

Item	Subject	Detail
1	Contextual Description	<p>Ballarat Clarendon College is an independent, co-educational day/boarding school affiliated with the Uniting Church. It has 1410 students enrolled including 150 boarders (75 boys/75 girls) from rural Victoria, NSW &amp; SA and a small number of overseas students. 14% 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 “heart’s desire”.</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 2015 was 98.6%.
3	Teacher Retention	84.6% of the teaching resource of the College in 2014 was retained for 2015.
4	Teacher Qualifications	Qualifications of all staff in 2015 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 2015 was \$1,304.

Key Student Outcomes																																		
6	Student Attendance	<p>Overall student attendance in 2015: 93.3%</p> <table border="0"> <tr> <td>Prep</td><td>93%</td><td>Year 1</td><td>95%</td><td>Year 2</td><td>95%</td><td>Year 3</td><td>94%</td> </tr> <tr> <td>Year 4</td><td>94%</td><td>Year 5</td><td>91%</td><td>Year 6</td><td>91%</td><td>Year 7</td><td>92%</td> </tr> <tr> <td>Year 8</td><td>90%</td><td>Year 9</td><td>94%</td><td>Year 10</td><td>93%</td><td>Year 11</td><td>92%</td> </tr> <tr> <td>Year 12</td><td>94%</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	93%	Year 1	95%	Year 2	95%	Year 3	94%	Year 4	94%	Year 5	91%	Year 6	91%	Year 7	92%	Year 8	90%	Year 9	94%	Year 10	93%	Year 11	92%	Year 12	94%						
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Year 8	90%	Year 9	94%	Year 10	93%	Year 11	92%																											
Year 12	94%																																	
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 2015 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>100% of students in Year 3 in 2015 met or exceeded National Minimum Standards in Spelling.</p> <p>99% of students in Year 5 in 2015 met or exceeded National Minimum Standards in Reading, Grammar and Punctuation and Numeracy.</p> <p>99% of students in Year 5 in 2015 met or exceeded National Minimum Standards in Writing.</p> <p>99% of students in Year 5 in 2015 met or exceeded National Minimum Standards in Spelling.</p> <p>99% of students in Year 7 in 2015 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>98% of students in Year 7 in 2015 met or exceeded National Minimum Standards in Spelling.</p> <p>100% of students in Year 9 in 2015 met or exceeded National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy.</p> <p>99% of students in Year 9 in 2015 met or exceeded National Minimum Standards in Spelling.</p>																																

<p>8</p>	<p>Changes in benchmark results from last two years</p>	<p><b>In 2015</b>, 100% of Year 3 students exceeded the National Minimum Standards for Reading. In 2014 and 2013 this figure was 98%.</p> <p><b>In 2015</b>, 100% of Year 3 students exceeded the National Minimum Standards for Writing. In 2014 and 2013 this figure was 100%.</p> <p><b>In 2015</b>, 95% of Year 3 students exceeded the National Minimum Standards for Spelling. In 2014 and 2013 this figure was 97%.</p> <p><b>In 2015</b>, 100% of Year 3 students exceeded the National Minimum Standards for Grammar &amp; Punctuation. In 2014 and 2013 this figure was 98%.</p> <p><b>In 2015</b>, 100% of Year 3 students exceeded the National Minimum Standards for Numeracy. In 2014 and 2013 this figure was 97%.</p> <p><b>In 2015</b>, 96% of Year 5 students exceeded the National Minimum Standards for Reading. In 2014 and 2013 this figure was 98%.</p> <p><b>In 2015</b>, 96% of Year 5 students exceeded the National Minimum Standards for Writing. In 2014 and 2013 this figure was 100%.</p> <p><b>In 2015</b>, 94% of Year 5 students exceeded the National Minimum Standards for Spelling. In 2014 and 2013 this figure was 96%.</p> <p><b>In 2015</b>, 98% of Year 5 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2014 and 2013 this figure was 98%.</p> <p><b>In 2015</b>, 98% of Year 5 students exceeded the National Minimum Standards for Numeracy. In 2014 and 2013 this figure was 100%.</p> <p><b>In 2015</b>, 96% of Year 7 students exceeded the National Minimum Standards for Reading. In 2014 and 2013 this figure was 99%.</p> <p><b>In 2015</b>, 94% of Year 7 students exceeded the National Minimum Standards for Writing. In 2014 this figure was 92% and in 2013 92%.</p> <p><b>In 2015</b>, 94% of Year 7 students exceeded the National Minimum Standards for Spelling. In 2014 and 2013 this figure was 93%.</p> <p><b>In 2015</b>, 97% of Year 7 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2014 and 2013 this figure was 97%.</p> <p><b>In 2015</b>, 98% of Year 7 students exceeded the National Minimum Standards for Numeracy. In 2014 and 2013 this figure was 100%.</p> <p><b>In 2015</b>, 98% of Year 9 students exceeded the National Minimum Standards for Reading. In 2014 and 2013 this figure was 99%.</p> <p><b>In 2015</b>, 91% of Year 9 students exceeded the National Minimum Standards for Writing. In 2014 and 2013 this figure was 96%.</p> <p><b>In 2015</b>, 94% of Year 9 students exceeded the National Minimum Standards for Spelling. In 2014 and 2013 this figure was 89%.</p> <p><b>In 2015</b>, 96% of Year 9 students exceeded the National Minimum Standards for Grammar and Punctuation. In 2014 and 2013 this figure was 96%.</p> <p><b>In 2015</b>, 99% of Year 9 students exceeded the National Minimum Standards for Numeracy. In 2014 and 2013 this figure was 98%.</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.</p> <p>The College was also named by The Weekend Australian as the Number 1 Regional School in Australia in 2015 as measured by the NAPLAN results.</p> <p>ACARA also identified the College as having demonstrated "substantially above average gain in NAPLAN results".</p> <p>In the 2014 ISV LEAD Report, 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 2015 Year 9 NAPLAN:</p> <p><b>In Reading</b>, 35% of students were above the top 10% in Victoria; 85% of students were above the State mean.</p> <p><b>In Writing</b>, 31% of students were above the top 10% in Victoria; 81% of students were above the State mean.</p> <p><b>In Spelling</b>, 29% of students were above the top 10% in Victoria; 84% of students were above the State mean.</p> <p><b>In Grammar and Punctuation</b>, 48% of students were above the top 10% in Victoria; 88% of students were above the State mean.</p> <p><b>In Numeracy</b>, 51% of students were above the top 10% in Victoria; 91% of students were above the State mean.</p>
11	Senior secondary outcomes	<p>Student median ATAR at VCE 2015 was 89.45</p> <p>48% of students achieved a VCE ATAR higher than 90.</p> <p>7% of students completed VET subjects. In the subjects producing a numerical result the average scaled study score was 38.5.</p>
12	Proportion of Year 9 students retained to Year 12	<p>80% of students enrolled at the College in Year 9 in 2012 completed Year 12 in 2015.</p>
13	Post-school destinations	<p>Of the students in Year 12 in 2015:</p> <p>99% enrolled in tertiary study (university or TAFE/VET)</p> <p>16% deferred their tertiary study</p> <p>1% commenced Apprenticeships/Traineeships</p> <p>100% of students received a tertiary offer.</p>

<b>Satisfaction</b>				
14	Parent/Student/Teacher satisfaction	<p>In the 2014 Independent Schools of Victoria LEAD Survey, Ballarat Clarendon College displayed the following results as compared with participating schools:</p> <ul style="list-style-type: none"> <li>• Teacher quality was in the upper quartile</li> <li>• Goal Alignment was in the upper quartile</li> <li>• Parents' perceptions were in the upper quartile</li> <li>• Students' (Years 5-9) perceptions were in the upper quartile</li> <li>• Year 12 Exit Students' perceptions were in the upper quartile</li> <li>• School Leaders' perceptions were in the upper quartile.</li> </ul>		
15	Workforce Composition	<p><b>Gender</b></p> <p><b>Age</b></p> <p><b>Years of Service</b></p>	<p><b>Teachers</b></p> <p>Female 61.5%</p> <p>Male 38.5%</p> <p>60+ 4.6%</p> <p>50 - 59 12.3%</p> <p>40 - 49 23.8%</p> <p>30 - 39 31.5%</p> <p>&lt; 30 27.7%</p> <p>30+ 0.8%</p> <p>20-29 1.5%</p> <p>10-19 24.6%</p> <p>5-9 18.5%</p> <p>&lt; 5 54.6%</p>	<p><b>Non-teachers</b></p> <p>Female 75.4%</p> <p>Male 24.6%</p> <p>60+ 7.0%</p> <p>50 - 59 19.3%</p> <p>40 - 49 26.3%</p> <p>30 - 39 26.3%</p> <p>&lt; 30 21.1%</p> <p>30+ 0.0%</p> <p>20-29 1.8%</p> <p>10-19 8.8%</p> <p>5-9 29.8%</p> <p>&lt; 5 59.6%</p>

<b>SENIOR STAFF</b>
<b>Principal:</b> Shepherd, David - <b>MEdStud, BSc(Hons), DipEd</b> <i>Mon</i>
<b>Deputy Principal:</b> McClure, Jan - <b>OAM, MEd, BSc, DipEd</b> <i>Melb</i>
<b>Co-Head of Senior School:</b> Parker, David - <b>BEd</b> <i>Rusd</i>
<b>Co-Head of Senior School:</b> Brady, Laura - <b>MArt, BA(Hons) NUI, DipEd</b> <i>Melb</i>
<b>Co-Head of Yr 9/10 School:</b> Struth, David - <b>BSSc Deakin, GradDipEd UB, MT LaTr</b>
<b>Co-Head of Yr 9/10 School:</b> Bourke, Jennifer - <b>BAppSc (Environ Mgt), DipEd</b> <i>UB</i>
<b>Co-Head of Middle School:</b> Moloney, Shaune - <b>BEd</b> <i>UB</i>
<b>Co-Head of Middle School:</b> Smith, Reid - <b>MEd, GradDipEd (Sec), BSc(Biomed)</b> (Mon)
<b>Co-Head of Junior School:</b> Brown, Chris - <b>MEd, BEd, GradDipEdAdmin, DipTeach</b>
<b>Co-Head of Junior School:</b> Belcher, Steven - <b>MEd, BMus, BEd(Hons) Melb, AMusA</b>
<b>Head of King Island campus:</b> Caldwell, Luke - <b>BA (Outdoor Ed), GradDipEd</b>
<b>Head of ELC:</b> Jacox, Annie - <b>BEd, MA</b> (Sociology of Ed)
<b>Head of English/Literacy P-12:</b> McGie, Jennifer - <b>MEd</b> <i>Melb</i> , <b>GradDipEd, BA(Hons)</b> <i>Melb</i>
<b>Head of Mathematics:</b> Ashman, Gregory - <b>MA</b> (Natural Science)
<b>Director of School Operations:</b> Stansbie, Nicholas - <b>MEdMan, PGCE, BSc(Hons)</b>
<b>Business Manager (Finance):</b> Elliott, Meleessa - <b>BBus</b> <i>UB</i> , CPA
<b>Business Manager (Operations)</b> Burns, Robert
<b>Human Resources Manager:</b> Grove, Teresa - <b>LLM (Workplace Law), BMus, GradDip (HR), GradDip (Financial Markets)</b> <i>SIA</i>
<b>TEACHING</b>
Addison, Juliana - <b>MA(Comms), BA(Hons), GradDipEd</b>
Anderson, Jillian - <b>HDT(SAC)</b>
Allinson, Emily - <b>BA (Life Science) (Hons), PGCE</b>
Aylan-Parker, Jennifer - <b>BA(Arts), GradDipAppLing, DipEd</b> ( <i>Melb</i> )
Austin, Emily - <b>MTeach, BA (Hons), GradDipEd</b>
Barlow, Sarah - <b>BMus</b> <i>Melb</i> , <b>GradDipEd</b> <i>Monash</i>
Barnes, Jane - <b>BEd, BVA</b>
Bashford-Leger, Samantha - <b>BA(Hons)</b> (English), <b>PGCE</b>
Belcher, Anne - <b>BMus</b> (Melb), <b>GradDipEd</b>
Blenkhorn, Hannah - <b>PGCSc, BSc</b>
Boatman, Andrew - <b>BSc, MBus VUT, GradDipMgt ACSC, GradDipEd</b> <i>ACU</i>
Bristow, Susan - <b>MA, PGCE, BArts</b> (Fine Arts)
Bunting, Adrian - <b>BA(Hons)</b> (EngLit), <b>PGCE</b>
Burton, Holly - <b>BEd(Hons)</b>
Cachia, Michael - <b>LLB, PGCE</b>
Calleja, Christopher - <b>B.ApSci (Hons), MTeach</b> (Sec)
Carbone, Jessica - <b>BA (MusThPerf)</b> <i>UB</i> , <b>BEd</b> <i>Deakin</i>
Cartwright, Katherine - <b>BA(Hons), PGCE</b> (Primary), <b>Post GradDip</b> (Early Childhood Teaching) <i>RMIT</i>
Churchill, Mark - <b>GradDipEd, DipAppSc, AssDipAppSc, DipApSc(Agric), GradDipEd(Agric)</b>
Collenette, Emma - <b>BSc (Hons)</b> (Geography), <b>PGCE</b>
Connell, Cheryl - <b>BSc (Hons)</b> (Mathematics), <b>PGCE</b> (Secondary Mathematics)

Connolly, Rebecca - <b>MAEd, BSc</b>
Corbett, Marian - <b>BA (Hons), MTeach (Secondary)</b>
Couzens, James - <b>BA, BTeach(Hons) Melb</b>
Cowan, Kristie - <b>BEd</b>
Curtain, Tessa - <b>MTeach, BESS</b>
Drozdowski, Vicki - <b>BA, GradDipEd (Secondary)</b>
Ellis, Clare - <b>BA (Politics and International Studies), GradDipTch</b>
Emery, Louise - <b>BMus(Hons), GradDipEd</b>
Eppingstall, Ken - <b>BEd, DipTch UB</b>
Esdale, Colin - <b>BEd UniSA, SACAE</b>
Evans, James - <b>BEd, BTeach UB</b>
Evans, Megan - <b>BEd(Hons)(PE) UB</b>
Fields, Stephan - <b>BA(Hons), PGCE, PostGradDipEdMgt</b>
Fitzpatrick, Emily - <b>BA (English/History), GradDipEd</b>
Fritch, Daniel - <b>BEd (Maths/Physics) NU</b>
Gadsby, Katie - <b>BA (Hons), QTS</b>
Gerardi, Vicki - <b>DipEd, DipFA</b>
Goodwin, John - <b>PhD (Philosophy), BSc (Hons)</b>
Gordon, Wendy - <b>DipTeach (Speech Therapy), RSA Cert (TEFLA), BEd</b>
Graham, Hayley - <b>MEd Melb, GradDipEdAdmin Melb, BA Melb, GradDipEd Melb</b>
Green, Michelle - <b>BA(VisArts) UB, GradDipEd UM</b>
Hackwill, Kyle - <b>BMus Melb, AMusA AMEB</b>
Harbour, Jenny - <b>BEd, DipTeach BCAE, Cert 3 Childrens Services</b>
Harrop, Michael - <b>DipEd (Drama/Eng), BA (Drama/Eng)</b>
Hart, Sarah - <b>BSc (Nutrition), DipTeach Melb, Cert IV (Assessment and Workplace Training)</b>
Hawkins, Tamara - <b>BA (Hons) (Modern Languages) , PGCE</b>
Hay, Benjamin - <b>BA (History &amp; International Relations), LLB, GradDip Teaching</b>
Heaton, Olivia - <b>BA (Spanish), MA (Teaching - Secondary)</b>
Hehir, Emily - <b>GradDipTeach (Secondary), BA(Media), LLB(Hons), DipModLang (Japanese)</b>
Henderson, Ross - <b>BAppSc UB, GradDipEd ACU</b>
Hill, Joanne - <b>BEd Melb, GradDip(MathEd) Melb</b>
Holloway, Matthew - <b>BChem, PGCertChem</b>
Holmes, Adelle - <b>BSc Melb, DipEd Melb</b>
Hutchins, Jason - <b>BEd (Phys Ed)</b>
Ince, Leonie - <b>MEd, BEd, DipEd</b>
James, Andrew - <b>BE (Mech) Melb, GradDipEd BCAE</b>
Kavenagh, Charlotte - <b>BA (English/Psychology), GradDipEd (Secondary)</b>
Kennedy, Masako - <b>PhD, MEd, BEd, GradDipEd(Secondary)</b>
King, Jacqueline - <b>BA, MA (Teaching)</b>
King, Josh - <b>BEd (Physical Education)</b>
Knell, Alexandra - <b>BA (Hons), Dip Ed (Secondary)</b>

Livingston, Peter - <b>BA, GradDipEd</b>
Lovel, Ian - <b>BEd Rusd</b>
Macdonald, Leah - <b>BAppSc, DipEd(Sec)</b>
Macgowan, Brad - <b>BEd UB</b>
Macgowan, Jessica - <b>BEd</b>
MacLean, Catherine - <b>BEd</b> (Physical Education)
MacLennan, Natasha - <b>BOutdoor Education</b> (Extended), <b>GradDip</b> (Teaching)
McDonald, Amelia - <b>BA/BE</b>
McDonald, Grace - <b>BNutrDiet, MTeach</b>
McDonough, Meghan - <b>BA</b> (Science), <b>DipEd</b>
McIntosh, Shawnee - <b>BEd</b> (Early Childhood & Primary)
Moloney, Amanda - <b>BEd</b> (Phys Ed & Mathematics)
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Moriarty, Claire - <b>BE</b> (Hons)/ <b>BSc, BTeach</b>
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Murnane, Peter - <b>DipTeach</b>
Naughton, Benjamin - <b>BSc, PGCE</b>
Orcheston-Findlay, Jennifer - <b>BSc</b> (Biological Science) (Hons), <b>PGCE</b> (Secondary Biology)
Parker, Emma - <b>BNutSc, GradDipEd</b>
Parkin, Christine - <b>BSc.</b> (Chemistry) (Hons), <b>PGCE</b>
Pohl, Caitlin - <b>BSc, GradDipEd</b>
Polanske, Ginelle - <b>BEd</b> (Melb)
Poliness, Jennifer - <b>TPTC</b>
Randles, Meghan - <b>BA, DipEd</b> (Secondary)
Rees, Chloe - <b>BA</b> (Communication & Design), <b>GradDipEd</b>
Robbins, Chantelle - <b>MTeach, BA</b> (History & English)
Robson, Mark - <b>BComm, MTeach</b>
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Sanders, Sandra - <b>BA RMIT, GradDipEd Melb, GradDipVC Melb</b>
Schomburgk, Richard - <b>MEdMan Flind, BEd Adelaide</b>
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Scruby, Mark - <b>BA(Hons)</b> (English Lit), <b>PGCE, PDEL</b>
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Shillington, Melita - <b>BAppSc, DipEd</b>
Smith, Jaclyn - <b>BEd</b> (Primary)
Smith, Judith - <b>BEd, DipPE</b> Melb
Stephens, Paul - <b>GradDipEd, DipTeach</b>



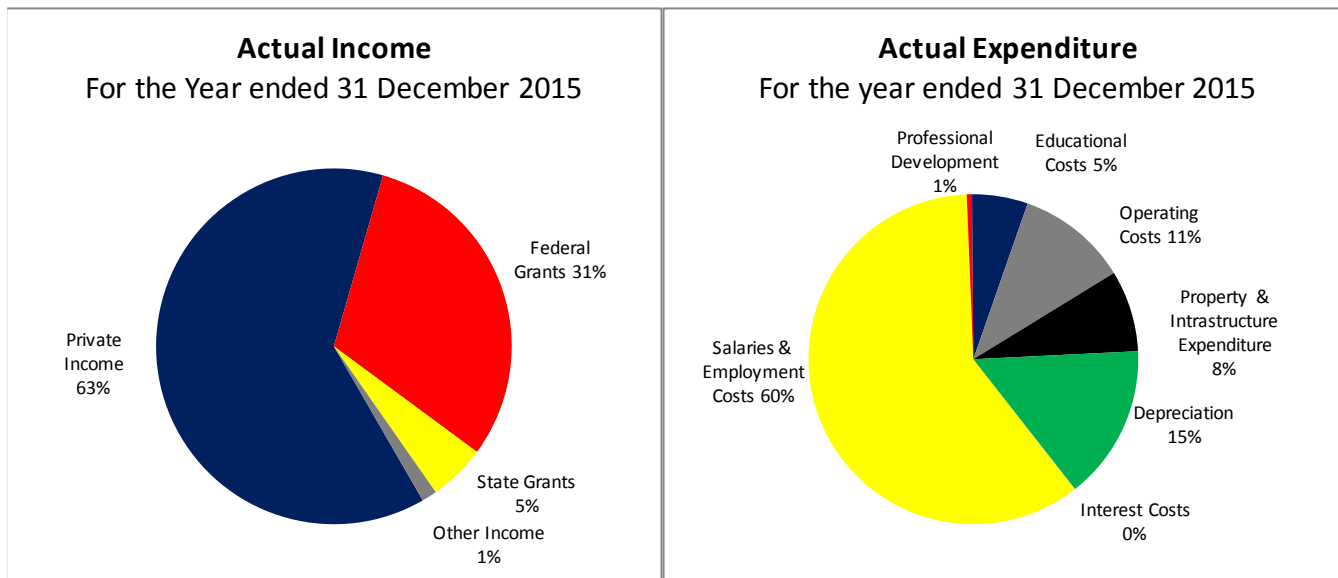
Stevens, Wendy - <b>BEd, BTeach</b> (Early Childhood), <b>GradDipPsychStud</b>
Stewart, Andrew - <b>MEd ECU, BA UniSA, DipEd LaTr</b>
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Trollope, Ellie - <b>BEd</b>
Trubody, Martin - <b>BSc(Hons)</b> (Biomedical Sciences), <b>PGCE</b>
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Versteegen, Christopher - <b>BEd</b>
Walsh, Kirsty - <b>BEd(Hons)</b>
Whitlock, Sophie - <b>BA, DipEd</b>
Wilkinson, Benjamin - <b>Cert III</b> (Tourism), <b>Cert III &amp; IV</b> (Outdoor Rec), <b>BBus, GradDipEd, GradDipSportsBus</b>
Williams, Alison - <b>MTeach, BMgt</b> (Marketing)
Williams, Hannah - <b>BEd</b> (Primary)
Wilson, Fiona - <b>BEd</b> (Music)
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Wood, Duncan - <b>BSc</b> (Geophysics), <b>GradDipEd</b> (Sec)
Yates, Sally - <b>BA, BEd</b>
Yau, Matthew - <b>MEd Melb, MA Deakin, BA LaTrobe, DipEd Melb</b>
Young, Lauren - <b>BEd UB, ADipCBA, CICB</b>
<b>NON TEACHING</b>
Armstrong, Shane
Auchetl, Cathy - <b>Cert III</b> (Childcare), <b>Cert I</b> (Integration)
Beaton, Judy - <b>DipBus/Acc</b>
Bedford, Kirsty - <b>BComm Melb, DipEd Mon</b>
Biggs, Catherine - <b>BSocWk, MSocSc</b> (Distinction)
Bishop, Lyn
Bourke, Marea
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, BTeach</b>
Chambers, Angela - <b>DipMgt</b>
Conroy, Fiona - <b>BNursing, DipAppSc</b> (Nursing)
Corless, Shane
Coutts, Phoebe - <b>BEd</b> (Primary)
Crawley, Katie
Dekker, Vicki
Evans, Leona - <b>BNursing</b>
Foote, Rebecca
Foulkes, Katie - <b>BSc, AdvDipMgmt, DipMgmt</b>
Grant, Helen
Griffin, Dean - <b>BSSc Latr</b>

Hall, Alexander - <b>MRes</b> (Psychology), <b>BSc</b> (Psychology)
Hearnden, Allyson
Hill, Rachel - <b>BOut&amp;EnvEd</b> , <b>Cert IV</b> (Training & Assessment), <b>GradDip</b> (Applied Learning)
Jones, Leanne - <b>BNursing</b>
Jackson, Heather - <b>BSSc LIS</b> (CSU), <b>DipLib RMIT</b>
Kaletsch, Penny - <b>Cert III</b> (Business), <b>Cert IV</b> (BusAdmin)
Kenny, Narelle - <b>Diploma</b> (Children's Services), <b>Cert III</b> (Children's Services)
Kopycinski, Sarah - <b>Dip Child Services</b>
Marks, Lauren - <b>Cert II</b> (Business)
Marshall, Christopher - <b>BBus</b> , <b>BAppSc</b> (AppChem), <b>BAppSc</b> (App Biol), <b>DipComp</b> , <b>BComp</b> , <b>BComp</b> (Hons)
Martin, Jane
McErvale, Bri-Amber - <b>DipLIM UB</b> , <b>BAppSc</b> (Lib&InfoMgt)
McIntosh, Helen - <b>AssocDip Health Sc</b>
McKindlay, Belinda - <b>BEd</b> , <b>GradDip</b> (Librarianship)
McLean, Julie - <b>Dip</b> (Child Services)
Memon, Sumaiya - <b>BCom</b> (Financial Accounting & Auditing), <b>Mcom</b> (Professional Accounting)
Morrell, John - <b>BA UB</b>
Murray, Paul - <b>BSc</b> (IT) <i>Galway</i>
Netherway, Joanne - <b>Cert III</b> (Children's Services)
Nolan, Renae - <b>BA</b> (Journalism)
Nunn, Bianca - <b>BNursing</b>
Ota, So
Peele, Ian - <b>BComp</b>
Prato, Christy
Rickard, Drew - <b>Cert III &amp; IV</b> (Information Technology)
Roffe-Silvester, Emily - <b>BA</b> (Politics), <b>Cert</b> Fundraising
Ryan, Adam - <b>BComp UB</b>
Ryan, Sharni - <b>Cert III</b> (Children's Services) <b>Cert IV</b> in Education Support
Sainsbury, Max - <b>Cert IV</b> (Outdoor Recreation)
Schimpff, Annika
Spark, Marni
Sri Dargon, Brodie - <b>BBus</b>
Stansbie, Julia - <b>BSc OptMan</b> (Hons), <b>BEd</b> , <b>GradDip</b> (Counselling)
Takizawa, Natsumi - <b>BA</b> (Bachelor of Education for the Deaf)
Thomason, Michelle - <b>BECS</b> , <b>GradDipInfoMgt</b> , <b>Cert IV</b> (TrainAssess)
Thompson, Kate - <b>Cert III</b> (ComRec), <b>Cert III</b> (BusAdmin), <b>Cert IV</b> (BusAdmin)
Thompson, Linda
Twaits, Carly
Walker, Henrietta - <b>AdvDipEng</b> (Jeweller)
<b>PERFORMING ARTS STAFF</b>
Allan, Peter - <b>BA</b>

Carman, Kathryn - <b>BA/BMus</b> (Hons)
Clark, Dave - <b>AssDipBus</b> (Acc)
Clarke, Stacey - <b>ACBA, CICBCert IV</b>
Coward-Lemke, Constance - AMusA, LMusA
Deenick, Barry - <b>BA, DipEd</b>
De Vries, Jessica
Fry, Dani
Govan, Ian - <b>AMusA</b>
Govan, Kathryn - <b>BA VCA, DipEd Melb</b>
Kelly, Mary - <b>AMusA, VMTA</b>
Knight, Lauren - <b>AMusA, OffSchulwerkLev2</b>
Kriss, Lyndon
Kriss, Miriam - <b>BA (Mus), AMusA</b>
Meddings, Clive - <b>DipPerfArt</b>
Meddings, Nerida - <b>BMus</b>
Menegazzo, Adam - <b>BSc, BA Latrobe</b>
O'Brien, Claire - <b>BECS</b>
Powell, Penelope - <b>LGSM UK, CertEd UK</b>
Sheriff, Ingrid - <b>BA/BMus Melb</b>
Smith, Brendan - Bachelor of Music
Whitehead, Anna - <b>MMus</b> (Performance), <b>Bmus</b>
Williams, Geoffrey - <b>MA</b> (Modern Music Education)
<b>BOARDING TUTORS</b>
Downing, Harrison
George, Susan - <b>RN(Div1)</b>
Weeks, Jennifer

**Ballarat & Clarendon College**  
ACN: 006 101 113

**Financial Performance for 2015**



The Surplus generated for 2015 is available for future capital improvements and debt servicing.

**Budget for 2015**

