

## **PRINCIPAL'S REPORT**

The Billanook community is large and diverse. About 600 families contribute to the total enrolment of 809 as of December 2015. The Billanook alumni comprise more than 6,000 past students. Our Annual Report conveys a sense of what it truly means to be a member of the Billanook College community – one that values the individual and supports personal growth and development in all. It provides a snapshot of the College's achievements during the year, in some of its key indicators, including the learning outcomes for our students and their post school destinations, our financial performance, and the development and support provided to our staff.

The Report also acts as a record of compliance and provides information on school performance as required under the Australian Education Act (2013) and in accordance with the Victorian Registration and Qualifications Authority (VRQA) guidelines.

2015 has been another exciting year for Billanook, with significant innovations in our curriculum delivery and the completion of a major new building in the Discovery Centre, all underpinned by a strong financial result that enables the College to continue to provide a high quality offering whilst planning for the future development of the school.

## **GOVERNANCE**

Billanook College Ltd is a public company limited by guarantee and its Directors form the College Board, which provides the overall governance of the school and sets the strategic direction. Operational matters are delegated to the Principal. The College Board comprises the following Members:

### **Group A Synod Representatives**

Mr. P. Westley  
Ms. A. Davey

### **Group C Constituent Body Representatives**

Mrs. M. Hawkes (Friends of Billanook) (Resigned 26 May 2015)  
Mrs Jacqueline Warren (Friends of Billanook)  
(Appointed 26 May 2015)  
Mr M Wood (Staff Representative)  
Mr. R. Oates (Principal)

### **Group B Elected Members**

Mr. G. Oswin  
Mr J Thwaites  
Mr D Dixon  
Mr. P. Field (Chairman)

### **Group D Board Nominees**

Mr. A. Baird (Treasurer)  
Mr. R. Dicello (Secretary)  
Dr. G. Calnin

## **CHAIRMAN'S REPORT**

The Review of Operations set out in this Report covers the exciting initiatives that have taken place at the College over the last 12 months, in particular the opening of the new Discovery Centre and the planning for the Mastery Centre. I would like to thank Roger Oates and all of the staff of the College for their hard work and dedication to ensuring the sound educational and financial outcomes for 2015. I would also like to thank my colleagues on the Board for their time and support.

## CAPITAL PROJECTS

In 2015, the College's major capital project was the replacement of our Year 7 building (the College's first permanent building opened in 1980) with the Discovery Centre. A new and exciting addition to the College's facilities opened early in 2016, the Discovery Centre has created a contemporary, flexible, energy efficient learning space for all students in our school, replacing an older building that was not meeting the learning needs of our students. The Discovery Centre has increased the size of the learning areas to maximise the opportunity to use recent advances in technology, allowed students to collaborate in a range of different sized groups and enabled them to be able to move freely from internal learning spaces to external learning areas which was previously not possible.



In addition, students have on hand a range of resources for a greater variety of activities and staff are able to collaborate more closely with others using fully resourced working spaces located to easily facilitate student learning.

Community Partnerships are important to the College and this new facility has also enabled us to continue to strengthen our ties to the local community by providing access for small group meetings and groups requiring flexible spaces with a central meeting area, which was something that was lacking in our current building stock.

The Discovery Centre has been a well-received addition to the College's facilities, embraced by our students, staff and parents. The design and functionality of the building has met all of our objectives and enhanced the learning outcomes for our students.



The College also operates a routine maintenance program and replacement of assets and equipment is an important focus for us. In 2015 capital expenditure has included an outlay on IT hardware, such as replacement computers and IT infrastructure, teaching equipment and student furniture, carpets and flooring, an upgrade to the College's phone system, new lighting and audio for the Alan Ross Centre, and a replacement tractor for our Maintenance department.

Our unique environment is an integral part of what the College has to offer our students and staff, and the maintenance and upgrade of our gardens and grounds will continue to be a key focus into the future. With an on-going maintenance plan in place and future landscaping works scheduled, we continue to work hard to further enhance the visual presentation of the College.

## CORPORATE STRUCTURE

The School is managed on a daily basis by the College Leadership Team, which comprised the following members in 2015:

Roger Oates	<i>Principal</i>
Belinda Vertriest	<i>Deputy Principal Head, Senior School (appointed January 2015)</i>
Tony Sheppard	<i>Chief Financial Officer</i>
Gareth Smith	<i>Director of Learning Operation</i>
Matthew Wood	<i>Director of Learning Innovation (appointed January 2015)</i>
Nick Owen	<i>Head, Middle School (appointed January 2015)</i>
Daniel Thomas	<i>Head, Primary School</i>

## YEAR 12 LEARNING OUTCOMES & POST SECONDARY DESTINATIONS

### 2015 VCE Results

The 2015 VCE results are again very strong and the College, staff and students should be very proud of them.

Again in 2015 there has been a relentless focus on improving our VCE results and we are pleased that the hard work, dedication and diligence of both staff and students has been richly rewarded.

In 2015, 17% of Year 12 students achieved an ATAR of 90 or above, which puts them in the top 10% of the State. 44% of Year 12 students achieved an ATAR of 80 or above, which puts them in the top 20% of the State.

100% of Year 12 students attained a Year 12 certificate or equivalent VET qualification

VCE Results Summary	2015	2014	2013
Students with an ATAR of 90 and above	17%	22%	16%
Students with an ATAR of 80 and above	44%	45%	36%
Individual Study score of 40 and above	10%	14%	12%
Students attained a Year 12 certificate/equiv	100%	100%	100%

### Perfect Scores (Study Score of 50)

There were three perfect study scores achieved in the following subjects:

- English
- IT Publications
- Philosophy

The Dux for 2015 was **Emily Grundy**, with an ENTER of **99.65**



Listed below are the study scores attained for individual subjects which are greater than 45 and greater than 40. A study score of 30 is considered to be the State average, with a score of 50 being the highest score:

Scores of 40 and 45 and above	2015	2014	2013
Number of students	94	97	98
% of 45+ Study scores	1.2%	3.3%	1.1%
% of 40 + study scores	9.9%	13.8%	12.4%

#### ATAR (Australian Tertiary Admissions Rank) Data by Range (%)

ATAR Range	2015	2014	2013
95+	5.4%	10.3%	9.2%
90+	17.2%	21.6%	16.3%
80+	44.1%	45.4%	35.7%
70+	63.4%	63.9%	57.1%
60+	76.3%	79.4%	81.6%
50+	84.9%	88.7%	88.8%
40+	91.4%	93.8%	93.9%
30+	97.8%	96.9%	96.9%
TOTAL number	93.0%	97.0%	98.0%

#### Median ATAR

Year	2015	2014	2013
Median ATAR	78.6	77.6	73.5
TOTAL number	93.0	97.0	98.0

The median for 2015 was the highest in over a decade.

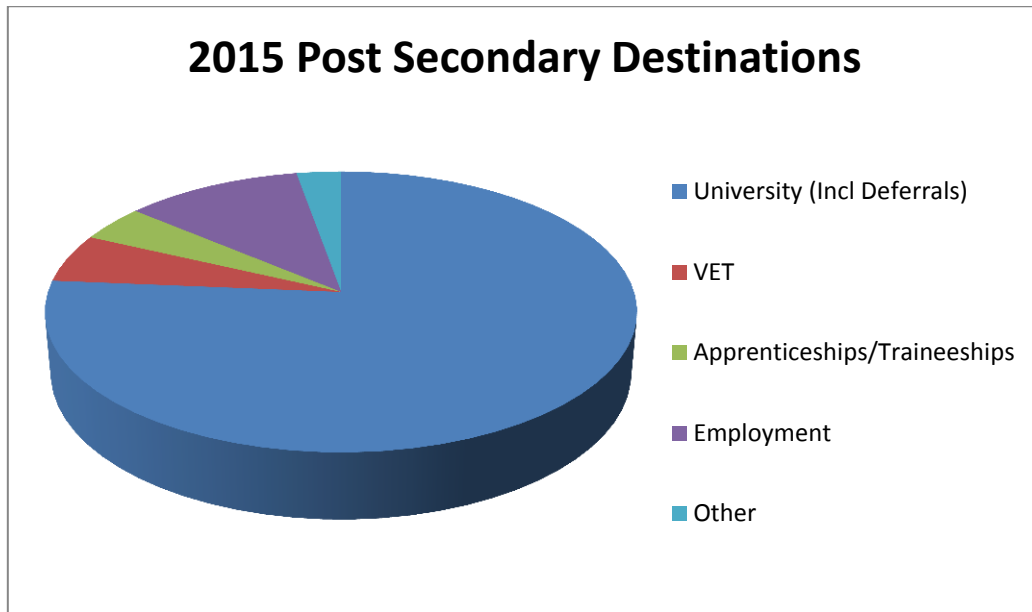
#### Summary of key data

Statistics	2015	2014	2013
Count	93	97	98
Mean	72.4	73.8	72.3
Standard Deviation	18.7	19.1	18.2
Maximum ATAR	99.7	99.3	99.4
Minimum ATAR	16.4	3.0	1.7
Male Average	68.2	73.8	71.3
Female Average	77.4	73.9	73.2

## POST SECONDARY DESTINATIONS

The College prides itself on providing a quality and well-rounded education for young adults.

The greater majority of the 2015 Year 12 students have selected University as their post-secondary destination, with a smaller group of students seeking either VET courses, apprenticeships or full time employment.

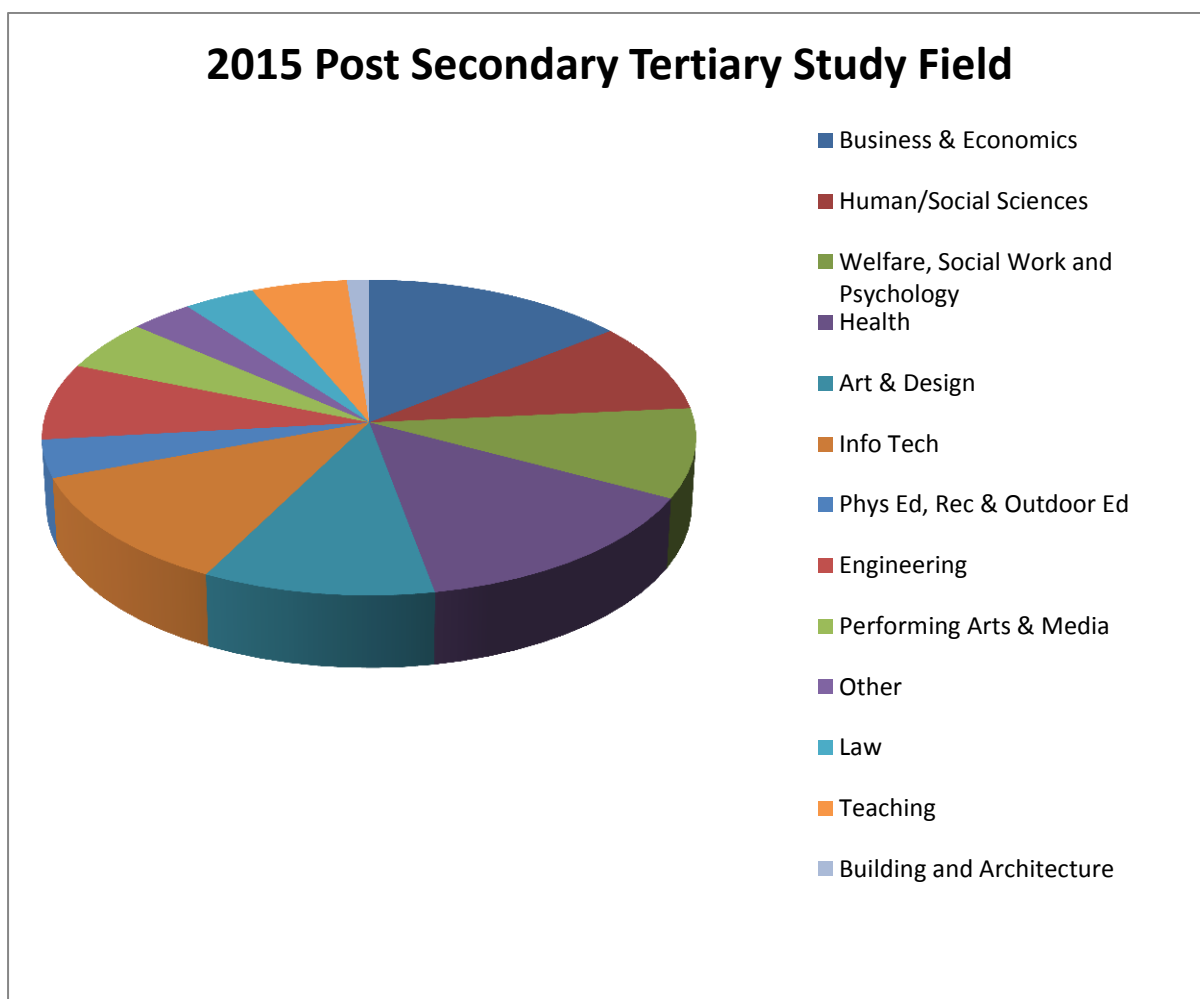
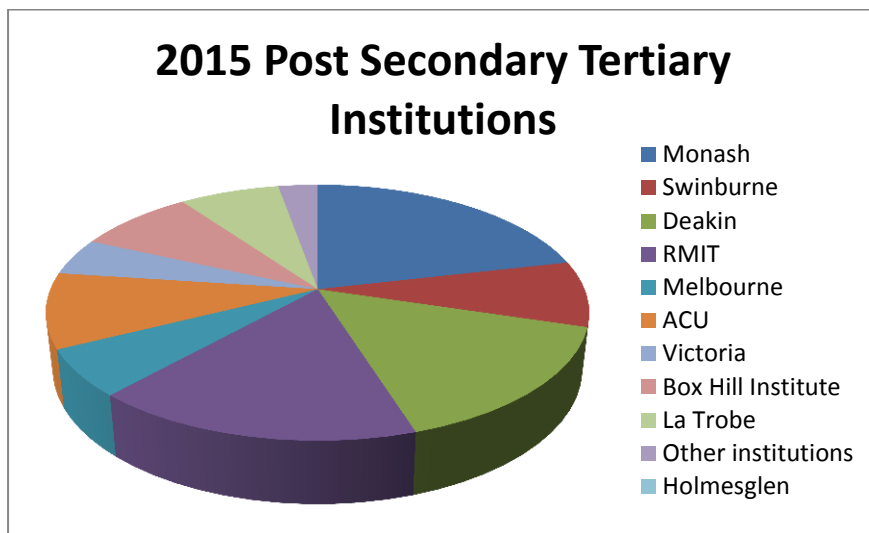


### ***Offers by Tertiary Institution***

As of 18<sup>th</sup> January 2016, 94.44% of students who had applied received an offer.

Monash University, Deakin University and Swinburne University remain the three preferred institutions, but this is not surprising considering the residential location of our cohort. Also, the Australian Catholic University, RMIT and Swinburne University are growing in popularity.

**Offers by Occupational Groups**



## STUDENT LEARNING OUTCOMES

### National Assessment Program Literacy and Numeracy (NAPLAN) (Standard Assessment) Reports

This report shows standard levels of Billanook College students as compared to the State in Reading, Spelling, Writing, Grammar and Punctuation and Number.

**NAPLAN results for Year 3 students** - showing the percentage of students who met or exceeded the national benchmarks

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2015	100%	100%	91%	91%	100%
2014	100%	100%	100%	100%	100%
2013	93%		93%	100%	100%

**NAPLAN results for Year 5 students** - showing the percentage of students who met or exceeded the national benchmarks

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2015	100%	100%	100%	100%	100%
2014	89%	90%	90%	95%	94%
2013	100%		91%	100%	95%

**NAPLAN results for Year 7 students** - showing the percentage of students who met or exceeded the national benchmarks

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2015	97%	92%	95%	96%	100%
2014	99%	96%	98%	98%	97%
2013	98%		93%	87%	99%

**NAPLAN results for Year 9 students** - showing the percentage of students who met or exceeded the national benchmarks

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2015	95%	83%	92%	91%	91%
2014	98%	85%	95%	95%	100%
2013	95%		90%	92%	95%

## STUDENT ATTENDANCE AT SCHOOL

The average student attendance rates for 2015 were:

Primary attendance 93.14%

Middle 95.11%

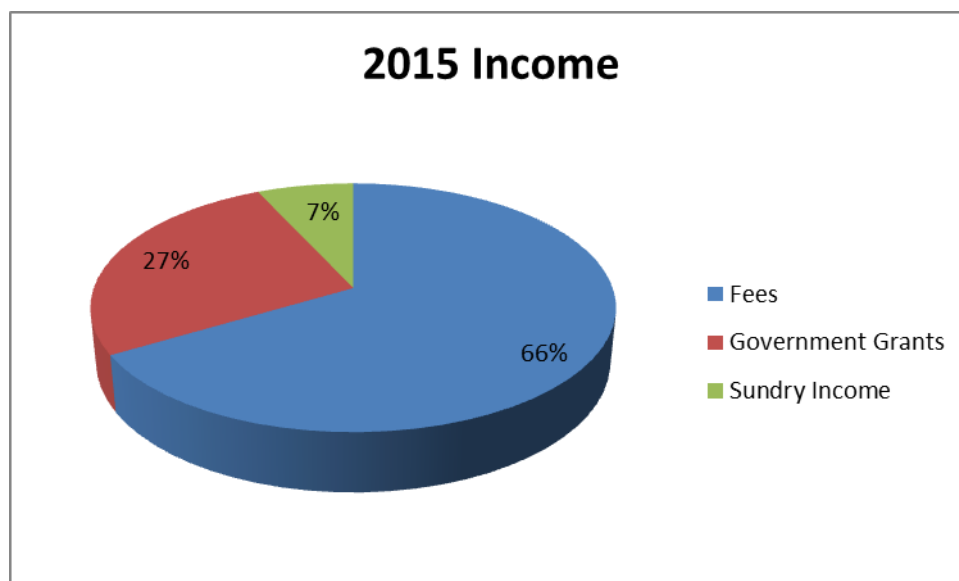
Senior 93.51%

The College records and checks student attendances daily, a process managed by the relevant school office. Additionally, teachers mark the student roll in each class, and any absences or changes to attendance are noted.

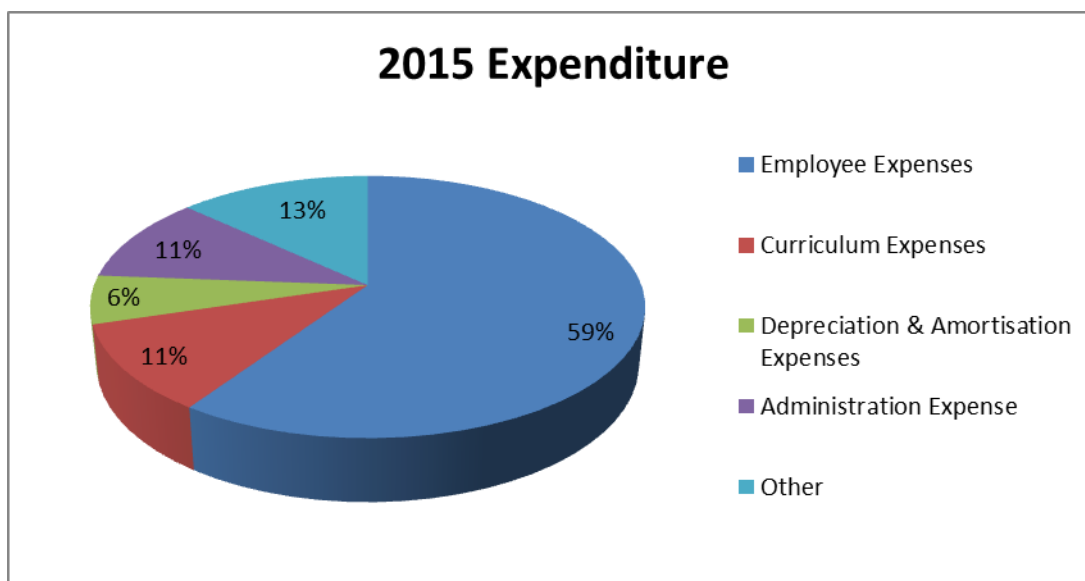
In relation to non-attendance, parents of absent students are required to contact the attendance phone line by 10.00am on the day of absence. Parents are contacted via SMS text if there is an unexplained absence.

## FINANCES

Sources of income & expenditure for 2015







The audited 2015 Annual Financial Report for Billanook College is available through the ACNC (Australian Charities & Not for Profits Commission)

## PARENT, STUDENT AND TEACHER SATISFACTION

Billanook College is very proud of its 'open door policy' with parent involvement being encouraged. The Friends of Billanook Association meets regularly during term time and provides one of a number of avenues for parents to express their level of satisfaction. The School maintains communication with its community through its website and publications such as the Harvest year book and regular electronic newsletters and correspondence. In addition, parents have access to School programs and student progress and activities through the College's intranet Billanook Connect. Information Evenings and parent forums are held throughout the year. And our Marketing and Community Relations department maintain a close working relationship with our current parents and our Past Student Association.

The College operates a wide range of support programs that provide students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution. The College gathers data (both anecdotal, formative and summative) from a wide range of programs and the vast majority of students indicate satisfaction with regard to their feelings of belonging and safety within the College environment.

Communication with our Staff members is free and open, with scheduled meetings conducted regularly. Professional development days provide opportunities to staff for the sharing and absorbing of new advances in teaching and learning. Informal feedback from teachers and discussions with Chairs of Faculty, Heads of House, Year Level Co-Ordinators and other members of the College Leadership Team indicates staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value and recognition.

## STAFFING

In 2015, Billanook College employed 124 full time equivalent teaching and non-teaching staff, and there were no Indigenous or Torres Strait Islander staff employed at the College during year.

The proportion of staff retained from 2014 to 2015 was 86.75%

The average attendance rate for staff in 2015 was 95.92% (includes Teaching and Non-teaching staff average)

## STAFF PARTICIPATION IN PROFESSIONAL LEARNING

### PROFESSIONAL LEARNING 2015 – ACT TODAY, CHANGE TOMMORROW

- In 2015 the focus of our Professional Learning continued to be on the theme *Mastery, Discovery, Journey*. Over the year staff were challenged to change individual thinking and practice, to build skills, to re-imagine schooling and learning as well as to learn from each other through collaboration. Our theme, Act Today, Change Tomorrow was the thread that connected all our professional learning to our 21<sup>st</sup> model of learning.
- During our Professional Learning Week in Term One we introduced our new Appraisal model – “A Professional Conversation.”  
The review of a staff member’s performance is a critical responsibility of the Principal and their Direct Report in fulfilling its stewardship role of the organisation. Because each staff member is entrusted with the delegated authority of the Principal, it is imperative that the Principal devote sufficient time and focused attention to the effectiveness of their delegate and employee. Schools who neglect to conduct constructive and timely evaluations of their staff risk missing opportunities to identify how the staff member can most effectively use their skills and expertise in achieving organisational goals.  
Ideally, any appraisal process should aim to be a process that contains cumulative aspects that result in the ongoing provision of support for the staff member and fosters the development of a collaborative relationship between the Principal, the staff member and their Direct Report.

Why have an Appraisal Process?

Having clarity around the objectives of the staff member’s appraisal can determine the way the review is conducted. Some of the reasons for embarking on an appraisal can include:

- Motivation and need for the staff member to reflect on their role in light of the organisational mission
- Recognition and affirmation of achievement by the staff member
- Enhancement of the staff member’s skills and knowledge
- Clarification of the staff member’s role and responsibilities
- Strategic goal setting for the staff member
- Identification of the staff member’s development needs

This model of appraisal is based on a philosophy that it has both formative and summative components. The aim of the appraisal is to provide a framework for the staff member to reflect on their professional practices and performance in the light of key accountabilities and performance indicators described in their role descriptions.

The Australian Professional Standards make explicit the high elements of quality teaching. The Australian Professional Standards for Teachers comprise seven Standards, which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In

practice, teaching draws on aspects of all three domains. Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.

Our mid-year Professional Learning Week, PL15 had been designed around the theme Act Today, Change Tomorrow. It invited all staff to be the changemakers required to offer our community new thinking and demonstration of 21<sup>st</sup> learning and teaching at Billanook College.

Learning intentions/goals for the week:

- Provoke in staff the need for change through presentations and conversation with other schools and our own experience.
- Share with staff new initiatives that are occurring at Billanook College
- Develop the skills of all staff  
Build knowledge of resilience and how to promote this in our students, staff and families
- Share and exchange ideas, experiences and programs in the wellbeing agenda
- Change individual thinking and practice
- Gather to build connections between staff both at Billanook and with Kingswood College
- Learn from each other through collaboration
- Time to reflect and “do”
- Team building & staff cohesion

*Education Changemakers* lead our Staff Conference with Kingswood College and Cornish College. The Changemaker Program is a learning experience for passionate educators who are ready to step up in their leadership journey and drive positive change in their schools. The program is based on four years of fine tuning, as well as research with educators and system leaders across Australia and the globe. Far from a ‘talk and walk’ program, the experience is grounded in deep practical learning and made up of the following components:

The Changemaker lead day focussed on giving the participants the tools needed to identify problems and missed opportunities, and create powerful solutions to them. They engage with concepts related to strategy, innovation, prototyping, leadership, impact assessment and change theory. The program is highly action focused and all participants launch a change project to meet an identified challenge in their unique education setting. This workshop inspires and enables participants to walk away ready to launch a real change initiative in their school.

The day began with TED style power chats and were designed to establish the need for innovation (even in the most outstanding of organisations), from employees at all levels. These challenged all staff to begin thinking creatively about the need to build a culture of ongoing improvement in their organisation. This exercise does not challenge the participants to come up with a range of new change initiatives for the school, but rather encourages them to think creatively about the future needs and opportunities that exist. The ideas here can help inform future directions and building upon and celebrating the current successes.

Our aims for the day were:

- To build our knowledge of the purpose of innovation and how to promote this in our students, staff and families.
- For a focus on innovation and creativity to provide the opportunity to forge new connections between staff at Billanook and Kingswood Colleges.
- To share and exchange ideas, experiences, programs and insights into the innovation of learning and teaching

- Compliance training is essential in terms of risk management and meeting the responsibilities of the College to our staff in providing the skills and knowledge required for duty of care and OH&S. The following courses, workshops and briefings were held:
  - Level 2 First Aid Training
  - Diabetes in Schools Training
  - Asthma Training
  - Anaphylaxis Training
  - CPR Updates
  - Emergency Control and Warden Training
- The breakdown of courses undertaken by service providers fell into the following categories:
  - Courses and annual conferences
  - Compliance training to maintain levels of professional licence
  - Courses and briefings designed to support VCE teachers
  - Programs designed to support staff in the pastoral care of students
- The Head of Primary is a Council member of the Centre for Strategic Education, which provides insight to educational theory and practice to support professional learning at Billanook.
- Ten teachers were VCE Examiners/Assessors in Accounting, Economics, I.T. Applications, Legal Studies, Literature, VET Music, Physical Education, Physics, Product Design and Technology and Psychology.
- Nine student teachers from Monash University undertook professional supervision at the College in 2015 as did one student teacher from the Educators Abroad program (USA).
- A number of staff are members of professional networks which provide invaluable learning opportunities and the beneficial exchange of information in areas such as:
  - HR
  - Laboratory Technicians
  - Food Technicians
  - Nursing
  - Finance
  - Physics
  - LOTE
  - Philosophy

## **TEACHING STAFF QUALIFICATIONS**

All teaching staff at Billanook College are registered with the Victorian Institute of Teaching.

	<b>Qualification</b>	<b>Institution</b>			
<b>Abbey, Rosslyn</b>			<b>Canty, Melissa</b>		
Degree	Bachelor of Science	Monash University	Degree	Bachelor of Arts	Monash University
Diploma	Diploma of Education	Monash University	Graduate Diploma	Graduate Diploma of Education	Melbourne University
			Graduate Diploma	Graduate Diploma of Educational Psychology	Monash University
<b>Baird, Nathan</b>			<b>Carnell, Fiona</b>		
Certificate	TAA40110 Certificate IV in Workplace Training & Assessment	TAFE Development Centre	Certificate	TAA40104 Certificate IV in Workplace Training & Assessment	MBG Education
Degree	Bachelor of Music	Newcastle University	Degree	Bachelor of Arts	La Trobe University
Higher Degree	Masters (Music)	Monash University	Diploma	Associate Diploma (Asian Studies)	La Trobe University
Graduate Diploma	Graduate Diploma (Music Technology)	La Trobe University			
Graduate Diploma	Graduate Diploma of Education	Monash University	<b>Carroll, Louise</b>		
Diploma	LMusA (Music Performance)	Other	Degree	Bachelor of Education	Victoria College of the Arts
			Degree	Bachelor of Education (Primary)	Deakin University
<b>Barclay, Vicki</b>			<b>Carthew, Carolyn</b>		
Degree	Bachelor of Arts	Monash University	Degree	Bachelor of Education	Melbourne State College
Graduate Diploma	Graduate Diploma of Arts (Asian Studies)	Monash University			
Graduate Diploma	Graduate Diploma of Education	Melbourne University	<b>Chew, James</b>		
			Degree	Bachelor of Multi Media Computing	Monash University
<b>Bastian, Elizabeth</b>			Graduate Diploma	Post Graduate Diploma of Teaching	Melbourne University
Certificate	Post Graduate Certificate - Voice	Melbourne University	<b>Clarkson, Peter</b>		
Degree	Bachelor of Arts (Politics and Japanese)	University of Adelaide	Degree	Bachelor of Arts	Monash University
Graduate Diploma	Graduate Diploma of Education	La Trobe University	Graduate Diploma	Graduate Diploma of Education	Monash University
Graduate Diploma	Post Graduate Diploma (Acting)	Other	<b>Coffey, Jacqueline</b>		
			Degree	Bachelor of Teaching/Bachelor of Arts	Australian Catholic University (ACU)
<b>Batten, Mark</b>			<b>Cotton, Paul</b>		
Degree	Bachelor of Social Science	Footscray Institute of Technology	Certificate	TAE40110 Certificate IV in Workplace Training & Assessment	MBG Education
Diploma	Graduate Diploma of Education (Honours)	Swinburne University	Degree	Bachelor of Education	Melbourne University
			Graduate Diploma	Graduate Diploma (Media)	Rusden College
<b>Bond, Brodie</b>			<b>Crome, Leanne</b>		
Degree	Bachelor of Arts (Sociology, Media and Communications)	Deakin University	Degree	Bachelor of Education	Victoria College of the Arts
Diploma	Diploma of Education	La Trobe University	Graduate Diploma	Graduate Diploma of Adolescent Health & Welfare	Melbourne University
			<b>Cusack, Liam</b>		
<b>Boucher, Maria</b>			Degree	Bachelor of Physical Education	Deakin University
Degree	Bachelor of Arts	Melbourne University	<b>Davies, Kathryn</b>		
Graduate Diploma	Graduate Diploma of Education	Melbourne University	Degree	Bachelor of Arts (Honours)	Monash University
			Degree	Bachelor of Education (Secondary)	Monash University
<b>Bowring, Lisa</b>			<b>De Clercq, Martin</b>		
Degree	Bachelor of Education	Monash University	Advanced Diploma	Advanced Diploma (Music)	Box Hill College
Degree	Bachelor of Sport & Outdoor Recreation	Monash University	Degree	Bachelor of Teaching	Melbourne University
<b>Bradley, Vincent</b>					
Degree	Bachelor of Music	Melbourne University			
Diploma	Diploma of Education	Melbourne University			
<b>Brkic, Alana</b>					
Degree	Bachelor of Visual Arts (Graphic Design & Multimedia)	University of Ballarat			
Graduate Diploma	Graduate Diploma of Education	Monash University			

	<b>Qualification</b>	<b>Institution</b>			
<b>de Guzman, Gabriel</b>			<b>Glac, Eva</b>		
Certificate	Certificate I Mediation	Monash University	Degree	Bachelor of Design (Industrial Design)	RMIT
Degree	Bachelor of Arts	Monash University	Graduate Diploma	Graduate Diploma of Education (Secondary)	Australian Catholic University (ACU)
Diploma	Diploma Logistics Management	Northern Metropolitan of TAFE (NMIT)			
Graduate Diploma	Graduate Diploma Education(Secondary)	Australian Catholic University (ACU)	<b>Gleeson, Catherine</b>		
			Degree	Bachelor of Science (Honours)	Melbourne University
<b>Diston, Melissa</b>			Degree	Bachelor of Teaching (Primary & Secondary)	Deakin University
Degree	Bachelor of Applied Science	Victoria University of Technology			
Diploma	Diploma of Education	Australian Catholic University (ACU)	<b>Goeree, Katherine</b>		
			Degree	Bachelor of Arts	University of Tasmania
<b>Dittloff, Claudia</b>			Diploma	Diploma of Education	Monash University
Certificate	Graduate Certificate of Bilingual Education	Monash University			
Certificate	TAA40104 Certificate IV in Workplace Training & Assessment	MBG Education	<b>Graham, Jacinta</b>		
Degree	Bachelor of Arts	Monash University	Degree	Bachelor of Arts	Monash University
Degree	Bachelor of Education	Melbourne State College	Higher Degree	Master of Teaching	Monash University
<b>Dorn, Monica</b>			<b>Hawley, Casey</b>		
Degree	Bachelor of Education	Victoria College	Degree	Bachelor of Exercise Science	Australian Catholic University (ACU)
Graduate Diploma	Graduate Diploma of Education (Special Education)	Deakin University	Graduate Diploma	Post Graduate Diploma of Teaching	Melbourne University
Diploma	Higher Diploma Teaching Secondary	Rusden College	Higher Degree	Master of Teaching	Melbourne University
<b>Eefting, Rowena</b>			<b>Heffernan, Jennifer</b>		
Degree	Bachelor of Business	La Trobe University	Diploma	Diploma of Teaching (Primary)	Victorian Institute of Teaching
Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University	Graduate Diploma	Graduate Diploma Special Education	Deakin University
<b>Evans, Elke</b>			<b>Hill, Gregory</b>		
Degree	Bachelor of Applied Science	Deakin University	Diploma	Diploma of Teaching (Technology)	Swinburne University
Graduate Diploma	Graduate Diploma of Education (Primary)	Monash University			
			<b>Hillier, Fiona</b>		
<b>Fielding, Paul</b>			Degree	Bachelor of Education	Victoria University of Technology
Degree	Bachelor of Engineering	Monash University			
Diploma	Diploma Digital Communications	Monash University	<b>Hillier, Jillian</b>		
Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University	Diploma	Diploma of Hospitality Management	Box Hill TAFE
Higher Degree	Graduate Management Quality	University of New South Wales	Diploma	Diploma of Teaching	University of Tasmania
			Graduate Diploma	Graduate Diploma of Secretarial Studies	RMIT
<b>Floyd, Jessica</b>			<b>Hopkins, Elise</b>		
Degree	Bachelor of Arts	Melbourne University	Degree	Bachelor of Arts (Music and Performance Studies)	Sydney University
Degree	Bachelor of Teaching (Honours)	Melbourne University	Degree	Postgraduate Bachelor of Teaching (Primary and Secondary)	Deakin University
<b>Frost, Callan</b>			<b>Judd, Ralph</b>		
Degree	Bachelor Arts and Science	Deakin University	Degree	Bachelor of Education (Secondary)	Victoria College of the Arts
Degree	Bachelor of Teaching (Primary & Secondary)	Deakin University			
			<b>Kayler, Dani-Ela</b>		
<b>George, Murray</b>			Degree	Bachelor of Performing Arts	Monash University
Degree	Bachelor of Education	Massey University (NZ)	Graduate Diploma	Graduate Diploma of Creative Arts	RMIT
Diploma	Diploma of Education	Massey University (NZ)	Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University
Diploma	Diploma of Teaching	Palmerston North Teachers College (NZ)	Higher Degree	Bachelor of Performing Arts (Hons)	Monash University

	<b>Qualification</b>	<b>Institution</b>			
<b>Kerber, Alison</b>			<b>Matthews, Katherine</b>		
Degree	Bachelor of Early Childhood Education	University of South Australia	Degree	Bachelor of Education (Primary)	Deakin University
<b>Kitto, Linda</b>			<b>Mc Cormack, Susan</b>		
Degree	Bachelor of Education (Secondary)	Underdale CAE	Degree	Bachelor of Arts	Deakin University
			Degree	Bachelor of Education (Secondary)	Deakin University
<b>Kutt, Monica</b>			<b>Miller, Michael</b>		
Certificate	Certificate IV Workplace Assessment	Box Hill TAFE	Diploma	Diploma of Education	Victoria College of the Arts
Degree	Bachelor of Arts	Melbourne University	Graduate Diploma	Graduate Diploma of Education Administration	Deakin University
Diploma	Diploma of Education	La Trobe University			
<b>Lacey, Helen</b>			<b>Mithen, Frank</b>		
Certificate	Certificate IV Workplace & Assessment Training	Swinburne University	Degree	Bachelor of Arts	La Trobe University
Degree	Bachelor of Engineering	Monash University	Diploma	Diploma of Education (Secondary)	Australian Catholic University (ACU)
Graduate Diploma	Graduate Diploma of Education	Monash University			
<b>Lingard, Steven</b>			<b>Moore, Paula</b>		
Degree	Bachelor of Education	Rusden College	Certificate	Certificate IV Workplace Learning	Other
			Certificate	Graduate Certificate TESOL	Deakin University
<b>Macdonald, Megan</b>			Degree	Bachelor of Arts	La Trobe University
Degree	Bachelor of Early Childhood Education	Melbourne University	Diploma	Diploma of Education	Swinburne University
<b>Mackenzie, Gayle</b>			<b>Murphy, Michelle</b>		
Certificate	Certificate II in IT	Outer Eastern TAFE	Degree	Bachelor of Arts (Honours)	Melbourne University
Certificate	TAE40110 Certificate IV in Workplace Training & Assessment	MBG Education	Graduate Diploma	Graduate Diploma of Education (Secondary)	Melbourne University
Degree	Bachelor of Education (Secondary)	Gippsland Institute of Advanced Education	Higher Degree	Master of Education (Gifted Education)	Monash University
<b>Macvean, Denise</b>			<b>Nation, Vicki</b>		
Certificate	Spalding Certificate I	Other	Degree	Bachelor of Applied Science (Maths & Computer Science)	Swinburne University
Degree	Bachelor of Arts	Monash University	Diploma	Diploma of Education (Secondary)	Monash University
Graduate Diploma	Graduate Diploma of Education	Monash University	<b>Oates, Roger</b>		
Graduate Diploma	Graduate Diploma of Special Education	Deakin University	Degree	Bachelor of Science	James Cook University
<b>Marriott, Colin</b>			Graduate Diploma	Graduate Diploma of Teaching	James Cook University
Degree	Bachelor of Education	Monash University	Higher Degree	Masters of Education	James Cook University
Degree	Bachelor of Science	Melbourne University	<b>O'Hagan, Rory</b>		
Graduate Diploma	Graduate Diploma (Computer Education)	Melbourne University	Degree	Bachelor of Commerce	Murdoch University
<b>Martin, Louis</b>			Degree	Chartered Accountant	Institute Chartered Accountants Australia Victoria University
Degree	Bachelor of Applied Science (Physical Education)	Victoria University	Graduate Diploma	Graduate Diploma of Education	
Graduate Diploma	Graduate Diploma of Education	Victoria University	<b>O'Rielly, Joanne</b>		
<b>Mason, Brooke</b>			Degree	Bachelor Applied Science (Hons)	Melbourne University
Degree	Bachelor of Education (Primary)	Melbourne University	Graduate Diploma	Graduate Diploma Education	Monash University
<b>Matheson, Anne Naomi</b>			<b>Owen, Nicholas</b>		
Degree	Bachelor of Science (Education)	Melbourne University	Degree	Bachelor of Science	Monash University
Graduate Diploma	Graduate Diploma of Education (Computers in Education)	Charles Sturt University	Diploma	Diploma of Education	Melbourne University
			Graduate Diploma	Graduate Diploma of Outdoor Education	La Trobe University

	<b>Qualification</b>	<b>Institution</b>			
<b>Porter, Gemma</b>			<b>Strudwick, Deborah</b>		
Degree	Bachelor of Arts (Theatre Performance)	University of Ballarat	Degree	Bachelor of Education (Secondary)	Melbourne University
Diploma	Graduate Diploma of Education	La Trobe University	Graduate Diploma	Graduate Diploma (Special Education)	Deakin University
<b>Purchase, Elizabeth</b>			<b>Swift, Jacqueline</b>		
Diploma	Diploma of Education	Burwood Teachers College	Degree	Bachelor of Arts	Monash University
			Graduate Diploma	Graduate Diploma of Education	Monash University
<b>Rippon, Elaine</b>			<b>Thomas, Daniel</b>		
Degree	Bachelor of Science	La Trobe University	Degree	Bachelor of Education	RMIT
Diploma	Diploma of Education	La Trobe University	Diploma	Diploma of Teaching	Australian Catholic University (ACU)
Graduate Diploma	Post Graduate Diploma of Education (Disability)	Melbourne University	Graduate Diploma	Graduate Diploma in Education Administration	Melbourne University
<b>Roberts, Mark</b>			Higher Degree	Masters of Education	Melbourne University
Certificate	TAE40110 Certificate IV in Workplace Training & Assessment	MBG Education	<b>Tomietto, Mark</b>		
Degree	Bachelor of Education (Secondary)	Deakin University	Degree	Bachelor of Education	Deakin University
<b>Rulach, Candice</b>			Diploma	Diploma of Education (Primary)	Other
Degree	Bachelor of Business	Victoria University of Technology	Higher Degree	Masters of Education	Deakin University
Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University	<b>Tringas, Heidi</b>		
<b>Rush, Olivia</b>			Diploma	Diploma of Teaching (Primary)	Melbourne University
Degree	Bachelor of Education (Primary)	Australian Catholic University (ACU)	Graduate Diploma	Graduate Diploma of Librarianship and Information Management	Melbourne University
Higher Degree	Master of Teaching (Early Childhood)	Melbourne University	<b>Turner, Annalie</b>		
<b>Ryan, Catherine</b>			Degree	Bachelor of Fine Arts	Melbourne University
Certificate	Trained Primary Teachers Certificate	Toorak Teachers College	Diploma	Diploma of Education (Secondary)	Monash University
Degree	Bachelor of Arts	RMIT	Diploma	Diploma of Visual Arts	Northern Metropolitan of TAFE (NMIT)
Diploma	Diploma of Graphic Design	Billy Blue School Graphic Design	<b>Turner, Romy</b>		
Higher Degree	Masters of Education	Melbourne University	Degree	Bachelor of Education	Deakin University
<b>Schiller, Christine</b>			<b>Vertriest, Belinda</b>		
Degree	Bachelor of Education (Primary)	Monash University	Degree	Bachelor of Arts	Monash University
<b>Smith, Gareth</b>			Graduate Diploma	Graduate Diploma of Education (Secondary)	Australian Catholic University (ACU)
Degree	Bachelor of Science	Deakin University	<b>Wallis, Hayden</b>		
Diploma	Diploma of Education	Monash University	Degree	Bachelor of Education (Physical Education and Science)	University of Ballarat
<b>Smith, Hollie</b>			<b>Webb, Crystal</b>		
Degree	Bachelor of Early Childhood Studies	Monash University	Degree	Bachelor of Education	Monash University
Diploma	Diploma of Children Services	Swinburne University	Degree	Bachelor of Science	Monash University
Graduate Diploma	Graduate Diploma of Teaching (Primary)	La Trobe University	<b>White, Lauren</b>		
<b>Socha, Monika</b>			Degree	Bachelor of Education	Deakin University
Degree	Bachelor of Arts (English/Spanish)	Saarland University (Germany)	<b>Wood, Jason</b>		
Doctorate	PhD (Modern Language Studies)	Saarland University (Germany)	Degree	Bachelor of Education	University of Ballarat
Graduate Diploma	Graduate Diploma of Education	Monash University			



	<b>Qualification</b>	<b>Institution</b>			
<b>Wood, Martyn</b>			<b>Woodman, Chloe</b>		
Diploma	Advanced Diploma in Special Education	University of London (UK)	Certificate	Certificate III in Children's Services	Other
Graduate Diploma	Post Graduate Certificate of Education	University of Lancaster (UK)	Degree	Bachelor of Production	Victoria College of the Arts
Higher Degree	Joint Honours (Maths & Physics)	University of Leeds (UK)	Higher Degree	Master of Teaching	Monash University
<b>Wood, Matthew</b>			<b>Young, Wayne</b>		
Certificate	Certificate IV TAA	Aspin Training	Degree	Bachelor of Education (Environmental Science)	Melbourne University
Degree	Bachelor of Science	Monash University			
Graduate Diploma	Graduate Diploma Education (Secondary)	Australian Catholic University (ACU)	<b>Zammit, Nancy</b>		
Higher Degree	Master of Educational Leadership	Australian Catholic University (ACU)	Diploma	Diploma of Education	La Trobe University
			Degree	Bachelor of Arts (Indonesian/Asian Studies)	Deakin University
			Graduate Diploma	Graduate Diploma of Teaching Studies of Asia	Melbourne University

