

Item	Subject	Details
1	Contextual Description	<p>Ballarat Clarendon College is an independent, co-educational day and boarding school affiliated with the Uniting Church. It has 1511 students enrolled including 140 boarders from rural Victoria, New South Wales and South Australia as well as a small number of overseas students. 17% of our students come from households where English is the second language.</p> <p>At Ballarat Clarendon College, our focus is to maximise every student’s competence, skills and capacity so that, at the end of their time at school, when they stand on the threshold of their future, they can choose their heart’s desire. Students – their growth and achievement – are our work. Their wellbeing is best supported by focusing on progress in everything they do, from the curriculum to living a healthy lifestyle to serving our community. We believe that students can only make optimum progress in an environment in which they are encouraged and supported by those around them. We help students discover who they are, who they want to be and how to get there.</p> <p>At Clarendon, we believe that knowledge is what you think with and we understand that knowledge is gained from both a carefully planned and sequenced curriculum and a wide range of different experiences. Life at Clarendon is rich, involving team sports, musical ensembles and theatrical productions, international study tours to the United States and involvement in local and overseas service activities.</p> <p>In order for the students to make the best possible progress in all areas of school life, the most important resource is the quality of the teaching. It is our responsibility to ensure that every opportunity for learning, in every context, for every student, is grasped. Clarendon is committed to continuously improving the quality of its teaching and, to deliver on this commitment, we use the best available evidence to guide our decision making and drive our allocation of resources.</p> <p>Clarendon works closely in partnership with parents and home, acknowledging the importance of the alignment of values and attitudes within our community, particularly to do with learning. Parents are valued as close and critical partners.</p> <p>Our core values define the behaviours and attitudes by which we hold ourselves and each other to account. Everything we do at Ballarat Clarendon College in the service of student learning and student progress. We believe that learning is incremental and all within our community must embrace possibilities and challenges in order to progress; that effort is non-negotiable; and that with persistence comes success. At Ballarat Clarendon College, students and staff never stop working on getting better.</p>
2	Teacher Attendance	Teacher attendance in 2018 was 96.4.
3	Teacher Retention	80.3% of the teaching resource of the College in 2016 was retained for 2018.
4	Teacher Qualifications	Qualifications of all staff in 2018 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 2018 was \$1,514.

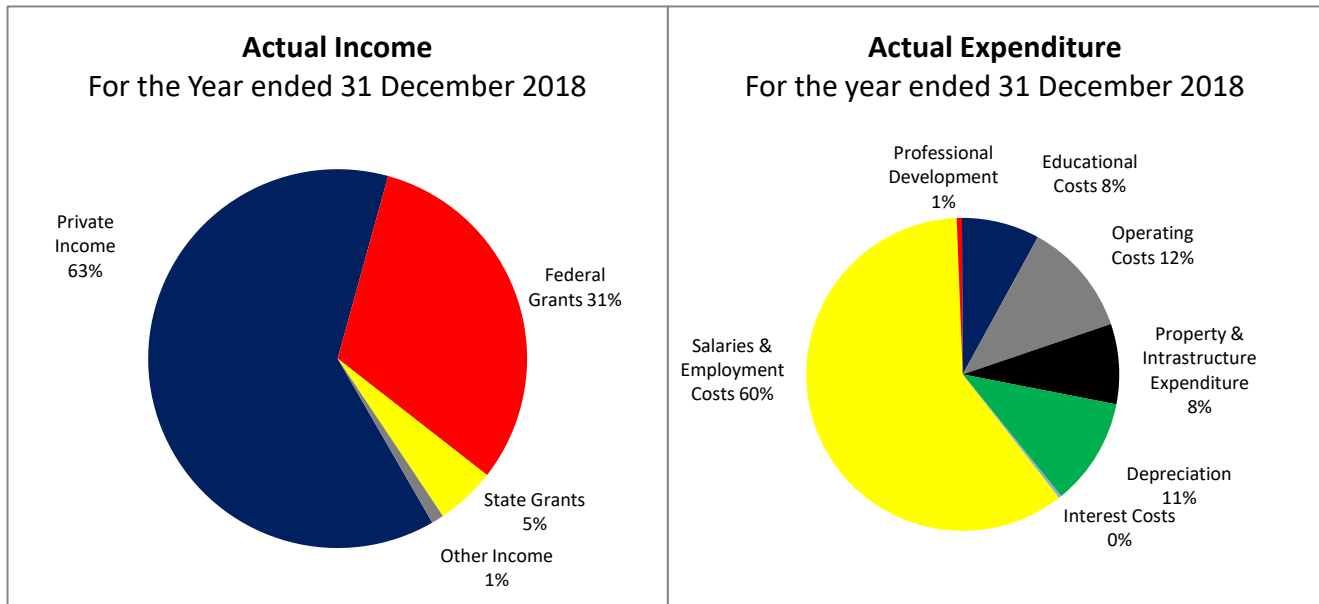
Key Student Outcomes																																		
6	Student Attendance	<p>Overall student attendance in 2018: 92.1%</p> <table border="0"> <tr> <td>Prep</td><td>94%</td><td>Year 1</td><td>93%</td><td>Year 2</td><td>94%</td><td>Year 3</td><td>94%</td> </tr> <tr> <td>Year 4</td><td>92%</td><td>Year 5</td><td>95%</td><td>Year 6</td><td>92%</td><td>Year 7</td><td>91%</td> </tr> <tr> <td>Year 8</td><td>92%</td><td>Year 9</td><td>93%</td><td>Year 10</td><td>89%</td><td>Year 11</td><td>90%</td> </tr> <tr> <td>Year 12</td><td>88%</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	94%	Year 3	94%	Year 4	92%	Year 5	95%	Year 6	92%	Year 7	91%	Year 8	92%	Year 9	93%	Year 10	89%	Year 11	90%	Year 12	88%						
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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 2018 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 3 in 2018 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 5 in 2018 met or exceeded National Minimum Standards in Reading, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 5 in 2018 met or exceeded National Minimum Standards in Writing.</p> <p>100% of students in Year 5 in 2018 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 7 in 2018 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 7 in 2018 met or exceeded National Minimum Standards in Spelling.</p> <p>99% of students in Year 9 in 2018 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>99% of students in Year 9 in 2018 met or exceeded National Minimum Standards in Spelling.</p>																																
8	Changes in benchmark results from last two years	<p><b>In 2018</b>, 100% of Year 3 students exceeded the National Minimum Standards for Reading. In 2017 and 2016 this figure was 100%.</p> <p><b>In 2018</b>, 100% of Year 3 students exceeded the National Minimum Standards for Writing. In 2017 and 2016, this figure was 100%.</p> <p><b>In 2018</b>, 100% of Year 3 students exceeded the National Minimum Standards for Spelling. In 2017 and 2016, this figure was 98%.</p> <p><b>In 2018</b>, 100% of Year 3 students exceeded the National Minimum Standards for Grammar &amp; Punctuation. In 2017 and 2016, this figure was 100%.</p> <p><b>In 2018</b>, 100% of Year 3 students exceeded the National Minimum Standards for Numeracy. In 2017 and 2016, this figure was 100%.</p>																																

<p>8</p>	<p>Changes in benchmark results from last two years</p>	<p><b>In 2018</b>, 100% of Year 5 students exceeded the National Minimum Standards for Reading. In 2017 this figure was 97% and in 2016, this figure was 97%.</p> <p><b>In 2018</b>, 99% of Year 5 students exceeded the National Minimum Standards for Writing. In 2017 and 2016, this figure was 99%.</p> <p><b>In 2018</b>, 100% of Year 5 students exceeded the National Minimum Standards for Spelling. In 2017, this figure was 98% and, in 2016, this figure was 97%.</p> <p><b>In 2018</b>, 100% of Year 5 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2017 and 2016, this figure was 98%.</p> <p><b>In 2018</b>, 100% of Year 5 students exceeded the National Minimum Standards for Numeracy. In 2017 and 2016.</p> <p><b>In 2018</b>, 100% of Year 7 students exceeded the National Minimum Standards for Reading. In 2017 and 2016 this figure was 98%.</p> <p><b>In 2018</b>, 95% of Year 7 students exceeded the National Minimum Standards for Writing. In 2017, this figure was 91% and, in 2016, this figure was 97%.</p> <p><b>In 2018</b>, 98% of Year 7 students exceeded the National Minimum Standards for Spelling. In 2017, this figure was 93% and, in 2016, this figure was 91%.</p> <p><b>In 2018</b>, 100% of Year 7 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2017, this figure was 97% and, in 2016, this figure was 95%.</p> <p><b>In 2018</b>, 100% of Year 7 students exceeded the National Minimum Standards for Numeracy. In 2017 and 2016, this figure was 99%.</p> <p><b>In 2018</b>, 99% of Year 9 students exceeded the National Minimum Standards for Reading. In 2017, this figure was 95% and, in 2016, this figure was 99%.</p> <p><b>In 2018</b>, 96% of Year 9 students exceeded the National Minimum Standards for Writing. In 2017, this figure was 90% and, in 2016, this figure was 96%.</p> <p><b>In 2018</b>, 97% of Year 9 students exceeded the National Minimum Standards for Spelling. In 2017, this figure was 93% and, in 2016, this figure was 92%.</p> <p><b>In 2018</b>, 100% of Year 9 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2017, this figure was 96% and, in 2016, this figure was 98%.</p> <p><b>In 2018</b>, 100% of Year 9 students exceeded the National Minimum Standards for Numeracy. In 2017, this figure was 99% and, in 2016, this figure was 100%.</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 median study score and the percentage of study scores over 40. In 2018, the College ranked equal 6th in Victoria.</p> <p>Subjects above the 90th percentile (as reported by the VCAA) include Biology; Chemistry; English; English as an Additional Language; English Language; Further Mathematics; Global Politics; Health and Human Development; Literature; Physics; Sport and Recreation; Studio Arts and Visual Communication Design.</p> <p>Subjects between the 75th and 90th percentile (as reported by the VCAA) include Accounting; Business Management; Economics; History – Revolutions; Mathematical Methods; Physical Education and Psychology.</p> <p>Clarendon was also named as the number one regional school in 2018 as measured by the VCE results.</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) also identified Clarendon as having demonstrated 'substantially above average gain in NAPLAN results' for the fifth consecutive year.</p>
10	Average standardised assessment results for Year 9 students.	<p>In the 2018 Year 9 NAPLAN:</p> <p><b>In Reading</b>, 37% of students were above the top 10% in Victoria; 94% of students were above the State mean.</p> <p><b>In Writing</b>, 37% of students were above the top 10% in Victoria; 92% of students were above the State mean.</p> <p><b>In Spelling</b>, 17% of students were above the top 10% in Victoria; 77% of students were above the State mean.</p> <p><b>In Grammar and Punctuation</b>, 65% of students were above the top 10% in Victoria; 98% of students were above the State mean.</p> <p><b>In Numeracy</b>, 59% of students were above the top 10% in Victoria; 98% of students were above the State mean.</p>
11	Senior secondary outcomes	<p>158 students sat the VCE.</p> <p>100% students obtained their VCE.</p> <p>Student median ATAR at VCE 2018 was 85.5.</p> <p>38% of students achieved a VCE ATAR higher than 90.</p> <p>8% of students completed VET subjects. In the subjects producing a numerical result the median study score was 36.</p>
12	Proportion of Year 9 students retained to Year 12	<p>87% of students enrolled at the College in Year 9 in 2015 completed Year 12 in 2018.</p>
13	Post-school destinations	<p>Of the students in Year 12 in 2018:</p> <p>87.5% enrolled in tertiary study (university or TAFE/VET).</p> <p>9.5% deferred their tertiary study.</p> <p>3% commenced Apprenticeships/Traineeships.</p> <p>98% of students received a tertiary offer.</p>

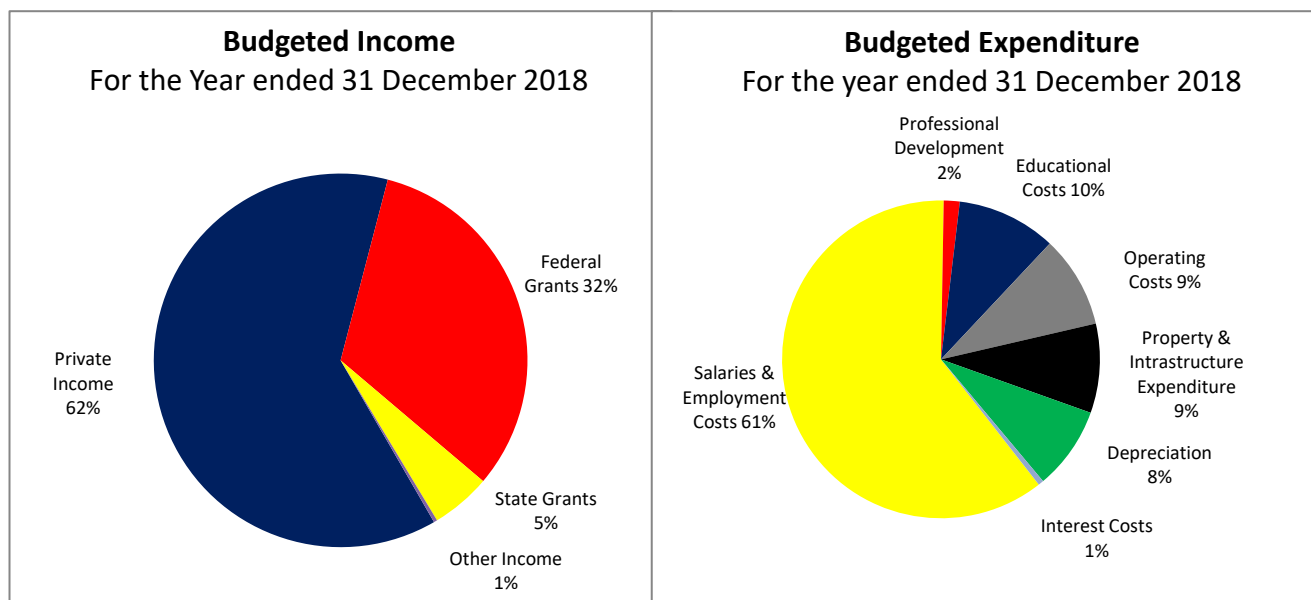
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14	Parent/Student/Teacher satisfaction	<p>In the 2018 Independent Schools Victoria Parent/Student LEAD Survey, Ballarat Clarendon College displayed the following results as compared with participating schools:</p> <ul style="list-style-type: none"> <li>• Quality of teaching was above the 80th percentile.</li> <li>• Learning outcomes was above the 90th percentile.</li> <li>• Parents overall satisfaction was in the upper quartile.</li> <li>• Staff satisfaction with Leadership/Morale and Goal Alignment was in the upper quartile.</li> <li>• Students (Years 5-11) perceptions on learning outcomes, pastoral care, 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 in the upper quartile percentile placing Clarendon in the top 10% for all schools in the Survey.</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><b>Gender</b></td> <td>Female</td> <td>64.8%</td> <td>Female</td> <td>75.2%</td> </tr> <tr> <td></td> <td>Male</td> <td>35.2%</td> <td>Male</td> <td>24.8%</td> </tr> <tr> <td><b>Age</b></td> <td>60+</td> <td>3.4%</td> <td>60+</td> <td>15.0%</td> </tr> <tr> <td></td> <td>50 – 59</td> <td>12.7%</td> <td>50 – 59</td> <td>17.3%</td> </tr> <tr> <td></td> <td>40 – 49</td> <td>28.9%</td> <td>40 – 49</td> <td>28.6%</td> </tr> <tr> <td></td> <td>30 – 39</td> <td>26.8%</td> <td>30 – 39</td> <td>13.5%</td> </tr> <tr> <td></td> <td>&lt; 30</td> <td>28.2%</td> <td>&lt; 30</td> <td>25.6%</td> </tr> <tr> <td><b>Years of Service</b></td> <td>30+</td> <td>2.1%</td> <td>30+</td> <td>0.8%</td> </tr> <tr> <td></td> <td>20-29</td> <td>2.8%</td> <td>20-29</td> <td>3.0%</td> </tr> <tr> <td></td> <td>10-19</td> <td>22.5%</td> <td>10-19</td> <td>15.0%</td> </tr> <tr> <td></td> <td>5-9</td> <td>14.8%</td> <td>5-9</td> <td>19.5%</td> </tr> <tr> <td></td> <td>&lt; 5</td> <td>57.8%</td> <td>&lt; 5</td> <td>61.7%</td> </tr> </tbody> </table>				<b>Teachers</b>		<b>Non-teachers</b>		<b>Gender</b>	Female	64.8%	Female	75.2%		Male	35.2%	Male	24.8%	<b>Age</b>	60+	3.4%	60+	15.0%		50 – 59	12.7%	50 – 59	17.3%		40 – 49	28.9%	40 – 49	28.6%		30 – 39	26.8%	30 – 39	13.5%		< 30	28.2%	< 30	25.6%	<b>Years of Service</b>	30+	2.1%	30+	0.8%		20-29	2.8%	20-29	3.0%		10-19	22.5%	10-19	15.0%		5-9	14.8%	5-9	19.5%		< 5	57.8%	< 5	61.7%
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## Financial Performance for 2018



The Surplus generated for 2018 is available for future capital improvements and debt servicing.

## Budget for 2018



<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> Brady, Laura - <b>MArt Melb, BA (Hons) Dublin, DipEd Melb</b>
<b>Co-Head of Senior School:</b> Evans, James - <b>BEd, BTeach UB</b>
<b>Co-Head of 9/10 School:</b> Struth, David - <b>BSSc Deakin, GradDipEd UB, MTeach 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> Bourke, Jennifer - <b>BAppSc, DipEd UB</b>
<b>Head of Junior School:</b> Belcher, Steven - <b>MEd, BMus, BEd (Hons) Melb, AMusA AMEB</b>
<b>Head of Early Learning Centre:</b> Hall, Emma - <b>BSc (Hons) Lanc, PGCE Manc Met</b>
<b>Head of King Island Campus:</b> Mildren, Jane - <b>BAppSc Deakin, GradDipEd Vic (Melb)</b>
<b>Head of English:</b> Scruby, Mark - <b>BA (Hons) Sur, PGCE Sur, GradDipEd (Lead) Warw</b>
<b>Head of Mathematics &amp; Head of Research:</b> Ashman, Gregory - <b>MA Camb</b>
<b>Head of Curriculum, Assessment and Reporting:</b> Smith, Reid - <b>MEd, GradDipEd, BSc Monash</b>
<b>Head of Student Development:</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> Mitchell, Brendan - <b>BA Melb, GradDip Personnel Admin Vic (Melb)</b>
<b>Human Resources Manager:</b> Laughton, Julie - <b>MBus(HRM) CSturt, DipBus(HR) Deakin, Cert Personnel Pract CIPD Lond</b>
<b>Business Manager (Finance):</b> Elliott, Meleessa - <b>BBus UB, CPA</b>
<b>Head of Logistics, Pathways &amp; Infrastructure:</b> Parker, David - <b>BEd Rusd</b>
<b>Capital Works, Infrastructure and ICT Manager:</b> Ryan, Adam - <b>BComp UB</b>
<b>Head of ICT, Risk and Compliance Manager:</b> Stewart, Andrew - <b>MEd ECU, BA UniSA, DipEd La Trobe</b>
<b>Curriculum Leadership</b>
Aylan-Parker, Jennifer - <b>BA, GradDipApplIng ANU, GradDipEd Melb</b>
Bashford-Leger, Samantha - <b>BA (Hons) Manc Met, PGCE Durh</b>
Brookes, Victoria - <b>BA (Hons) Birm, PGCE Manc</b>
Chikushi, Masako - <b>MEd UB, BEd Shikoku University Japan, GradDipEd La Trobe</b>
Esdale, Colin - <b>BEd UniSA, DipTeach SACAE</b>
Gerardi, Vicki - <b>DipEd, DipFA Ballarat CAE</b>
Green, Michelle - <b>BA UB, GradDipEd UM</b>
Hackwill, Kyle - <b>BMus Melb, AMusA AMEB</b>
Holmes, Adelle - <b>BSc Melb, DipEd Melb</b>
Ince, Leonie - <b>MEd ACU, BEd Philip IT, DipEd ACU</b>
Jones, Christopher - <b>BScApp(HM) FU, GradDipEd Melb, MAppSc(HM) FU, MEd QLD UT</b>
Le Guen, David - <b>MMus Tas, BMus ANU, GradDipEd Monash, PhD (Mus Mov) Tas</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>
Permezel, Parisse - <b>BA WAust, GradDipEd Melb</b>
Roberts, Carol - <b>BMus, BTeach (Hons) Melb</b>
Robson, Mark - <b>BComm La Trobe, MTeach Melb</b>

Rollinson, James - <b>BSc H-W, PGCE Leic</b>
Schomburgk, Richard - <b>MEdMan Flin, BEd Adel</b>
Young, Lauren - <b>BEd UB, ADipCBA CICB, Cert IV Training and Assessment Ivet</b>
<b>Teaching</b>
Addison, Juliana - <b>MA (Comms), BA (Hons) Monash, GradDipEd Melb</b>
Allinson, Emily - <b>BA (Hons) Open, PGCE NTTP</b>
Anders, Lucy - <b>BSc, MTeach Monash</b>
Ball, Joanne - <b>PGCE Bath Spa UC, LLB (Hons) Reading</b>
Belcher, Anne - <b>BA, BMus Melb, GradDipEd Monash</b>
Beller, Christie - <b>BBioMed Melb, BHlthSc (Hons) Deakin</b>
Bond, Susan - <b>MEdTech NU, BA Calif</b>
Bowen, Alex - <b>BA (Hons) Birm</b>
Birkhead, Huw - <b>BA (Hons) Wales, MSc UC, PGCE Bangor University</b>
Bristow, Susan - <b>MA, GradDipEd, BArts (Fine Arts) UB</b>
Bunting, Adrian - <b>BA, PGCE Newcastle</b>
Caldwell, Luke - <b>BA La Trobe, GradDipEd Notre Dame Aust</b>
Calleja, Christopher - <b>BAppSc (Hons), MTeach (Hons) Melb</b>
Cartwright, Katherine - <b>BA (Hons), PGCE, GradDip (EarlChidEd) RMIT</b>
Churchill, Mark - <b>DipAppSc WSyd, GradDipEd (Agri) RCAE, GradDip (Reading/Language) RCA, AssocDipAppSc CSturt</b>
Clayden, Amber - <b>BSc (Econ) City (Lond), PGCE Herts</b>
Couzens, James - <b>BA, BTeach (Hons) Melb</b>
Cowan, Kristie - <b>BEd UniSA</b>
Croke, David - <b>BSc (Hons) DCU, ProfDipEd (Hons) Cork</b>
Crook, Jane - <b>BSpPath, GradDipEd La Trobe</b>
Curtain, Tessa - <b>MTeach FU, BExSc UB</b>
Dalglish, Aranka - <b>BCom/BA Melb, BTeach Deakin</b>
Davies, Chloe - <b>BA (Hons) Lanc, PGCE (Hons) AU</b>
Davies, Sophie - <b>BA (Hons) Exe, PGCE CUK</b>
Death, Gabrielle - <b>BFineArts QUT</b>
Dickson, Rebecca - <b>BEd UB</b>
Duffield, Maxine - <b>MTeach FU, BPhy (Hons) Melb</b>
Ellis, Clare - <b>BA, MTeach Melb</b>
Eppingstall, Ken - <b>BEd, DipTeach UB</b>
Foster, Tamar - <b>BSc (Hons) De Mont, QTS TENITTC</b>
Fritch, Daniel - <b>BEd MNU</b>
Gadsby, Kate - <b>BA (Hons) Camb, QTS Cant CCC</b>
Gogan, Tristan - <b>BSc Curtin, GradDipEd W Aust, MEd Monash</b>
Goodwin, John - <b>PhD, BSc (Hons) Hull, PGCE Durh</b>
Goss, Jo - <b>BEd (Early Childhood) Monash</b>
Gould, Abra - <b>Mteach FU, BA Melb</b>
Graham, Hayley - <b>MEd, BA, GradDipEd (Admin), GradDipEd Melb</b>
Gray, Hayden - <b>BA Vic(Melb), DipLibArts Vic(Melb), DipEd Melb, MTeach Melb</b>
Grieve, Aimee - <b>BSc (Hons) Lond(LSE), PGCE Northumbria</b>
Grodzki-Hipp, Carmen - <b>BA, DipEd Monash</b>
Harbour, Jenny - <b>BEd BCAE, Dip (Early Childhood Education &amp; Care) BRACE, Cert III Children's Services BRACE</b>
Healey, Sinead - <b>BA (Hons) Birm, QTS Tudor Grange Academy, Birmingham</b>



Henderson, Ross - <b>BAppSc UB, GradDipEd ACU</b>
Hill, Joanne - <b>BEd Melb, GradDipMath Melb</b>
Howard, Tom - <b>BOutEd La Trobe, GradDipEd Deakin</b>
Hulse, Stephen - <b>MSc Oxf, BA Sheff Hallam, PGCE Keele</b>
Hutchins, Jason - <b>BEd (PhEd) UB</b>
Ingram, Christina - <b>BA, MEd, PGCE Hull</b>
Kirk, Ella - <b>BEd (PhEd &amp; OutEd) Tas</b>
James, Andrew - <b>BEd Melb, GradDipEd BCAE</b>
Knell, Alexandra - <b>BA (Hons) Melb, DipEd La Trobe</b>
Langley, Sarah - <b>BHPE, FU</b>
Lincoln, Fiona - <b>BTeach, BSc Adel</b>
Livingston, Peter - <b>BA, GradDipEd Monash</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>
McAlister, Lauren - <b>BMus, BEd (Hons) Monash</b>
McDonald, Amelia - <b>BA, BEd Monash</b>
McGlinchey, Niamh - <b>BSc(Psych), MSc Glas, PGCE Northumbria</b>
McGowan, Roseleen - <b>MA Manc, BA (Hons) Newcastle, PCGE Sheff Hallam</b>
McIntosh, Shawnee - <b>BEd ACU</b>
McKillop, Nuala - <b>BA (Hons) Coventry, PCGE (Primary) Ulster</b>
Mitchell, Julia - <b>BA, MTeach Deakin</b>
Moloney, Amanda - <b>BEd UB</b>
Moloney, Ellie - <b>BEd FU</b>
Moriarty, Claire - <b>BE/BSc (Hons) Melb, BTeach Deakin</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>
Parry, Ruby - <b>BA FU</b>
Pugh, Joseph - <b>BPh Camb, MA Lanc, GradDipT C Darwin</b>
Rees, Chloe - <b>BComm FU, GradDipEd Swinburne UT</b>
Robbins, Chantelle - <b>BA, MTeach Melb</b>
Robbins, Leanne - <b>BEd UB, DipTeach UB</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>
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>
Strong, Lucinda - <b>BA (Hons) G Caledonian, PGCE Chichester</b>
Utarid, Rani - <b>MClinEd, BSc, GradDipEd Melb</b>
Takaoka, Yuko - <b>BA Kindai University Japan, MA ANU, GradDipEd Melb</b>
Walsh, Kirsty - <b>BEd (Hons) UB</b>

Webb, Holly - <b>BEd</b> (Hons) <i>UB</i> , <b>Cert IV</b> Training and Assessment
Wertheim, Hannah - <b>BEd</b> , <i>Flin</i>
Wilson, Christopher - <b>BA</b> , <b>DipEd</b> <i>La Trobe</i>
Wilson, Riahna - <b>BEd</b> (OutEd) <i>Monash</i>
Wojtaszek, Sylwia - <b>MBus</b> <i>Hamburg</i> , <b>MMktgMan</b> , <b>GradDipEd</b> <i>La Trobe</i>
Yates, Sally - <b>BA</b> , <b>BEd</b> <i>Monash</i>
Yau, Matthew - <b>MEd</b> <i>Melb</i> , <b>MA</b> <i>Deakin</i> , <b>BA</b> <i>La Trobe</i> , <b>GradDipEd</b> <i>Melb</i>
<b>Administrative &amp; Support Staff</b>
Andrews, Simone - <b>AssocDipBus</b> <i>Swinburne UT</i>
Auchetti, Cathy - <b>Cert III</b> Childcare <i>School of Mines Ballarat</i> , <b>Level I</b> Integration Aide <i>La Trobe</i>
Bailey, Rebekah - <b>BAppSc</b> <i>FU</i>
Beaton, Judy - <b>AssocDipBusAcc</b>
Bedford, Kirsty - <b>BComm</b> <i>Melb</i> , <b>DipEd</b> <i>Monash</i>
Bourke, Marea
Branagh, Elizabeth - <b>BN</b> <i>UB</i>
Brown, Belinda - <b>BEd</b> (Primary) <i>ACU</i> , <b>Cert III</b> Bus Admin <i>Esset Aust</i>
Burns, Amy - <b>BA</b> <i>La Trobe</i> , <b>Cert III</b> OutRec
Cachia, Charles - <b>Cert IV</b> OH&S, Comm Pool/Spa Water Maint, <b>Dip Laboratory Operations</b>
Carter, Cheryl - <b>Cert III</b> Bus Admin
Carter, Katrina - <b>BEd</b> <i>La Trobe</i> , <b>BTeach</b> <i>ACU</i>
Conroy, Fiona - <b>BN</b> <i>La Trobe</i> , <b>DipAppSc(Nursing)</b> <i>Philip IT</i>
Coutts, Phoebe - <b>BEd</b> (Primary) <i>ACU</i>
Damons, Jacinta - <b>Dip</b> Children's Services, <b>Cert III</b> Children's Services <i>BRACE</i>
Dippel, Sina
Dridan, Katrina - <b>BEd</b> <i>FU</i>
Fitzpatrick, Kylie - <b>BA</b> (Hons) <i>FU</i> , <b>GradDip</b> (Psych) <i>UB</i>
Hill, Rachel - <b>BOut&amp;EnvEd</b> <i>La Trobe</i> , <b>Cert IV</b> Training & Assessment, <b>GradDip</b> (App Learn) <i>Deakin</i>
Horton, Jodi - <b>Dip</b> (HR Management) <i>Swinburne UT</i>
Huang-Kinnersly, Tina - <b>BBus</b> <i>Guangxi</i> , <b>MMktg</b> <i>Middx</i>
Hughes, Justin - <b>Cert IV</b> IT <i>Bendigo Tafe</i>
Hulse, Michelle - <b>BA</b> (Childhood Studies), <b>PCGE</b> (Primary) <i>Manc Met</i>
Jenkins, Meegan - <b>BBus</b> <i>UB</i>
Jones, Leanne - <b>BN</b> <i>UB</i>
Jackson, Heather - <b>BSSc</b> (LIS) <i>CSturt</i> , <b>DipLib</b> <i>RMIT</i>
Kallweit, Ines
Keighrey, Tiarne - <b>Cert IV</b> Properties Services (Real Estate)
Kenny, Narelle - <b>Dip</b> Children's Services <i>BRACE</i>
Kopycinski, Sarah - <b>Dip</b> Children's Services
Lavery, Narelle
Marks, Lauren - <b>Cert II</b> Business
Marshall, Christopher - <b>BBus</b> <i>BCAE</i> , <b>BAppSc</b> (AppChem) <i>BU</i> , <b>DipComp</b> <i>ICS</i> , <b>BAppSc</b> (AppBiol) <i>Monash</i> , <b>BComp</b> <i>UB</i> , <b>BComp</b> (Hons) <i>UB</i>
Martin, Jane
Martin, Kate - <b>BA</b> <i>La Trobe</i>
Martin, Natasha
McIntosh, Helen - <b>AssocDipSc</b> <i>The Ambulance Officer Training Centre</i>

Mc Kenna, Karen - <b>BCom NUI, ACA, Cert IFRS</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>
Oyama, Hiromi
Peele, Ian - <b>BComp UB</b>
Richardson, Mardi - <b>GradCHed Melb MBA FU</b>
Rickard, Drew - <b>BInfTech (InfSys) Swinburne UT</b>
Ryan, Fiona - <b>BMn FU</b>
Ryan, Sharni - <b>Cert III Children's Services, Dip Education Support FU</b>
Sainsbury, Max - <b>Cert IV Outdoor Recreation Drysdale Instit</b>
Sri Dargon, Brodie - <b>BBus La Trobe</b>
Thomason, Michelle - <b>BEEd (Early Childhood) Melb, GradDipInfM RMIT, Cert IV Training &amp; Assessment FU</b>
Thompson, Linda
Twaits, Carly - <b>BPhEd FU</b>
<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
Govan, Kathryn - <b>BA VCA, DipEd Melb</b>
Kelly, Mary - <b>AMusA</b>
Knight, Lauren - <b>AMusA</b>
Mansell, Lachlan
McKelvey, Hugh - <b>BMus BU, GradDipMusEd Deakin</b>
Meddings, Clive - <b>DipPerfArt</b>
Meddings, Nerida - <b>BMus Melb</b>
Menegazzo, Adam - <b>BSc, BA La Trobe</b>
Morgan, Reuben
Polevaya, Elena - <b>MMus Gnessin, GradDipMusEd</b>
Powell, Penelope - <b>LGSM UK, CertEd UK</b>
Price, Sam - <b>BMus Brun, GradDipMusPerf VCA</b>
Sheriff, Ingrid - <b>BA, BMus Melb</b>
Whitehead, Anna - <b>MMusPerf, BMus</b>
Williams, Geoffrey - <b>MA</b>
Withers, Kristiana - <b>BTeach, BA(Music)</b>