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Gippsland Grammar is one of Australia’s leading co-educational Anglican schools, with a tradition of excellence in education extending almost 100 years.

Located in the heart of Gippsland, the School has three campuses including St Anne’s junior campus and the Garnsey senior campus, both at Sale, and the Bairnsdale junior campus in East Gippsland. Enrolments at both junior campuses begin at the Early Learning Centres (ELC) with 3s and 4s kindergarten and Garnsey caters for students from Years 7-12. Gippsland Grammar is also the only boarding school east of Melbourne's suburban fringe and is a home-away-from-home for students from East Gippsland, South Gippsland, Victoria’s High Country and the Latrobe Valley.

In 2018, the School had an enrolment of more than 1000 students from ELC to Year 12. There were 14 indigenous students and 13 students who spoke a language other than English at home.

Gippsland Grammar is committed to opportunity and excellence and our aim is to ensure all students fulfil their potential academically, emotionally, spiritually and physically. Our Anglican ethos is central to our School culture and the CLERR School values are explicitly stated as: compassion, leadership, excellence, responsibility and respect.

Though there is a strong academic focus, the School also prides itself on offering a broad range of subject options including Vocational Education and Training (VET) alternatives and a VCAL program. In 2018, 10 students were engaged in the VCAL program and nine students completed either a Foundation, Intermediate or Senior VCAL Certificate. The School offers three VET subjects on campus and provides access to additional VET options in collaboration with the local TAFE and other providers. We are proud of our students and staff and the results we achieved in 2018 across all of these areas. There is also a strong pastoral emphasis and recognition of the need to cater for each student’s holistic growth and their understanding of compassion in their dealings with others.

Our strategic focus and commitment to retaining our traditions has been captured in our mission and vision.

Mission:
Gippsland Grammar is an Anglican School community committed to opportunity and excellence.

Vision:
To develop the cognitive, socio-emotional and learning dispositions of our students to enable them to take their place as global citizens and leaders within a digital world.

Overall, Gippsland Grammar enjoyed a very successful 2018: we grew in size, our financial performance developed into a more predictable and stable pattern and our students excelled. It was a year of consolidation as we worked through the more detailed aspects of our Strategic Plan and began to think about the future. In particular, our educational model - Academic Care at Gippsland Grammar – became more consolidated and an increased part of our normal teaching practice and culture.

As a community we also experienced many wonderful events throughout the year, highlighted by a very successful STAGGFAIR in March, which was organised by Deputy Principal and Head of Garnsey Jan Henry and the Parents and Friends Association. There were also many other opportunities at each of our three campuses for our community to come together and celebrate our wonderful School.

A highlight of the year was seeing our students continue to shine at everything they do, whether it be on the sporting field, performing in a music concert, rowing on the Barwon River, on stage in a production or debating against some of Melbourne’s biggest schools. We often use the phrase, ‘punching above our weight’ and I believe this appropriately describes our School and the achievements of our students. They approach every activity with enthusiasm and vigour and our School mantra has become: ‘always give your best effort in everything you do’. Our students continue to amaze me and I am always proud of them.

Academically, the School performed well in NAPLAN and VCE. At all levels of NAPLAN, our students achieved well above the state mean and almost all of our students were either at or above the expected standard. Our VCE results were another strong performance for the School. Gippsland Grammar’s 2018 Dux was Joshua Strauss with an ATAR of 99.85.

As a School we are pleased with the results attained by our high-achieving students, however within our results there are many stories of success and students achieving their own levels of personal excellence. We are proud of all of our students and we would like to congratulate all of our students who successfully obtained their VCE or VCAL certificates and also our dedicated staff who have worked tirelessly to assist these students for many years.

Our strategic focus continues to be to develop the cognitive, socio-emotional and learning dispositions of our students to enable them to take their place as global citizens and leaders within a digital world. We have developed partnerships with the University of Melbourne and the Victorian Ecumenical System of Schools (VESS) to help facilitate this vision and create a culture of thinking within the School and classrooms where learning is always visible.

Every two years we conduct a LEAD survey to measure satisfaction among our parents, students and staff. The next survey is scheduled for 2019.
The School Executive continues to deliver outstanding leadership to our School. It meets regularly to discuss the operations of the School and the setting and measuring of goals is critical to the strategic development and direction of Gippsland Grammar. We are very fortunate for the breadth of experience each member of the Executive brings to their roles.

Each member of the Executive team has a large and time consuming operational role at the School and they also take responsibility for one aspect of the Strategic Plan. They include:

Mr David Baker Principal
Ms Jan Henry Deputy Principal and Head of Garnsey Campus
Mrs Liana Cartledge Deputy Principal (Academic)
Mrs Kate Ray Deputy Head of Garnsey Campus
Mrs Virginia Evans Head of Bairnsdale Campus
Mr Jie Van Berkel Head of St Anne’s Campus
Mr Chris Beckman Business Manager

The extended Executive team meet once per month to discuss the further aspects of the School’s operations. They include:

Mrs Emilie Davine HR Manager
Ms Coran Johnson School Registrar
Mr Tony DeBono Property Manager

Ms Melissa Farley Marketing and Development Manager.
(In early 2019 we farewelled Ms Farley and welcomed Mrs Zoe Curtis as the new Marketing and Development Manager. We thank Mrs Farley for her commitment to the School.)
Gippsland Grammar is incredibly fortunate to have a highly skilled Board consisting of volunteers who meet at least twice each term to oversee the Governance of the School. Each member of the Board brings unique skills and attributes that value add to the overall Governance.

In 2018 the Gippsland Grammar Board of Directors consisted of 12 Directors, including:

**Chair** Bill Jones

**Deputy Chair** Vicki McLeod

Ken Anderson (retired from Board, September 2018)

Valerie Jones

Mike Oram

The Very Rev Susanna Pain (pictured)

Andrew Reynolds

Helen Rose

Dr Valerie Shaw

Brendan Shepherd

The Right Reverend Dr Richard Trealoar

Kate Young

We thank the Board members for their loyal and wise contribution to the Board and also to the broader Gippsland Grammar Community.
Our Academic Care model continued to guide our learning and teaching at the Garnsey campus in 2018. The introduction of a new Learning Management System (LMS) was a significant development and became the key goal of each teacher’s Professional Learning Project.

Called VOS, this new LMS enabled staff to set and assess tasks online, as well as make resources and learning tasks visible to all students in their classes. Teachers began to use VOS to experiment with online assessment and will continue this in 2019. The new LMS will provide a platform for improved parental communication and visibility of student learning online.

The internationalisation of our School has many benefits for our students and in 2018 there were a number of occasions when we saw this first-hand. In Term 3, we were thrilled to welcome six Chinese students from Ivanhoe Grammar, Shanghai. The students boarded at Blackwood House during their time with us and though they were a long way from home they settled in well and enjoyed some of the sights of Gippsland on weekends. A group of music students also travelled to Shanghai in January to attend an International Schools Choral Music Society Festival where they enjoyed participating in workshops with other students, rehearsals for the concert and the final combined performances. A number of our Japanese language students also travelled to Japan on a Study Tour which included visits to Hikarigaoka Girls’ High School, Hiroshima and Tokyo. We were also blessed with a visit from Bishop Manasseh Gahtima and Principal Luke Karemangingo from Rwanda. They were very generous with their time while at Gippsland Grammar, speaking in classes, Assembly and Chapel.

The refurbishment of several Science laboratories was welcomed by students and staff. Despite a few acoustic issues (which were quickly addressed with some additional sound absorption materials) the laboratories are now much more conducive to practical classes and learning using a variety of visible learning strategies.

Performances from our students in national competitions were again strong in 2018 with students participating in the Big Science Competition, Australian Mathematics Competition, Australian Problem Solving Mathematics Olympiad and ICAS competitions. Our Year 7 students also participated well in the Da Vinci Decathlon, which is designed to challenge and stimulate the minds of students. Debating continued to be very strong in the School with teams participating in the Debating Association of Victoria competition. The commitment of staff and students to this co-curricular activity was - as always - impressive, with students arriving back in Sale at 11pm following their debates at Berwick.

A new initiative in 2018 was the Year 8 Innov8tion Day, which was a great success and filled with problem solving, quizzes, great curiosity and learning. Students dressed as “game changers” or “change makers” and engaged in collaborative learning across a variety of subject areas.

Following a successful Mindfulness seminar, we introduced a short mindful breathing session each day at the Garnsey campus. Broadcast over the PA system at the end of each lunch, the guided breathing audio allowed us all to take a few minutes to use this technique to refocus after the break.
The School explored mindfulness for several years prior to this and more of our staff undertook training with the Potential Project in 2018. Slowing breathing induces the parasympathetic response activating relaxation and throughout this initiative we aim to see a reduction in stress and anxiety and an enhanced state of mind, which helps create an optimal learning environment for students and a school full of happy, healthy and more connected people. Other Wellbeing initiatives in 2018 included participation in a Walk for Gender Equality with other Respectful Relationship Schools in Wellington Shire, the National Day of Action against Bullying, the Wellington Youth Summit, the Fantastic Friends program, the Personal Development program and Year 10 Leadership program.

It was another successful and dynamic year for the co-curricular program. The Gippsland Grammar shooting team won the State clay target championships in Echuca with strong individual and team performances which reflected their hard work and dedicated effort over many years. The annual Spring and Autumn Music Concerts were again held at The Wedge. On the stage, *Too Much Light Makes the Baby Go Blind* was performed at Stratford’s Courthouse Theatre and consisted of thirty two-minute plays, the order of which was determined by the audience calling out numbers. It was an outstanding success bringing together a small ensemble cast from across the School which spent months in preparation and practice.

Students also continued to have great success in the sporting arena, with victories in SEISA athletics and Cross Country and also in SEISA netball, tennis, hockey, badminton, table tennis and cricket. As always, the commitment of students, their sportsmanship and their enthusiasm was a highlight of the year. The School rowing team increased the number of regular crews and performed well with students competing at State and National level.

Community involvement was again critical in 2018. STAGGFAIR was a major community event and despite a major thunderstorm that saw us shut down the event early for safety reasons, we had a wonderful day and raised more than $12,000. Some of those profits will see us purchase a barbecue trailer for use across the three campuses. Our service learning focus on community relationships saw us engage with Café 123, Anglicare and Opal Aged Care as well as fundraising to support a secondary school in Gahini, Rwanda. Most Mentor groups were involved in actions that enhanced and contributed to assisting others in our community and we are very proud of their contributions. In celebrating our past, the women of the “Emu” committees and the JJAJJGANS were celebrated for their contribution to the School community over many years.
It was a year of consolidation at our St Anne’s junior campus. We strived to make student learning more visible with a focus on student wellbeing and improving our key community events. Culturally, St Anne’s continued to have a strong community feel, with a focus on learning and our CLERR values.

Student numbers in our ELC continued to be strong, with both the three and four year kindergarten programs at capacity. Our junior school numbers increased and remained at about 290 students throughout the year. By the end of 2018 there was a waitlist for Year 2 and Year 4, which was due to the continued positive reputation Gippsland Grammar has in the community. This is, in turn, is due to the effort and expertise of our teachers and support staff. We were able to have two classes for each year level, which was a significant achievement for St Anne’s in 2018 as it had been a long-term goal, which was originally set when we opened our current ELC building in 2006.

Sheryn Ray began her full time role as Deputy Head of Campus at St Anne’s with a focus on student wellbeing and organising our key community events. Feedback from the school community reflects a strong improvement across both of these, particularly with our key community events such as Fellowships. Linda Lothian-Cooper began in her 0.8FTE role as St Anne’s Pathways Coordinator and had a focus on consolidating our Pathways program. She brought a wealth of experience and knowledge in the student support field, particularly with students on the autism spectrum. Alison Fraser (Year 1), Kate O’Toole (PE 0.6FTE), Cassidy Capraro (Gap Student) and Brett Glover (Music) joined our teaching team and had a focus on consolidating our Pathways program. The Gap student role was a new addition at St Anne’s, and it allowed us to provide greater support in the office and classrooms.

Along with the new full-time Deputy Head of Campus, new middle leadership roles were established to support our students and teachers. The Team Leader (Foundation to Year 2 and Years 3-6) and the Learning Coach roles were combined. The Curriculum Coordinator role was also split into two positions (Maths/Personal Development and English/Integrated Studies). Rebekah Taylor (Foundation to Year 2) and Linda Vale (Years 3-6) were appointed to the Team Leader/Learning Coach role, while Prue McNaughton (Maths/Personal Development) and Tracey Grubb (English/Integrated Studies) were appointed to the curriculum coordinator roles. All four middle leaders have had a tangible impact on teaching and learning at St Anne’s and these leaders, along with Sheryn Ray and Lisa Burgess (ELC Director) made up our St Anne’s Leadership Team.

Under the leadership of ELC Director Lisa Burgess and her team, the ELC continued to have a positive impact on our young learners by creating a nurturing environment and positive program. This is evident in the ELC’s reputation in the wider community and with waiting lists for both the three and four-year-old programs.
St Anne’s goals for 2018 were;

**Visible Learning**
- Teachers to integrate the language of SOLO into learning intentions and success criteria
- Students to be able to articulate what the learning intention is and understand if the success criteria have been achieved
- Teachers and students to identify and respond to the next stage of learning through effective feedback and thinking strategies/routines

**Data**
- Teachers to build their capacity to engage with and interpret data
- Teachers to analyse available assessment data and use this to inform teaching and learning
- To develop a consistent approach across the school when analysing and moderating data

**Professional Development**
- Teachers to be self-reflective, evaluative and proactive in their professional development
- Teachers to be provided with the opportunity to improve and enrich their teaching practice through effective feedback, collaboration and professional development

Through our Growth and Feedback model, our team leaders collaborated with their teams to strive towards our campus goals. Each team and individual teacher created their own goals which funnelled down from campus goals. In addition, support from Melbourne University’s Sophie Murphy and Luke Mandoit improved our teacher clarity.

Our 2018 NAPLAN results were outstanding. We expected a significant improvement in our students’ writing which could be attributed to our refined writing program ‘The Big Write’ and we also saw an upward trend in Numeracy. The big positive is that we have continued to maintain results above the state average in all areas.

A particular performance highlight of 2018 was the campus production of the musical *Aladdin Jnr* which involved all students from Year 3-6. Once again students demonstrated high levels of commitment to preparation and rehearsals with the final result being appreciated by the audiences who attended the three different performances. It was wonderful to see the students grow in confidence and performance skills during the build-up and to witness the great teamwork and comradery. We utilised more school time, as opposed to out of school hours, in preparation for *Aladdin Jnr*. We made sure this limited the impact on teaching and learning and this was effective and allowed for a very polished performance.

The 2018 House Competition was once again hugely popular and well contested. Cross country, swimming, athletics, public speaking, handwriting and singing rounded out our main House competitions. New families to our school community made note of the amazing sportsmanship our students demonstrated during our major sports carnivals. The public speaking and singing competitions were tightly contested, with all participants showcasing their confidence and skills. The Rash Shield, which is awarded to the winning House across all competitions, was awarded to Wellington Binks.

We also provided a broad range of leadership opportunities, particularly in Years 5 and 6. Our Campus Captain’s took part in the first Independent Primary School Heads of Australia (IPSHA) student leadership program at Caulfield Grammar. It was an exciting new opportunity for student leaders from IPSHA primary schools to come together to explore and learn about themselves, their unique leadership capabilities and leadership. It was the first time that student leaders from more than 20 IPSHA schools across Victoria came together to learn about leadership. Our Green Team and Student Representative Council continued to be active within the school community.

Each year we strive to be a School that provides broad opportunities for students and help them achieve their personal excellence. With our rich curriculum, the language of learning and willingness to go above and beyond, I believe we have accomplished this.
The Bairnsdale Campus was once again an active participant in contributing to our external community as well as continuing to build a strong sense of community and belonging within. Staff, parents and students all demonstrated a firm commitment to achieve our campus goals and to include our CLERR values in our day to day activities and interactions.

In 2018, the Bairnsdale Campus began with an enrolment of 97 students from Foundation to Year 6 but this number increased to 102 by the end of Term 3. In addition to that, there were 35 children at the ELC. Libby Crowe joined our team as our Foundation teacher and Charlotte Cheadle into the junior years. Both Libby and Charlotte were well received and contributed greatly to our campus. Throughout the year we farewelled learning assistant Simone Robertson and welcomed new learning assistant Kaylene O’Doherty. At the conclusion of the school year we farewelled Annie Crowe and wished her well in her retirement along with Serena Jeffers music teacher who chose to pursue other areas of interest. We also wished Gap year assistant Maddie McCarrey all the best for her future in nursing.

Bairnsdale’s goals for 2018 were:

**Visible Learning**
- Teachers to develop success criteria using SOLO verbs, which will be documented in courses and units in VOS and as part of classroom displays
- Students to be able to articulate what the learning intention is and a display an understanding of the success criteria. This will be evident through the use of the SOLO verbs appropriate to the student’s needs
- Teachers and students to engage in mediated learning through effective feedback

**Data**
- Teachers to build their capacity to engage with and interpret data
- Teachers analyse available assessment data, and use this to inform teaching and learning
- To develop a consistent approach within our teams, when analysing and moderating data.

**Professional development**
- Teachers to be self-reflective, evaluative and proactive in their professional development
- Teachers to be provided with the opportunity to improve and enrich their teaching practice through effective feedback, collaboration and professional development

With our school goals providing the overall structure, each team and individual teacher created goals specific to their level and to their professional needs. In Term 3 our teachers designed a six-week data collecting project according to their individual or team goal. This involved posing a driving question, implementing a six week sequence of learning, observations and pre and post-collaborative discussions.

Through explicit professional development with Sophie Murphy and Luke Mandoult from Melbourne University we have further developed our teacher clarity around learning intentions, success criteria and learning progression. There is evidence of a consistent approach across the campus and a
positive response from our students towards visible learning.

Providing opportunities to promote collaborative expertise, our Bairnsdale teachers met on Tuesday and Wednesday afternoons for workshops, curriculum reviews, staff meetings, professional discussions and campus priorities. Within the planning time each week, teachers met with our curriculum lead teacher Fiona Carr and Pathways teacher Terese Hunter to discuss academic needs for both the cohort and the individual student.

Staff continued to use the Australian Curriculum in their planning with a focus on Mathematics, English, History, Science, Geography and the specialist areas of Music, Art, PE, Library and Japanese. An exciting addition to our learning was the implementation of Digital Technology delivered by Sharen Cameron in collaboration with the classroom teachers. From the Foundation students designing, coding and programming their own data collection app to the Year 6 students designing and developing their own book review website, it has been a well-received inclusion to our curriculum.

Art teacher Liz Magnusson produced a magnificent Art show presenting the students work through an art trail. A high tea was enjoyed by all throughout the Art show with our committed parents and friends working tirelessly leading up to and during the event. And our Year 6 students travelled to Melbourne to join more than 1000 students from across Victoria to attend the Halogen Leadership Program. The day was a great success with the students inspired by the guest speakers who spoke of resilience, understanding, compassion and leadership through actions and decision making.

Two teams competed in ‘Tournament of Minds’ at Federation University, Churchill. This program encourages adventure in problem solving and discovery and our selected students were guided by Pathways teacher Terese Hunter and Fiona Sutherland who facilitated their entries. Children who are part of a TOM team learn to work together with other team members, make decisions, solve problems and communicate effectively with each another.

As a component of Year 5-6 Mathematics, each Monday 12 students learnt how to play bridge with a further extension group working on higher order thinking skills through problem solving and decision making. As always, the NAPLAN results were analysed to inform our teaching methods and while there was significant growth individually, the results also showed we need more of a focus on grammar and punctuation.

The House Competition was again a terrific way to showcase the many talents of our students and the inclusion of public speaking was well received with senior students delivering a persuasive speech and junior students reciting a poem. Gippsland Grammar Principal David Baker and Deputy Principal (Academic) Liana Cartledge judged the competition and the students received valuable feedback for their forward learning. Our house competition was characterised by great sporting behaviour and strong house spirit, as well as providing a forum to showcase the many talents of our students in different fields. With a close finish, Cranswick Dargo achieved the highest points resulting in their winning of the 2018 house competition.

We were delighted with the achievements of many of our students who took part in various academic competitions during the year. Our students participated in a wide variety of competitive sport against other local schools including horse riding, golf, tennis, swimming, cross country, athletics, cricket, netball, football, soccer and basketball as well as the SEISA sports competitions. There were some excellent results in the ICAS competitions and our students performed very well in inter-school sporting competitions at district, zone, regional and state level. We received feedback that our students participated with pride in representing our school and then for our community at a higher level of competition.

Our Parents and Friends continued to be active, particularly with STAGGFAIR. Sarah Guinness instigated and managed the Colour Run at the event and it ended up being a highlight of the day. Seeing mums, dads and students running in a sea of colour was terrific for our school spirit. Our school kitchen continued to

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keep the campus well-fed at our various events including our art show and a scrumptious Christmas feast, which was the ideal way to conclude our school year.

Our Easter and Christmas services bookended our year at different venues. For Easter, the entire campus travelled to Raymond Island for an outdoor Easter Service on the picturesque beach. It was a special occasion for us to come together and hear the Easter story from both Reverend Rich and Reverend Edie. We also used this occasion to welcome Reverend Brenda Burney to our school community and have since developed a wonderful relationship with her, consolidating further the connection between our campus and St. Johns Anglican Church, Bairnsdale. Our Christmas service featured the Foundation students Nativity whereby a real baby was used as Jesus to the delight of all.

Throughout 2018 the strong community spirit present at the Bairnsdale campus was truly on show as the Caitlyn Fischer ELC garden project got underway. Many families and external community members willingly contributed their time and expertise to developing a natural play space environment for our children to play creatively in reflection of Caitlyn’s love of the outdoors. Old Scholar Caitlyn Fisher spent 10 years at Gippsland Grammar before completing VCE in 2015 when she graduated in the top five per cent of students across Victoria. We hope to officially open the garden in early 2019.

The SRC were active in service learning, fundraising, participating and educating our students on the needs in our community. As a school there has been a focus on wellbeing and mindfulness in order to create a sense of calm and focus in our lives. Understanding the need to look after ourselves and others was evident when guest speaker psychologist Vicki White compared our ups and downs to a Hoberman’s sphere demonstrating it is ok to sometimes feel very open and at other times to feel closed. The purchasing of a beautiful timber ‘Wellbeing’ bench seat for our playground as a result of the SRC fundraising has been a wonderful addition to our campus.

During 2018 we also held a combined Fellowship with everyone at St. Anne’s campus, which was a great opportunity to recognise the importance of the two junior schools working together. Our campus travelled to Sale and was greeted happily by both staff and students and shared time together in the classrooms before coming together for the Fellowship. Both junior Heads of Campus agreed on the benefits of doing this more often so in 2019 we will spend an entire day together. Camps, excursions, sporting and musical events continue to develop a bond between the campuses and strengthens our school in our surrounding communities.

Overall, 2018 was a busy and productive year with many wonderful occasions to both showcase and celebrate the talents of our students and to come together as a strong community.
Gippsland Grammar’s 2018 Dux was Joshua Strauss with ATAR of 99.85.

Overall, the 2018 results were another strong performance for the School. The School’s median ATAR score was 77 and 14 per cent of our students achieved a score above 90, which placed them in the top 10 per cent of the state. Impressively, 37 per cent of our students achieved an ATAR score higher than 80, which placed them in the top 20 per cent of the state.

Other high performing students were Niamh Van Berkel (Sale) with an ATAR 98.45, Jessica Lang (Sale) with an ATAR of 98.35, Millie Dunnett (Sale) with an ATAR of 98.05, Pierce Kidson-Purry (Longford) with an ATAR of 96.8, Bella Shelton (Bairnsdale) with an ATAR of 96.8, Megan Harrison (Giffard) with an ATAR of 95.05, Jeremy Gunther (Bairnsdale) with an ATAR of 94.15, Sam Davis (Nungurner) with an ATAR of 93.6, Sahas Wijesekara (Traralgon) with an ATAR of 93.15 and Isabelle Stanley (Traralgon) with an ATAR of 92.65.

As a School we are pleased with the results obtained by our high-achieving students however, within our results there are many stories of success and students achieving their own levels of personal excellence. We are proud of all of our students.

Gippsland Grammar would like to congratulate all of our students who successfully obtained their VCE or VCAL certificates and also our dedicated staff who have worked tirelessly to assist these students for many years.
NAPLAN tests are the national benchmarking tests taken by all students in Years 3, 5, 7 and 9. In addition to establishing an idea of the profile of each year’s cohort, NAPLAN provides valuable diagnostic information for each student, which we use when assessing our programs for individual needs. We are also able to identify areas in which our programming may need to be strengthened by comparing our performance on each aspect of the testing with the state-wide statistics. Performance is reported on a scale ranging from 0 to 1000, with 10 bands, as follows:

- Band 1: scaled scores < 270
- Band 2: scaled scores > 270 and < 322
- Band 3: scaled scores > 322 and < 374
- Band 4: scaled scores > 374 and < 426
- Band 5: scaled scores > 426 and < 478
- Band 6: scaled scores > 478 and < 530
- Band 7: scaled scores > 530 and < 582
- Band 8: scaled scores > 582 and < 634
- Band 9: scaled scores > 634 and < 686
- Band 10: scaled scores > 686

While individual reports are reported only in the bands, aggregated school data is reported on the 1000 point scale.

- Year 3 results are reported in Bands 1 to 6
- Year 5 results are reported in Bands 3 to 8
- Year 7 results are reported in Bands 4 to 9
- Year 9 results are reported in Bands 5 to 10

The concept of a State or National benchmark has been replaced with a minimum standard defined by a particular band as follows:

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

We have given a comparison of NAPLAN results from the past four years as an indicator of the differences between these Year groups. Please note: this means the results are from different cohorts.

### Year 7 NAPLAN results (2015-2018)

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### Year 9 NAPLAN results (2015-2018)

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### Year 5 NAPLAN results (2015-2018) Bairnsdale

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### Year 3 NAPLAN results (2015-2018) Bairnsdale

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### Year 5 NAPLAN results (2015-2018) St Anne’s

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### Year 3 NAPLAN Results (2015-2018) St Anne’s

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## Student Attendance

### St Anne’s

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<th>Gender</th>
<th>Category</th>
<th>Attendance Days</th>
<th>Less than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>Female All Students</td>
<td>1,610</td>
<td>1</td>
<td>18</td>
<td>97.39%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male All Students</td>
<td>1,746</td>
<td>1</td>
<td>20</td>
<td>97.00%</td>
<td>97.19%</td>
</tr>
<tr>
<td>Y2</td>
<td>Female All Students</td>
<td>1,670</td>
<td>0</td>
<td>20</td>
<td>98.23%</td>
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</tr>
<tr>
<td></td>
<td>Male All Students</td>
<td>1,528</td>
<td>1</td>
<td>17</td>
<td>97.56%</td>
<td>97.91%</td>
</tr>
<tr>
<td>Y3</td>
<td>Female All Students</td>
<td>1,949</td>
<td>1</td>
<td>22</td>
<td>97.42%</td>
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<tr>
<td></td>
<td>Male All Students</td>
<td>2,133</td>
<td>1</td>
<td>24</td>
<td>98.08%</td>
<td>97.76%</td>
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<tr>
<td>Y4</td>
<td>Female All Students</td>
<td>1,599</td>
<td>2</td>
<td>17</td>
<td>96.72%</td>
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<tr>
<td></td>
<td>Male All Students</td>
<td>2,018</td>
<td>1</td>
<td>23</td>
<td>96.63%</td>
<td>96.76%</td>
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<tr>
<td>Y5</td>
<td>Female Indigenous only</td>
<td>85</td>
<td>0</td>
<td>1</td>
<td>97.70%</td>
<td></td>
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<tr>
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<td>Female All Students</td>
<td>1,505</td>
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<td>18</td>
<td>98.61%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male All Students</td>
<td>1,648</td>
<td>1</td>
<td>19</td>
<td>97.33%</td>
<td>97.93%</td>
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<tr>
<td>Y6</td>
<td>Female Indigenous only</td>
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<tr>
<td></td>
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<td>1,508</td>
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<td>18</td>
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<tr>
<td></td>
<td>Male All Students</td>
<td>1,396</td>
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<td>12</td>
<td>93.29%</td>
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**Total Attendance:** 21,902  
**Overall Attendance Percentage:** 96.97%
### Garnsey

<table>
<thead>
<tr>
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<th>Category</th>
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<th>Less than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Y7</strong></td>
<td>Female</td>
<td>3416</td>
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<td>33</td>
<td>93.25%</td>
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</tr>
<tr>
<td></td>
<td>Male</td>
<td>75</td>
<td>1</td>
<td>0</td>
<td>86.08%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>3817</td>
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<td>39</td>
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<td>93.66%</td>
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<td><strong>Y8</strong></td>
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</tr>
<tr>
<td></td>
<td>Female</td>
<td>3850</td>
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<td>39</td>
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<tr>
<td></td>
<td>Male</td>
<td>3128</td>
<td>5</td>
<td>34</td>
<td>93.47%</td>
<td>93.07%</td>
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<tr>
<td><strong>Y9</strong></td>
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<td>64</td>
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<td>0</td>
<td>74.07%</td>
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<tr>
<td></td>
<td>Female</td>
<td>4548</td>
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<td>55</td>
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<tr>
<td></td>
<td>Male</td>
<td>86</td>
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<tr>
<td></td>
<td>Male</td>
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<td>4</td>
<td>50</td>
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<td>95.09%</td>
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<tr>
<td></td>
<td>Female</td>
<td>4344</td>
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<tr>
<td></td>
<td>Male</td>
<td>149</td>
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<td>1</td>
<td>85.65%</td>
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<tr>
<td></td>
<td>Male</td>
<td>3759</td>
<td>13</td>
<td>34</td>
<td>92.29%</td>
<td>92.23%</td>
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<table>
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<th>Gender</th>
<th>Category</th>
<th>Attendance Days</th>
<th>Less than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
<th>Total</th>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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### Bairnsdale

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<th>Less than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Y1</strong></td>
<td>Female</td>
<td>1610</td>
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<td>18</td>
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<tr>
<td></td>
<td>Male</td>
<td>1746</td>
<td>1</td>
<td>20</td>
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<td>97.19%</td>
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<tr>
<td><strong>Y2</strong></td>
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<td>1670</td>
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<tr>
<td></td>
<td>Male</td>
<td>1528</td>
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</tr>
<tr>
<td><strong>Y3</strong></td>
<td>Female</td>
<td>1949</td>
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<td>22</td>
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<tr>
<td></td>
<td>Male</td>
<td>2133</td>
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<td>24</td>
<td>98.08%</td>
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</tr>
<tr>
<td><strong>Y4</strong></td>
<td>Female</td>
<td>1599</td>
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<td>17</td>
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<tr>
<td></td>
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<td>2018</td>
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<td>23</td>
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<td>96.67%</td>
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<td><strong>Y5</strong></td>
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<td>1</td>
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<td></td>
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<tr>
<td></td>
<td>Female</td>
<td>1505</td>
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<td></td>
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<tr>
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<td>1648</td>
<td>1</td>
<td>19</td>
<td>97.33%</td>
<td>97.93%</td>
</tr>
<tr>
<td><strong>Y6</strong></td>
<td>Female</td>
<td>83</td>
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<td>1</td>
<td>95.38%</td>
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<tr>
<td></td>
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<td>21</td>
<td>96.83%</td>
<td>97.13%</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Category</th>
<th>Attendance Days</th>
<th>Less than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>97.42%</td>
</tr>
</tbody>
</table>

Student attendance is recorded for each period or session via electronic entry (Garnsey) and paper entry (junior school). Absent students are reconciled against the role by 10am and parents are contacted either by phone or SMS also by 10am. Students are required to submit a written note to their Mentor teacher either before the absence or upon return.
Tertiary Destinations

- Monash University: 37%
- Deakin University: 28%
- RMIT University: 6%
- University of Melbourne: 5%
- La Trobe University: 5%
- Vic Uni: 4%
- Other institutions: 3%
- Swinburne: 5%
Community Connections

Our Community continued to work hard for the advancement of the School in 2018, in what was a very busy 12 months. In March the entire school came together for a very successful STAGGFAIR and despite poor weather this was a wonderful example of the connectedness we enjoy within our School Community. Many different parent groups from across the three campuses ran successful food and variety stalls and overall the Parents and Friends raised more than $30,000.

In 2018 our Old Scholars began to define their role more strategically and look for opportunities to engage our Old Scholars once they leave the local area. In partnership with the School’s Development Office they ran four successful School reunions at Garnsey. These were well attended and provided an opportunity for our former students to have a tour of the School. The McColl Club and the Friends of Performing Arts continue to support our rowers and our performers as they pursue their dreams and ambitions. The parents involved in these areas of the School work tirelessly to support students with food and encouragement whilst also raising funds to enable the School to purchase new equipment in these areas.

Capital Development

The 2017-2018 Annual Giving Campaign focused on raising funds for the construction of the new Years 3-4 Learning Centre at St Anne’s. Construction began in 2018 and was completed in early 2019. The Centre - officially named Kukun Kuluk - will allow for growth whilst replacing some of the older buildings on campus. We acknowledge the generous support of the Gippsland Grammar Foundation and the State Government of Victoria who both funded more than half the costs of this project.
Gippsland Grammar Sources of Income 2003 to 2018

- Net Income from Parents, $11,731,564.00, 48%
- Commonwealth Recurrent Grants, $9,550,470.00, 39%
- State Recurrent Grants, $1,539,665.00, 6%
- Other Government Grants, $748,610.00, 3%
- Other Income, $1,046,722.00, 4%

Gippsland Grammar Income by Category 2018
Gippsland Grammar Expenditure by Category 2018

- Tuition Salaries & On Costs, $12,279,365.00, 52%
- Non-Tuition Salaries & On Costs, $3,831,892.00, 16%
- Other Tuition Expenditure, $1,502,514.00, 6%
- Buildings, Grounds, Caretaking, $550,567.00, 2%
- Administration and General, $2,616,788.00, 11%
- Boarding, $416,190.00, 2%
- Depreciation, $1,437,681.00, 6%
- Borrowing Costs, $473,627.00, 2%
- Other, $563,089.00, 3%
### Workplace diversity by age and gender (excludes casuals)

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<th>%</th>
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<tr>
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<td>7</td>
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<tr>
<td>30-39</td>
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<tr>
<td>50-59</td>
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<tr>
<td>60+</td>
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</thead>
<tbody>
<tr>
<td>Admin/IT/uniform shop</td>
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<td>M</td>
<td>U20</td>
<td>20-29</td>
<td>30-39</td>
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*School support includes canteen, learning assistants, science, food tech and library assistants, language and Gap assistants (excluding boarding Gap assistant, which is included in boarding), Bairnsdale after-school care and a school psychologist.

** Head of Boarding is included in the Teaching category.

*** Excludes ELC teacher
As in previous years, we have been very fortunate in appointing excellent staff who have already contributed greatly to our School. New staff in 2018 included: Kate O’Toole, Bree Alexander, Linda Lothian, Edward Wilson, Nadine Williams, Sally Sharp, Laura Evans, Michaela O’Connor, Dave Arnup, Gemma Westman, Sonia Duggan, Nick Bartlett, Rachel Storer, Libby Crowe, Lucy Leeming, Charlotte Cheadle, Carol Reid, Max Hancock, Emma Neal, Brett Glover, Kevin Broughton, Anne Smith, Etsuko Boulton, Lucy Li, Kath Penton, Nicole Cooper-Warneke, Jodie Smolenaars, Kaylene O’Dougherty, Ken Anderson, Harry Broad, Matthew Woodward, Emily Cooper, Imogen Cunningham, Maddison McCarrey, Cassidy Capraro, Jenna Germanus, Bryce Miller, Moko Ichikawa, Eliot Baumgarten, John Heuchan, Robyn Gillies and Thomas Lungu.

We also farewelled a number of staff throughout 2018. Many of these staff had been with the School for some time, others had assisted in filling short-term vacancies on fixed term contracts or had been on specific programs offered such as language assistants, Gap assistants and assistant rowing coaches. These staff included Richard Hawkins, Charlotte Bunce, Lucy Mason, Aya Sugiura, Claire Prajoux, Serena Lothian, Geoffrey Gale, Wendy Johnson and Sharyn Wright.

Other staff who departed during 2018 included: Jade Willox, Jake Middap, Judy Pattinson, Tomomi Wynne, Peter Campbell, Tony Avron Cotton, Leonie Allen, Paul Millard, Evie Wilson, Carol Reid, Simone Robertson, Geoff Barry, Penelope Monger, Frank Mesaric, Annie Crowe, Richard Ogilvie, Julie Cannon, Sam Cooke, Rich Lanham, Michaela O’Connor, Robyn Davis, Eri Shinagawa, Serena Jeferis and Kelly Warren.

These staff changes resulted in a staff retention rate of 89 per cent. Staff who also took extended periods of leave during 2018 included Lisa Hudson, Sam Cooke, Penelope Monger, Don Gaskill, Kelly Warren, Daniel DeKeersmaeker, Fiona Sutherland, Sheryn Ray, Megan Wills, Leah Stoffels and Jenny Gaskill.
Staff Qualifications

**Principal**
Mr David Baker - MEd (UNE), BEd (Math Sci), GradDip Ed Admin. (Melb), MACEL, GAICD

**Deputy Principal and Head of Garnsey Campus**
Ms Jan Henry - BA (Melb), DipEd (Melb), MEd (Monash)

**Deputy Principal (Academic)**
Mrs Liana Cartledge - BA (Monash), DipEd (Monash), M Org L’ship (Monash), MACE

**Deputy Head of Garnsey Campus**
Ms Kate Ray - BEd, BA (Deakin)

**Head of St Anne’s Junior Campus**
Mr Jie Van Berkel - BEd (Melbourne University), Cert IV in Business and Personal Coaching

**Deputy Head of Junior School (St Anne’s)**
Mrs Sheryn Ray - DipPrimaryTeach, BEdPrimary (Deakin)

**Head of Bairnsdale Junior Campus**
Mrs Virginia Evans - BEd (ACU)

**Business Manager**
Mr Chris Beckman - BSc, Cert IV Information Technology (CHIS), Dip Super Mgt

**Lead Teacher (Bairnsdale)**
Mrs Fiona Carr - BEd, DipEd (NTU)

**Chaplain**
Rev. Richard Lanham - AdvDip Min and Theology (Theology College), DipMin (Ridley College), Cert IV Training and Assessment (Set Solutions)

**Finance Manager**
Mr Geoff Barry - BBus (Acc) (Victoria), MBA (Deakin)
Mr Ken Anderson - B.Ec (Monash, Grad.Dip Accounting (Monash), CPA Program (CPA)

**Human Resources Manager**
Mrs Emilie Davine - BBus IR/HRM (RMIT), Cert IV Workplace Training and Assessment (EVGT)

**Marketing and Development Manager**
Mrs Melissa Farley - BBus (RMIT), Adv Dip Financial Planning (Kaplan Professional)

**Property Manager**
Mr Tony DeBono - DipEng (Dept of Defence)

**Registrar**
Ms Coran Johnson - BBus (RMIT)

**Business Analyst**
Mr Neil Storer - BScHons (Computer Information Systems) (University of Bath), QTS (GTC-UK)
Senior School Teaching Staff

Mr David Arnup - BEd (Monash)
Rev’d Nikolai Blaskow - BA (Syd), DipEd (New England), Lit Theology (Melb)
Miss Cass Booth - BSport and Outdoor Rec., BEd (Monash) PL
Mrs Liz Bullers - RGN (Oxford,UK), RM (Nottingham, UK), CertEd (Greenwich,UK) Cert HSC (Open Uni, UK) GradCertEd (USQ)
Mrs Jenny Candy - BEd (Melb)
Mrs Leanne Caithness - BSc, GradDipEd, GradDipPsych (Monash)
Mrs Julie Cannon - MEd (Monash), BA (Deakin), DipEd (Monash)
Ms Katrina Chilcott - BCA (Music) (UTas)
Mr Brad Cruickshank - AmUSA
Mrs Robyn Davis - BA (Monash), DipSecondaryEd (Monash)
Mr Daniel De Keersmaeker - GradDipEd (Ghent Belgium)
Mr Kai Dettbarn - BSc (Hons) (UWA), DipEd (Melb.)
Mr Glen Dihoood - BCom (University Of Melbourne) GradDipEd (Monash)
Mr Mark Dolbel - DipEd (Charles Sturt), BEcon (Macquarie)
Mrs Sonia Duggan - BA, BEd (Sunderland University UK), Med (Monash)
Miss Jenny Dyke - BEd (Rusden), GradDipBus (Monash), GradDipAdolescent Health & Welfare (Melb)
Miss Laura Evans - BMus Perf (Hons) (University of Adelaide), MTeach (Deakin)
Mr Josh Flanagan - BSc, GradDip, MTeach (Melb)
Mr Don Gaskell - CertEd (Leeds)
Mr John Gaulke - MEd (W Syd), GradDip ICTEd (Melb), BSc (La Trobe), CertIV Training & Assessment
Mrs Jan Gilmour - BEd (Melb), GradCert GiftedEd (Monash)
Mr Matthew Goss - B.Mus (Victoria College), BEd (Deakin)
Miss Justeen Hahn - BSc ,DipEd, GradDipStudent Welfare (Melb)
Mrs Bree Henderson - BEd (ACU), Dip Com Healthy (Tafe)
Mrs Sharyn Henderson – BEd (Ballarat)
Mr Andrew Hodges - BA, DipEd (Macquarie University)
Mr Michael Howard - BSc (Monash), DipEd (Monash)
Mrs Faye Kennedy - BA (Deakin), PostGradDipEd (Charles Sturt)
Mr Nick Kuch - BEDVET/Secondary (Victoria) CertIV in Training & Assessment
Ms Christine Kyriakou - BA Journalism (Monash), BA (Monash), DipEd Secondary (Monash)
Miss Celine Lachappe - (Rennes 2 France), Postgrad Cert Secondary French (Oxford Brookes)
Ms Nadine Lineham - BEd (Vis. Arts) (Melb)
Ms Sarah Little - BEd (Prim and Sec) (Deakin), BSc (Deakin)
Mr Richard Macaulay - BA (SA), CertEd
Mr Frank Mesaric – Dip Vis Arts (GIAE), GradDipEd Secondary (GIAE), PostGrad Dip VisArts (Painting) (Monash)
Mr Paul Millard - BSci DipEd (Latrobe)
Ms Penelope Monger - BA (Swinburne), DipEd(Melb), GradDip Library and Info Mgt (Charles Sturt), B Broadcasting (WAAPA)
Miss Emma Neal - BEd (Deakin)
Mr Andrew Nicholas - DipTch/Outdoor Recreation, BEd(Monash)
Mrs Tracey Nicholas – BBus Com (Monash), Grad DipEd (Monash)
Miss Michelle O’Connor – BEd (SecEd) (Qld)
Mr Richard Ogilvie - BEd (Ballarat)
Mrs Sharyn O’Reilly - BA (Deakin), BEd (Victoria) MeD (Deakin)
Ms Cindy Petersen - BA (La Trobe), DipEd (Monash) PL
Mrs Karen Rankin - DipTeach (La Trobe) and BEd (Monash)
Mr Chris Ray - BAppSc, GradDipEd (Victoria)
Mrs Michelle Reynolds - BAppSc (Ballarat), GradDipEd (Ballarat)
Mr Peter Rice - MAVisualArts, BA (Monash), GradDipEd (Melb)
Ms Jenny Roberts - BProf Writing and Lit (Deakin), BEd Primary and Secondary Art & English (RMIT)
Ms Wendy Ryan - Trade Accredited Chef (William Anglicis), GradDipTechnicaEd (Latrobe) CertIV in Training & Assessment
Ms Toni Salveson - BEd (Melb College)
Ms Sally Sharp - BA Eng (Materials), Honours IIA (Monash), Grad. Dip.Ed (Melb), M.Ed (Melb)
Ms Eni Shinagawa - GradDipEd (Monash), BA (Aichi Shukutoku, Japan)
Mrs Arun Singh - BEd Secondary (University of South Pacific, Fiji), DipEd (Fiji)
Mr Tyler Smith - BA (University of California), MEd (Lewis and Clark)
Mr Rupert Stephenson - BArts (University of Adelaide) BEd Secondary (University of SA)
Mr Paul Van Eekelen - CertIV in Training & Asst, CertIV Music Technology, BA (Music Industry) (RMIT), GradDipEd (Monash)
Mrs Nadine Williams - BSc,Hons Physiology (University of Wales, College of Cardiff, Gr1 Cert Grammar & Oral Italian (Uni of Pisa, Italy), PGCE (Uni of Wales, Swansea)
Miss Megan Willis - MTeach (New England), BEng (UNSW)
Mr Edward Wilson - BSc Computer Sci (Macquarie University), DipEd MathEd (Macquarie University)

Junior School Teaching Staff

Ms Bree Alexander - BEd (Primary) (Monash)
Mrs Etsuko Boulton - GradDipEd (Uni of Technology Sydney), BForeign Studies (Aichi Prefectural University), Professional Cert Modern Languages (University of Melbourne), Prof Cert Ed (University of Melbourne)
Mrs Jan Chalmer - BEd (Victoria College)
Ms Charlotte Cheadle - BA (English/History) (ANU), GradDipEd (University of Wollongong)
Ms Ellen Condon - BEd (University of Tasmania), Cert IV Bus Admin (East Gippsland Tafe)
Mrs Linda Cooper-Lothian - Bsci Special Education (Ball State University Indiana USA), Grad Cert Special Ed (Mercer University Georgia USA), GradDipEd (Primary) (RMIT), Vocational Grad Dip (Autism Institute Melbourne)
Mrs Anne Crowe - BEd (Primary) (State College Frankston), GradDipAdolescent Health and Welfare
Mrs Libby Crowe - Dip Early Childhood Education & Care (MCAE), DipEd (East Gippsland Tafe)
Mrs Liz Dawson - BEd (Primary) (Monash), GradDipEd (Monash)
Ms Alison Fraser - BEd (ECE) (James Cook University)
Mrs Elisha Froud - BEd (PE) (Ballarat)
Mrs Katie Germaine - DipMusicPerformance (Box Hill), BMus (Monash), GradDipTeach (Secondary) (ACU) PL
Mr Brett Glover - BMus (Alto Saxophone), GradDipEd (Middle Years) (Latrobe)
Ms Lisa Goode - BEd (Canberra)
Mrs Tracey Grubb - BPrimaryTeach, DipEd (Monash)
Mrs Joy Hay-Smith - DipTch (Primary), GradDipEd (Monash)
Mrs Katie Howard - BEd (Brighton University), BAHons (University of Kent Canterbury),
Mrs Louise Hulls - BTeaching Primary/Arts/Visual Arts (ACU)
Ms Terese Hunter - BEdPrimary (Monash), GradCertSpecialEducation (Charles Sturt)
Mrs Julie Jago - DipTeach. (Monash), GradDipRE (Christ College)
Ms Serena Jefferis - BEd P-12 (Hons) (VUT Footscray), Cert IV in Business & Personal Coaching
Mrs Wendy Johnson - BA (Deakin), TPTC (Burwood)
Mr Evan Lamb - BComm (Deakin), GradDipEdPrimary (Monash)
Mrs Amy Laverty - BHPE (Latrobe)
Ms Lucy Leeming - BA (Acting) (Ballarat), GradDip (Secondary Education Drama & English) (Monash)
Mrs Liz Magnuson - BA, DipEd (Melb.)
Miss Prue McNaughton - BMgt, BA (UniSA), GradDipEd (Monash)
Mrs Elizabeth Noble - DipT (Melb), GradDipTch/Librarian (Queensland)
Ms Toni Salveson - BEd (Melb College)
Ms Sally Sharp - BA Eng (Materials), Honours IIA (Monash), Grad. Dip.Ed (Melb), M.Ed (Melb)
Ms Eni Shinagawa - GradDipEd (Monash), BA (Aichi Shukutoku, Japan)
Mrs Arun Singh - BEd Secondary (University of South Pacific, Fiji), DipEd (Fiji)
Mr Tyler Smith - BA (University of California), MEd (Lewis and Clark)
Mr Rupert Stephenson - BArts (University of Adelaide) BEd Secondary (University of SA)
Mr Paul Van Eekelen - CertIV in Training & Asst, CertIV Music Technology, BA (Music Industry) (RMIT), GradDipEd (Monash)
Mrs Nadine Williams - BSc,Hons Physiology (University of Wales, College of Cardiff, Gr1 Cert Grammar & Oral Italian (Uni of Pisa, Italy), PGCE (Uni of Wales, Swansea)
Miss Megan Willis - MTeach (New England), BEng (UNSW)
Mr Edward Wilson - BSc Computer Sci (Macquarie University), DipEd MathEd (Macquarie University)
Mrs Kate O’Toole - BA (Latrobe), GradDipEd (Latrobe)

Mrs Penny Rankin - BCom (Deakin), B Laws (Hons) (Deakin), GradDipEd Primary (Monash)

Mrs Kristen Rich - BTeach (Monash), BEd (Monash)

Mrs Nicole Roberts - DipEd (Melb) BEd (Monash)

Mrs Fiona Sutherland - BA (Hons) DipEd (Latrobe)

Mrs Rebekah Taylor - BPrimaryEd (Monash)

Mrs Linda Vale - B PrimaryTeach, BEd (Deakin)

Mrs Tomomi Wynne - B SocialSc (Hons) (Ritsumeikan Asia Pacific University, Japan), DipEd (Primary/Secondary LOTE) (Monash), MEd (La Trobe)

Pathways Teacher/Speech Pathologist

Mrs Michelle Sands - BHlthSc (Speech Pathology) (Charles Sturt), GradDipEd (Monash)

Director - Early Learning Centres

Mrs Lisa Burgess - BEdEarly Childhood (MCAE)

Early Learning Centre Staff

Mrs Jenny Banwell - DipChildren’s Svcs (EG Tafe)

Mrs Colleen Battersby - CertIIIChildren’s Svcs (EG Tafe)

Mrs Danielle Carpenter - BA (Ed: ECE), BEd (ECE) (Edith Cowan University)

Mrs Annette Diks - NNEB (Nottingham UK)

Mrs Jenny Gaskill - CertEd (Liverpool)

Mrs Tammy Lopardi - BEd (Early Childhood Ed) (Deakin)

Mrs Carol Oram - DipChildren’s Svcs (Early Ed. And Care) (Advance TAFE)

Mrs Sharon Smith - BEdEarlyChildhood (Melb)

Mrs Katie Whitfield - DipCommSvcs – Childcare (VUT)

Mrs Evie Wilson - BEd (Early Childhood) (Monash)

Mrs Sharyn Wright - DipEd Early Childhood (Melbourne University)

After School Care Staff (Bairnsdale Campus)

Mrs Elizabeth Hadden - DipCommSvcs – Childcare

Mrs Michelle McGrath - DipCommSvcs – Childcare

Mrs Margaret Cotter - DipChildren’sSvcs (Ed and Care)

Careers and Vocational Guidance

Mrs Julie Kennedy-Ripon - BScEd (Melb), GradCertCareersCounselling (RMIT) CertIV in Training & Asst

School Psychologist

Mr Steve McAnulty - BA, DipEd (Monash), GradDipSocSc (Psych) (Latrobe), GradDipCounsPsych (Monash) MAPS

School Assistants

Mrs Suzanne Rautman - Home Eco Asst/ Levels 1 & 2 Safe Food Handling (East Gippsland TAFE)

Mrs Katherine Bittner - Laboratory Assistant Cert IVLaboratory Technology (TAFE), Cert. IVBus(TAFE)

Information Services Centre Staff

Mrs Jacinta Fleming - MEd (Charles Sturt), BA (Monash), GradDip Ed (Monash)

Mr Anthony King - AdvancedCertMechEn, Cert IVWorkplace Trainer and Assessor (TAFE), Authorised Worksafe Assessor (W.S.V.)

Mrs Joy Reid - BA, DipEd, DipCatt(Syd), MEd, TeacherLibrarian (Charles Sturt)

Ms Jodie Martin - BSocWelfare (Monash), Grad.Dip.Bio Medical Science (Monash)

Information Technology Services

Mr Greg Dennison - CertIV IT (TAFE)

Mr Michael Grattan - Cert II Electrical (Electro Comms) (RMIT)

Mr Max Hancock - BA (Psychology) (Monash), Cert IV OHS, Cert IV Training & Assessment (TAFE)

Mr Geoff Stagg - Cert II Arts (TAFE), CertIII Ed Curr IT Support (TAFE)

Learning Assistants

Mrs Louise Anderson - Integration Aide (TAFE)

Mrs Samantha Gladman - Integration Aide (TAFE)

Ms Sally Howe - Integration Aide, Cert (East Gippsland TAFE)

Miss Serena Lothian - CertIII Children’s Services (Partners in Training), CertIII Integration Aide (Monash)

Mrs Kaylene O’Doherty - DipChildren’s Services Education (East Gippsland Tafe), Dip Prof Counselling (Australian Institute of Professional Counselling)

Mrs Simone Robertson - CertIII & CertIV Integration Aide, (TAFE)

Ms Danielle Sage - CertIV Education, CertIII Special Education

Mrs Lucinda Schenk Integration Aide, Cert (TAFE)

Mrs Bec Scriven - CertIVEdSupport (TAFE)

Mrs Alanna Stephenson - CertIII Children Services, Dip Children Services

Mrs Rachel Storer - BA (Linguistics) (Monash), BEd (English & ESL) (Monash)

Mrs Vasanti Sunderland - School Service Officer (Integration - Gippsland Institute of TAFE, Cert IVCommunity Services - Disability (Adult Support Services) - Gippsland Institute of TAFE, Cert IVCommunity Services - Disability (Residential) - Gippsland Institute of TAFE

Mrs Michelle Thompson - DipCS (ECE&Care), DipCS (Outside School Hours Care), DipEdSupport, CertIVTraining and Assessment (TAFE)

Ms Vanessa Walsh - Integration Aide (TAFE)

Head of Rowing

Mr Peter Campbell - BSc (Hons) Meteorology (Reading Univ), PGCE Secondary Education (Oxford Univ), Rowing Australia NCAS Level 2

Mr Nick Bartlett - BA (Archaeology) (Newcastle University UK)

Head of Boarding

Mr Stuart Llewellyn - BSc Honours, Certificate I to IV Outdoor Recreation.

Residential Boarding Supervisors

Mrs Leanne Heywood - CertIVTraining & Assessing, CertIIIBusAdmin

Mr Warren Stewart
Administrative Staff
Mrs Sandie Alexander - Cert III Children's Services (Community College Bairnsdale)
Mrs Leonie Allen - Cert IV Comm Catering (Tafe)
Mr Kevin Broughton - BSc Hons Computer Studies (University of Glamorgan)
Ms Sue Bryant
Mrs Gerardene Caldwell
Mrs Christine Callaghan - Dip Hotel M, Cert III Bus (TAFE)
Mrs Nicole Cooper-Warneke
Mrs Sue Davies - Cert III Bus Admin, Integration Aide (Triscott Ed. Services)
Mrs Kellie Davis
Mrs Rowie Gray - Dip Nursing Div 2
Mrs Sarah Guinness
Mrs Sarah Kuch
Mrs Lynette McGowan - BBus (Victoria University)
Mrs Judy Pattinson - Cert III Bus Admin (TAFE)
Mrs Carol Reid - Cert Ed Integration Aid (Monash)
Ms Danielle Sage - Cert III Education, Cert III Special Education
Ms Jodie Smolenaars - Dip Ed Early Childhood (East Gippsland Tafe)
Mrs Melissa Tatterson - Cert III Sport/Rec (TAFE), Int Aide (TAFE)
Mrs Annie Young - Cert IV Bus Admin

Canteen Staff – Junior School
Mr Tony Avron-Cotton - Bairnsdale
Mrs Janet Robertson - St Anne's
Mrs Anne Smith - Bairnsdale

Cleaning Staff
Mr Russell Amy
Mrs Sharon Bates
Mrs Maureen Burns
Mrs Janette Gale
Mr John McParland
Mrs Fiona Myers
Mr Chris Redman
Mrs Helen Salisbury
Mrs Sheridan Watts

Maintenance Staff
Mr Warrick Brown
Mr David Davidson
Mr Geoffrey Gale
Mr Robert Kerton
Mr Neville Mowat
Mr Andy Nance
Mr Mark Robinson
Mr Glenn Taylor

Clothing Shop
Mrs Amina Holland
Mrs Leanne Morelli

Claresco Editor
Ms Lisa Baker

ANNUAL FIXED-TERM POSITIONS

Japanese Language Assistants
Miss Aya Sugiura/Miss Moko Ichikawa

French Language Assistants
Miss Claire Prajoux/Eliot Baumgarten

2018 Gap Students
Mr Harrison Broad
Miss Cassidy Capraro
Miss Emily Cooper
Miss Imogen Cunningham
Miss Maddison McCarrey
Mr Matthew Woodward

2018 Boarding GAP Tutors
Miss Jenna Germanus
Mr Bryce Miller

2017/2018 Assistant Rowing Coaches
Mr Richard Hawkins
Miss Charlotte Bunce
Miss Lucy Mason

2018/2019 Assistant Rowing Coaches
Mr John Heuchan
Miss Robyn Gillies
Mr Thomas Lungu
### Instrumental Music Staff

- Mrs Lyn Biggs - DipTeaching (Primary), BEd (Primary) (Monash)
- Ms Sarah Caddie - BAppSc (Deakin), DipEd (Monash)
- Ms Caryn Caithness
- Ms Claire Cochrane - GTCL, LRCM, LTCL, DipEd
- Mr Don Cook - BA (Music Industry) (RMIT)
- Ms Caroline Crawford - BMus, DipEd (ACU Melb)
- Miss Julie Dixon
- Mrs Alison Dunn
- Mrs Joy Ellis - BEd HDipTch (Sec) (Rusden) MVMTA
- Mr Colin Iversen - BMus, DipEdMusEd (Exeter), HDipEd. (Witwatersrand), MA (Keele)
- Mrs Rosemary Iversen - BA (Rhodes), HDipEd (Post Grad) (Rhodes), ABRSM Adv Cert (Cello)
- Mrs Jenny Lang - BEDDipTeach (Music)
- Mrs Julie Lockhart - BMus (Hons) (Melb)
- Ms Vicki Pappas - CertIV Training & Assessment (NMIT)
- Mrs Karen Phelps - AMusAPianoforte (AMEB) (Victorian College of the Arts)
- Ms Hilary Rigg
- Miss Victoria Shaw - AMusABA Music Performance, BAPsych (Hons), DipPsychotherapy, CertIVTAA
- Mrs Tamara Warden BMusic (Melbourne)

### RAAF Transition Aide

- Mrs Amanda Canfield - MA (New England), BA (UNSW)

### Outdoor Education

- Mr Steve Anderson - BEd (Melb)
- Miss Bridgett Bragg
- Mr Peter Brown
- Mr Shawn Clement - BA Outdoor Education (Latrobe Bendigo), DipEd Science (Charles Sturt University)
- Miss Laura Collins - Cert III Sport & Recreation
- Mrs Anna Feely - BEd (Deakin)
- Miss Jessica Flasza - BOutdoor Ed (Latrobe)
- Miss Larrissa Naporra - Dip Adventure Guide (Thompson Rivers University)
- Mr Patrick Nash - DipEdOutdoor Rec
- Mr Matt Renshaw - BApSci, Cert IV Training and Assessment, DipOutdoor Rec
- Mr Mick Kennedy-Ripon - BAppSciFisheries (Aust Maritime College, Tas), GradDipEd (Charles Darwin, NT)
- Mr John Watson - BSport and Outdoor Ed (Latrobe)

### Weekend Boarding Supervisors

- Ms Emily Gasko
- Ms Joanna Holdsworth
- Mr Craig Martin
- Mr Paul Mylius
- Ms Christine Ripper

### Student Support Assistant

- Mr Jason Roberts

### Archivist

- Mr Tim Gibson, BEd (Melbourne)