2010 Community Report

Mentone Girls.
Remarkable Women.
It is with great pride that I present our 2010 Community Report. 2010 was an outstanding year for our School with many highlights. We have experienced significant growth in the past few years and during 2009 and 2010 saw student enrolments increase by 20%. We have also celebrated outstanding VCE results, wonderful Performing Arts events and exciting sporting results.

Our community is one of the great strengths of our School. I am consistently impressed at the way members of our School family support our School, how they support each other and the communities beyond our School gates.

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

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

Fran Reddan
Principal
BA (Hons), Dip. Ed, MEdSt, FACE, MACEL, AFAIM, M AICD
**VCE Results**

As a school community, we congratulate the Class of 2010 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 of their VCE achievements are as follows:

- 100% pass rate
- Dux for 2010 was Judy Chow who achieved an ATAR of 99.75
- Dux Secundus was Deborah Barber with an ATAR of 99.7
- 3.8% of the class were in the top 1% of the state with ATARs of 99+
- 24.5% of the class were in the top 5% of the state with ATARs of 95+
- 41.5% of the class were in the top 10% of the state with ATARs of 90+
- 66% of the class were in the top 20% of the state with ENTERs of 80+
- Median ATAR of 87.25
- Two perfect scores of 50 were achieved: one in English and one in Further Mathematics

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 students’ chances of gaining the best possible outcome for their individual aspirations.

It is pleasing to report that:

- Every student who applied for tertiary entrance received a first round offer,
- 86% of students received offers to a university,
- 12% of students received offers to TAFE, and
- 2% of students received offers to other institutions.

The charts below show the institutions for which our 2010 graduates received first round offers, and they also indicate the diverse nature and fields of study they have entered.
Literacy & Numeracy

Students in Years 3, 5, 7 and 9 participate in the National Assessment Program in Literacy and Numeracy (NAPLAN) every year. Under NAPLAN, the minimum standard at each year level is defined as follows:

- Band 2 is the minimum standard for Year 3
- Band 4 is the minimum standard for Year 5
- Band 5 is the minimum standard for Year 7
- Band 6 is the minimum standard for Year 9

Figure 3 below, taken from the NAPLAN website, provides a useful way of understanding expected progress through NAPLAN Bands over time.

Table 1 (page 5) indicates the Proportions of Year 3, 5, 7 and 9 students above the minimum standard in 2010 compared to 2009.

Standardised Assessment Results in relation to all Australian schools

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. This is demonstrated in Table 2 (page 5) MGGS Means compared to statistically similar schools and all Australian Schools, as reported on the MY School website.

Student Satisfaction: 2010 Student Survey

In 2010, 268 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 to inform our practice and identify and rectify any issues it reveals. Extracts from the global results are shown in the graph on page 5. Clearly, the majority of our students have a positive attitude towards their school, and are motivated in their learning. See Figure 2 for a Survey summary snapshot of results.
**Student Outcomes**

Table 1: Proportions of Year 3, 5, 7 and 9 students meeting National Benchmarks, 2010 and 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>%MGGS 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>2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>2010</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>9</td>
<td>2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Table 2: 2010 NAPLAN Results, MGGS Means compared to statistically similar schools and all Australian Schools, as reported on the MY School website.

<table>
<thead>
<tr>
<th>Year</th>
<th>MGGS Similar schools</th>
<th>MGGS All schools</th>
<th>My schools Similar schools</th>
<th>My schools All schools</th>
<th>MGGS</th>
<th>My schools Similar schools</th>
<th>My schools All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MGGS</td>
<td>538</td>
<td>461</td>
<td>414</td>
<td>513</td>
<td>539</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>Similar schools</td>
<td>532</td>
<td>487</td>
<td>517</td>
<td>485</td>
<td>539</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>517</td>
<td>485</td>
<td>488</td>
<td>515</td>
<td>542</td>
<td>500</td>
</tr>
<tr>
<td>5</td>
<td>MGGS</td>
<td>573</td>
<td>532</td>
<td>487</td>
<td>561</td>
<td>539</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>Similar schools</td>
<td>590</td>
<td>546</td>
<td>572</td>
<td>533</td>
<td>599</td>
<td>615</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>572</td>
<td>533</td>
<td>571</td>
<td>540</td>
<td>596</td>
<td>596</td>
</tr>
<tr>
<td>7</td>
<td>MGGS</td>
<td>614</td>
<td>590</td>
<td>546</td>
<td>602</td>
<td>599</td>
<td>619</td>
</tr>
<tr>
<td></td>
<td>Similar schools</td>
<td>619</td>
<td>574</td>
<td>568</td>
<td>637</td>
<td>629</td>
<td>655</td>
</tr>
<tr>
<td></td>
<td>All schools</td>
<td>617</td>
<td>568</td>
<td>579</td>
<td>637</td>
<td>629</td>
<td>585</td>
</tr>
</tbody>
</table>

**2010 Student Survey – Snapshot of Results**

- Disagree
- No opinion
- Agree

Figure 2: 2010 Student Survey Summary Snapshot of Results
Student Outcomes

Student Attendance and Retention

During 2010, the average attendance rate for students from Prep to Year 12 was 92%. The overall size of the cohort of students in Year 9 in 2007 increased by 18% by the time the group had reached Year 12. Of the students who were enrolled in Year 9 in 2007, 80% completed their VCE at Mentone Girls’ Grammar School in 2010.

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.

In 2010, 181 parents from K-12 completed the survey. 16% were from parents with a child in the ELC, 46% had a child in the Junior School and 38% had a child in the Senior School. The results of individual items were compiled under a series of headings about our School, with 100% being the highest rating in any item. All measures were above the global means for the survey undertaken by participating independent schools, and 90% of respondents indicated that they would recommend our School to others.

The graph below shows key results of the survey and confirms that our parents consider Mentone Girls’ Grammar School offers a positive and stimulating learning environment, with many satisfied parents.

2010 Parent Survey - Snapshot of Results

- Overall I would recommend this school to others
- The learning environment is clean, safe and attractive
- MGGS’s mission and values are reinforced by practice
- The School takes prompt action if problems arise
- Teachers are approachable
- Students are happy to go to this school
- Student behaviour is excellent at this school
- There is a good range of co-curricular options
- The school provides strong tuition in key areas
- The quality of the teaching is excellent
- The learning program meets individual needs
- The standard of schoolwork is appropriate
- Teachers are keen to help all students
- Teachers know my child
Teachers as Learners

We entered 2010 with a strong framework for Professional Learning. Themes explored during 2010 included:

- Online learning through the Virtual Campus,
- Making learning visible,
- Leadership learning for staff,
- Wellbeing themes related to cybersafety and being a good citizen, and
- Continuing work on preparing for the first phase of implementation of the Australian Curriculum.

Our Junior School attained authorisation early in 2010 as an IB World School, delivering the IB Primary Years Program. The Junior School continued to focus on Inquiry Learning as this is fundamental to the PYP approach. The program represented a rich and varied set of in-house activities for staff this year. Particular activities are noted below.

In-house Professional Development

The following in-house professional learning events occurred during 2010:

- Annual Staff Conference: Teachers explored the concept of Asia Literacy and how to improve the curriculum balance with respect to Asia with facilitator Mr Allan Goedecke.
- ICT Training: Staff attended training sessions in the use of our Virtual Campus and how to create and maintain Virtual Classrooms. They also had opportunities for training in the use of Interactive Whiteboards throughout the year.
- Visible Learning: Staff led workshops on strategies for making learning visible as a continuation of our work on encouraging thinking and deep learning in our curriculum.
- Leadership Learning: The Educational Leadership Team developed their understandings of leadership using the L5 Framework, listened to guest speakers including Mrs Sylvia Walton, Principal, St Catherine’s School, and engaged in scenarios relating to difficult situations and how to deal with them.

Teacher Appraisal

The Mentone Girls’ Grammar School cyclic teacher appraisal process continued. Sixteen teachers completed their appraisal during 2010. 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.

Summary of indicators of Staff Professional Engagement in 2010:

- Teacher participation in professional learning activities: 100%.
- Staff retention: 91% of teachers were retained from the previous year.
- Total expenditure on Professional Learning: $57,083.
- The average attendance rate for teachers during 2010 was 97.5%.
Teacher Satisfaction

Every year we survey our teaching staff to test 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.

<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 have increased knowledge of teaching strategies appropriate to area/s in which I teach</td>
<td>95 %</td>
</tr>
<tr>
<td>I have increased understanding of individual differences among students and how to cater for them</td>
<td>92.5%</td>
</tr>
<tr>
<td>I access and use materials and resources more effectively</td>
<td>90 %</td>
</tr>
<tr>
<td>I have a sense of continuing professional development</td>
<td>94.7%</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, your school and your school leadership team</th>
<th>% who agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job provides me with professional stimulation and growth</td>
<td>97.4%</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>94.7%</td>
</tr>
<tr>
<td>Joint review of students’ progress and development is a normal part of the way we work in this school</td>
<td>94.7%</td>
</tr>
<tr>
<td>Teachers are expected to be accountable for their practices</td>
<td>94.7%</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>
Our financial accounts are independently audited each year and meet the appropriate accounting standards.

The charts below show the School's sources of income and their relative size, together with categories of expenditure during 2010. We were most fortunate to receive significant Federal Government funding for capital projects and ICT infrastructure during 2010.

### 2010 Sources of Income

- **School Fees**: 74%
- **Government Grants**: 22%
- **Other Income**: 4%

### 2010 Areas of Expenditure

- **Salaries**: 77%
- **Administration**: 16%
- **Class Materials**: 4%
- **Other**: 3%

### Government Grants

Mentone Girls Grammar School proudly acknowledges the Federal Government funding received under the following schemes:

- **National Schools Chaplaincy Program** - $20,000 to expand our Chaplaincy Service, allowing more time for our Chaplain to engage in counselling.

- **National Secondary Schools Computer Fund** - funding for infrastructure amounting to $89,211.

- **Australian Government Quality Teacher Project** - (AG QTP) - $3,000 for teacher professional learning utilising Web2.0 in the classroom.
Foundation

The Mentone Girls’ Grammar School Foundation is an organisation with the charter to raise funds. 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 2010, the Foundation raised funds through the Sponsored Walk and Annual Giving campaign. These funds were used to support:

1. **Mentone Girls’ Grammar School Social Inclusion Project.** The Social Inclusion project was created to develop mutual understanding and intercultural knowledge. Our first Scholarship recipient from the Sudanese community completed her time at Mentone Girls’ Grammar School. Everyone involved acknowledged the significant learning and understanding that the program delivered for the student and the School. More details of this program can be found under “Adding value to your daughter’s education”.

2. The building of the new **Year 7 and 8 Creative Learning Centre.** The innovative learning spaces have been purpose built to support 21st century advanced learning and the remarkable curriculum that has been developed.

3. The establishment of the **Media Design Suite** which includes three multimedia studios, one of which has a green screen.

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

Parents’ Association

The Parents’ Association (PA) continued its active support of the School by undertaking a diverse range of activities during 2010. These included:

- New Parents’ Welcome drinks
- Mother’s Day stall
- Trivia Night
- Pie Drive
- Father’s Day stall
- Mango Drive
- Second Hand Book stall
- Coles “Cash for Schools” program
- World Teachers’ Day Morning Tea
- Thank you Breakfast for non-teaching staff
- Junior School Picnic
- Christmas lunch

In addition to these events which created many opportunities for our School community to connect, significant preparation was underway for the 2011 Mentone Carnival and the establishment of a group - Support of Families in Need (SO FIN).

The friend and fundraising that the PA undertakes is greatly appreciated by the School.

2010 Parents’ Association Committee

Ann King  **Co-President**
Bernie Durant  **Co-President**
Phillipa Dobbin  **Secretary**
Sally McDiarmid  **Treasurer**
Andrew MacDonald  **Class Reps Coordinator**
Kerry Keller
Dale Benskin
Ruth Gray
Glenda McDonald
Marie Robertson
Susan Begg
Belinda Treseder
Bronwyn Cole

Broader Community Support
Mentone Old Girls’ Club

The Mentone Old Girls’ Club continued to thrive in 2010. The Old Girls’ Club hosted a successful Sports Day and the ever popular Heritage High Tea.

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

- **2009** 1 Year
- **2005** 5 Years
- **2000** 10 Years
- **1990** 20 Years
- **1980** 30 Years
- **1970** 40 Years

A reunion in London was also held in September 2010. Facebook has proven to be a strong and positive means to communicate with past students of many ages.

Community Partnerships

As a school we are working to continue to stand out among the country’s leading schools, and one way in which we have developed innovative programs that enrich our curriculum is 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, utilising 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.

- **Kilbreda College** has continued to work in partnership with us at the VCE level, offering options for students who have a clash in their timetable, or who seek to do a subject outside our offering.

- **AMES (Adult Migrant Education Services)** has worked with the School to enrich the Year 11 RAVE (Religious and Values Education) Religion 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 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 prepare our students to develop a strong sense of social responsibility. International Women’s Day is an important annual focus for both fundraising and raising awareness about the plight of women in some parts of the world. Social Service is an important activity at all year levels at our School. Year 9 assisted at local aged care facilities and cooked with students from the Yarrabah Special School as part of their Compass Program. Some of the organisations that the School donates money to are World Vision Australia, Uniting Care, the Mentone RSL, The Cancer Council, the Salvation Army and Jeans for Genes.

Our students are also developing a strong sense of the need for environmental sustainability. The Year 4 Enviro-kids program resulted in a wonderful crop of organic vegetables, and awareness of the need to save water at every opportunity. 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.

The Social Inclusion Project

The Mentone Girls’ Grammar School Social Inclusion Project promotes intercultural knowledge and mutual understanding. Highlights of the Social Inclusion Project include:

- the Scholarship Program
- events and activities
- ‘Sharing Stories’ Project
- Christmas Assembly

We thank the following individuals and organisations for their generous support of our Social Inclusion Project:

- Mentone Girls’ Grammar School Foundation
- Scanlon Foundation
- Invergowrie Foundation
- Australian Multicultural Foundation
- City of Kingston
- Hocking Stuart Real Estate
- Dobsons
- Mountain Books
- Ventura Buses
- Mentone Girls’ Grammar School Old Girls’ Club
- Private donors

Co-curricular Activities

Our students enjoy and participate in a wide range of co-curricular activities. Some of these activities are:

Study Tours
- Japanese
- European, visiting France, Italy, Germany, and England.

Individual Student Exchanges
- France
- Germany

Performing Arts
- School production of Picnic at Hanging Rock

Performance Groups
- Minniesingers 1 and 2
- Minniesingers 3 and 4
- Willow Singers
- Kellermann Chorale
- Senior Choir
- String Stars
- Junior Strings Group
- Performing Strings
- Band Stars
- Flute Choir
- Saxophone Quartet
- String Quartet
- Wind Symphony
- Stage Band
Adding value to your daughter’s education

House Events
• House Dance (Senior)
• House Chorals (Junior)
• House Music (Senior)

Performance Evenings
• Junior School Music Concert
• Year 7 and 8 Create
• BIG Art
• Performing Arts camp
• Golden Note Music competition
• Various Soirees during the year - Music and Drama
• Various Eisteddfods during the year
• Melbourne Schools Bands Festival
• End of Year Dance concerts
• Christmas Concert

Debating and Public Speaking
• Inter school debating
• Debaters’ Association of Victoria Competition (Year 9-12)
• Junior Secondary Program (Year 7 and 8)
• VCAA Plain English Speaking Awards
• Debaters’ Association of Victoria Junior Public Speaking Competition
• School Library Association of Victoria – Readers’ Cup (Year 5/6 and Year 7/8)
• Tournament of the Minds (Year 5)

Sports participated in:
• Aerobics
• Athletics
• Basketball
• Cross Country
• Gymnastics
• Indoor Cricket
• Netball
• Soccer
• Swimming
• Volleyball
• AFL Football
• Badminton
• Cricket
• Diving
• Hockey
• Lifesaving
• Snowsports
• Softball
• Tennis
• Water polo

Personalised approaches to learning
We are acknowledged for, and pride ourselves on, our personalised approach to learning. Our students are well known by staff and are actively supported at every year level.

The SAIL (Supporting Advanced and Independent Learning) Program 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 new offerings illustrate some 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 (Wellbeing Achievement Values Enterprise Success) priorities and enrich our offerings including:
• Excursions, Study Tours and camps.
• The Mentone Adventure Program, an outdoor education program that broadens experience increases self-awareness and develops into the Duke of Edinburgh's Award Scheme.
• Community service programs in Year 9 raising our students' awareness of the needs of others in the community.
• Sporting, cultural and academic competitions, at both House and school levels. These include sports, music, dance and debating activities.
• Arts, Drama and Musical events including the BIG Art Festival and the Senior School production.

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

Rising boldly to the rise of China

We are committed to developing young women who can shape their future as part of a global society. They need to be creative, internationally minded, Asia literate, and have the imagination and confidence to rise boldly to the challenges of their times. The School has acknowledged this for some time and has forged strong relationships with schools in both Japan and India.

Recent research* suggests that one of the strategic challenges facing Australia, the USA and the rest of the world is the rise of China. China is now the world’s second largest economy and this will change the global balance in ways which are difficult to imagine. It is being forecast that it is imperative for every community and business across Australia to have a “China Strategy”.

As a contemporary School, we cannot ignore this global picture and must prepare our Mentone Girls to be comfortable in the new China-centric economic environment. We plan to introduce Chinese – Mandarin as a subject in the near future, but a preparedness to participate in a China-centric economic environment requires much more than the opportunity to study language.

“There will be those who want to preserve the existing, but the future in this part of the world must be a mutually beneficial engagement between today’s Australia and a rapidly developing China. We owe it to the next generation, to provide them with the tools to prosper from the change to come.”

Visits to China by the Principal and Vice Principal Mrs Kay McCullough, have allowed for a partnership process to commence with Hua Xia Girls’ School in Beijing and with Chengdu No. 11 High School, in Sichuan Province.


Beyond 2010

Vale – Mrs Jill Vines

Mrs Jill Vines, a much respected and esteemed member of the Mentone Girls’ Grammar School staff, passed away suddenly in May 2010.

Jill joined Mentone Girls’ Grammar School at the beginning of 2008 to take up the position of Head of Year for 11 & 12. Jill stated when she joined the School, that although our School colour is red, we would get used to the fact that she liked purple! Her passion for purple, while a very visible expression of her individuality, was far less significant than her passion for people, her passion for teaching, her drive for innovation and excellence, her strength of character and her leadership. She was an outstanding Head of Year, and created a wonderful home for our Senior students in Cobbalanna, supporting them with a wonderful balance of motherly care and professional perspective.

Jill developed new “traditions” with them such as fairy parties and teddy bear picnics with the Junior students. She always encouraged and supported new student initiatives, such as the Cobbalanna staff and student choir, and her jovial spirit and her passion for singing were a highlight of our Thursday morning sing alongs. As a talented English teacher, Jill’s influence was felt not only with students in Year 11 and 12, but with students in Year 7 to 10, as she challenged them to give their best. So many of us, students, staff and parents, laughed and cried with Jill. We argued with her and shared life stories with her. We lost an outstanding teacher, mentor and friend – and she is sorely missed.
Teacher Qualifications: Academic Staff 2010

Allen Mr Mark B.Bus (Economics/Accounting), Grad. Dip.Ed
Batiste Mrs Julia B.Ed
Burch Mr Tim BA, B.Ed (Hons), Grad. Dip. Adolescent Health and Welfare
Chapman Ms Heather BA, Dip.Ed
Curtain, Mrs Vicki MBIT, BA, Dip.Ed, Grad. Dip. Teachers Librarianship, Cert IV in Theology
Debargue Mr Francois MEcon, MIT, Dip.Ed
Dennis Ms Michelle B.Com Sc, Grad. Dip. Ed, B.Ed
Dunemann, Ms Robyn Dip.Teach (Early Childhood), B.Ed (Early Childhood)
Fordyce-Voorham Mrs Sandra B.Ed (Home Econ), Grad. Dip. (Comp), M.Ed (Ed Admin)
Franklin Mrs Kerry Dip.Teach (Primary), Grad. Dip. SpecEd (Learning Difficulties)
Frazer Mrs Katrina B.Ed (Visual Arts)
Freney Mrs Catherine B.Ed (Home Economics), Certificate II (Hospitality Operations), Certificate IV (Workplace Assessment)
Frost Mrs Joanne BA (Hons), Grad. Cert.Ed.
Gasperino Mr Stephen BA, Dip.Ed
Grossmann Mrs Sophie B.Ed (Primary)
Guo Mrs Wei B.Music Education, Master Music Studies
Halkias Mrs Rachel B.Ed
Hall Ms Meg BA, Hons, Dip.Ed
Hardman Ms Nicole B.Ed (Primary)
Harris Mrs Rebecca BA (Ed)
Hayden Ms Angela BA, Diploma of Education, Certificate of Religious Education, Cambridge CELTA
Heberling Ms Claudia BA, Dip.Ed
Hird Mrs Louise Dip.Teach (Primary), Grad. Dip. (Movement and Dance)
Hood Ms Amanda B.Ed (ECE)
Hulme Ms Helen Dip.Teach (Primary), Grad. Dip. Ed
Jenkinson Mr Ben B.Ed, B.App.Sci
Jewson Ms Amy B.Exercise Science, Grad. Dip.Ed
Jones Mr Alan BA, Higher Dip.Ed (Physical Science)
Jones Ms Nonette B.BioSc, Dip.Ed
Kaucic Mrs Christine Dip.Teach (Primary), Grad. Dip. (Library and Information Services)
Kondratowicz Mr Konrad Dip. Ed, BA (Fine Art)
Lawrence Mr Michael B.Ed
Martin Ms Evelin BA, Grad. Dip.Ed (Secondary)
Marton Ms Ella MA (Music)
Massey Ms S B.Ed (Post Primary Physical Education), B.Ed
Matsuyama Ms Chie BA & Science (Music), Dip.Ed
Mavridis Mrs Maria B.Sc, Dip.Ed
McCullough Mrs Kay B.Sc. (Education), B.Sc (Hons), Grad. Dip.Ed (Comp), MACE, MACEL
McEneaney Ms Allison B.Ed (Secondary), Bach. Primary Education Studies
McGrath Mr Daryl B.Ed
McInnes Ms Keli BA (Sociology) / Bachelor of Education (Primary)
McKenzie, Ms Allison BA, Dip.Ed
Motteram Mr Gary BAgSc (Hons), Dip.Ed, Grad. Cert. Mathematics
Oliver Ms Jennie BA, Dip.Ed
Potter Fr Mick BA, Dip.Ed, BD, MACE
Rabach Mr Stephen B.Mus.Ed, Grad. Cert Music Tech
Reither Mr Campbell B.Mus (Voice-Countertenor), Grad. Dip.Ed, A.MEB
Richards Mrs Prue BA, Grad.Dip.Ed.
Ross Ms Alison BA, MA, Dip.Ed, MApsS
Rummel Mrs Susanna B Mus (Hon), Dip.Ed
Ryan Mrs Briony BA, B.Ed (Primary)
Shepherd Mrs Fiona BA, Dip.(Primary), Grad. Dip.in Early Childhood Teaching
Sherman Mrs Pam B.Ed
Silvester Mrs Helen B.Sc (Hons), Dip.Ed
Smith Mrs Valerie BA (French), PGCE, Dip.SpLD
Spaziani Ms Maria B.Sc, Dip.Ed, MedStud
Tilley Mr Craig B.Sc (Physics), Grad. Dip.Ed, Cert.IV Health (Nursing)
Van Loon Ms Joan Cert.Teach (Primary), BA, Grad. Dip.TESL
Venner Ms Lyn B.Sc, Dip.Ed, MEdStud
Vines, Mrs Jill BA, Dip.Ed, Masters Ed Studies
Wallace Mrs Jenny Dip.Teach (Primary), B.EdStud
Watson Mr Greg B.Sc, Grad. Dip.Ed (Secondary), Grad. Cert. Mathematics & Mathematical Ed
Weare Ms Claire B. Creative Arts, Grad. Dip.Ed
Wetherill Ms Carole B.Ed, Post Grad. Dip. Educational Studies (Gifted), Master Special Education, CELTA
Weeler Mrs Kristen MA (Writing and Literature), B.Teach, BA
Wright Mrs Carla B.Sc, Dip.Ed
Weiser Mrs Angela Dip. B.Ed, Grad. Dip. Ed (Children's Literature), Postgraduate Cert. in Education (Specific Learning Difficulties)