



Westbourne
Grammar
School



Westbourne Grammar School

2017 Annual Community Report



The sun shone brightly at Westbourne's historic Williamstown campus as the governor, Her Excellency the Honourable Linda Dessau AC and Mr Anthony Howard QC arrived for the official launch of the school's sesquicentennial history book, ***Community of Believers: Westbourne Grammar School 1867-2017.***

Principal's Report



Welcome to the 2017 Westbourne Grammar School Annual Community Report.

Leading this active, skilled and caring community of staff and students is a huge privilege. The Japanese have a saying that leadership is like air – necessary for life but impossible to see or touch. An elusive attribute that inspires, persuades and shows the way, successful leaders are people of integrity and vision. They create and innovate, manage conflict and lead by example.

A Place to Thrive

Firmly established as the leading learning community in Melbourne's fast growing west, Westbourne is a dynamic, knowledge-rich environment where a dedicated team of professional teachers empower their students and support them to be the best they can be. In seeking to instil a lifelong commitment to growth through education, the school aims to motivate and inspire, encourage deep level thinking and creativity, and communicate a

powerful shared vision: Shaping Learners Who Inspire the World. It is this vision that means our students and their wellbeing are always at the centre of every decision we make about their education and social development. What this involves in practice is that in addition to a very comprehensive academic program, the school provides a wide range of opportunities for active engagement in contemporary, challenging and enriching twenty-first century learning experiences.

To achieve this the school is based around key developmental stages which actively recognize individual variations in learning styles, intelligence, interests and peer group relationships. Students thrive in age-appropriate, purpose-built clusters: Amici (early learning), Winjeel (Prep-Year 2), the Verdon Centre (Years 3-6) the Horsburgh Centre (Years 7-8); the Geoffrey Ryan Centre (Year 9) and the Senior College (Years 10-12). At the same time, our students also benefit from being placed in vertically integrated House groups where the well-being of each individual is carefully monitored and pastoral care is provided by a team of teachers, counsellors, career advisers and the school chaplain.

Learning to Succeed

With a reputation for academic excellence and a very strong commitment to student wellbeing from the early years onwards, teaching and learning is characterised by a carefully planned, innovative curriculum that is not only academically challenging, but is also focussed on developing key skills, understanding and expertise in the core subject areas. Moreover, in aiming to inspire a lifelong enthusiasm for learning, the common theme across all year levels is an emphasis on achieving proficiency in the core curriculum subjects, the development of academic skills and a positive approach to studies. Students in Years 7-9 may choose from a variety of electives and this enables them to experience different areas of the curriculum while finding their learning strengths and passions.

With the consolidation of academic strengths through the choice of year 10 subjects a solid foundation for the ensuing two years is established. At VCE twenty-eight subject choices and two university extension programs mean that students have access to a very comprehensive range of choices. As evidenced by the excellent 2017 VCE results, Westbourne students are busy and engaged in what they do. In addition to four perfect study scores of 50 and a median ATAR of 84.1%, more than a third (thirty-five percent) of the Class of 2017 achieved an ATAR of 90 or above ranking them in the top ten percent of the country.

Opportunities for involvement in activities that challenge and extend senior students include: the DaVinci Decathlon (Year 7), Tournament of the Minds (Years 7-8), Youth Parliament (Year 11), Toastmasters (Year 12), Model United Nations, science Olympiad, Anzac spirit essay competition, debating and university mathematics challenges.

For our junior students a focus throughout the year has been the embedding of an independent reading model across the three campuses. Similarly, expanding the Reggio Emilia philosophy in the early years and strengthening the inquiry approach in the middle and upper years have been key elements in engaging students in purposeful and challenging areas of study. At the upper primary levels, the learning focus has been on working through design briefs to solve a particular task, while at the lower levels, the sesquicentenary has provided a great opportunity for the exploration of the school's history. For Years 5 and 6, the successful introduction of the STEAM Learning Coach model has provided staff with ongoing professional support.

In addition to the core academic subjects, junior students have specialist teaching in Japanese, music, visual arts, library and physical education. Year level camps and an exciting age-appropriate outdoor education program encourage the development of important life skills, while individual interests and talents are fostered through participation in such pursuits as: chess, debating, Future Problem Solving (Years 4-6), choirs, orchestras, excursions, concerts and festivals.

In 2017 students once again excelled as representatives of Westbourne in the Association of Coeducational Schools competitions, as well as in House sport and through participation in outdoor learning activities: Duke of Edinburgh Award (bronze, silver and gold levels); Youth Adventure Challenge, Victorian School Cycling Championships; Year 9 Enrichment Alpine Camp and Years 7-10 Enrichment Programs.

Amongst the many highlights of what is now a very comprehensive performing arts program were our senior musical production of Kander and Ebb's *Chicago* at the Wyndham Community Theatre (Music Theatre Guild Award nominations in the categories: Junior Production of the Year; Direction; Choreography; Junior Male in a Leading Role; Junior Female in a Leading Role), the Years 5 and 6 musical, *Peter Pan and Wendy*, the senior play, *Twelve Angry Men* and the annual music concert at the Melbourne Recital Centre. This year our Legends Big Band and Jazz Vocal ensemble travelled to Mount Gambier for the annual Generations in Jazz festival, competing in the Division 2 Stage Band Awards and the Division 1 Vocal Awards respectively.

Since 2008 the school's main community service initiative has been focussed on supporting an orphanage in Cambodia. In 2017, this involved a group of sixty-seven staff, students and alumni visiting the orphanage where they provided some English lessons, assisted with the construction of a house and actively participated in a range of service activities.

In conclusion, I would like to take this opportunity to thank all those who have supported our endeavours throughout the school's very busy sesquicentennial year - particularly the Board and its Chair, Mr Ilija Grgic, our alumni, parents, stakeholder groups and a very loyal extended school community. I also acknowledge Westbourne's outstanding student body and its excellent staff: teachers, administrative and maintenance personnel. Finally, I extend my most sincere thanks to my colleagues on the Executive for their vision, dedication, support and commitment to all that this school strives to accomplish.

Ms Meg Hansen
Principal

Westbourne Grammar School

Established at Williamstown in 1867 and coeducational from 1885, Westbourne Grammar is an independent, select entry, Christian school for students from Early Learning to Year 12. The program of curricular and co-curricular activities is designed to ensure all students are encouraged to develop their skills and attributes in a safe, supportive and challenging environment.

With its main campus located on an extensive site in Sayers Road, Truganina, the school is very well resourced in terms of educational facilities. In addition to a purpose-built Centre for Prep-Year 2, there is a Junior School (Years 3-6), Senior School (Years 7-8 and 10-12), a dedicated facility, the Geoffrey Ryan Centre, which houses the Year 9 program and an International Centre. A smaller campus at Williamstown (Prep-Year 3) represents the continuation of the school's long relationship with this community.

Our focus for each student is on academic excellence and personal development and the school strives to assist each student to reach their full potential. As a Christian school, Westbourne employs a school chaplain and all students attend chapel on a regular basis.

In addition to an enrolment of international students (largely from south-east Asia), the majority of Westbourne's students live in the western suburbs of Melbourne and use a comprehensive network of dedicated school bus services as well as public transport (rail and bus) to access the campus in Truganina.

Westbourne's mission is to be: An economically independent and vibrant community that consistently provides the highest standards of excellence and innovation within a stimulating, nurturing environment.

School vision **Shaping Learners Who Inspire the World.**
School values **Community, Creativity, Courage, Scholarship.**
School motto **Age Quod Agas – That Which You Do, Do Well.**

Stewardship and Governance



Westbourne Grammar School is a public company limited by guarantee. Its directors form the School Board which has responsibility for the overall governance of the School, determining general policy and setting the School's strategic direction.

2017 Board Members

Office Bearers

Chairperson	Mr Ilija Grgic
Deputy Chairperson	Dr Mark Krawczynszyn
Secretary	Mrs Rocio Vucetich Karibian
Treasurer	Mr David Stewart
Principal	Ms Meg Hansen

Directors

Ms Claire Brown
Mr Ian Fox
Mr David Horvath
Mrs Diane John
Mr John McElvaney
Mrs Shona Taylor

The Associate Principal, Head of Senior School, Head of Junior School and the Business Manager all attend Board meetings as observers. The Board meets seven times a year.

The Board Executive consists of the Chair, Vice-Chair, Secretary, Treasurer and the Principal.

The Board has the following sub-committees: Executive; Governance and Audit; Finance; Maintenance and Grounds.

As an independent school, Westbourne Grammar is registered with the Victorian Registration and Qualifications Authority (VRQA).

School Leadership

The operation of the school on a day-to-day basis is the responsibility of the Principal and her Executive team, the members of which are:

Ms Meg Hansen Principal	Mr Andrew McGregor Associate Principal
Ms Louise Mahony Head of Senior School	Mr Paul Barklamb Head of Junior School
Ms Louisa Scerri Deputy Head of Senior School	Ms Kylie Baxter Deputy Head of Junior School
Mr Grant Finlay Director of Learning Senior School	Mr Geoff Hayhow Director of People and Culture
Mr Nicholas Charlton Director of Strategic Technologies	Mr Nicholas Charlton Director of Strategic Technologies (from October 2016)
Mrs Anne Bright Director of Development	Mr Errol Tongs Business Manager

Staff



Teaching staff at Westbourne Grammar are highly qualified, motivated professionals with a very strong commitment to their task of implementing the school's comprehensive learning program.

All members of the teaching staff are registered with the Victorian Institute of Teaching (VIT) and participate on a regular basis in a wide range of professional development activities and programs conducted both at the school and at various off-site venues. All staff are also involved in the school's sporting, cultural, pastoral care and community service programs. The average attendance rate for staff at Westbourne Grammar was 94%. There were no indigenous staff.

Westbourne Grammar School staff as at December 2016

Full-time teachers (female)	91	Secondary teachers (Female)	67
Full-time teachers (male)	45	Secondary teachers (Male)	36
Part-time teachers (female)	23		
Part-time teachers (male)	04	Administration	43
Primary teachers (female)	47	Grounds & Maintenance	11
Primary teachers (male)	13	Ancillary staff	16

Teacher Participation in Professional Learning

Throughout 2017, the Principal, Board, Executive and staff continued to actively support professional learning in accordance with Victorian Institute of Teaching requirements and the overall educational objectives of the school.

To achieve these goals, the school provides opportunities for all staff to update and improve their knowledge and qualifications and to develop deeper understandings of their subject areas and teaching practice. Regular on-campus learning forums include Wednesday morning faculty meetings lead by the Directors of Learning, staff meetings that focus on developing and implementing strategies to enhance learning outcomes, staff development days (usually the first day of each term) and specific professional learning programs. In addition, teaching staff are also active participants in many off-site professional learning events, conferences and seminars.

As a Prep-Year 12 school, Westbourne has developed a common language of learning, from which a learning toolkit and a teaching model have evolved. Teachers are encouraged to reflect on their practice and to work collaboratively, sharing resources and knowledge. At the same time, a wide range of teaching staff from across the school contribute regularly to the fortnightly eNewsletter and also to *Monomeith*, Westbourne's biannual community magazine. In 2017, published articles included: Challenge and Growth – Building Capacity in Our Students; VCE Update and A New Subject Offering; Getting Lost in a Book: The Power of Fiction; Westbourne Students to the World; Leadership and Learning A Journey of Fulfilment; Westbourne's eSmart Journey; Reimagining the Williamstown Campus; Full STEAM Ahead in the Junior School; Developing Mathematical Mindsets.

Characteristics of the Student Body

Westbourne Grammar provides educational opportunities for students from Early Learning through to Year 12. In addition to ninety-four international students, the student population is made up of a diverse thirty-five different nationalities. Gender mix in 2017 was 47% female and 53% male.

Number of students enrolled in Westbourne's Junior and Senior Schools

Junior School (Prep-Year 6):	703
Senior School (Years 7-12):	923
Total enrolment in 2017:	1626

Student Attendance at School

Student attendance is recorded daily and parents are contacted when no prior advice has been received. Where students in the Junior School have unexplained absences, parents are contacted by the class teacher in the first instance and followed up by the Deputy Head and/or Head of Junior School. For Senior School students, the Head of House will contact parents to discuss reasons for unexplained absences and the Head of Senior School will follow up with parents if an absence becomes excessive.

The total average attendance rates for all students in 2017 were:

Truganina campus: 92.40%

Williamstown campus 92.60%

Average attendance rates for each year level are detailed below:

Truganina Campus

Year 0	94.23%	Year 7	92.94%
Year 1	92.31%	Year 8	92.38%
Year 2	94.44%	Year 9	91.76%
Year 3	93.47%	Year 10	91.59%
Year 4	93.55%	Year 11	92.19%
Year 5	91.94%	Year 12	92.40%
Year 6	94.26%		

Williamstown Campus

Year 0	92.97%
Year 1	91.93%
Year 2	91.15%
Year 3	94.52%



Student Outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment of student achievement at Years 3, 5, 7 and 9. Students are assessed across six learning areas: reading, writing, spelling, grammar and punctuation and numeracy. These tests are designed to measure National Performance in Literacy and Numeracy.

The 2017 national testing results show that Westbourne students are performing well above state and national benchmarks.

	Westbourne Students' Median Score	State Median	% at or Above the National Minimum Standard
Year 3 (Williamstown)			
Reading	476	438	100
Writing	483	428	100
Spelling	484	428	100
Grammar/Punctuation	495	450	100
Numeracy	466	421	100
Year 3 (Truganina)			
Reading	502	438	100
Writing	466	428	100
Spelling	491	450	100
Grammar/Punctuation	531	450	100
Numeracy	466	421	100
Year 5			
Reading	554	512	99
Writing	523	489	100
Spelling	539	511	100
Grammar/Punctuation	545	506	97
Numeracy	551	500	100
Year 7			
Reading	580	547	99
Writing	570	523	97
Spelling	585	553	99
Grammar/Punctuation	580	548	98
Numeracy	629	560	100
Year 9			
Reading	624	590	99
Writing	612	570	98
Spelling	606	579	98
Grammar/Punctuation	608	572	98
Numeracy	639	590	100

Student Outcomes

	2011 % at or above the National minimum standard	2012 % at or above the National minimum standard	2013 % at or above the National minimum standard	2014 % at or above the National minimum standard	2015 % at or above the National minimum standard	2016 % at or above the National minimum standard	2017 % at or above the National minimum standard	% Change 2016-2017
Year 3 Truganina								
Reading	100	100	100	100	100	100	100	0
Writing	100	100	100	100	100	100	100	0
Spelling	100	100	100	100	97	100	100	0
Grammar/Punctuation	100	100	100	100	100	100	100	0
Numeracy	97	100	100	100	100	100	100	0
Year 3 Williamstown								
Reading	100	100	100	97	100	100	99	-1
Writing	100	100	100	96	100	100	100	0
Spelling	100	100	100	100	100	100	100	0
Grammar/Punctuation	100	100	100	100	100	100	97	-3
Numeracy	97	100	100	100	100	100	100	0
Year 5								
Reading	99	97	99	100	100	99	100	+1
Writing	98	100	99	99	100	100	100	0
Spelling	100	100	99	98	100	100	100	0
Grammar/Punctuation	98	98	100	98	100	97	100	+3
Numeracy	97	99	97	99	100	100	100	0
Year 7								
Reading	100	99	100	100	100	99	99	0
Writing	99	100	99	99	99	97	99	+2
Spelling	99	99	100	99	99	99	99	0
Grammar/Punctuation	99	100	99	99	99	98	97	-1
Numeracy	100	100	100	100	99	100	100	0
Year 9								
Reading	100	99	99	99	99	99	99	0
Writing	99	99	99	97	98	98	98	0
Spelling	100	99	99	98	100	98	99	+1
Grammar/Punctuation	100	99	98	100	98	98	97	-1
Numeracy	97	100	99	99	100	100	100	0



Senior Secondary Outcomes

In 2017, 143 students were enrolled in Year 12 VCE. Of these:

- 143 were awarded their VCE certificate
- 143 applied for a tertiary place
- 143 received at least one offer
- 69% received their first preference

Congratulations to the Class of 2017

Cohesive, supportive and strongly committed to their community, the school and to each other, the Class of 2017 has continued Westbourne Grammar's fine record of academic success in the Victorian Certificate of Education with some exceptional individual performances across a wide range of subjects.

Overall:

- Three students achieved an ATAR of 99.00 or above – ranking them in the top 1% in the country
- 21% of students achieved an ATAR of 95.00 or above – ranking them in the top 5% of the country
- 35% of students achieved an ATAR of 90.00 or above – ranking them in the top 10% in the country
- 62% of students achieved an ATAR of 80.00 or above and are ranked in the top 20% of the country
- The median ATAR was 84.1 – a significant increase from 2016
- Perfect study scores of 50 were achieved in Biology, Further Mathematics and Maths Methods (two students)
- There were 118 subject scores over 40

Class of 2017 Tertiary Destinations

University of Melbourne	25 (19%)
Deakin University	24 (18%)
RMIT University	22 (17%)
Monash University	17 (13%)
Swinburne University of Technology	17 (13%)
LaTrobe University	11 (08%)
Victoria University	05 (04%)
Australian Catholic University	05 (04%)
Independent Tertiary Colleges	05 (04%)

Number of tertiary offers by field of study:

Commerce	31
Health	27
Society & Culture	24
Natural & Physical Sciences	23
Health	27
Creative Arts	17
Engineering	07
Agriculture & Environment	09
Information Technology	06
Architecture & Building	05
Education	02

The school is extremely proud of what each member of the Class of 2017 has accomplished throughout their years at Westbourne, not only with respect to their academic studies but also for their active participation in numerous sporting, cultural, leadership and service activities. A reflection of the hard work and enthusiasm of our students, these very impressive results are also testament to the professionalism of Westbourne's teachers.



Parent, Student and Teacher Satisfaction

The school has a wide range of forums for parents, students and staff to provide feedback, offer suggestions and participate in the overall process of continuous improvement.

Junior School

Parents and staff at all levels in the Junior School participate in mutual dialogue throughout the year via email, telephone, face-to-face conversations at parent-teacher days, morning teas and whole school special events. There is a peer support program, and many opportunities for students to actively engage with their teachers with respect to all facets of their learning.

The 6.5 transition program focuses on enabling junior students to achieve a smooth transition to Senior School by providing opportunities for Year 6 students to experience time in Year 7 classes and the main library as well as other orientation activities. In addition, the school also holds an evening for parents where they can meet key people (Principal, Associate Principal, Head and Deputy Head of Senior School and the Head of Year 7), hear a formal presentation and then move to tutor rooms to interact with tutors and other year level parents. Prior to this event, each family is contacted and welcomed into the school.

The Head and Deputy Head of Junior School are always available to speak with parents and teaching staff regarding any concerns or needs.

Senior School

Senior School staff regularly engage with parents and families at open days, parent information nights, parent teacher interviews and functions such as the annual music concert and numerous other performing arts and sporting events.

The student leadership team is made up of twenty prefects and includes the School Captains and House Captains. This group meets regularly with the Principal, Associate Principal and Head of Senior School to discuss school issues and to plan for events and activities.

Initially, new students and their families are welcomed into the Senior School at a special orientation night. Then, in the early weeks of Term 1 the Deputy Head of Senior School contacts new families to ensure students are settling in and to discuss any issues that may have arisen. The school also holds a special 'Sundowner' evening for all new parents. Following a welcome address from the Principal, there is an information session for Year 7 parents which is also attended by all key members of staff. For other year levels the Heads of House and the Director of Year 9 manage appropriate induction and welcome programs.

New staff to the school are inducted through a comprehensive program managed by the Director of People and Culture.

Stakeholder Surveys

The school is strongly committed to listening to the views and expectations from key stakeholders and regularly commissions surveys and discussion to provide performance feedback on a wide range of related education topics. The information gathered assists the school with both its operational and strategic planning and its determination to continually improve the educational experience offered to students.

What parents said about Westbourne:

- The level of communication and the accessibility of the teachers is something our family really appreciates.
- The improvement in my son's marks has been terrific.
- The quality of the students is exceptional and the biggest selling point of the school. My son is surrounded with thoughtful, intelligent friends.
- The opportunities for involvement in things beyond the classroom has made a big difference to our daughter's education.

What students said about Westbourne

- I really value the friendships I have been able to make over the years as well as creating good relationships with my teachers.
- I know Westbourne is giving me a really good education.
- My House group is great and I have had so many opportunities to represent my House in sporting competitions and also spend time with them in fun events.
- The school has a great reputation and the extra-curricular activities, like the community service project in Cambodia are amazing. I went to Cambodia and helped to build a house.

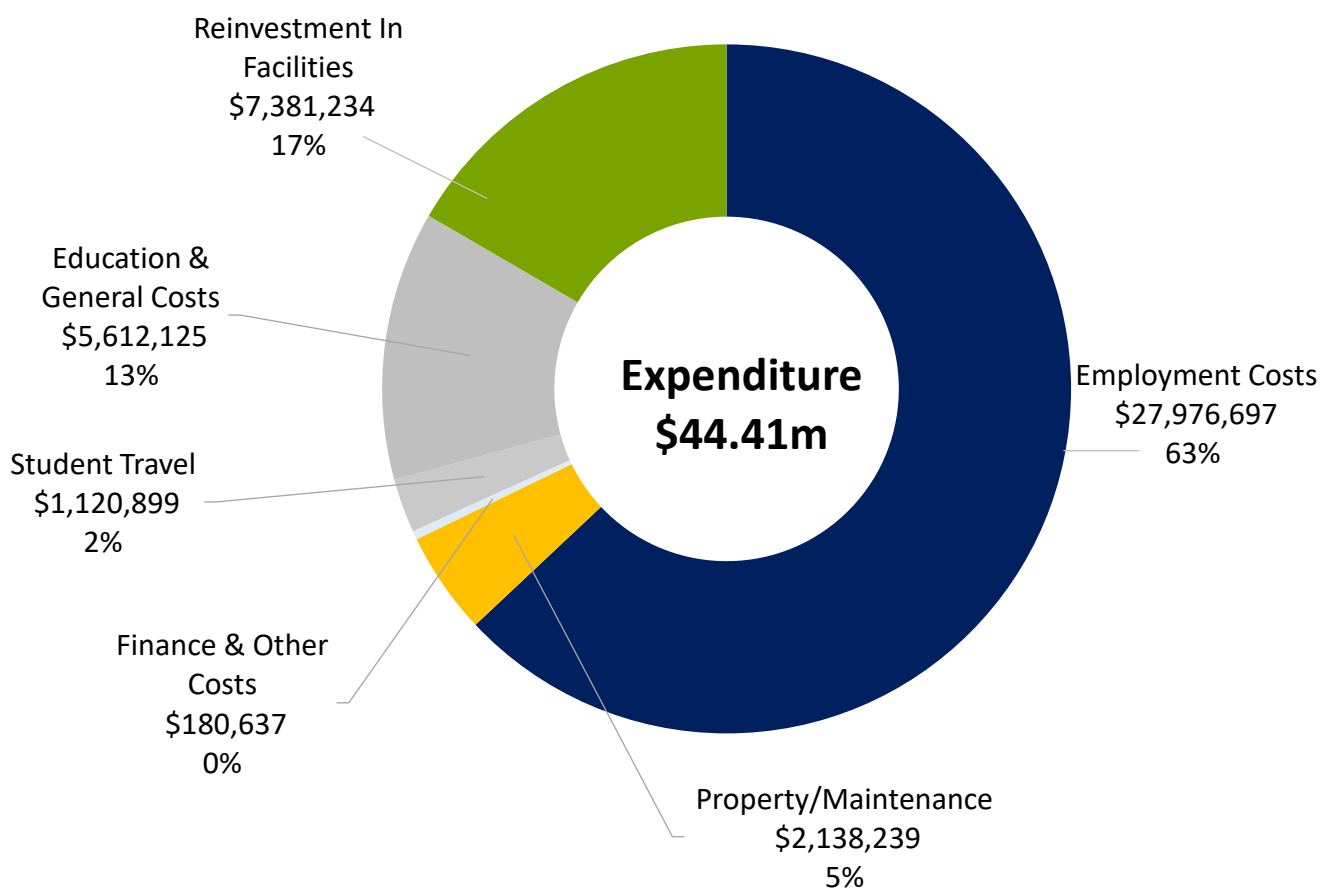
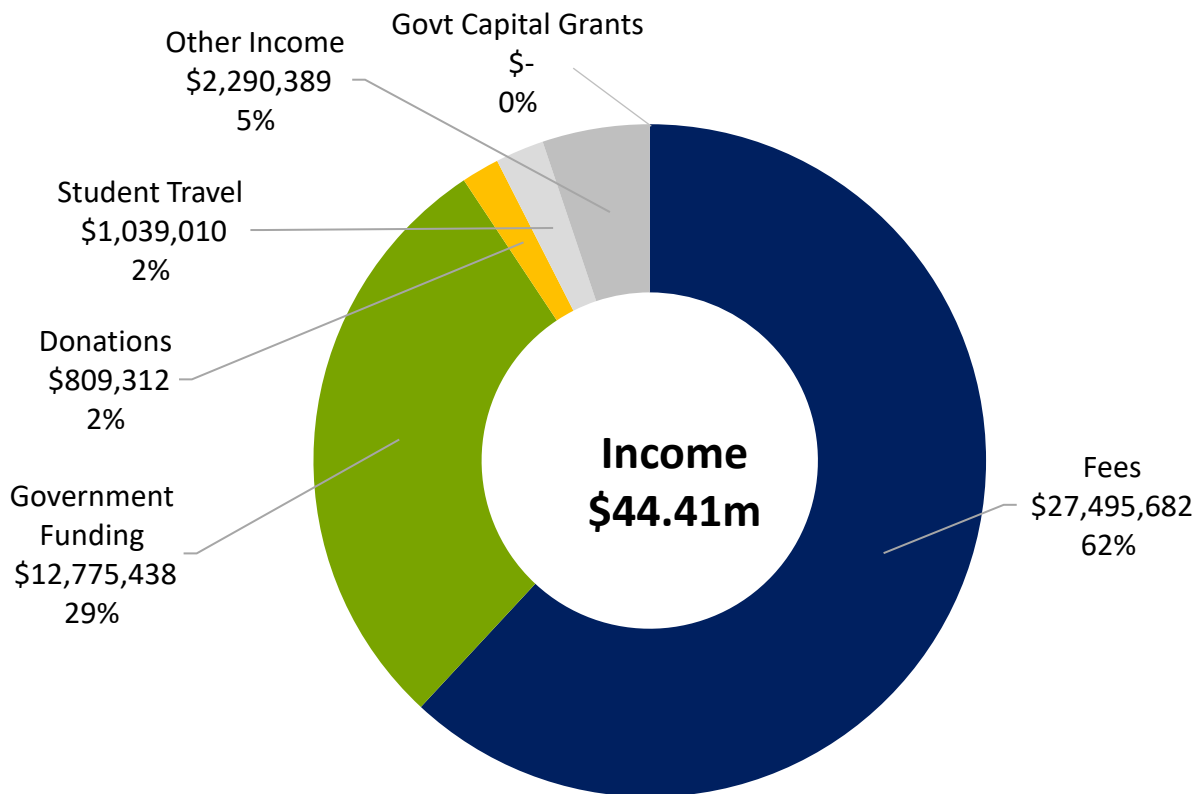
Community Involvement with the School

The Westbourne parent community has numerous opportunities to be involved with the School and to feel welcome, engaged and supported. The main stakeholder group, The Friends of Westbourne Association (FOWA) aims to 'foster and promote the interests of the school and students and to support the School to achieve its aims, objectives and interests.' Incorporating three sub-committees – the Parent Auxiliary, the Friends of Music and Performing Arts and the Friends of Sport – the Friends work proactively to provide services and raise funds for the whole school Prep-Year 12.



Finances

As a not-for-profit incorporated body Westbourne Grammar School's annual accounts are published each year and are on the public record. A summary of income and expenditure for 2017 appears below.



Staff List 2017

SCHOOL EXECUTIVE

Ms Meg Hansen

Principal

BA, DipTeach, MA (Hons), PGradDipArts,
SecTeachDip, FACE, FACEL, AICD

Andrew McGregor

Associate Principal

BSc, DipEd, MEd

Louise Mahony

Head of Senior School

BSc, GradDipEd, GradCertRE, GradDipDiet

Paul Barklamb

Head of Junior School

BEd, DipTeach, GradDipEdAdmin, GradCertSpEd,
CertGiftedEd

Louisa Scerri

Deputy Head Senior School

BASc, GradDipEd

Kylie Baxter

Deputy Head Junior School

BEd, PGradDipEd

Grant Finlay

Director of Learning Senior School

BA, DipEd, QTS

Geoff Hayhow

Director of People and Culture

BEd, MEd

Nicholas Charlton

Director of Strategic Technologies

BAComp (Hons)

Anne Bright

Director of Development

BA (Hons), DipEd

Errol Tongs

Business Manager

CA, ACIS

SCHOOL CHAPLAIN

Reverend Matthew Thompson

BComm, LLB, DipMin

ACADEMIC STAFF SENIOR SCHOOL

Adam Abrahall

BSc, GradDipEd

Jarrold Adams

BA, BCom (Hons) PGradDipT

Amrita Ahuja

BComm(Hons), BEd, MCom

Rachel Almond

BSc, GradDipEd, MEd(Hons)

Alexzandra Arundale

BExSc, BApSc, MTeach

Melissa Avery

BCD, GradDipEd CA, ACIS

Paul Basilio

BA, BEdTeach

Joseph Beckitt

BMus, MMusPerf

Alissa Beecher

BA, GradDipEd

Paige Bell

BA, GradCertComp,

GradDipEd

Catherine Bellair

BA, BSc(Hons), GradDipEd,

MEd

Alan Bennetto

BSurv, DipEd

Alison Birchall

BA, BTeach, MEd

Nicola Birkett

BA, GradDipEd

Julia Blik-Rang

BA, GradDipSecEd

Jade Bradshaw

BEd (PhysEd), CELTA,

GradCertTeach

Annette Buchholz

BEd

Desmond Callan

BEd, GradDipJap

Mary-Louise Callan

BEd

Catrin Charles-Edwards

BBEnv, BEd

April Cincotta

BAppSc, GradDipEd

Timothy Clemens

BSc(Hons), BEd

Adam Cook

BMus(Hons), DEM, AMusA

Tonya Cook

BEd

Meg Cooper

BA, MT

Luke Creamer

BAppSc, BEdTeach

Regina Edwards

BSc(Hons), PGradDip

Brendan Evans

BAppSc, GradCertAppSc,

GradDipEd

Stephen Evans

BAppSc, MEd

Lisa Farrell

BComm, GradDipEd

David Felvus

BEd

Grant Finlay

BA, DipEd, QTS

Helen Fisher

BA, CertIII Info Tech, DipEd,

MA

Brett Fitzsimmons

DipTeach, GradDipCS.

MTech

Fiona Furphy

BA, BMus, GradDipEd

Jane Garnham

BA, GradDipEd,

GradDipLitEd

Helen Gauci

BEd, DipTeach

Ryan Geard

BEd

Rodney Goold

BSc, DipEd

Neil Gracey

BMusP, GradDipEd, MTeach

Deborah Greene

BSc, BSc (Hons), GradDipEd,

PhD

Damon Grieve

BA, GradDipSecEd

Rachel Griffin

BA, BEd(Hons)

Meg Hansen	BA, DipTeach, MA (Hons), PGradDipArts, SecTeachDip, FACE, FACEL	Vanessa Raimondo	BA, BA (Hons), GradDipEd, MFA
Kelly Harding	BA (Law), PGCE	Belinda Rasen	BMus, DipEd
Lesley Hayes	BAppSc, GradDipBusMgmt,	Rose Reber	BA, BEd, HonsFA
GradDipEd		Angelica Ricci	BDes, GradDipEd
Geoffrey Hayhow	BEd, MEd	Jeffrey Rieniets	BAppSc, CertIV Tr & Assess, GradDipSecEd
Matthew Healy	BAppSc (PhysEd), DipEd, MA	Brooke Rodgers	BA, BA (Hons), BEd
Rozalia Hecht	BAppSc (Hons), BA, MAPsych	Catherine Ryan	BEd, MBIT
Linda Hogan	BA, BVA, MTeach	Gabrielle Sabatino	BEnvSc(Hons). MEd
Daniel Homberg	LLB, BA, GradDipEd	Louisa Scerri	BAppSc, GradDipEd
Timothy Horton	BA, DipEd	Benjamim Shaffir	BBus, DipFinServ, MT
Barbara Howe	BEd	Jason Smith	BMus (Hons), GradDipEd
Sandra Jenkins	BA, DipEd, GradCert TESOL	Stefanie Thom	BEd, MMusPerf
Alex Johnson	BA, GradDipEd	Rebecca Thompson	BSc, PGradEd
John Johnson	BAppSc, DipBusSt, DipEd	Megan Turner	BEd, PGradDipEd
Kerstin Keller	BA, GradDipEd, LLB	Robert Utting	BA, PGradDipEd
Melanie Koetsveld	BSc, GradDipEd	Andre Vikas	BMus(Hons), GradDipEd
Eileen Langwell	BSc	Atsuko Wakida-Henderson	BA, GradDipEd, MA
Laureen Lansdown	BA, BFA (Hons)	Rachelle Walsh	BSc (Hons), GradDipEd, GradDipMet
Andrew Leach	AssocDipMus, BMus, DipEd	Irene Wang	BA, MA(Hons)
Debra Leigh	BSc (Hons), PGCE	Joshua Wang	GradDipEd
Sonya Lill	BEd	Beulah Watson	BMus
Graham Long	BSc (Hons), GradDipEd	Nina Wei	BArchae, MSc (Hons)
Bronwyn Macdonald	BA, Grad DipChildLit, GradDipEd	Paul Wiggins	BSc (Hons), DipEd, MA
Donald Mackenzie	BSc (Hons), MSc, PGradDipEd	Kellie-Jane Winter	BEd, PGradDipEd
Louise Mahony	BSc, GradDipEd, GradCertRE, GradDipDiet	ACADEMIC STAFF JUNIOR SCHOOL	
Kate Mansell	BA (Hons), GradCert(PubEd), GradDipEd, PhD	Nicole Armatas	BEd, DipEd
Andrew Mark	BSc, GradDipEd	Courtney Barden	BA, GradDipEd, MEd
Andrew McGregor	BSc, DipEd, MEd	Paul Barklamb	BEd, DipTeach, GradDipEdAdmin, GradCertSpEd, CertGiftedEd
Alison McPhee	BEd, MAAppIL, MBA	Gary Barty	DipT (Primary), GradDipEd, ACAL
Murray McKean	BAppSc, BEd	Kylie Baxter	BEd, PGradDipEd
Michael McKenzie	BAppSc (Hons), BBioScience, GradDipSecEd	Georgia Boam	BA, DipEd, PGradDip, QTS
Carol Meekin	BSc, GradDipEd	John Borg	BEd
Lorraine Merritt	BEd (PhysEd)	Chantelle Brown	BEd, BA, MEd
Clare Meyerhoff	MA (Hons), PGradCertEd	Audrey Buttigieg Cardona	BEd(Hons)
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Kylie Mobilia	BA, DipEd, MEd	Simone Chrisanthou	BEd
Joanne Mullenger	BE (Hons), GradDipEd	Rebecca Christo	BEd
Sharon Muller	BBus, GradDipEd, MEd	Asher Colvin	BEd (Hons), MEd
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Vanessa Ottrey	DipCouns, AdvDipcouns	Alison Diamond	BA, BEd
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Jillian Green	DipTeach
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Tracy Hannett	BEd
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Brenton Menzies	BEd (Prim)
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Nicole Sutton	BEd, DipEd
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Stephanie Carroll	DipChildServ
Eliza Cavalida	DipECEC
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Hanna Daniel	CertIIICC
Christine Donohue	CertIIICC
Nadia Durrant	BECS
Elisha Gillespie	CertIIICC
Najwa Hamra	CertIIICC
Irene Hashmi	CertIIICS, Dip ECEC
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Lauren Olcorn	BA, Grad Dip EC, DipCommServ
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Sharon Portelli	DipCS
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Margaret Scott	
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