDrama Griff</b>
Chikushi, Masako - <b>MEd UB, BEd Shikoku University Japan, GradDipEd La Trobe</b>
Connolly, Rebecca - <b>MEd Lond, BSc (Hons) Lond(LSE)</b>
Esdale, Colin - <b>BEd UniSA, DipTeach SACAE</b>
Green, Michelle - <b>BA UB, GradDipEd UM</b>
Hackwill, Kyle - <b>BMus Melb, AMusA AMEB</b>
Hall, Emma - <b>BSc (Hons) Lanc, PGCE Manc Met</b>
Ince, Leonie - <b>MEd ACU, BEd Philip IT, DipEd ACU</b>
Livingston, Peter - <b>BA, GradDipEd Monash</b>
Macgowan, Brad - <b>BEd UB</b>
Morley, John - <b>PhD Leic, BSc (Hons) Manc, PGCE Leic</b>
Naughton, Benjamin - <b>BSc, PGCE York</b>
Parkin, Christine - <b>BSc (Hons) Leic, PGCE NottTrent</b>
Randles, Meghan - <b>BA, DipEd RMIT</b>
Robson, Mark - <b>BComm La Trobe, MTeach Melb</b>
Rollinson, James - <b>BSc H-W, PGCE Leic</b>
Young, Lauren - <b>BEd UB, ADipCBA CICB, Cert IV Training and Assessment Ivet</b>



Teaching
Addison, Juliana - <b>MA</b> (Comms), <b>BA</b> (Hons) <i>Monash</i> , <b>GradDipEd</b> <i>Melb</i>
Allinson, Emily - <b>BA</b> (Hons) <i>Open</i> , <b>PGCE</b> <i>NTTP</i>
Anders, Lucy - <b>BSc</b> , <b>MTeach</b> <i>Monash</i>
Aylan-Parker, Jennifer - <b>BA</b> , <b>GradDipAppLing</b> <i>ANU</i> , <b>GradDipEd</b> <i>Melb</i>
Ball, Joanne - <b>PGCE</b> <i>Bath Spa UC</i> , <b>LLB</b> (Hons) <i>Reading</i>
Bashford-Leger, Samantha - <b>BA</b> (Hons) <i>Manc Met</i> , <b>PGCE</b> <i>Durh</i>
Belcher, Anne - <b>BA</b> , <b>BMus</b> <i>Melb</i> , <b>GradDipEd</b> <i>Monash</i>
Beller, Christie - <b>BBioMed</b> <i>Melb</i> , <b>BHlthSc</b> (Hons) <i>Deakin</i>
Boatman, Andrew - <b>BSc</b> , <b>MBus</b> <i>VUT</i> , <b>GradDipMgt</b> <i>ACSC</i> , <b>GradDipEd</b> <i>ACU</i>
Bond, Susan - <b>MEdTech</b> <i>NU</i> , <b>BA</b> <i>Calif</i>
Birkhead, Huw - <b>BA</b> (Hons) <i>Wales</i> , <b>MSc</b> <i>UC</i> , <b>PGCE</b> <i>Bangor University</i>
Braid, Penelope - <b>MTeach</b> , <b>BA</b> <i>Melb</i>
Braid, Samuel - <b>BA</b> , <b>BMus</b> <i>Melb</i> , <b>GradDipEd</b> <i>ACU</i>
Bristow, Susan - <b>MA</b> , <b>GradDipEd</b> , <b>BArts</b> (Fine Arts) <i>UB</i>
Brookes, Victoria - <b>BA</b> (Hons) <i>Birm</i> , <b>PGCE</b> <i>Manc</i>
Cachia, Michael - <b>LLB</b> <i>Leeds</i> , <b>MEd</b> <i>Manc</i> , <b>PGCE</b> <i>Sheff Hallam</i>
Calleja, Christopher - <b>BAppSc</b> (Hons), <b>MTeach</b> (Hons) <i>Melb</i>
Cartwright, Katherine - <b>BA</b> (Hons), <b>PGCE</b> , <b>GradDip</b> (EarlChidEd) <i>RMIT</i>
Churchill, Mark - <b>DipAppSc</b> <i>WSyd</i> , <b>GradDipEd</b> (Agri) <i>RCAE</i> , <b>GradDip</b> (Reading/Language) <i>RCA</i> , <b>AssocDipAppSc</b> <i>CSturt</i>
Couzens, James - <b>BA</b> , <b>BTeach</b> (Hons) <i>Melb</i>
Cowan, Kristie - <b>BEd</b> <i>UniSA</i>
Croke, David - <b>BSc</b> (Hons) <i>DCU</i> , <b>ProfDipEd</b> (Hons) <i>Cork</i>
Crook, Jane - <b>BSpPath</b> , <b>GradDipEd</b> <i>La Trobe</i>
Curtain, Tessa - <b>MTeach</b> <i>FU</i> , <b>BExSc</b> <i>UB</i>
Davies, Chloe - <b>BA</b> (Hons) <i>Lanc</i> , <b>PGCE</b> (Hons) <i>AU</i>
Death, Gabrielle - <b>BFineArts</b> <i>QUT</i>
Dickson, Rebecca - <b>BEd</b> <i>UB</i>
Duffield, Maxine - <b>MTeach</b> <i>FU</i> , <b>BPhty</b> (Hons) <i>Melb</i>
Ellis, Clare - <b>BA</b> , <b>MTeach</b> <i>Melb</i>
Eppingstall, Ken - <b>BEd</b> , <b>DipTch</b> <i>UB</i>
Evans, Megan - <b>BEd</b> (Hons) <i>UB</i>
Foster, Tamar - <b>BSc</b> (Hons) <i>De Mont</i> , <b>QTS</b> <i>TENITTC</i>
Fritch, Daniel - <b>BEd</b> <i>MNU</i>
Gadsby, Katie - <b>BA</b> (Hons) <i>Camb</i> , <b>QTS</b> <i>Cant CCC</i>
Gates, Carla - <b>BCommun</b> , <b>BTeach</b> , <b>BEdSt</b> <i>CSturt</i> , <b>Cert IV</b> <i>OutRec</i>
Gerardi, Vicki - <b>DipEd</b> , <b>DipFA</b> <i>Ballarat CAE</i>
Goodwin, John - <b>PhD</b> , <b>BSc</b> (Hons) <i>Hull</i> , <b>PGCE</b> <i>Durh</i>
Graham, Hayley - <b>MEd</b> , <b>BA</b> , <b>GradDipEd</b> (Admin), <b>GradDipEd</b> <i>Melb</i>
Gray, Hayden - <b>BA</b> <i>Vic(Melb)</i> , <b>DipLibArts</b> <i>Vic(Melb)</i> , <b>DipEd</b> <i>Melb</i> , <b>MTeach</b> <i>Melb</i>
Grieve, Aimee - <b>BSc</b> (Hons) <i>Lond(LSE)</i> , <b>PGCE</b> <i>Northumbria</i>
Gurney, Wendy - <b>BSc</b> (Hons) <i>Open</i> , <b>QTS</b> <i>Cant CCC</i>
Harbour, Jenny - <b>BEd</b> <i>BCAE</i> , <b>Dip</b> (Early Childhood Education & Care) <i>BRACE</i> , <b>Cert III</b> Children's Services <i>BRACE</i>
Healey, Sinead - <b>BA</b> (Hons) <i>Birm</i> , <b>QTS</b> <i>Tudor Grange Academy, Birmingham</i>
Henderson, Ross - <b>BAppSc</b> <i>UB</i> , <b>GradDipEd</b> <i>ACU</i>
Hill, Joanne - <b>BEd</b> <i>Melb</i> , <b>GradDipMath</b> <i>Melb</i>



Holmes, Adelle - <b>BSc Melb, DipEd Melb</b>
Hutchins, Jason - <b>BEd (PhEd) UB</b>
James, Andrew - <b>BEd Melb, GradDipEd BCAE</b>
King, Josh - <b>BEd (PhEd) UB</b>
Knell, Alexandra - <b>BA (Hons) Melb, DipEd La Trobe</b>
Logsdon, Juliana - <b>BSc Melb, MTeach Melb</b>
Lovel, Ian - <b>BEd Rusd</b>
Macdonald, Leah - <b>BAppSc, DipEd UB</b>
Macgowan, Jessica - <b>BEd (PhEd) UB</b>
MacLean, Catherine - <b>BEd FU</b>
MacLennan, Natasha - <b>BOutEd (Extended), MTeach La Trobe</b>
McGlinchey, Niamh - <b>BSc(Psych), MSc Glas, PGCE Northumbria</b>
McIntosh, Shawnee - <b>BEd ACU</b>
Moloney, Amanda - <b>BEd UB</b>
Moloney, Ellie - <b>BEd FU</b>
Moneghetti, Denis - <b>BAppSc BCAE, DipEd, CertSchMkt CMS, MBA UB</b>
Moriarty, Claire - <b>BE/BSc (Hons) Melb, BTeach Deakin</b>
Murnane, Peter - <b>DipTeach</b>
Nash, Thomas - <b>BEd (PhEd) UB</b>
Nelson, Kelly - <b>BExSc UB, MTeach FU</b>
Norello, Romina - <b>MSc, BSc Melb</b>
Orcheston-Findlay, Jennifer - <b>BSc (Hons), PGCE Exe</b>
Orellana, Cristian - <b>BEd W'Gong, Cert III OutRec</b>
Permezal, Parisse - <b>BA WAust, GradDipEd Melb</b>
Pittard, Debbie - <b>BAppSc UB, GradDipEd Vic(Melb)</b>
Polanske, Ginelle - <b>BEd Melb</b>
Pugh, Joseph - <b>BPh Camb, MA Lanc, GradDipT C Darwin</b>
Rees, Chloe - <b>BComm FU, GradDipEd Swinburne UT</b>
Robbins, Leanne - <b>BEd UB, DipTeach UB</b>
Roffe-Silvester, Henry - <b>ME Nott</b>
Rollinson, Annette - <b>MSc, BSc (Hons) Lanc, PGCE Kingston</b>
Roso, Philippa - <b>MTeach, BA (Hons) Melb</b>
Sanders, Sandra - <b>BA RMIT, GradDipEd Melb, GradDipVC Melb</b>
Sanders, Stephanie - <b>BEd ACU</b>
Schomburgk, Richard - <b>MEdMan Flin, BEd Adel</b>
Schuler, Christine - <b>BMus Melb, GradDipEd Vic(Melb), GradDipMus MCM</b>
Steele, Samuel - <b>BA, GradDipEd La Trobe</b>
Stephens, Paul - <b>GradDipEd Philip IT, DipTeach BCAE</b>
Stevenson, Dennis - <b>BMus Tas, BTeach Deakin, GradCMusSt Tas</b>
Strong, Lucinda - <b>BA (Hons) G Caledonian, PGCE Chichester</b>
Takaoka, Yuko - <b>BA Kindai University Japan, MA ANU, GradDipEd Melb</b>
Versteegen, Christopher - <b>BEd BU</b>
Walsh, Kirsty - <b>BEd (Hons) UB</b>
Webb, Holly - <b>BEd (Hons) UB, Cert IV Training and Assessment</b>
Wilkinson, Benjamin - <b>BBus(HRMan) La Trobe, GradDipSpBus Vic(Melb), Cert III Tourism, Cert III &amp; IV OutRec</b>
Wilson, Christopher - <b>BA, DipEd La Trobe</b>

Yates, Sally - <b>BA, BEd Monash</b>
Yau, Matthew - <b>MEd Melb, MA Deakin, BA La Trobe, GradDipEd Melb</b>
<b>Administrative &amp; Support Staff</b>
Andrews, Simone - <b>AssocDipBus Swinburne UT</b>
Auchetti, Cathy - <b>Cert III Childcare School of Mines Ballarat, Level I Integration Aide La Trobe</b>
Beaton, Judy - <b>AssocDipBusAcc</b>
Bedford, Kirsty - <b>BComm Melb, DipEd Monash</b>
Bosch, Dennis - <b>BSc</b>
Bourke, Marea
Branagh, Elizabeth - <b>BN UB</b>
Burgess, Antionette - <b>BMan(HRMan), BAppSc, DipMkgRes, DipMan, Cert IV Training &amp; Assessment</b>
Burns, Amy - <b>BA La Trobe, Cert III OutRec</b>
Cachia, Charles - <b>Cert IV OH&amp;S, Comm Pool/Spa Water Maint, Dip Laboratory Operations</b>
Carter, Cheryl - <b>Cert III Bus Admin</b>
Carter, Katrina - <b>BEd La Trobe, BTeach ACU</b>
Chambers, Angela - <b>DipMgt</b>
Conroy, Fiona - <b>BN La Trobe, DipAppSc(Nursing) Philip IT</b>
Corless, Shane
Crawley, Katie
Curran, Grace
Daum, Simone
Douglas, Kathy - <b>BA RMIT</b>
Dridan, Katrina - <b>BEd FU</b>
Fitzpatrick, Kylie - <b>BA (Hons) FU, GradDip (Psych) UB</b>
Godfrey, Anthony - <b>BBus (Acc), GradDipBMan, MBA, UB</b>
Gould, Abra - <b>Mteach FU, BA Melb</b>
Hearnden, Allyson
Hill, Rachel - <b>BOut&amp;EnvEd La Trobe, Cert IV Training &amp; Assessment, GradDip (App Learn) Deakin</b>
Horton, Jodi - <b>Dip (HR Management) Swinburne UT</b>
Hughes, Jane - <b>BN UB</b>
Hughes, Justin - <b>Cert IV IT Bendigo Tafe</b>
Jenkins, Meegan - <b>BBus UB</b>
Jones, Leanne - <b>BN UB</b>
Jackson, Heather - <b>BSSc (LIS) CSturt, DipLib RMIT</b>
Kenny, Narelle - <b>Dip Children's Services BRACE</b>
Kopycinski, Sarah - <b>Dip Children's Services</b>
Lavery, Narelle
Marks, Lauren - <b>Cert II Business</b>
Marshall, Christopher - <b>BBus BCAE, BAppSc (AppChem) BU, DipComp ICS, BAppSc (AppBiol) Monash, BComp UB, BComp (Hons) UB</b>
Martin, Jane
Martin, Kate - <b>BA La Trobe</b>
Martin, Natasha
Mason, Caitlin - <b>Cert IV Government RMIT</b>
McErvale, Bri-Amber - <b>Dip (LIM) UB, BAppSc</b>
McIntosh, Helen - <b>AssocDipSc The Ambulance Officer Training Centre</b>

McKindlay, Belinda - <b>BEd, GradDipEd CSturt, DipTeach Vic Coll</b>
McLachlan, Angus - <b>Cert IV IT, GIT</b>
McLean, Julie - <b>Dip Children's Services</b>
McRoberts, Sarah - <b>BN La Trobe</b>
Memon, Sumaiya - <b>BCom Mumbai, MCom UB, CA CAANZ</b>
Morrell, John - <b>BA UB</b>
Murphy, Lisa - <b>AssocDipBusAdmin (Legal) RMIT</b>
Netherway, Joanne - <b>Cert III Children's Services, Dip (Early Childhood Education &amp; Care)</b>
Nolan, Renae - <b>BComm/BJ Deakin</b>
Nunn, Bianca - <b>BN ACU</b>
Peele, Ian - <b>BComp UB</b>
Richardson, Mardi - <b>GradCHed Melb MBA FU</b>
Rickard, Drew - <b>BInfTech (InfSys) Swinburne UT</b>
Roffe-Silvester, Emily - <b>BA UCSC, Cert Fundraising</b>
Ryan, Sharni - <b>Cert III Children's Services, Dip Education Support FU</b>
Sainsbury, Max - <b>Cert IV Outdoor Recreation</b>
Spark, Marni
Sri Dargon, Brodie - <b>BBus La Trobe</b>
Thomason, Michelle - <b>BEd (Early Childhood) Melb, GradDipInfM RMIT, Cert IV Training &amp; Assessment FU</b>
Thompson, Linda
Tully, Karin
Twaits, Carly
<b>Performing Arts</b>
Allan, Peter - <b>BA Adel</b>
Carman, Kathryn - <b>BA, BMus (Hons)</b>
Clark, Dave - <b>AssDipBus (Acc)</b>
Clarke, Stacey - <b>ACBA, CICBCert IV</b>
Coward-Lemke, Constance - <b>AMusA, LMusA</b>
Deenick, Barry - <b>BA Monash, DipEd La Trobe</b>
De Vries, Jessica
Edwards, Louis
Govan, Ian - <b>AMusA</b>
Govan, Kathryn - <b>BA VCA, DipEd Melb</b>
Kelly, Mary - <b>AMusA</b>
Knight, Lauren - <b>AMusA</b>
Kriss, Lyndon
Kriss, Miriam - <b>BMus, AMusA</b>
Mansell, Lachlan
Meddings, Clive - <b>DipPerfArt</b>
Meddings, Nerida - <b>BMus Melb</b>
Menegazzo, Adam - <b>BSc, BA La Trobe</b>
Morgan, Reuben
O'Brien, Claire - <b>BEd (Early Childhood)</b>
Pennell, Alexandra
Powell, Penelope - <b>LGSM UK, CertEd UK</b>
Prato, Georgia

# School Performance Information 2017

Sheriff, Ingrid - <b>BA, BMus <i>Melb</i></b>
Whitehead, Anna - <b>MMusPerf, BMus</b>
Williams, Geoffrey - <b>MA</b>
Withers, Kristiana - <b>BTeach, BA(Music)</b>