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Principal’s Message

LEISA HARPER

It is with great pleasure that we present Gippsland Grammar’s Annual Report for 2020.

After serving at the helm of Gippsland Grammar into his eighth year, Principal David Baker concluded his role at the end of Term 1. Since Mr Baker’s appointment in 2013, Gippsland Grammar saw many achievements under his leadership, such as;

• the establishment of our educational model of Academic Care where our core values of Compassion, Leadership, Excellence, Respect and Responsibility are imbedded into our teaching and learning and enable our students to develop a growth mindset;

• the introduction of Visible Learning and SOLO, with the support of Melbourne University;

• the establishment of our staff and student Leadership Programs;

• the construction of the Laurie Payne Sports Centre and Kukun Kalak (the 3/4 centre at St Anne’s) as well as a commitment to the ongoing refurbishment of our facilities at all three campuses; and

• a significant increase in our student enrolments.

It was with much anticipation and excitement that I commenced as Principal of Gippsland Grammar in Term 2. However my first day coincided with Gippsland Grammar’s urgent and unexpected transition to remote learning as a result of the fast-evolving COVID-19 pandemic and I took over the reins from David Baker on what was to be the first day of the School’s Learn@Home program. The subsequent six months saw Gippsland Grammar’s 1100 students complete almost 70 days of remote learning before returning to the School’s three campuses in early October.

Many of our normal activities were curtailed in 2020 due to COVID-19; however, the School still recorded impressive academic outcomes. Due to the challenges of COVID, there was no NAPLAN testing nor formal parent feedback sought. However, throughout the year, we were grateful for the feedback from parents and staff about our management of Learn@Home and other programs. This feedback enabled our programs to improve.

As you will read in this report, much was achieved through the determination and ingenuity of our staff and students. No one doubts that 2020 has been a year of challenges however the Gippsland Grammar Community has worked together to ensure the best outcomes for our students throughout the year. Our students have shown resilience and determination and we are blessed to be part of their lives.

We hope you enjoy this report of our 2020 year.
Overview of 2020
BACKGROUND

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.

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 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
Empowering our community to learn, live and lead.

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach.

Our Anglican ethos is central to our School culture and is centred around our values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.

STRATEGIC PLAN
Our students are central to each decision that is made at Gippsland Grammar. This statement incorporated many goals for the 2020-2022 Strategic Plan which will see continuing development for Academic Care, Our Team, Community, Sustainability and Resources.

ACADEMIC CARE
Academic Care integrates all aspects of curriculum, teaching and learning and wellbeing with each pillar informing and enriching the others. Academic Care requires teachers to develop curriculum and evidence-based approaches to teaching and learning that are made visible and enhance student learning and wellbeing and embed these in the classroom. It builds resilience, student agency, positive self-esteem, connectedness and optimism through pedagogies, organisational structures and teachers’ relationships with students.

Our team is a strength of our School. It role models a culture of ongoing growth and learning and it is through our empowered, motivated and connected people that we successfully operate our School.

COMMUNITY
Gippsland Grammar prides itself on fostering a supportive, inclusive and progressive community of students, families, staff and Old Scholars. Gippsland Grammar is also an integral part of the wider Gippsland region and the School values its many established connections with local community groups, sporting organisations, businesses and associations. As part of the Anglican Diocese of Gippsland, our School is built on a foundation of Anglican values and is committed to promoting meaningful, inclusive and strong connections for the mutual benefit of all.

SUSTAINABILITY
Our business practices are designed to optimise financial and environmental sustainability through best practice governance. Our values are reflected in the manner in which we responsibly conduct the business of the School and place student learning at the centre of our decision making.

RESOURCES
To ensure a contemporary, flexible and safe learning environment for our Community.

Throughout 2020, the School reviewed its operations and as part of the Strategic Plan and key areas were targeted for deeper analysis. Project Briefs were created for investigation in 2021 and will be led by staff from all three campuses. These areas include; Curriculum Review, Year 9 Program, Student Leadership, Service Learning, Online Presence and Wellbeing.
LEARNING

Regardless of the pathway students pursue after school, we know that young people need rich, engaging learning experiences during their formative years. At Gippsland Grammar we are committed to high-quality teaching where students are nurtured, challenged and supported. Our students feel safe and supported by teachers who know their students and use positive education strategies in the classroom and beyond.

Our 2020 VCE results were excellent and our Year 12 students are to be congratulated on what was a challenging year. Twenty-three per cent of our Year 12 students achieved an Australian Tertiary Admission Rank (ATAR) above 90, which places them in the top 10 per cent of students in the State.

And 55 per cent of students achieved an ATAR above 80, placing them in the top 20 per cent. Gippsland Grammar’s Dux for 2020 is Hannah Husudo with an ATAR of 99.65.

We are committed to positioning our students for success. Success for our students who are looking to complete university study can be defined through their course of entry. Some of our students left us in 2020 to pursue apprenticeships and trade courses, another indicator of success for the School Community. Gippsland Grammar takes a long-term view, preparing students for adult, lifelong success in a rapidly changing and complex world.
VISUAL ARTS & TECHNOLOGY CENTRE

In October the School announced a new multi-million dollar Visual Arts & Technology Centre at the School’s Garnsey Campus.

Designed by McIlwrie Partners, the 1700sq-m Visual Arts & Technology Centre will feature eight purpose-built classrooms to accommodate specific Visual Arts and Technology subjects taught at Gippsland Grammar’s senior campus including Art (2D and 3D studios) Design (Visual Communication Design) Media (including film and editing suites) Applied Computing, Wood Technology and Materials Technology (Robotics and Renewable Technology).

Stage One of the project has been made possible due to a $2 million grant through the Australian Government’s Capital Grants Program, which was established to provide funding to Catholic and independent schools to improve infrastructure through capital expenditure.

The Visual Arts & Technology Centre will follow the curve of the existing Garnsey Campus oval and will provide undercover tiered seating for spectators to watch games being played on the oval. A highlight of the light-filled design is also a central communal foyer and courtyard, which can be easily transformed to host exhibitions for both the Gippsland Grammar and wider Gippsland communities. There are also plenty of break-out collaborative study areas and workspaces for both students and staff.

Construction began at the end of 2020 and will be ready for use at the commencement of the 2022 school year.
TECHNOLOGY

Much has been achieved in the area of technology across the School with all staff learning many new skills to enable their work in a remote setting. The School’s Learning Management System VOS has enabled families to connect with their student’s academic performance as well as messages from Heads of Campus. This LMS provides a platform for increased visibility and direction for students and enhanced feedback. All three campuses utilised VOS for continuous reporting in 2020.

The holistic nature and philosophy of the School continues to be a focus and provides opportunities for our students to develop in character and strengths; our ultimate goal. These opportunities are many and varied and provide our students with a context to develop their capabilities in leadership, communication, problem solving, innovation, collaboration and resilience. These capabilities enhance and improve their learning experience in the classroom and provide real world opportunities for thinking and learning.

CONCLUDING COMMENTS

The experience of 2020 highlighted the strength and cohesiveness of our Community. Had our School culture not been as strong, agile and cohesive our experience may have been very different. I would like to thank all the entire Gippsland Grammar staff who worked tirelessly to ensure that learning happened whether it was Learn@Home or @School. Thanks to our students who were committed to continue their learning despite the challenges. Our thanks also to our families for working with the School to ensure a truly team effort with what was achieved. We were challenged but it has been through our response that our Community came together.
Governance

Gippsland Grammar is an independent school registered under the Education Training and Reform Act 2006 (Vic). The School is incorporated under the Corporations Act 2001 (Cth) as a public company limited by guarantee and is also registered as a charity with the Australian Charities and Not-for-profits Commission.

The Gippsland Grammar Board is comprised of a dedicated group of volunteers who possess a wide range of skills to ensure the ongoing governance of the School. In committing to the recruitment of Directors with the specific skillset required, the School has ensured the continued success of the Board and enabled productive outcomes.

The Board holds eight scheduled meeting during the year and is supported by advisory committees comprising of Directors with expertise in the areas of Governance, Audit and Property.

Throughout 2020 several changes occurred in the composition of the Board with Mr Bill Jones, Mrs Vicki McLeod, and The Very Reverend Susanna Pain each taking their leave. The School is the beneficiary of their many years of dedicated service, and we wish them well. We also welcomed Mr David Gittins to the Board in December 2020.

At the Annual General Meeting of Members held in April 2020, the School adopted a new Constitution. During 2020 the School has been working with the School’s regulator, the Victorian Regulation and Qualifications Authority (VRQA), on addressing several governance and compliance issues which the VRQA has identified in the School’s Constitution. These changes were presented to members at an Extraordinary General Meeting on March 22, 2021 and duly adopted unanimously by all members present.

IN 2020 THE GIPPSLAND GRAMMAR BOARD OF DIRECTORS CONSISTED OF 12 DIRECTORS, INCLUDING

Mr Mike Oram  
(Chair from April-December)

Mr Brendan Shepherd (Deputy Chair ongoing and Acting Chair in March)

Bill Jones

Mrs Vicki McLeod (Chair from January-February)

The Right Reverend Dr Richard Treloar

The Very Reverend Susanna Pain

Dr Valerie Shaw

Ms Valerie Jones

Mrs Kate Young

Mrs Helen Rose

Mr Andrew Reynolds

Mr David Gittins
The School’s Executive Team has overall responsibility to the Principal. They continue to reflect and learn in order to deliver the operational management of the School as well as provide strategic leadership that enables the School and the Community to learn, live and lead together.

As a group, they value the positive connections and friendships that develop between our students, and celebrate the nurturing and caring relationships between our students and their teachers.

As individuals each member brings passion and experience to enable Gippsland Grammar to uphold the School’s values and maintaining the School’s reputation as having a passion for excellence and continual growth in every aspect of student life.

**PRINCIPAL**
Mr David Baker (Term 2) and Mrs Leisa Harper (Term 2 onwards)

**DEPUTY PRINCIPAL (HEAD OF GARNSEY CAMPUS)** Ms Jan Henry

**DEPUTY PRINCIPAL (ACADEMIC)**
Mrs Liana Cartledge

**DEPUTY HEAD OF GARNSEY CAMPUS**
Ms Kate Ray

**HEAD OF ST ANNE’S CAMPUS**
Mr Jie Van Berkel

**HEAD OF Bairnsdale CAMPUS**
Mrs Virginia Evans

**BUSINESS MANAGER**
Mr Chris Beckman (in September 2020 we farewelled Chris Beckman)

The Executive team is supported by the following roles:

**HUMAN RESOURCES MANAGER**
Mrs Emilie Davine

**REGISTRAR**
Ms Coran Johnson

**PROPERTY MANAGER**
Tony De Bono

**MARKETING AND DEVELOPMENT MANAGER**
Mrs Zoe Curtis
Gippsland Grammar is a not-for-profit entity, limited by guarantee, and is registered as a charity with the Australian Charities and Not-for-profits Commission. All funds generated by the School are used to continually reinvest in both physical and human resources in a responsible and sustainable manner to ensure ongoing improvement and success for students.

The School weathered the impact of COVID-19 throughout 2020 with government assistance and remains in a sound financial position as reported in the following data (all amounts are reported as $’000):

**Total Revenue: $30,983K**
- Tuition 44%
- Boarding 1%
- State Government Funds 5%
- Comm. Government Funds 48%
- School Bus Income 2%

**Total Outgoings: $28,411K**
- Concessions & Rebates 12%
- Employee Expenses 53%
- Other Tuition Expenses 4%
- Grounds & Maintenance 5%
- Administration Expenses 14%
- Boarding Expenses 2%
- Depreciation 5%
- Borrowing Costs 1%
- School Bus Expenses 3%
- Other Expenses 1%

**Total Assets: $53,847K**
- Cash & Cash Equivalent 8%
- Trade & Other Receivables 2%
- Prepayments 1%
- Property Plant & Equipment 89%

**Liabilities & Equity: $53,847K**
- Trade & Sundry Creditors 2%
- Financial Liabilities 11%
- Leave and Other Provisions 6%
- Fees 4%
- Asset Revaluation Reserve 54%
- Accumulated Surplus 23%
Early Learning Centre

BY ELC DIRECTOR
LISA BURGESS

Gippsland Grammar’s two Early Learning Centres continued to thrive throughout 2020. Our Transition (four-year-old kindergarten) programs were full at both campuses with 40 children attending at the St Anne’s Campus and 36 of these retained for school with Foundation enrolments. Bairnsdale Transition had 20 students with 14 retained for school with Foundation enrolments (two Bairnsdale Transition repeated their year in Transition). Similarly, our Reception (three-year-old kinder) programs experienced high demand with most places allocated and a total of 41 enrolments in Sale and 19 in Bairnsdale. In Bairnsdale we began to prepare to deliver ‘funded three-year-old kindergarten’ in 2021 and will eventually see both of the centres become eligible for additional funding for our programs through the Department of Education and Training.

Despite the difficulties Covid-19 dealt our Community, we did not see a significant net loss of students during the year. However we are continuing to monitor the long-term effects this may have on future enrolments as the economic impacts develop. The ELCs remained open during all of the year, only restricted to essential service families during the first national lockdown in April. The rest of the year was ‘business as usual’ with most children attending and many very grateful parents. I want to make special mention of the ELC team members who unexpectedly became ‘essential workers’ and happily and professionally stepped up and carried on coming to work during a very worrying period.

There was a huge extra workload during this time with daily cleaning of toys and all equipment required. Providing care and emotional support for our youngest students and their families as they left lockdown for their ‘outside’ daily visit was an important priority for us. We were aware that many families had been separated or were doing lockdown with one partner away. Working together, the ELC team in addition to face-to-face teaching, also did regular in-person, phone or Zoom welfare ‘check ins’ with ELC families. We also created ‘take home’ educational packs to help keep children busy while at home and recorded story reading times and various special keepsake moments such as mini Christmas concerts. Our identification of the need to increase our understanding of how to support children’s mental health and socio-emotional wellbeing will form the basis of our quality improvement plan as we move into 2021 and beyond.

Despite the challenges that 2020 delivered, the ELCs have adapted, grown and continue to commit to excellence in all that we do.
Gippsland Grammar’s two Early Learning Reflecting and reporting on the year 2020 is a stark reminder of the challenges we were confronted with due to COVID-19. It also demonstrates the resilience and strength of our School Community with staff, students and families adapting to online learning through our learning management system VOS. This system, along with Zoom, provided the necessary platform to remain connected and deliver our curriculum creatively, flexibly and at the point of student need. Wellbeing was a strong focus, and we drew on the support of ‘Be You’, a national mental health initiative in education. Through ‘Be You’, we accessed programs such as ‘Journey of Hope’ and ‘Stormbirds’ for our students, which was a response to bushfires and the impact of COVID-19 on our communities. Cybersafety sessions across the School Community delivered by a renowned expert Susan McLean were very well received and most applicable to the current time.

While our calendar had many cancellations, we were able to celebrate our welcome Fellowship, our family picnic and our swimming carnival in the first term. Many other significant events were celebrated online or outdoors to the best of our ability. Despite being online for much of the year, engagement was high through solid and consistent communication between teachers and families. A renewed understanding of the partnership we share in educating our students was highly valued. Ms Liz McConchie was innovative in replacing the Art show with an event named ‘The Golden Brush’ and each student contributed to a large canvas painting in their houses, allowing only two minutes to convey their artistic talents. Our Year 6 students were inspirational in leading this event and the Bairnsdale Campus now has four beautiful canvases adorning our hall walls. Our Year 6 graduation was also creatively presented; in the comfort of their home, our families enjoyed a combination of live and pre-recorded music and speeches. I commend the adaptability, the creativity and the endeavour of our staff for delivering such events in the challenging year that was 2020.

Staffing in 2020 saw the commencement of Mrs Amanda Jenman in Year 4, Mrs Tracey Grubb as Pathways co-ordinator and Mrs Belinda Street as a learning assistant. Miss Lara Benton joined us as our GAP assistant, and Mrs Angela Roughley commenced in administration. Throughout the year we wished Miss Charlotte Cheadle and Mrs Sally Stevens well as they took maternity leave and welcomed both Miss Anna Whelan and Miss Lucy Leeming as their replacements. At the conclusion of our year, we farewelled Mrs Annette Dilkes from our ELC and GAP assistant Miss Lara Benton. We acknowledged Mrs Vasanti Sunderland’s retirement from her position as Learning Assistant.

A curriculum focus goal was achieved with teachers transitioning away from the traditional, summative student academic reports to current best practice, ‘continuous reporting’. Continuous reporting is the process of providing more timely formative feedback on student learning to both students and families and is easily accessed at any time via VOS. Parent and guardian training is an essential component for the success of continuous reporting; this process included online training, videos, information evenings, individual assistance and will be ongoing. The implementation of the ‘Instructional Coaching’ model (Jim Knight) was a further focus goal. The intention is to improve teacher instruction, develop a collaborative culture of learning, and improve student outcomes. Instructional coaching is an ongoing process. A review of our spelling program resulted in the implementation of SMART spelling, a program that complements our phonic approach being THRASS. All teachers have attended training online.

Our year finished on a positive note, with enrolments increasing throughout the lockdown. We welcomed six new students in terms two and three, taking our enrolment numbers to 122.
BY HEAD OF CAMPUS MR JIE VAN BERKEL

Unlike any other year, 2020 provided an opportunity for our School Community to adapt, connect in new ways and to embrace learning through technology. We started the year with a range of significant events that connected and informed our campus Community. We combined our Welcome Picnic with our Parent Information night this year. And our Grandparents and Special Friends Day is the most significant event on St Anne’s calendar, fortuitously, just before our state lockdown was called, we were able to have more than 300 special guests attend. Our guest speaker Mr Gary Leeson has a special connection with Gippsland Grammar because he, his children and grandchildren are all either Old Scholars or current students at Gippsland Grammar. From mid-March, all of our community events had to be either on Zoom, extensively modified, postponed or cancelled. This uncertainty quickly became our norm, and our students were exceptional throughout the whole experience.

At St Anne’s Campus, our teachers, students and families had to reimagine how students will learn and connect through Learn@Home. Through VOS, all of our students engaged with their learning via Zoom, pre-recorded lessons, and set learning tasks. We had so many highlights during this time. These include: special guests Zooming into classes including author John Marsden and AFL umpire Ray Chamberlain. Our Foundation students spent half of their first year at School Zooming into lessons. We also had parents create a weekly podcast for families discussing wellbeing. There was also approximately 60 students onsite for Learn@Home@School as part of our support for essential service workers.

Our Musical Mary Poppins was a great learning experience for the cast and crew. Though we were not able to have full performances, the cast and crew were able to perform sections at different stages during the year. I would like to thank those involved in Mary Poppins for their resilience.

In 2020, our St Anne’s teachers
transitioned away from the traditional, summative student academic reports to current best practice, continuous reporting. Continuous reporting is the process of providing more timely formative feedback on student learning to both students and parents. We are doing this via our Online Learning Management System, VOS in preparation for continuous reporting to be implemented across the School in 2021. Due to COVID-19, NAPLAN did not take place. However, as a campus, we continued to assess and track our students’ growth, particularly in the areas of reading, writing and maths.

We had some valued staff join our team at the beginning of 2020. Liz Foat, who is an experienced Primary School teacher joined us in Year 3, while Sarah Wheeler took a year’s leave. Amy Laverty, our long-term Physical Education Teacher, returned from parental leave and Louise Hulls, our resident artist and art teacher, also returned from paternity leave. Ella Baker-Horan was our GAP assistant for the year and provided great support in classrooms and in the front office. Our long-term Canteen supervisor Janet Robertson stepped back from the role after being a wonderful asset within the canteen and playing an important role in supporting others within our Community. Receptionist Ann Young resigned to move to a role at the RAAF base. Ann has been an integral part of our front office for nearly 10 years. She always greeted people with a friendly smile and attitude, and as someone who worked closely with her, I can attest to her ability to multi-task and attention to detail. I would like to thank all those staff who are leaving for their contribution to St Anne’s and Gippsland Grammar.

We had another strong year with enrolments and 22 new students joined us during the year. The majority of these students came from the Latrobe Valley and there were also four students from overseas.

I would like to thank the students, teachers, staff and parents for their willingness to embrace the challenges of 2020, making it such a successful year and one we are unlikely to forget.
2020 was always going to be a year of change with the announcement at the end of 2019 that our Principal David Baker was moving on at the end of Term 1 and that our new Principal Leisa Harper would be joining us. Little did we know that this was just the beginning of change and adapting that our staff and students would be facing. However, our Community has demonstrated more than ever their ability to flex and pivot with care and compassion.

As we sat in the Chapel for our annual whole staff Eucharist on the first day of the year, Bishop Richard commented on the challenges many in our School Community had already faced with bushfires over the summer break. He talked about 2020 being our year of seeing things clearly with 20:20 vision and focusing on the things that are most important. This set the scene nicely for what was to come.

We farewelled Mr Baker as best we could with COVID-19 restrictions and guidelines already starting to come into play. I am sure Mr Baker never imagined that he would have his farewell assembly streamed to classrooms via Zoom followed by a “farewell tour” of our Quadrangle via golf cart and what was to be the first of many outdoor performances by our music staff and students with a musical blessing performed to Mr and Mrs Baker in the middle of the Quad. For many, this was also our first and only chance to meet Mrs Harper in person before we went into our first lockdown.

It was fortuitous that our teachers had been working towards continuous online reporting for students during 2019 so when 2020 arrived with the added complexities of what we referred to as Learn@Home, our students and families were able to access detailed, relevant and timely feedback on all learning tasks. We became familiar with a new assessment term “RATs” – Reportable Assessment Tasks; items that students would be assessed on and that would be reported on in a more formal way to our students via their semester reports. Our teachers not only became experts at teaching lessons via Zoom, we also mastered the art of conducting tests and assessments online and one of the more positive aspects of Learn@Home for many families was the parent-teacher interviews conducted via Zoom. This enabled families to meet with their
child’s teacher and have meaningful conversations about their learning from the comfort of their living room. We saw more students joining their parents for interviews and parents commented on the benefits of not having to travel for several hours in the evening to participate in the interviews.

While a number of events weren’t able to be held, there were still opportunities for our students to demonstrate their House and School Spirit with our House Swimming Carnival and Junior House Sports occurring prior to lockdown as well as students participating in a ‘virtual’ House Cross Country and House Drama festival. Our student leaders were also able to demonstrate their leadership, offering messages of support and advice for our younger students in person or via Zoom. Our house leaders were able to run successful house events virtually and our School Captains and Prefects were also great role models, spreading positivity even when perhaps they were faced with many challenges and the thought of missed opportunities which were unavoidable due to COVID-19 restrictions.

Even with the challenges that they faced, our Year 12 students achieved some of the best results that we have seen in past years; a real testament to the commitment of our teachers, students and families to work together during trying situations.

Our digital attendance marking also enabled us to easily track student attendance and we were able to share daily absences with our Heads of Year for monitoring and analysis. This was particularly useful during Learn@Home where we could track students who could have possibly been ‘opting out’ of certain subjects or times of the day while working at home. It enabled a conversation to be held with the child and their family and for these pastoral conversations to occur. This was something that our Heads of Year have continued to monitor when onsite learning resumed. With some of our learning happening remotely and some onsite, it was pleasing to see that our overall attendance from Years 7 to 10 was as high as 95 per cent.
## Attendance

### Bairnsdale

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**Total Attendance for Bairnsdale:** 4,868 94.81%

### St Anne’s

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</tbody>
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**Total Attendance for St Anne’s:** 25,988 97.20%
<table>
<thead>
<tr>
<th>Category</th>
<th>Attendance Days</th>
<th>Less Than 90%</th>
<th>90% or more</th>
<th>Overall Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Y7</strong> Indigenous Only</td>
<td>94</td>
<td>0</td>
<td>2</td>
<td>97.56%</td>
</tr>
<tr>
<td>All Students</td>
<td>4120</td>
<td>10</td>
<td>80</td>
<td>95.70%</td>
</tr>
<tr>
<td><strong>Y8</strong> Indigenous Only</td>
<td>222</td>
<td>1</td>
<td>4</td>
<td>92.54%</td>
</tr>
<tr>
<td>All Students</td>
<td>4921</td>
<td>12</td>
<td>96</td>
<td>94.94%</td>
</tr>
<tr>
<td><strong>Y9</strong> Indigenous Only</td>
<td>34</td>
<td>1</td>
<td>0</td>
<td>70.40%</td>
</tr>
<tr>
<td>All Students</td>
<td>4212</td>
<td>14</td>
<td>79</td>
<td>94.35%</td>
</tr>
<tr>
<td><strong>Y10</strong> Indigenous Only</td>
<td>36</td>
<td>1</td>
<td>0</td>
<td>74.65%</td>
</tr>
<tr>
<td>All Students</td>
<td>4315</td>
<td>16</td>
<td>80</td>
<td>94.53%</td>
</tr>
<tr>
<td><strong>17,569</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>94.87%</strong></td>
</tr>
</tbody>
</table>

The School records attendance data for all students a minimum of twice daily, morning and afternoon. This is a requirement of our VRQA registration. This is done via VOS using Synweb.

At Garnsey Campus, the online roll is marked in the first 15 minutes of every timetabled period. If the roll has not been marked, an automated email will be sent prompting the teacher to mark their roll. Teachers who are covering a class as an extra or replacement class are also expected to mark the online roll via Synweb.

Reception will review attendance data twice per day and will generate automated text messages to the parents/guardians notifying of any unapproved student absence.

At our junior campuses, classroom teachers will complete the online attendance via VOS in the first 10 minutes of each day. At St Anne’s, teachers need to complete the afternoon attendance via VOS by 1:15 pm each day while at Bairnsdale the second attendance will be taken between 1.55-2.05pm.

The front office will call parents of absent students to determine the reason before 10.30am each day. Teachers also need to fill in the bus attendance form via VOS each morning, identifying if students are on or off the bus for that day. Both of these processes must be completed accurately and timely.
All students have their individual talents, interests, pathways and goals. It is with this in mind that Gippsland Grammar’s Careers support encompasses the broad spectrum of post-school possibilities such as traineeships and apprenticeships, further education, course applications, scholarships and work experience.

Information sessions and online webinars offered throughout 2020 featured representatives from Victorian and interstate universities, accommodation providers, Victoria Police and Defence Force Recruiting. A highlight included the return of some past students to talk about their Year 12 experiences as well as their first experiences at university or in their apprenticeships. Unfortunately, the Jobs Camp program, which provides the opportunity for students to obtain their RSA, Safe Food handling and Barista Training was cancelled due to COVID-19 restrictions.

Through the course of each term, I had appointments with students across all year levels with a focus on the senior years. During Year 10, the Morisby Profile interviews provide students and families with a variety of insights into career aptitudes, characteristics, and strengths, along with a comprehensive tool for exploring career ideas, areas, and pathways. I also conducted individual appointments with students around subject choices for VCE and beyond, VTAC applications, scholarship applications

Work Experience is encouraged and in 2020 38 Gippsland Grammar students completed placements both locally and across the state (this number is considerably less than previous years due to the challenges presented by the COVID-19 restrictions). However, Gippsland-based trades and services were still able to provide students with the chance to experience on-the-job learning, which is crucial for students to determine their interest areas moving forward.
Students from the 2020 Year 12 cohort were offered opportunities to study both locally or interstate as well as opportunities to enter the workforce as an apprentice, trainee, or a full-time employee. Tertiary offers included a variety of degree areas and institutions. In addition to the 2020 Year 12 cohort, the following data also represents students from other year levels who obtained apprenticeships and traineeships throughout 2020.

### Areas of Study

- Agriculture: 2%
- Apprenticeship: 21%
- Arts / Design: 9%
- Commerce: 8%
- Education: 5%
- Exercise & Sport Science: 3%
- Health / Allied Health: 22%
- Laws / Criminology: 3%
- Media & Communication / Business: 8%
- Science / Engineering / IT: 19%

### Tertiary Establishment

- Deakin University: 17%
- Swinburne University: 12%
- La Trobe University: 3%
- Monash University: 28%
- RMIT University: 14%
- Victoria University: 3%
- Australian Catholic University: 2%
- Federation University Australia: 3%
- University of Melbourne: 13%
- Interstate: 5%
Gippsland Grammar is excited to share another outstanding year of results with its class of 2020 among some of Victoria’s highest achieving Year 12 students in their VCE studies.

23 per cent of the School’s Year 12 students achieved an Australian Tertiary Admission Rank (ATAR) above 90, which places them in the top 10 per cent of students in the State. And 55 per cent of students achieved an ATAR above 80, placing them in the top 20 per cent.

Gippsland Grammar’s Dux for 2020 is Hannah Husudo with an ATAR of 99.65. Students joining Hannah as the School’s highest VCE achievers are Rebecca Strauss (Sale) with an ATAR of 98.35; Lauren Richards (Rosedale) with an ATAR of 97.6; Lemoni Japhary (Sale) with an ATAR of 96.55; Jasmine Spencer (Forge Creek) with an ATAR of 96.40; Min Min Bao (Bairnsdale) with an ATAR of 96.35 Alice Beyer (Lakes Entrance) with an ATAR of 96.3; Emma Murphy (Sale) with an ATAR of 96.25; Basma Qadeer (Sale) with an ATAR of 95.75 and Faith O’Connor (Sale) with an ATAR of 95.25.

Rebecca Strauss also achieved a perfect study score of 50 in Legal Studies.

The wonderful results extended to our 13 students who secured apprenticeships and traineeships this year through the School’s VCAL program. This program allows students to develop direction for their chosen vocation.

These results reflect the significant efforts of our students over their years at Gippsland Grammar as well as the contribution from their teachers who work tirelessly with our students across all year levels.
2020 started as usual with several new boarding students joining us, including two new international students and two Year 7 students. We also welcomed three new GAP assistants Bianca Klopper and Josh Forbes, both from South Africa, and Eleanor Linforth from the UK. While Eleanor returned early to the UK in March when the international borders began to close, she was replaced by Eleanor Brinkhoff, also from the UK, who was one of the rowing Gaps from 2019.

Throughout the year we also welcomed Bek Davies who replaced Miffy Llewellyn in Term 4 as a House parent. She joined the rest of the BWH staff, Leanne Heywood, Warren Stewart and Paul Mylius who have again assisted and led our boarding students through this unique year.

We nearly made it through Term 1 before we had to close early in Week 9 as restrictions came into place and Gippsland Grammar went into Learn@ Home. Most boarding students returned home but we remained open to cater for our eight international students and this continued for seven school weeks prior to our Year 11 and 12 boarders finally returning in Week 7 of Term 2. It was fantastic to see Blackwood House filling up with the buzz of students again, albeit a little different with the introduction of social distancing and changes to our usual routines to reduce any possible risk of contamination and keep our boarders and staff as safe as possible. We welcomed back our Years 7-10 boarders in Week 9 and things returned to some sort of normality until we had to close down again in early August for the remainder of Term 3 due to the ever-changing restrictions. Again we remained open for a small group of boarders unable to return home until restrictions eased and were finally able to reopen back up and welcome all of our boarders back in Week 2 of Term 4.

In 2020 we were blessed with another large, considerate, studious and friendly cohort of boarders who, when onsite, have juggled their academic studies between viewings of The Bachelor, face mask nights and have moved on from Minecraft to Among Us as communal game of choice throughout the year. Boarding House Captains Catherine O’Brien and William Mwagiru, while being absent from Blackwood House for a large part of the year, have provided suitable insight and leadership throughout the year when needed.

2020 has definitely been a unique year and one in which many challenges were faced and new skills learnt. Whatever the future brings we are proud that once again we were able to provide great care and support for our many boarding students and we look forward to welcoming more Gippsland Grammar students to join us in 2021 and beyond.
Chaplaincy during 2020 certainly has required a new focus for developing skills and flexibility. The arrival of COVID-19 on our shores and resultant lockdowns has meant moving to Learn@Home. But, we adapted, and began delivering chapel, fellowships, teaching, student groups and meetings in new and exciting ways.

Garnsey Campus has continued with Wednesday Chapel, albeit with rostered mentor groups emailing contributions on the lectionary and order of service, together with recordings from our talented musical students and staff. Chaplain Jackie was able to attend both Friday Fellowships at the junior campuses by pre-recording for St Anne’s and going live on Zoom at Bairnsdale. (The only time Chaplain Jackie has managed to be in two places at once). One chaplain for three campuses has been a challenge to meet the needs of our Community and to that end the Chaplaincy Committee formally recognised Nikolai Blaskow, Head of RAVE as an Associate Chaplain at the end of 2019 to work alongside Chaplain Jackie and to step in when she was at thee junior campuses or on camps. This decision was fortuitous as Chaplain Jackie experienced an extended period of ill health during Term 4, and Father Blaskow was able to take the helm.

In February, further restructure has expanded the chaplaincy program with the redeployment of Chaplain Jackie to our Junior Campuses fulltime and Father Nikolai continuing at the Garnsey Campus. This commitment has enabled all junior school students to be taught Christian Education as a specialist subject and further pastorally connect students to our wellbeing support networks alongside the classroom teacher and explicit social and emotional focus within the Christian Education program. Both of our chaplains continue to set an example of continuous learning with Chaplain Jackie completing her theological studies for ordination and Father Nikolai putting the final changes on his Doctorate.
Gippsland Grammar continued to improve its connectivity with its Community throughout 2020 despite the challenges of the year, which forced some events to be reimagined from their usual formats.

The Gippsland Grammar Facebook page has always been a crucial cog in connecting with our wider School and Gippsland Communities and the Facebook page reached 3500 followers during 2020. In addition to the main Facebook account, the Development Office launched a specific Old Scholars Facebook group (https://www.facebook.com/groups/3178750248871331) in July, which offers Old Scholars a less formal social media space where they can connect and share memories of their time at the School. Gippsland Grammar also re-launched its LinkedIn page (www.linkedin.com/school/gippsland-grammar) as an additional way for current and former staff as well as Old Scholars, to facilitate more of a professional connection with the School.

In lieu of the annual School Reunions, which were postponed to 2021 due to COVID-19 restrictions in place at the time, Principal Harper recorded a message that was emailed to all Old Scholars as a means to introduce herself and to give a short update on School news.

In October the School further cemented its place as one of Victoria’s leading independent schools with the announcement of a new multi-million dollar Visual Arts & Technology Centre at Garnsey. This exciting new development was made possible thanks to the support of the Australian Government’s Capital Grants Program, the John Leslie Foundation and the School’s own fundraising arm the Gippsland Grammar Foundation.

The Foundation continued to receive donations for the Be Your Potential Scholarship fund and it also received a generous bequest from Mrs Mildred Lapthorne to establish a perpetual scholarship.

In Term 4 the Foundation also launched a new fundraising initiative, Grammar’s ‘Gippsland Dozen’, which saw four Gippsland wineries with links to the School come together in every box of ‘Gippsland Dozen’ (or half-dozen). As well as raising more than $12,000 for the Foundation, the fundraiser also gave the School Community the opportunity to support four Gippsland wineries which faced their own challenges over the previous 12 months due firstly to the drought, then the bushfires and finally the devastating global effects of the COVID-19 pandemic.

The Foundation’s Lorna Sparrow Fellowship funded literacy expert Karen Starkiss to conduct workshops at both St Anne’s and Bairnsdale junior campuses and the JAT Beard Scholarship was awarded to HR Manager Emilie Davine.

Community Connections
WORKFORCE COMPOSITION
The composition of the staff at the School reflect the trends in the broader educational community. Approximately 75 per cent of the staff are female, 44 per cent of the staff have been teaching for greater than ten years and 46 per cent of the staff are part-time.

The staff cohort includes 108 teachers, 87 education support staff and seven executive staff. No staff have self-declared as Indigenous.

The School actively encourages ongoing professional development. The breadth of qualifications for our staff are represented in the list below.

STAFF QUALIFICATIONS

Principal
Mrs Leisa Harper – BA (QU), DipEd (QU), Med (Ed Psych) (QU), MBA (UNC), MACE, MACEL, AIMM, MAICD

Mr David Baker - Med (UNE), BEd (Math Sci), GradDip Ed Admin, (Melb), MACE, 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 Campus
Mr Jie Van Berkel – BEd (Melb), Cert IV in Business and Personal Coaching

Head of Bairnsdale Campus
Mrs Virginia Evans – BEd (ACU)

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

Deputy Head of St Anne’s Campus
Mrs Sheryn Ray – DipPrimaryTeach, BEdPrimary (Deakin)

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

Chaplain
Ms Jackie Belot – Graduate Diploma Divinity (RC), Bachelor Social Science (ACU), Grad.Dip.Ed (Latrobe)

Finance Manager
Mr Ken Anderson – BEd (Monash), Grad.Dip Accounting (Monash), CPA Program (CPA)

Manager Business Services
Mrs Leonie Nethercote – BBus (Monash)

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

Marketing and Development Manager
Mrs Zoe Curtis – BA Public Relations (RMIT)

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)
Mr Marc Bain – MBA (QMU), BA (QMU), DipEd (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)

Ms Katrina Chilcott - BCA (Music) (UTas)

Ms Brad Cruickshank – AmusA
Mr Dan Davies – BAppSci (RMIT), Master of History (UNE)

Mr Daniel De Keersmaeker – GradDipEd (Ghent Belgium)
Mr Kai Dettbarn - BSc (Hons) (UWA), DipEd (Melb.)

Mr Glen Dihood - BCom (Melb)
GradDipEd (Monash)

Mr Mark Dolbel – BEd (Charles Sturt), BEd (Macquarie)

Mrs Sonia Duggan – BA, BEd (Sunderland University UK), Med (Monash)

Miss Stephanie Dumesny – Dip Children’s Services Ed (TAFE), BEd (FU)

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 Gaskill - CertEd (Leeds)

Mrs Jan Gilmour - BEd (Melb), GradCertGifEd (Monash)

Mr Matthew Goss – B.Mus (Victoria College), B.Ed (Deakin)

Miss Justeen Hahn - BSc, DipEd, GradDipStudent Welfare (Melb)

Mrs Bree Henderson – BEd (ACU), Dip Com Healthy (Tafe)

Mrs Sharyn Henderson – BEd (Ballarat)

Ms Zoe Hilliar – MEd (Monash), BA (Melb), GradDipEd (Latrobe)

Mr Andrew Hodges – BA, DipEd (Macquarie University)

Mr Michael Howard - BSc (Monash), DipEd (Monash)

Mr Clay Hunter – BA, BAppSci, BEd, MEd (USA)

Mrs Faye Kennedy - BA (Deakin), PostGradDipEd (Charles Sturt)

Mr Nick Kuch - BEdVET/Secondary (Victoria) CertIV in Training & Assessment

Ms Christina Kyriakou – BA Journalism (Monash), BA (Monash), DipEd Secondary (Monash)

Miss Celine Lechappe - (Rennes 2 France), PostGradCertEd Secondary French (Oxford Brooks)
Ms Nadine Lineham - BEd (Vis. Arts) (Melb)
Ms Sarah Little – BEd (Prim and Sec) (Deakin), BSc (Deakin)
Miss Emma Neal – BEd (Deakin)
Mr Andrew Nicholas - BSport/Outdoor Recreation, Bed (Monash)
Mrs Tracey Nicholas - BBusCom (Monash), GradDipEd (Monash)
Mrs Sharyn O’Reilly - BA (Deakin), BEd (Victoria) MEd (Deakin)
Ms Rachel Patton – BA (Melb), DipEd (ACU)
Ms Cindy Petersen - BA (LaTrobe), DipEd (Monash) PL
Mrs Inoka Rajapakse – BSc (UOPSL), MAC (KUE), MTeaching (FU)
Mrs Karen Rankin - DipTeach (La Trobe) and BEd (Monash)
Mr Chris Ray - BAppSc, GradDipEd (Victoria)
Mrs Michelle Reynolds – BApSci (Ballarat), GradDipEd (Ballarat)
Miss Janelle Richardson – BEd (Monash), BMusic (Monash)
Mr Peter Ries - 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 Anglis), GradDipTechnicalEd (Latrobe) CertIV in Training & Assessment
Ms Toni Salveson - BEd (Melb College)
Ms Sally Sharp – BA Eng (Materials) – Honours II A (Monash), Grad.Dip.Ed (Melb), M.Ed (Melb)
Mrs Arun Singh - BEd Secondary (University of South Pacific, Fiji), DipEd (Fiji)
Mr Tyler Smith - BA (University of California), MEd (Lewis and Clark)
Ms Masami Sugisaki – BA, GradDipEd (Monash)
Ms Judy Taylor – BEd (Melb), GradDipEd (Melb), GradDipMedia (VC), GradDipCTEd (HIOE), MA (Monash), GradDip Student Welfare (Melb), PostGradCert (ACU)
Mr Paul Van Eekelen - CertIV in Training & Asst, CertIV Music Technology, BA (Music Industry) (RMIT), GradDipEd (Monash)

Mrs Nadine Williams – BSc.Hons Physiology (Uni of Wales, College of Cardiff, Gr1 Cert Grammar & Oral Italian (Uni of Pisa, Italy), PGCE (Uni of Wales, Swansea)
Mrs Sue Williams – BA (UMC), GradDip SocSci (Monash), GradDipEd (Monash)
Miss Megan Wills – MTeach (New England), BEng (UNSW)
Mr Edward Wilson – BSc Computer Sci (Macquarie University), DipEd MathEd (Macquarie University)
Mrs Tracey Grubb - BPrimaryTeach, DipEd (Monash)
Mrs Joy Hay-Smith – DipTch (Primary), GradDipEd (Monash)
Mrs Katie Howard – BEd (Brighton University), BATHons (University of Kent Canterbury),
Mrs Louise Huls – BTeaching Primary/Arts/Visual Arts (ACU)
Ms Terese Hunter - BEdPrimary (Monash), GradCertSpecialEducation (Charles Sturt)
Mrs Julie Jago - DipTeach. (Monash), GradDipRE (Christ College)
Mrs Amanda Jenman – BA (Monash), DipTeaching (CDU)
Mr Evan Lamb - BComm (Deakin), GradDipEdPrimary (Monash)
Mrs Simone Langshaw – B.App.Sci (Deakin), B.Ed (Monash)
Mrs Amy Laverty - BHPE (Latrobe)
Ms Lucy Leeming – BA (Acting) (Ballarat), GradDip (Secondary Education Drama & English) (Monash)
Ms Liz McConchie - BA, DipEd (Melb)
Miss Prue McNaughton - BMgt, BA (UniSA), GradDipEd (Monash)
Mrs Elizabeth Noble - DipT (Melb), GradDip Tch/Librarian (Queensland)
Mrs Kate O’Toole – BA (Lutrobe), GradDipEd (Lutrobe)
Mrs Penny Rankin – BCom (Deakin), BLaw (Hons) (Deakin), GradDipEdPrimary (Monash)
Mrs Kristen Rich – BTeach (Monash), BEd (Monash)
Mrs Nicole Roberts - DipEd (Melb) BEd (Monash)
Mrs Sally Stevens - B.Early Childhood (Macquarie University)
Ms Louise Stevens – MEd (CSU)
Mrs Fiona Sutherland - BA (Hons) DipEd (Lutrobe)
Mrs Rebekah Tayler - BPrimaryEd (Monash)
Mrs Linda Vale – DipPrimaryTeach, BEd (Deakin)
Mrs Anna Whelan – BA (Monash), GradDipEd (Monash)

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 (Melb), Prof Cert Ed (Melb)
Mrs Jan Chalmer - BEd (Victoria College)
Ms Charlotte Ceadle – BA [English/History] (ANU), GradDipEd (University of Wollongong)
Mrs Ellen Condon – BEd (University of Tasmania), Cert IV Bus Admin (East Gippsland Tafe)
Mr Todd Cook – BEd (Ballarat)
Mrs Linda Cooper-Lothian – BSc Special Education (Ball State University Indiana USA), Grad Cert Special Ed (Mercer University Georgia USA), GradDipEd (Primary) (RMIT), Vocational Grad Cert (Autism Institute Melbourne)

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 Liz Foat – BA (Psychology) (ACU), BA Teach (Science) (ACU)
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) (Lutrobe)
Ms Lisa Goode - BEd (Canberra)

Annual Report 2020
Digital Technologies Advisor
Mrs Sharren Cameron – MA (Mgt) (Charles Sturt)

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)
Ms 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 Elizabeth Hadden - DipCommSvcs – Childcare Mrs Tammy Lopardi - BEd (Early Childhood Ed) (Deakin)
Mrs Michelle McGrath - DipCommSvcs – Childcare Mrs Carol Oram – DipChildren’s Svcs (Early Ed. And Care) (Advance TAFE)
Mrs Lisa Singer – BEd Early Childhood (Curtain University)
Mrs Sharon Smith – BEdEarlyChildhood (Melb)
Mrs Katie Steele – Cert IV Commercial Cookery, B.Early Childhood, Dip.Children’s Services Education (EGT)
Mrs Katie Whitfield – DipCommSvcs – Childcare (VUT)
Ms Carly Williams – BEd (Swinburne)
Mrs Jan Vercoe – Certificate Applied Social Sci Childcare (Prahran College)

After School Care Staff (Bairnsdale Campus)
Mrs Margaret Cotter - DipChildren’sSvcs (Ed and Care)

Careers and Vocational Guidance
Mr Justin Henderson – BEd, BMgt (Ballarat), MED (Melb), Cert IV Assessment & Training (TAEA)

School Psychologist
Mr Steve McAnulty - BA, DipEd (Monash), GradDipSocSc (Psych) (Latrobe), GradDipCounsPsych (Monash) MAPS
Mrs Ceci Broughton – BEd (Griffith), GradDip (ACU), MED (Deakin), Dip Professional Counselling (AIPC), GradDip Psy (Monash)

School Assistants
Mrs Suzanne Rautman - Home Eco Asst/ Levels 1 & 2 Safe Food Handling (East Gippsland TAFE)
Mrs Katherine Bittnor - Laboratory Assistant Cert IV/Laboratory 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, DipCat(Syd), MED, TeacherLibrarian (Charles Sturt)
Ms Jodie Martin – BScWelfare (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 – CertII Arts (TAFE), CertIII Ed Curr IT Support (TAFE)

Learning Assistants
Mrs Louise Anderson - Integration Aide (TAFE)
Mrs Samantha Gladman - Integration Aide (TAFE)

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 – CertII Arts (TAFE), CertIII Ed Curr IT Support (TAFE)

Administrative Staff
Mr Kevin Broughton – BSc Hons Computer Studies (University of Glamorgan)
Mrs Kelly Braden – CertIV Ed Support (Fed Training)
Ms Sue Bryant
Mrs Gerardene Caldwell
Mrs Christine Callaghan - DipHotelM, CertIIIBus (TAFE)
Mrs Nicole Cooper-Warneke
Mrs Sue Davies - CertIIIBusAdmin, Integration Aide (Triscott Ed. Services)
Mrs Kellie Davis
Ms Leanne Fairbrother – B.Bus, B.A, Master of Public Health (Monash)
Mrs Rowie Gray – Dip Nursing Div2
Mrs Sarah Guinness
Mrs Sarah Kuch
Mr Will Lamb
Mrs Angela Roughley – CertIII BusAdmin (AGT), Dip Accounting (EGT)
Ms Jodie Smolenaars – DipEd Early Childhood (East Gippsland Tafe)
Mrs Melissa Tatterson – Cert III Sport/Rec (TAFE), Int Aide (TAFE)
Mrs Natalie Walsh - CertIIIInfoTech (TAFE), CertIIIBusAdmin (TAFE)
Mrs Gemma Westman
Mrs Ann Young - CertIVBusAdmin

Canteen Staff – Junior School
Mrs Prue Cliff – St Anne’s
Mrs Anne Smith - Bairnsdale

Cleaning Staff
Mrs Sharon Bates
Mrs Maureen Burns
Mrs Narelle Christie
Mrs Janette Gale
Mr John McParland
Mr Achilles Mavros
Mr Chris Redman
Mrs Helen Salisbury
Mrs Sheridan Watts

Maintenance Staff
Mr Warrick Brown
Mr David Davidson
Mr Robert Kerton
Mr Neville Mowat
Mr Andy Nance
Mr Mark Robinson

Clareasco Editor
Ms Lisa Baker

Annual Fixed-Term Positions
Japanese Language Assistants
Miss Fumiko Nakagawa

2020 GAP assistants
Miss Emma Allman
Miss Ella Baker-Horan
Miss Lara Benton
Mr Ben Kearns
Miss Chloe Nash
Miss Kelsie Roberts

2020 Boarding GAP Tutors
Mr Joshua Forbes
Miss Eleanor Linforth
Miss Bianca Klopper

2019/2020 Assistant Rowing Coaches
Miss Eleanor Brinkhoff
Miss Katrina Francis
Mr Peter Frederick

Casuals
Instrumental Music Staff
Mrs Lynette Biggs - DipTeaching (Primary), BEd (Primary) (Monash)
Mrs Sarah Caddie - BAppSc (Deakin), DipEd (Monash)
Mrs Sarah Caddie - BAppSc (Deakin), DipEd (Monash)

Mr Don Cook - BA (Music Industry) (RMIT

Ms Caroline Crawford – BMus, DipEd (ACU Melb)

Mrs Joy Ellis - BEdHDipTch (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 Julie Lockhart - BMus (Hons) (Melb)

Mrs Karen Phelps – AMusAPianoforte (AMEB) (Victorian College of the Arts)
Ms Victoria Shaw – AMusABA Music Performance, BAPsych (Hons), DipPsychotherapy, CertIVTAA

Mrs Tamara Warden BMusic (Melb)

RAAF Transition Aide
Mrs Amanda Canfield – MA (New England), BA (UNSW)

Outdoor Education
Mr Dan Abikhair
Mr Matt Brooks
Mr Peter Brown BA Outdoor Education (Monash University)
Ms Victoria Elward BA Outdoor Education and Education (Victoria university)

Miss Hannah Gray BA Outdoor Education (Latrobe Bendigo)

Mr Clark Hillsley BA Outdoor Education (Latrobe Bendigo)
Ms Georgia Mitchell
Ms Sarah Meades BA Outdoor Education (Latrobe Bendigo), Masters of education

Mr Ollie Nash DipEdOutdoor Rec

Ms Larissa Napor - Dip Adventure Guide (Thompson Rivers University)

Mr Mick Rippon - BAppSciFisheries (Aust Maritime College, Tas), GradDipEd (Charles Darwin, NT)

Mr James Robinson - BA Outdoor Education (Latrobe Bendigo)
Miss Morgan Todd

Mr Michael Townsend

Weekend Boarding Supervisors
Miss Caitlin Baker
Mr Paul Mylius
Miss Lucy Li
Ms Natalie Wood

Student Carer
Mr Denis Reynolds

Archivist
Mr Tim Gibson, BEd (Melb)