



This is the forty-fourth Annual Report of the School and the first of Mr Adam Heath as Headmaster.

The Headmaster warmly acknowledges and thanks his predecessor, Mr Stephen Higgs, whose legacy is a School that enjoys prosperity now and is poised to continue to thrive in the future.

The School is a company limited by guarantee with the Bishop of Ballarat, The Right Reverend Garry Weatherill, as president and twenty-four other members drawn from different constituencies within the Grammar community.

BOARD OF DIRECTORS

The governing body of the School is a board of twelve Directors. The Board meets eight times per year, as does the Finance Committee. Each of the other ongoing Committees meets at least once per term – Planning, Nominations and Audit and Governance.

We have much cause to be grateful for Directors' generous commitment of time, and also for the expertise which they bring.

We have had a full complement on the Board of Directors over 2016 and membership of the Board is as follows:

CHAIRMAN OF THE BOARD

Hon Robert I Knowles AO

EX OFFICIO

The Very Reverend Chris Chataway
(Archdeacon of Ballarat)

The Headmaster and the Business Manager, Mr Peter Hunt, attend meetings of the Board and each of the following committees:

FINANCE COMMITTEE

Mr Tim Hovey (Chairman)
Dr Shantini Deutscher (Deputy Chair)
Mr Geoff Ryan
Assoc Prof Robyn Pierce

CO-OPTED MEMBERS

Mr Lindsay Evans
Mr Colin McIntosh
Mr Matthew Tol

EX OFFICIO

Director of Finance, Head of Senior School

AUDIT & GOVERNANCE COMMITTEE

Dr Damian Powell (Chair)
Hon Rob Knowles AO
Mrs Sarah Lia
The Very Reverend Chris Chataway
Dr Maryann Brown
Dr David Mackay
Mr Ewen Nevett

CO-OPTED MEMBER

Mr Matthew Tol

EX OFFICIO

Director of Finance

PLANNING COMMITTEE

Mr Geoff Ryan (Chair)
Mrs Sarah Lia (Deputy Chair)
Dr Maryann Brown
Dr Shantini Deutscher
Assoc Prof Robyn Pierce
Dr David Mackay
Mr Ewen Nevett
Mr Michael Unwin

EX OFFICIO

Director of Admissions, Director of Finance,
Head of Senior School

RESPONSIBILITIES OF THE BOARD

Now operating a learning enterprise for over fifteen hundred students and almost three hundred staff, and managing a business with an annual turnover exceeding \$33 million, the Board has significant responsibility. It has been fortunate to have specialist expertise from different corporate and professional sectors and experience of governance in a range of entities.

MAJOR CAPITAL PROJECTS

- The Year 9 Heinz Centre has benefitted from a substantial extension, adding three classrooms and meeting rooms to the facility. The existing classrooms have also been fully refurbished.
- Renovation of the boarding facilities in Dart House has commenced, with all rooms to be refurbished in the ensuing eighteen months.
- Three Prep classrooms were refurbished for the start of the 2017 academic year.
- The Clever wing classrooms have been refurbished and the common area fully renovated. As part of this upgrade, a further staff area was created and a number of student break out rooms constructed.

We acknowledge the invaluable contribution made to the development of Grammar and the provision of scholarships and bursaries by the Grammar Foundation.

SIGNIFICANT FEATURES OF THE YEAR

- The year commenced with the great sadness of the passing of Ford Guthrie, who was to be House Captain of Wigan in 2016. Ford was a charismatic and much loved young man and his loss has been felt deeply. The Ballarat Grammar community has been outstanding in the support that has been offered to the Guthrie family and those affected by Ford's loss.
- There were some very high achievers in our VCE cohort with one perfect score:
 - The only perfect score in the region (Jonathon Yates).
 - Six students with scores above 99.
 - Two students selected to perform in the Top Class Sound Concert (Anna Pryse-Smith and Harrison Doust).
 - Three students selected for Top Arts (Kyle Postlethwaite, Hannah DeBuhr and Joanna Lean).
 - 39 students studying at Melbourne/ Monash.
 - Strong diversity of courses reflecting the School's willingness to let students select subjects and courses that they are passionate about.
- Five students achieved an ATAR over 99.
- 37 students (24%) achieved an ATAR over 90.
- 44% of students achieved ATARs above 80.
- 65% of all students ranked in the top 30% of Australia.
- Six 'perfect' Study Scores of 50/50 in the fields of Further Mathematics, Physical Education and Visual Communication.
- Student tertiary placements were very positive with 86% receiving their first or second preference and 91% receiving their first, second or third preference.

University destination data is also positive:

• Monash	14%
• University of Melbourne	10%
• La Trobe	14%
• RMIT	12%
• Deakin	12%
• Federation	10%
• Swinburne	5%
• Charles Sturt	6%
• ANU	4%

Course destination data is also very encouraging:

• Science	18%
• Arts, Psychology, Social Sciences	20%
• Health (incl. five undergraduate offers: medicine)	15%
• Commerce, Economics, Business	13%
• Creative & Visual Arts	10%
• Education	8%
• Engineering	6%
• Agriculture & Environment	6%
• IT	4%

- We are delighted that the efforts of the highly competent and dedicated teaching staff appear to have supported our students to achieve these successes. The School's endeavours to provide an individualised learning pathway appears to be underpinning our students' successful academic results.
- The holistic nature of Ballarat Grammar's educational programs sees students flourish in many other areas in addition to their significant academic achievements. Our staff nurture students involvement in altruistic leadership opportunities, instilling a service ethic throughout their time at the School.
- Under the revised timeline, all Victorian Schools were required to comply with the new Child Safe Standards legislation by the beginning of December. The Board Chair and Headmaster signed attestation statements committing to the effective implementation of these standards. The induction of all staff, contractors and volunteers into the standards has been completed.
- Total School enrolment currently stands at around 1,556 with over one third of these students receiving some form of scholarship, bursary or rebate.
- We continue to have a strong partnership with the communities of Kalumburu (WA) and Timber Creek (NT). Seven students from these areas currently attend the School on scholarship, as well as five students from the local community. We also have a small number of students from refugee communities. All of our indigenous and multi-cultural students are contributing to the life of Grammar in different and valuable ways.
- With boarding enrolments of 225 students from across Australia and overseas, we are the second largest boarding community in Victoria. Our boarding community and it's wholesome country values, continues to be at the heart of the positive culture of our school.
- With approximately 200 students sitting our scholarship testing, it has again proved popular and an indicator of strong enrolment trends.
- Our City Cite campus, capably led by Mr Harry Leather, continues to provide innovative urban learning journeys for students from Ballarat and approximately 30 other Victorian schools. We are also witnessing increasing interest from international groups for the use of this site.
- After five successful years of leadership, Mr Roger Bade concluded his tenure as Head of the Junior School. We are delighted to welcome Mr Mark Warwick as the new Head of the Junior School.
- The Junior School has undertaken a number of literacy and numeracy strategies during 2016, focusing on even more explicit teaching in these areas.

- Collectively, our students have spent 236 weeks on exchange this year in 12 different countries and in partnership with 16 Round Square schools. A delegation of six students participated in a service project in Northern Thailand before journeying as delegates to Northern Germany for the International Round Square Conference.
- From our Centre for Early Education (CEEd) students, who collected over 200 cans for the Soup Bus, providing meals to the disadvantaged in our local community, to our Guardians who have enjoyed an active working partnership with Anglicare, our students have once more been immersed in service activities. Equally beneficial for our students are the extensive wellbeing programs, underpinned by Martin Seligman's PERMA model, which threads through all of our educational offerings.
- A small delegation of students, led by Assistant Head, Rob Gray, once again ventured to Timor Leste to provide further support for the teaching program and to visit local hospitals in Ainaro and Dili.
- Our Guardians (Prefects) this year collaborated with Anglicare and were identified as model contributors by this organisation. Our students benefitted enormously by this involvement in altruistic leadership opportunities.
- Our production of *Young Frankenstein* was the highlight of a very busy performing arts program in 2016. *Grammar in Concert* showcased the significant talents of our musicians in a very impressive performance. Our *Bluegrass Band* once again enjoyed a variety of performances, including a recording in the *Live in Lydiard* studio.
- The Careers Expo provides significant opportunities for students in the region to speak to industry representatives, as well as university representatives, on a diverse range of vocations and courses. Our partnership with the Wendouree Rotary Club has been at the heart of the success of this Expo.
- We are delighted that one of our students was recognised with a Premier's VCE Award in 2016 for Visual Communication. Our student works were featured at the Art Gallery of Ballarat and as part of the VCE Season of Excellence.
- Our Senior Girls' Footballers were again Premiers in the BAS competition, going on to win the State Grand Final for the Herald Sun Shield played at RAMS Stadium in Craigieburn.
- Our outdoor education program saw students venturing to Eildon, the Murray River, the Grampians, Portland and the High Plains. These unique learning experiences provide the opportunity for our students to develop stronger environmental connections and empathy, whilst being immersed in the learning opportunities available through this intensive social context.

CURRENT LIFE GOVERNORS

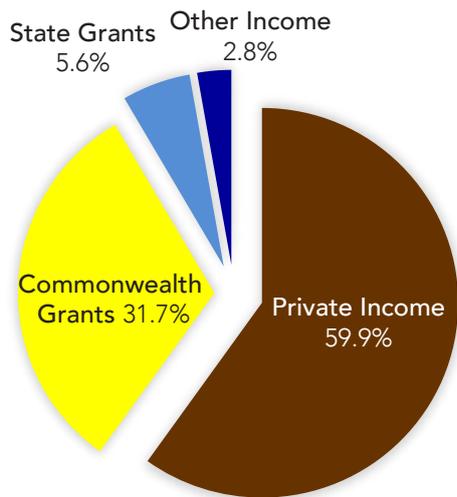
(listed in order of appointment)

Mrs Dawn Macdonald
 Mrs Alison Rucco
 Mr Barry Smith OAM
 Mrs Lorraine Bell
 Mr John Miller
 Ms Jo Watson
 Mr Bob Bath
 Mr Alf Hancock
 Mrs Topsy Nevett

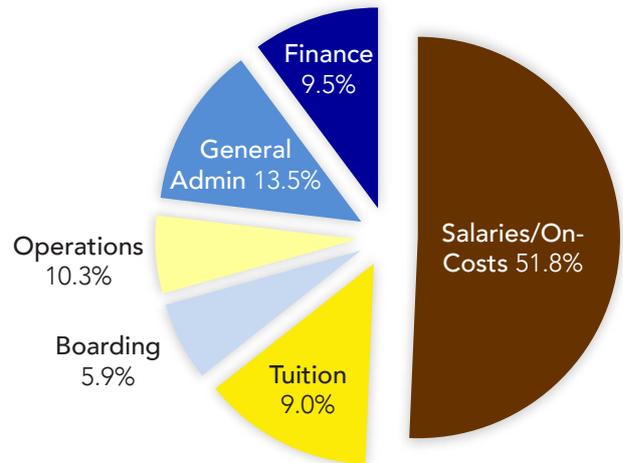
DECEASED LIFE GOVERNORS

Mr Geoffrey Petch
 Mr Norman Must
 Mr Geoffrey Richards
 The Hon WH (Bill) Borthwick AM
 Mrs JM (Jessie) Scott MBE
 Miss CE (Kit) Williamson
 Mr WH (Peter) Heinz OAM
 Mr Wallace Cochran
 Mr Norman Stevens

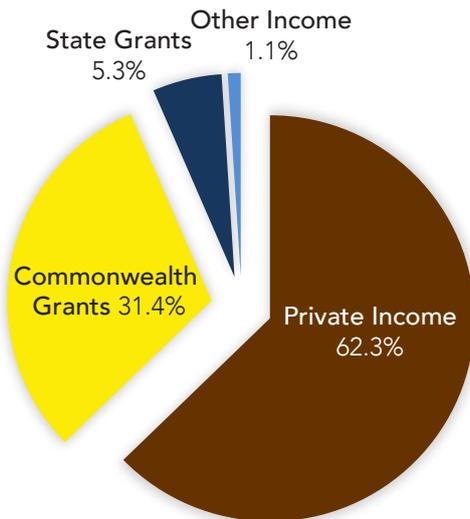
2016 ACTUAL INCOME



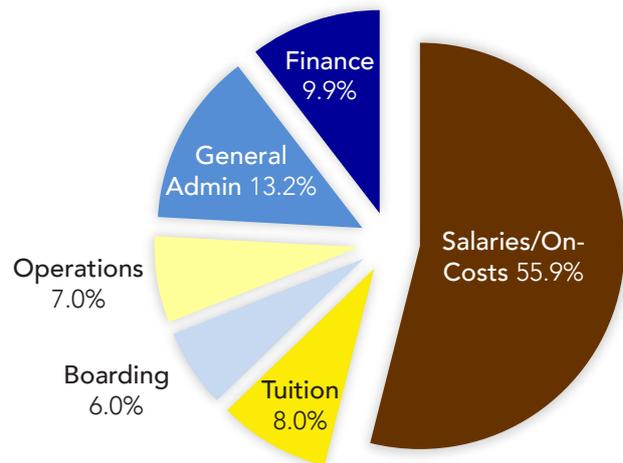
2016 ACTUAL EXPENDITURE



2017 BUDGET INCOME



2017 BUDGET EXPENDITURE



School Performance Information

for year ending 31 December 2016

BALLARAT GRAMMAR *Learning to Thrive; Engaged in the World*

Our regional Anglican school fosters:

- academic aspiration
- trust
- opportunity and engagement
- optimism and resilience
- social and environmental justice

within the search for faith and meaning.

THE ESSENCE OF BALLARAT GRAMMAR

Ballarat Grammar looks to a positive future from the standpoint of a proud tradition dating back to 1877, when Queen's College was established. In 1911 the Anglican Diocese founded Ballarat Grammar School, and in 1973 these schools combined to form Ballarat and Queen's Anglican Grammar School. The co-educational school, known as "Ballarat Grammar", educates more than 1500 students from early childhood to Year 12, based on a 16 Ha parkland campus north of Lake Wendouree. Over 200 boarders live on campus, in five family-oriented boarding houses. Boarders are country students from all States, with a small number of overseas students.

The earliest learners, from age six months, are in childcare in the Centre for Early Education (CEEEd) which also offers programs, based on the Reggio Emilia philosophy, for three- and four-year-old children.

The Junior School is authorised as an International Baccalaureate (IB) World School. This delivers the Australian Curriculum in an internationally-renowned framework. Year 4 classes operate for most of their week in a purpose-built Agricultural and Environmental Learning Centre on the School's 50 Ha farm at Mount Rowan, 3 km north of the Wendouree Campus.

The enriching breadth of student involvement expands as students move into the Senior School, where programs lead towards a choice of forty VCE studies and a VCAL stream, with excellence in outcomes illustrated by numerous Premier's Awards.

Throughout the School, academic aspiration is fostered within a framework which nurtures all-round personal growth, in a research-based, structured "positive education" program. This is founded in positive relationships between and among students and staff, a distinctive feature of the School being the warm, respectful and trusting relationships which characterise its community. These in turn reflect the Christian values at the heart of Ballarat Grammar, expressed in the Anglican tradition of openness and inclusivity, in ways which invite students to search for meaning.

An ambience of ambition and encouragement supports students as they explore diverse talents and range widely. Learning is enriched by partnerships, most importantly with parents, who work closely with the School to sustain young people's developing growth mindsets. Students compete in more than thirty different sports; they perform and exhibit at the highest

level in different visual and manual, musical and theatrical arts; they take on outdoors challenges from the Grampians to the Alps; they are active in service to the local community in myriad ways, and in action for social justice.

The ethos of service is at the core of the Round Square, an international fraternity of over a hundred schools, committed to working together for a better world. This fundamental commitment involves students in many ongoing service projects, both locally and globally, from working with disadvantaged youth in Wendouree West to providing fresh water to hill tribes in Thailand, or English lessons in Timor Leste. Term-long exchanges to Round Square schools in eighteen countries, and service-based conferences, for example, in Jordan, Germany, and India, foster international understanding through friendship and service. Helping others through service enriches students' lives by building positive connections with their communities and helps them find meaning and fulfilment.

Round Square membership also requires a commitment to action on behalf of the natural environment. From the earliest days, Ballarat Grammar has had a strong connection with the land. This is expressed most obviously today in a thriving Agriculture program based at the Mount Rowan farm, and also in the environmental underpinnings of the Year 9 program, housed in an experimental centre with its own wetland on the main campus. The School's commitment to environmental improvement is apparent in expanding rooftop photovoltaic arrays, with several wind turbines.

Year 9 students venture to explore the City of Melbourne, spending three weeks at the School's City Cite campus, usually living in Melbourne for that experience. One measure of the value of that experience is that thirty other schools send their classes to City Cite for programs run by Ballarat Grammar.

The outstanding facilities of the Wendouree campus support learning in many forms: modern class facilities are designed to facilitate collaborative learning; the Wendouree Centre for Performing Arts enriches school life but also catalyses community engagement. Such facilities strengthen the arm of our most important resource, a talented and committed team of teaching professionals. The generous provision of physical resources also speaks of the generosity of spirit of the School's community. In this spirit, Grammar welcomes students from many backgrounds, from Ballarat, across Victoria, from all States and from overseas: students from regional and remote communities; students of different faith backgrounds; students from refugee and indigenous communities; exchange students from around the world.

Surveys show that students leave Grammar with high levels of confidence about their future. Following expert careers guidance, they progress to many and varied destinations, emboldened by strong and abiding relationships formed at school. Equally, Grammar looks to its future as an exemplary regional school, providing exceptional value not only to its members but also to the wider community.

Key Student Outcomes

STUDENT CHARACTERISTICS

Around 1,550 students attended Ballarat Grammar in 2016, commencing in our childcare, kindergarten and reception programs in our Centre for Early Education, through to the Junior School (Prep - Year 6) and Senior School (Years 7 - 12).

Our 220-plus boarding students, between Years 7 – 12, board at Grammar in five boarding houses. The majority of our boarding students come from regional areas of Victoria and New South Wales, with a small percentage being international students.

Our close relationship with indigenous communities in Kalumburu in WA and Timber Creek in NT saw seven students from these communities attend Grammar in 2016.

Below is the data for 2016 student home languages. This data is for both Junior and Senior School and excludes CEEEd.

LANGUAGE	STUDENTS
Not Selected	94
Afrikaans	1
Albanian	2
Amharic (ethiopian)	1
Arabic (inc. Lebanese)	2
Australian Indigenous Language	3
Bengali	1
Cantonese	3
Dutch	2
Ewe	2
Farsi	1
Fijian	1
French	1
German	2
Greek	5
Hindi	5
Japanese	2
Korean	1
Mandarin	15
Nuer	2
Pashto Urdu	1
Persian	1
Portuguese	1
Punjabi	2
Samoa	1
Serbian	2
Sinhalese	1
Swedish	1
Telugu	2
Thai	1
Vietnamese	1

We have 94 students whose home language is unknown.

STUDENT ATTENDANCE

The average attendance rate was 94.5% over years 1-10. The attendance rate by year level is as below:

JUNIOR SCHOOL		SENIOR SCHOOL	
Year 1	96.2%	Year 7	94.7%
Year 2	97.4%	Year 8	93.8%
Year 3	97.4%	Year 9	92.0%
Year 4	98.2%	Year 10	90.5%
Year 5	98.8%		
Year 6	98.2%		

In the compulsory years of schooling (to age 17 as of 2012 in Victoria), Grammar is accountable for students' attendance. A roll-call is taken of students over Periods 1 and 5 and any absences are followed up by administrative staff with parents. Furthermore, given the sequence of our carefully-planned learning activities, it is important for students to be in attendance throughout the year, unless illness occurs or a serious family matter takes precedence.

If there appears to be a need for a student to be absent for reasons other than these, parents are expected to seek permission for absence from the Head of Senior School or the Head of Junior School. In these situations, students would obtain work from their teachers so as to keep up with the curriculum. Technological advances such as the Ballarat Grammar Portal and the 1:1 netbook program in the Senior School allows all students to access their work and communicate with teachers from outside the School.

BENCHMARK RESULTS

Year 3 – 100% of students achieved at or above National benchmarks in Reading, Writing and Spelling with Numeracy achieving 99% of students at or above National standards. These results continue to be consistent and indicate the Literacy and Numeracy programs in the Junior School are supporting student learning in the areas of Literacy and Numeracy. Seven students in Year 3 are from a Language Base Other than English (LBOTE) background.

Year 5 – The scores in Reading, Writing, Spelling and Grammar and Punctuation demonstrate students are meeting National standards. The Year 5 data shows similar trends to previous years with a significant increase in Writing and a slight increase in Grammar and Punctuation.

Year 7 – The results show consistent improvement across all areas of Literacy. There are twelve students in Year 7 with a Language Base Other than English (LBOTE) and two who identify as Aboriginal Torres Strait Islander (ATSI).

Year 9 – 100% of students achieved at or above the National benchmarks for Reading and Numeracy. There are 10 students in Year 9 identified as coming from a Language Base Other than English (LBOTE) and three who identify as Aboriginal Torres Strait Islander (ATSI).

The figures below represent the percentage of students who achieve at or above the National benchmarks established for each area of NAPLAN testing.

NAPLAN 2016	YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	100	99	99	100
Writing	100	100	99	92
Spelling	100	99	97	93
Grammar and Punctuation	97	100	99	95
Numeracy	99	97	99	100

NAPLAN 2015	YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	100	98	99	98
Writing	100	96	95	94
Spelling	100	100	95	95
Grammar and Punctuation	100	98	96	94
Numeracy	100	100	99	99

NAPLAN 2014	YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	100	100	98	98
Writing	100	96	97	94
Spelling	98	97	93	98
Grammar and Punctuation	100	99	96	98
Numeracy	100	100	100	99

LITERACY

Across all year levels, students' scores for all areas of Literacy demonstrate they consistently achieve at or above National standard. In the area of writing in particular, Ballarat Grammar saw an increase in student achievement in writing results despite the fact that writing results across the nation saw a significant decrease, particularly in Year 9.

NUMERACY

There continues to be strong achievements recorded in Numeracy across the Junior and Senior Schools.

SECONDARY SCHOOL OUTCOMES

In VCE, achievement in each of the Studies is assessed on a scale of 0 - 50 with the state average study score being 30. In 2016, our average study score was 31.8.

In 2016, 82% of VCE students achieved an ATAR (Australian Tertiary Admission Rank) score above 50, while 16% achieved ATAR scores above 90.

Results in the core Maths and English studies continue to be strong, with substantial increases across the board in the differential between expected Study Scores and actual VCAA Study Scores attained. Students continue to achieve 'perfect' study scores in a variety of subjects, including, in the past three years: Agriculture and Horticulture, Further Mathematics, Mathematical Methods, English Language, Chemistry, Physical Education, Environmental Science, Visual Communication Design, Physics and Psychology. Our three highest ENTER scores were 99.95, 99.85 and 99.45 and 100% of our students satisfied VCE requirements.

POST-SCHOOL DESTINATIONS

On Track Data 2016 for Year 12 cohort in 2015 is expected to be available through VTAC and VASS mid-July. When this data is received, we shall republish this document.

Satisfaction

PARENT, TEACHER and STUDENT SATISFACTION

Our Parent and Staff and Student Satisfaction Surveys are conducted according to a biennial cycle. As part of the 2015 Strategic Planning implementation, project groups spent time reviewing the strategic information needs of the School with the view to implementing a more comprehensive data gathering program in 2017. The suite of survey data requirements specified by the project groups was collated and 2017 will see the collection of survey data from all areas of the School community, for review and analysis.

In line with the Strategic Plan implementation, the wide range of Ballarat Grammar community events during 2015 provided significant opportunity for gathering feedback from a broad cross-section of the School community: past and current parents and students, from the local day school demographic and from the rural/regional communities. The events ranged from groupings of constituents at House Group events, 'Country Gatherings' for regional families from the major rural areas in Victoria and New South Wales, regional events such as Field Days and attendees at School Reunions of classes spanning 50 years. These interactions affirm the positive themes that were evident in previous surveys: the overwhelmingly positive reflection on the teaching staff, the great sense of community in the school, the holistic, well-rounded nature of the School, and the support of breadth across all academic areas, the arts, music and sport.

2018 will see a full Strategic Plan Review and the 2017 survey will form an integral part of this process.

Enrolments continue in record numbers for the Centre for Early Education, Junior School and for both day and boarding placements in the Senior School. The School continues to rely on word of mouth, giving a simple practical measure of an atmosphere of parental satisfaction.

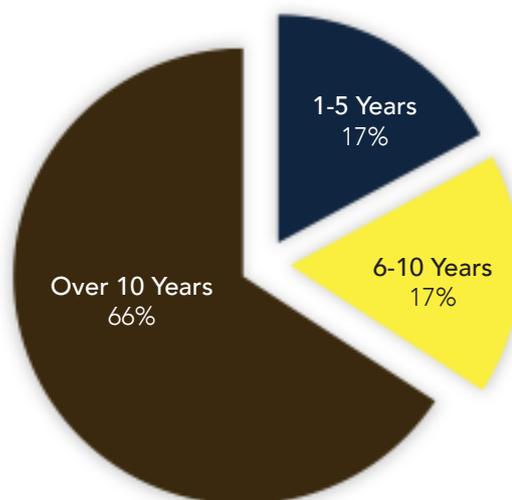
Regular informal assessments indicate high levels of satisfaction from Grammar staff and parents. As with all institutions, there is room to improve; however, the overall picture is very positive. We are continuing to develop and refresh connections between year levels in the Middle Years, refining the execution of personalised learning, developing school publications and communications and continuing to develop and support the School's extensive Wellbeing Program.

Previous survey results showed specific areas of particular highlight, with extremely high levels of satisfaction in the high sense of safety and security at school, the quality of education, staff/student ratios and strength of friendships. The positive themes that were recurring included an overwhelmingly positive reflection on the teaching staff, the great sense of community in the School, the holistic, well-rounded nature of the School, and the support of breadth across all academic areas, the arts, music and sport.

	FULL TIME	PART TIME	CASUAL	TOTAL FEMALES	FULL TIME	PART TIME	CASUAL	TOTAL MALES	TOTAL STAFF
Headmaster					1			1	1
Key Management Personnel Deputy Headmaster	2	1		3	3	1		4	7
Senior Managers	8	4		12	11	1		12	24
Professionals	44	36	21	101	30	16	18	64	165
Clerical and administrative	9	11	2	22					22
Community and personal service	7	23	12	42	2		1	3	45
Technicians and trade	3	3		6	5	4		9	15
Machinery operators and drivers					2		1	3	3
Labourers			3	3	3	1	5	9	12
Total	73	78	38	189	57	23	25	105	294

TEACHING STAFF EXPERIENCE

AGE RANGE	FEMALE	MALE	TOTAL
Under 20 years	1	4	5
20-29 years	28	7	35
30-39 years	39	25	64
40-49 years	63	31	94
50-59 years	43	27	70
60+ years	15	11	26
Total	189	105	294



Staff 2016

Headmaster Mr Adam Heath BA, Dip. Ed., MSL, MACE
Head of Senior School Mrs C J Shaw BEd(Ballarad)
GradDipEdAdmin(Melb) MEd(Melb) GAICD
Head of Junior School Mr R A Bade BSc(Melb) DipEd(Melb)
GradDipEdAdmin(Melb)
Assistant Head Mr R G Gray DipAppSc(Ballarad) DipEd(Toorak)
Assistant Head Mr C W Beechey BA(Sc)(Deakin) DipEd(Melb)
MEd(Deakin)
Assistant Head Mr M C Warwick BTeach BEd(La Trobe)
Chaplain Reverend Canon P D Treloar BA(Sydney)
BTheol(MCD) GradDipEd(ACU) GradDipMentalHealth(Monash)
MPsychCouns(UB)
Business Manager Mr P G Hunt MBA(UNE) FPNA GAICD
AIMM JP
Director of Admissions Mr B H Pipkorn BBus(BCAE) CA
GradDipEd(Sec)(ACU) CertRelEd(ACU) GradDipMSMaths(ACU)
Director of Boarding Mr C R van Styn BEd(Hons)(Ballarad)
GradCert Counselling(Monash)
Director of Care Mrs S L Warwick BEd MHealthSc(UB)
DipArts(Res Care)(ACU)
Director of City Cite Mr H M Leather BSc(Melb) DipEd(Melb)
MProfAcc(Deakin) MACE
Director of Curriculum Ms B G Cuthbert BDrama/Arts(VCA)
BA(Hons) (Tas) BTeach(Prim &Sec)(Deakin) MEd (Deakin)
Director of Development Mr P Burnett DipBusMan(Ballarad)
EMFIA CFRE
Director of WCPA Mr P Burnett DipBusMan(Ballarad)
EMFIA CFRE
Director of Leadership Mr R J Klopak BEd(Manitoba)
Director of Music Mr A S Dale BEd(Music)(MSC)
Director of Sport Mr DA Rossato BAppSc(PE)
Director of Staff Dr A T Ford BVSc(Melb) GradDipEd(Ballarad)
Head of Rowing Mr S Pullin
Head of Innovation and Learning Technologies Mr D Hofler
BAppSc(Computing) Monash

TEACHING STAFF

Mrs L E Allen BMus(Melb)
Mr R Allitt BSci (Melbourne) DipEd (La Trobe)
Mrs V M Arthurson DipTeach BEd (ACU) MEd (Deakin)
CertIVA&WT
Mrs J Ashman – Bachelor of Education (Secondary),
Monash University
Mr A Bagnall BEC(Melb) MTeach(Primary)(CSU)
Mr Andrew Barker DipTeach BEd (ACU)
Mr P R Barrow BEd(Prim) DipTeach(Prim) (ACU)
Mr A J Beech BEng(Hons) PGCE
Mrs C L Bell BMus(Monash) GradDipEd(Monash)
GradCertArtsHistoryEd(Monash) CertIVMIS(Ausmusic)
Mrs A Binion BEd (Primary) (ACU) MEd (Melb)
Mrs K A Bishop DipTeach(BCAE) BEd(Prim)(BCAE) Reading
Recovery(ACU)
Mrs P Bissinella BEd(ACU)
Mrs J A Boadle BEd(Melb)
Miss A S Boyd BTeach (Secondary)(Deakin)
BArts(Dance)(Deakin)
Mrs K Brady BA(Melb) GradDipEd(ACU)
Miss H Brain BCreative Arts(Melb) GradDipJournalism(Deakin)
GradDipEd(Melb)
Miss E Burnham BA(Ballarad) BTeach(Prim)(Ballarad)
Mrs M A Cahir BEd(ACU) MEd (Melb)
Mr R L Carroll BEd MED(UNE)
Mrs J Y Chadderton BA(Hons)(UEA) PGDipArabic(Durham)
PGCEd(London) RSATeach EFL(UEA)
Miss M A Cornell BEd(Prim) (ACU)

Ms J M Craven BA(UB) PGCE(Cambridge)
Mrs S A Cuff BPrimEd(Nelson Mandela Metropolitan University)
Mr B Curran BEd(Ballarad)
Ms L M Curran BA(Sc)(Ballarad) DipEd(ACU)
Mr J C Daniel DipAppChem(Swinburne) GradDipEd(Hawthorn)
Ms S Davidson BABus (CSU) GradDip T&L (CDU)
Ms N A Dellar AMusA DipTeach(Vienna) DipPerf(Vienna)
Miss K A Dendle BEd(Ballarad)
Mr M B Dickinson DipTeach(Prim) BEd(Monash)
GradDipEdAdmin(Melb) GradDipIT(Systems Admin)(Swinburne)
MEd Studies(Ballarad)
Mrs A Dillon BA(Hons) (Melb), BMus (ACU), Grad Dip Ed (Melb)
Miss S Dix B.Ed (PE) (Ballarad)
Mr M J Downes BSocSc(Deakin) GradDipEd(Sec)(Ballarad)
Ms N A Draper BComm/Sc(Monash) DipEd(Monash)
Ms M C Dunley BA(LIS)(Canberra) MB(RMIT)
Mrs N A Dunne BA(VisArt)(Ballarad) GradDipEd
Mrs D J Eldridge DipHum&SocSc(Ballarad)
GradDipEd(Sec)(Ballarad)
Mr M J Elshaug BEd(Ballarad)
Mr P A Esmonde BEd(Ballarad)
Ms R R Fisher BEd(Ballarad)
Mr C Fotinopoulos BA (Monash), Dip Ed(Melb), Grad Dip in
Humanities(La Trobe), Master in Bioethics (Monash)
Mrs D Fulton BScEd (Melb Uni)
Ms S M Garner BA (Hons) DipEd(Melb) MEd(Deakin)
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