I am delighted to present our 2011 Community Report. The year was a very successful one for the School, and there were many highlights to celebrate.

The year began with our Class of 2010 receiving outstanding VCE results. Our Creative Learning Centre (featured on the front cover) was completed, and ready to accommodate our Year 7 & 8’s. The building is designed to support creative learning for girls, in a technology rich environment.

The School enjoyed highlights across all of our co-curricular projects with many personal bests.

There was a 10 % growth in enrolments from the previous year with student numbers exceeding 600. This growth confirms the community’s belief in us, and re-affirms that we are delivering an outstanding education for girls.

Mentone Girls’ Grammar School is dedicated to excellence in girls’ education – and this report provides many examples of the successful way that we achieve this.

I hope that you enjoy reading about the accomplishments of our remarkable School.

Fran Reddan
Principal
BA(Hons), DipEd, MEdSt, FACE, MACEL, AFAIM, MAICD
Student Achievements

VCE Results
As a school community, we congratulated the Class of 2011 on their achievements. They have gained so much more than an ATAR score in terms of a well-rounded education, transferable employability skills and personal growth.

Highlights from the Class of 2011 were:
- 100% of our students attained their VCE
- Dux for 2011 was Shirley Chen who achieved an ATAR of 99.20
- Dux Secundus was Catherine Dawson with an ATAR of 98.05
- 27% of the class were in the top 5% of the State with ATARs of 95+
- 34% of the class were in the top 10% of the State with ATARs of 90+
- 50% of the class were in the top 15% of the State with ATARs of 85+
- 64% of the class were in the top 20% of the State with ATARs of 80+
- 80% of the class were in the top 30% of the State with ATARs of 70+

Given that Mentone Girls’ Grammar School is not a select-entry school, these results represent a significant achievement for our dedicated teaching staff. They also demonstrate the impact of our personalised approach to learning.

Tertiary Destinations
Our extensive program of careers counselling begins in Year 9 and continues as a core subject in Year 10. The program includes comprehensive testing, mentoring, mock interviews and work experience, and is designed to help students understand their potential, and to make informed choices about future pathways and the learning experiences required to achieve them.

By providing our students with expert careers support, together with individual customised pathways at VCE, we can maximise their chances of gaining the best possible outcome for their individual aspirations.

It is pleasing to report that:
- 100% of students who applied through VTAC were offered a first round tertiary place in their chosen area of interest.
- 91% of students were offered places at Australia’s leading universities across a broad range of subject areas.

The charts to the right indicate the diverse nature of the institutions our 2011 graduates received first round offers for, and fields of study they have entered.
Standardised Assessment Results in relation to all Australian schools

Students in Years 3, 5, 7 and 9 participate in the National Assessment Program in Literacy and Numeracy (NAPLAN) every year. NAPLAN results are reported using a scale that has an average score across all students of 500. The spread of scores has been set so that just over two thirds of students’ scores lie between 400 and 600. Our students performed very well in these tests.

In The Australian newspaper’s report on the Top 100 Schools, our Senior School ranked 56th in the nation’s top 100 secondary schools, and 29th in the nation’s top private comprehensive secondary schools. Our Junior School ranked 18th in the nation’s top 100 primary schools and 9th in the nation’s top private comprehensive primary schools. More than 10,000 schools were considered and the report included schools from all sectors - public, catholic and private - and both ‘comprehensive’ (non-selective) and selective schools. These rankings are based on NAPLAN tests in Years 3, 5, 7 and 9 and, given that we do not focus solely on testing, they highlight our strong learning culture and our success as a vibrant, happy school.

Table 1: Indicates the proportions of Year 3, 5, 7 and 9 students above the minimum standard in 2011 compared to 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>% Mentone Girls’ Grammar School students above the minimum standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>97.4%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>5</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>7</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>9</td>
<td>100%</td>
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<td>100%</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Table 2: 2011 NAPLAN Results, Mentone Girls’ Grammar School Means compared to statistically similar schools and all Australian Schools, as reported on the MY School website.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mentone Girls’ Grammar School</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Similar schools</td>
<td>518</td>
<td>478</td>
<td>482</td>
<td>539</td>
<td>462</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>467</td>
<td>445</td>
<td>442</td>
<td>469</td>
<td>439</td>
</tr>
<tr>
<td></td>
<td></td>
<td>416</td>
<td>416</td>
<td>406</td>
<td>421</td>
<td>398</td>
</tr>
<tr>
<td>5</td>
<td>Similar schools</td>
<td>599</td>
<td>551</td>
<td>532</td>
<td>606</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>537</td>
<td>516</td>
<td>516</td>
<td>546</td>
<td>530</td>
</tr>
<tr>
<td></td>
<td></td>
<td>488</td>
<td>483</td>
<td>484</td>
<td>499</td>
<td>488</td>
</tr>
<tr>
<td>7</td>
<td>Similar schools</td>
<td>607</td>
<td>609</td>
<td>592</td>
<td>602</td>
<td>600</td>
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<tr>
<td></td>
<td>All schools</td>
<td>587</td>
<td>574</td>
<td>570</td>
<td>580</td>
<td>596</td>
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<td></td>
<td></td>
<td>540</td>
<td>540</td>
<td>540</td>
<td>532</td>
<td>545</td>
</tr>
<tr>
<td>9</td>
<td>Similar schools</td>
<td>632</td>
<td>668</td>
<td>641</td>
<td>648</td>
<td>637</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>628</td>
<td>626</td>
<td>620</td>
<td>626</td>
<td>639</td>
</tr>
<tr>
<td></td>
<td></td>
<td>580</td>
<td>566</td>
<td>581</td>
<td>572</td>
<td>583</td>
</tr>
</tbody>
</table>
Student Satisfaction: 2011 Student Survey

In 2011, 302 students from Years 5 to 12 participated in the annual student survey. The survey provides detailed analysis of student opinion across a variety of indicators including student wellbeing, school connectedness and teacher effectiveness. We analyse the survey data across each year level in an attempt to inform our practice and identify and rectify any issues it reveals. Extracts from the global results are shown in Figure 1 below. Clearly, the majority of our students have a positive attitude towards their school, and are realising our WAVES priorities of Wellbeing, Achievement, developing positive Values, Enterprise and Success.

Student Attendance and Retention

The average attendance rate for students from Prep to Year 12 was 95%. Of the students who were enrolled in Year 9 in 2008, 77% completed their VCE at Mentone Girls’ Grammar School in 2011.

Figure 1: 2011 Student Survey – Snapshot of Results
Opportunities for Student exchange and study tours

Every year a number of our senior French and German language students participate in language-based exchange programs with our partner schools St Aspais in Melun France and Gymnasium Hochrad in Hamburg, Germany. We also host students from these schools for exchange visits each year.

New partner schools in Japan and China

In 2011 Mentone Girls’ Grammar School entered into formal Sister School arrangements with schools in Japan and China. Japanese sister school, Yamanashi Eiwa Girls School, is located 150 km southwest of Tokyo. Currently, around 600 girls from age 12 to 18 study at Yamanashi Eiwa Junior and Senior High School. Our students have enjoyed communicating with their contemporaries at Eiwa using iPads, and exchanging letters and cards. This interaction between our two schools has drawn considerable attention in the Japanese educational field.

In 2011 we also partnered with the only girls’ school in Beijing, Huaxia Girls’ School. This partnership is based on a mutual interest in education for girls, and we plan to engage in comparative studies of aspects of girls’ education. The Principal and Vice Principal visited Huaxia in April 2011, and we hosted a reciprocating delegation of the Principal, two Vice Principals and a senior English teacher during November. We plan to progress this partnership through reciprocal teacher visits as well as, in time, student visits to each school.

We have been very excited by these developments, as Asia Literacy has been a focus of continued curriculum development at Mentone Girls’ Grammar School. In time, our students will benefit greatly from these partnerships.
Mentone Girls’ Grammar School provides an excellent education that is designed for girls. Through our personalised approaches to learning and exciting co-curricular opportunities, we add value to every Mentone girl’s education.

Making a Difference

As well as success in an academic arena, we want to prepare our students to develop a strong sense of social responsibility. Our strong Social Service program is an important activity at all year levels at our School.

International Women’s Day is an important annual focus for both fund raising and raising awareness about the predicament of women in some parts of the world.

Our students have a keen understanding of the need for environmental sustainability. The Year 4 Enviro-kids program resulted in a wonderful crop of organic vegetables, and much awareness of the need to conserve and cherish our resources – such as water. In the Senior School, the Environment Committee raises awareness of these issues, and our Year 9s are involved in the care of the Mentone Beach foreshore, and monitoring marine diversity at Rickett’s Point.

Internationally Minded

Students of today will be women of the world tomorrow. Boundaries and barriers to live and work across cultures are forever diminishing. To participate fully in this evolving world, students today need to be aware of the need for mutual understanding and inclusiveness.

The School actively works to provide experiences for the students that promote mutual understanding and inclusiveness. It does this by:

1. Authentic interactions with people and organisations that represent different cultures and perspectives – such as with our AMES partners.
2. The awarding of scholarships to students of refugee background.
3. International study tours; the School has educational links in Europe, Japan and China. In 2012, a delegation of staff will visit its Sister School in Beijing for a cultural and educational exchange.

Personalised approaches to learning

The SAIL Program (Supporting Advanced and Independent Learning) continues to challenge and stimulate our most able students, with offerings in Philosophy, Mathematics, Creative Writing, and Science.

Adding Value to Every Student’s Education

These offerings illustrate ways in which we add value to every student’s education. Our rich and varied curriculum is taught by dedicated and knowledgeable teachers. It is supplemented by a myriad of exciting opportunities that support our WAVES priorities and enrich our offerings. These include:

• Excursions, Study Tours and Camps. The 2011 Year 9 Camp in Central Australia was a great success.
• The Mentone Adventure Program. A program of outdoor education that broadens experience and develops self-awareness and leads into the Duke of Edinburgh’s Award Scheme.
• Community Service programs in Year 9 that raise our students’ awareness of the needs of others in the community.
• Sporting, cultural and academic competitions at both House and school levels. These include many sports, music, dance and debating.
• Arts, Drama and musical productions including the BIG ART Festival and the 2011 Senior School production, Alice.

We are proud of the education we provide for our students, and we trust that our students appreciate this great gift that every parent works so hard to provide.

Adding value to your daughter’s education
Staff Professional Engagement

**Teachers as Learners**

We entered 2011 with strategic themes for professional learning, which included:

- Online learning through the Virtual Campus.
- Leadership learning for staff.
- Developing our international focus in the curriculum, with an emphasis on developing Asia literacy.
- Staff training in the use of iPads in preparation for the launch of the Year 7 & 8 curriculum that incorporates iPads, in the new Creative Learning Centre.
- Exploring Howard Gardner’s “Five minds for the future” approach to curriculum as a basis for a new, creative approach to learning in the CLC, realised in the *Journeys* program that has been operating in 2012.
- Continuing work on preparing for the first phase of implementation of the Australian Curriculum.
- Junior School staff have continued to focus on concept driven Inquiry learning, as this is fundamental to the Primary Years Program (PYP) approach.

The program represented a rich and varied set of in-house activities for staff this year.

**In-house Professional Development**

The following in-house professional learning events occurred during 2011:

- **Annual Staff Conference**: Teachers explored aspects of *Imagination, Design and Innovation* as drivers of education with renowned educator, Ms Di Fleming.
- **ICT Training**: Staff attended training sessions in the use of our Virtual Campus to create and maintain Virtual Classrooms as well as put assessments and feedback online. They also had many opportunities for training in the use of iPads throughout the year.
- **Mindfulness training**: Twenty teachers completed an eight week Mindfulness program with Dr Craig Hassed. The training program enabled these teachers to be able to introduce the program into the *Making WAVES Care and Leadership* program and teach colleagues the principles of this clinically proven approach to relieving stress and anxiety.
- **Leadership learning**: The Educational Leadership Team developed their understandings of leadership and learned about aspects of the Chinese education system with colleagues from our Partner School, Huaxia Girls’ School in Beijing.
**Staff Professional Engagement**

### Teacher Appraisal

The Mentone Girls’ Grammar School Cyclic Teacher Appraisal process continued with ten teachers completing their appraisal during 2011. The process involves preparing a portfolio of evidence about one’s teaching, and engaging in reflection about practice supported by a colleague/mentor and a senior member of staff, who both engage in classroom observations.

In addition, eight members of middle and senior management completed a 360 degree appraisal process called the Quality Leadership Profile for Schools (QLPS), which was developed by the Queensland University of Technology in conjunction with AHISA, the Association of Heads of Independent Schools of Australia.

**Summary of indicators of Staff Professional Engagement during 2011:**

- Teacher participation in professional learning activities: 100%.
- Staff retention: 88% of teachers were retained from the previous year.
- Total expenditure on Professional Learning: $54,253
- The average attendance rate for teachers during 2011 was 97.1%.

### Teacher Satisfaction

Every year we survey our teaching staff to determine their degree of professional satisfaction with their work. The following table provides an extract of some items from the survey to illustrate teacher satisfaction across a variety of indicators.

Our teachers were also asked to identify priority areas where they felt they had made significant contributions of which they were proud. With technology and wellbeing (of students and staff) being priority areas for development in 2011, it was pleasing to see that;

- 75% of our teachers were proud of their contributions to improving student wellbeing.
- 70% were proud of their efforts to improve teacher wellbeing.
- 65% were proud of their initiatives in developing expertise with iPads.
- 55% of teachers were proud of their work using the Virtual Campus and/or improving their confidence and use of interactive whiteboards.

These results highlight significant contributions made by teachers to important programs conducted during 2011.

<table>
<thead>
<tr>
<th>As a direct result of the professional learning opportunities provided by, or supported by, my school over the past two years</th>
<th>% who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I now make clearer links between my teaching goals and the classroom activities I use.</td>
<td>95.7%</td>
</tr>
<tr>
<td>I provide more effective feedback to my students to support their learning.</td>
<td>91.5%</td>
</tr>
<tr>
<td>I have increased understanding of individual differences among students and how to cater for them.</td>
<td>93.6%</td>
</tr>
<tr>
<td>My students are more actively engaged in learning activities.</td>
<td>91.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To what extent do you disagree or agree with each of the following statements about your work and school</th>
<th>% who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers maintain high standards in their teaching.</td>
<td>95.7%</td>
</tr>
<tr>
<td>There is a great deal of co-operative effort among teachers at all levels to provide quality learning opportunities for students.</td>
<td>93.5%</td>
</tr>
<tr>
<td>Teachers in this school keep abreast of recent research in their field of teaching and learning.</td>
<td>97.8%</td>
</tr>
<tr>
<td>Teachers are expected to be accountable for their practices.</td>
<td>97.8%</td>
</tr>
<tr>
<td>Teachers in this school are willing to share their teaching practices and ideas with colleagues.</td>
<td>100%</td>
</tr>
</tbody>
</table>
Wider Community Support

**Parent Satisfaction**

Every year we seek detailed feedback from parents about our School. This feedback enables us to ensure we provide the best possible learning environment for students. We look at the specific comments our parents make as well as statistical data we receive from the survey.

The results of individual items in the 2011 Parent Survey were compiled under a series of headings about our School, with 100% being the highest rating in any item. Figure 2 below shows key results of the survey and confirms that our parents consider Mentone Girls’ Grammar School to offer a positive and stimulating learning environment, with many satisfied parents.

**Figure 2: 2011 Parent Survey – Snapshot of Results**
Foundation

The Mentone Girls’ Grammar School Foundation has a charter to raise funds for the School. These funds directly support the School to provide students with the best possible education. The Foundation’s support enables the implementation of new initiatives and the on-going development of high quality facilities. A strong Foundation supports the School to plan for the future with confidence, to deliver the programs and educational experiences that are expected as part of a Mentone Girls’ Grammar School education.

During 2011, the Foundation raised funds through:
1. The development and sales of our community cookbook – well FED
2. Annual Giving donations
3. Grants from other Foundations – namely the Scanlon and Invergowrie Foundations

These funds were used to:
1. Support the building of the newly opened Year 7 & 8 Creative Learning Centre
2. Support student scholarships

The School promotes intercultural knowledge as a vehicle to leadership and mutual understanding. This is achieved by authentic interactions with people and organisations that represent different cultures and perspectives, to increase awareness for the need for mutual understanding and inclusiveness. One way the School achieves this is a strong partnership with Adult Multicultural Education Services (AMES). Senior students meet with the AMES students and learn about the many and difficult issues faced by new Australians. The program enables Senior students to meet and work with young adults, many of whom are refugees and who have been in Australia for only a short amount of time.

Foundation Structure

Chair of Foundation
Mr Ashley Reed

Directors
Mr David Stewart
Mr Alan Frees
Mr David Jones

Secretary
Mr Robert Konoroth

In attendance
Mrs Fran Reddan
Mrs Vicki Goodwin

Wider Community Support

Remarkable recipes from the Mentone Girls’ Grammar School community

Students from AMES join with our community to celebrate International Women’s Day

Staff welcome students to the Creative Learning Centre on the first day.
Parents’ Association

The Parents’ Association (PA) continued its active support of the School by undertaking a diverse range of activities during 2011. These included:

- Mentone Carnival,
- New Parents’ Welcome,
- Mother’s Day stall,
- Pie Drive,
- Father’s Day stall,
- Mango Drive,
- Coles “Cash for Schools” program,
- World Teachers’ Day Morning Tea,
- Provision of food and drinks at the BIG ART Festival,
- Canteen provision at “Alice” – the School production,
- Junior School Picnic,
- Christmas Lunch.

In addition to these events the School values tremendously the opportunities that the PA provides for the School to connect and support each other.

We thank the Parents’ Association for all the fundraising undertaken through 2011. The Carnival alone raised $28,162.96. The money raised enabled the Parents’ Association to purchase for the School:

- an electronic scoreboard,
- BBQ,
- sprung flooring for the Fergusson theatre and,
- a 12 seater bus.

2011 Parents’ Association Committee

Co-President
– Ms Bernie Durant
– Mrs Ann King

Treasurer
– Mr George Vassiliadis

Secretary
– Mrs Andrea Cook

Friends Of Arts at Mentone Co-ordinator (FOAM)
– Mrs Belinda Treseder

Class Rep Co-ordinator
– Mrs Susan Begg

Support of Families In Need Co-ordinator (SOFIN)
– Mrs Monique Brown

General Committee
– Mrs Kerry Keller
– Mrs Marie Robertson
– Mr Andrew McDonald

Community Partnerships

As a school we are always working to stand out among the country’s leading schools. One way that we achieve this is by developing innovative programs that enrich our curriculum through the development of community partnerships. The following list highlights programs developed in partnership with our neighbours:

- **Mentone Lifesaving Club** has continued to support the School, enabling our Year 8 Foreshore program and holding numerous sporting activities on the beach using their facilities.

- **City of Kingston** supports the School in the Year 9 volunteering program by enabling our students to assist with revegetation projects on the foreshore and at Braeside Park, together with work at aged care facilities.

- **AMES (Adult Multicultural Education Services)** has worked with the School to enrich the Year 11 RAVE (Religion and Values Education) program through a series of visits that have enabled our Year 11s to get to know students at AMES, many of whom were refugees. The program has proved to be a valuable personal experience for the girls involved.

- **Mentone RSL** continues to support the School to commemorate ANZAC day and Remembrance Day.
Mentone Girls’ Grammar School
Old Girls’ Club

The Old Girls’ Club (OGC) continued to be active in 2011. Highlights for the OGC were the Heritage High Tea, the very well attended Reunion program, and the wonderful contact we have with old girls on an individual basis.

Reunions continue to be a major part of the Old Girls’ network, and the following year groups were hosted at the School:

- 2010 – 1 Year
- 2006 – 5 Years
- 2001 – 10 Years
- 1991 – 20 Years
- 1981 – 30 Years
- 1971 – 40 Years

2011 Old Girls’ Committee

Co-President
Mrs Keli David
Mrs Kris Wheeler

Treasurer
Ms Chrissy Slater

Secretary
Ms Lizzy Fitzgerald

In attendance
Mrs Marilyn Wiber

Past students enjoying the Heritage High Tea in Cobbalanna
We have a strong record of responsible fiscal management and are guided by the professional expertise of our sub committees who meet monthly and report regularly to our School Council.

The School is responsibly managed to ensure that it provides a conservative surplus each year. This surplus is always reinvested into capital works and refurbishments to ensure all facilities are of an exemplary standard.

Over the past five years, the School has successfully managed many infrastructure projects, the most recent being the new Early Learning Centre, the Prudence Lewty Hall Foyer and the development of the Year 7 & 8 Creative Learning Centre. In 2012, the School will embark on the refurbishment of the Year 9 & 10 Learning Centre, including a new Food & Nutrition Centre.

The School is a not-for-profit public company and subject to the same audit processes, and reporting to ASIC, that all public companies are required to undertake. The charts below show the School’s sources of income, together with categories for expenditure during 2011. More detailed information is available from ASIC.

**Other Government Grants**

Mentone Girls’ Grammar School proudly acknowledges $493,492.00 of Federal Government funding received under the following schemes for infrastructure projects:

- **Building the Education Revolution (BER) – Residual Funding** – $237,524
- **Federal Government Grant – Victorian Independent Schools – Block Grant Authority (VISBGA) – Residual Funding** – $185,568
- **Digital Education Revolution (DER)** – $70,400

2011 Financial Summary

The School’s ongoing fiscal responsibility is demonstrated by:

1. Consistent achievement of a surplus which is reinvested into capital works
2. School fees which remain at competitive levels (0% increase in 2011)
3. A low debt per student ratio
4. A positive enrolment trend
5. Consistent support by Council sub committees to ensure strong governance and the successful completion of all external auditing requirements.
Teacher Qualifications: Academic Staff 2011

Allen Mr Mark BBus, GradDipEd
Batiste Mrs Julia BEd
Bosworth Mr Colin BEd, AdvDipEd
Chapman Ms Heather BA, DipEd
Curtain, Mrs Vicki MBIT, BA, DipEd, GradDip Teacher Librananship, Cert IV Theology
David Mrs Keli BA/BEd (Primary)
Dawson Ms Annie BComm., DipEd GradDipEd (Careers)
Debargue Mr Francois ME con, MIT, DipEd
Dennis Ms Michelle B Com Sc, GradDipEd, B.Ed
Edwards Ms Sarah BSc, GradDip
Fordyce-Voorham Mrs Sandra BEd (Home Eco), GradDip (Comp), MEd (Ed Admin)
Franklin Mrs Kerry DipTeach (Primary), GradDipSpecEd (Learning Difficulties)
Frazer Mrs Katrina BEd (Visual Arts)
Freney Mrs Catherine BEd (Home Economics), Certificate II Hospitality Operations
Frost Mrs Joanne BA (Hons), GradCertEd
Gasperino Mr Stephen BA, DipEd
Gowty Ms Bronwyn GradDip, BEd
Hardman Ms Nicole BEd (Primary)
Harris Mrs Rebecca BA (Ed)
Hayden Ms Angela BA, DipEd, Certificate of Religious Education, CELTA
Heberling Ms Claudia BA, DipEd
Hird Mrs Louise DipTeach (Primary), GradDip (Movement and Dance)
Hood Ms Amanda BEd (ECE)
Hulme Ms Helen DipTeach (Primary), GradDipEd
Jansz Ms Emily BA (Ex Sc), GradDipEd (Secondary)
Jenkinson Mr Ben BEd, BAppSci
Johnson Ms Sarah BEarly Childhood Ed
Jones Mr Alan BA, Higher DipEd (Phys Sc)
Jones Ms Nonette BBioSc, DipEd
Kado-Jewell Ms Hiromi BA, DipEd, GradDipEd (Applied Linguistics)
Karouzakis Ms Christine BEarly Childhood Education, GradDipEd (Primary)
Kaucic Mrs Christine DipTeach (Primary), GradDip (Library and Information Services)
Keuneman Mr Gerald AMEB A Mus A, Perf Dip
Killalea Ms Georgia BA, BEd (Primary)
Kondratowicz Mr Konrad DipEd, BA (Fine Art)
Martin Ms Evelyn BA, GradDip Ed (Secondary)
Marton Ms Ella MA (Music), GradDip Music
Massey Ms Susie BEd (Post Primary Phys Ed), BEd
Mathers Ms Ann BAppSci, GradDipEd.
Matsuyama Ms Chie BA & Science (Music), DipEd
Mavridis Mrs Maria BSc, DipEd
McCullough Mrs Kay BSc (Education), BSc (Hons), GradDipEd (Comp), MEd (Studies of Asia), MACE, MACEL
McEneaney Ms Allison BEd (Secondary), B Primary Ed Studies
McGrath Mr Daryl BEd
Mikhail Ms Vivian BSc, BEdHons (Psych), MPsych (CHFM), MAPS
Morrow Ms Letitia GradDipEd,
GradCert Ed Studies, Dip Art & Design
Motteram Mr Gary BAgSc (Hons), DipEd, Grad Cert Mathematics
Naidoo Mrs Swasti Further Ed Dip (South Africa)
O’Connor Mrs Olivia BSc (Behav) (Hons), GradDipEd (Primary)
Oliver Ms Jennie BA, DipEd
Potter Fr Mick BA, DipEd, BD, MACE
Reither Mr Campbell BMus, GradDipEd, AMEB
Richards Mrs Prue BA, Grad DipEd
Rummel Mrs Susanna BMus (Hon), DipEd
Ryan Mrs Briony BA, BEd (Primary)
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