Principal’s Perspective

Our 2013 Annual Report has been developed to meet the compliance guidelines of the Commonwealth Government.

In 2013 the College continued to consolidate the decisions made in formulating the 2013 Strategic Plan to further strengthen the six enabling structures – The Foundations:

1. Nurture Christian Formation
2. Dynamic Curriculum
3. Proactive Pastoral Care
4. Outdoor Education
5. Broad Co-Curricula Program
6. Service Involvement

The Stage 7 build program commenced in 2013 will see the establishment of more Primary School general purpose classrooms, specific Vocational Educational and Training (VET) learning spaces along with an Early Years Learning Centre, this will accommodate for the Government requirements to increase the hours of the 4 year old preschool program and provide more classes and formats in timing. The new facilities are open planned and contain excellent innovation to strengthen our position as having one of the best Early Years Learning Frameworks (EYLF) programs in the South West.

The appointment of a Coordinator of Year 7 (Teaching and Learning) provided a greater focus on curriculum and pedagogy in the Middle School both to lead the schools transition to the Australian Curriculum and to support the schools pastoral programs.

In 2013 the College again achieved pleasing results for the WACE, Secondary Graduation and national testing in NAPLAN.

The school was also the recipient of the highly prestigious Beazley Medal (VET). The Beazley Medals are WAs top secondary educational awards.

This report provides a brief snapshot of the school to meet the Commonwealth Government's reporting requirements. Readers of this report are invited to view the school website (www.gmas.wa.edu.au) to learn more about school programs or visit the school for a first hand tour of the facilities and to also meet some of the school community.

Ted Kosicki
Principal
The following data is intended to give you a picture of Georgiana Molloy Anglican School in terms of student and staff attendance, staff retention and students' performance in benchmark tests and Year 12.

**Staffing**

**Staff attendance**
The average staff attendance rate in 2013 was 96.20%.

**Staff Retention**
In 2013 there were 106 teaching and non teaching staff. Staff retention was 92.04%

There were 12 private music tutors.

**Expenditure on Teacher Professional Development and Learning**

All academic staff participated in professional learning of various kinds during 2013. The average cost per staff member for the whole year was $986 with an average of $190.33 per staff member spent on teacher relief required to cover for staff out of school on professional learning activities.

The types of professional learning included:
- Specific classroom practices
- Differentiation of the curriculum for different learners
- Consensus moderation across many learning areas
- Conferences in a variety of Learning Areas
- Emotional and Social training for the classroom
- Archive practices
- Protective behaviours training
- Specific author seminars
- VET practices and training packages
- Advisory committees
- ICT training
- Mental health issues
- Restorative Practices
- Student welfare
- Australian Curriculum planning and programming
- Equal opportunity
- Apprenticeship seminars and training
- Leadership training
- SEQTA training
- National School Improvement Tool Implementation
The following were presented to all staff at staff development days: Policy development, Protective Behaviours, Social Media Guidelines, Australian Curriculum, Exams, Portfolios, NAPLAN feedback, Reporting, Differentiation.

Other types of Professional Development included: Peer Mentoring, Numeracy policy development, Small Group moderation, Skills development in Early Numeracy, Cross marking, Student Wellbeing, Student Leadership training, WACE updates, Mental Health issues, Specific teaching skills, Attendance at conferences.

Professional learning activities included: attendance at conferences, staff feedback and reflection of tasks and activities, moderation and marking within learning areas, workshops, department presentations, exhibitions, network meetings, professional practice workshops, professional learning teams, small group discussions, whole teaching staff presentations, lectures and online learning.

**Key Student Outcomes**

- The average students’ attendance rate in 2013 was 92.91%

- Once the daily roll is determined the parents of students who are recorded with unexplained absence are sent an automatically generated email message informing of the absence and requesting parents to contact the school at their earliest convenience. Staff monitor the responses and telephone the parents before the end of the day if parents have not responded to the automatically sent email. For pastoral reasons students who are absent for three days consecutively are contacted by the class teacher or homeroom teacher to enquire of their wellbeing and to offer work to be sent home.

- Student retention rate was 92.59%

**Value Added Activities**

Information regarding the School’s extensive co-curricular and pastoral care programs is routinely provided through the publication of “What's On at GMAS” and through the School website [www.gmas.wa.edu.au](http://www.gmas.wa.edu.au). The principal events and program activities are published each year in the School’s year book “The Settler”. This is published during the Christmas holidays and distributed to each family in term time.
NAPLAN 2013 SUMMARY

OVERVIEW

Overall, the 2013 NAPLAN results are encouraging. The Year 5, Year 7 and Year 9 results are above the National mean in all areas excluding spelling and above the mean of Similar Schools in most areas. The Year 3 data is an area being addressed.

NAPLAN SUMMARY ACROSS THE SCHOOL YEARS 3, 5, 7 AND 9

Table: Comparison of GMAS scores across Learning Areas.

YEAR 3

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR MEAN</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>431</td>
<td>406</td>
<td>419</td>
<td>419</td>
<td>+12</td>
</tr>
<tr>
<td>WRITING</td>
<td>413</td>
<td>405</td>
<td>416</td>
<td>408</td>
<td>+5</td>
</tr>
<tr>
<td>SPELLING</td>
<td>394</td>
<td>400</td>
<td>411</td>
<td>418</td>
<td>-24</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>411</td>
<td>415</td>
<td>428</td>
<td>428</td>
<td>-17</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>398</td>
<td>388</td>
<td>397</td>
<td>397</td>
<td>+1</td>
</tr>
</tbody>
</table>

Spelling has been addressed as an issue within the Early Learning Years and Junior School. During 2013 the Early Learning Years have been focusing on the Diana Rigg approach, while the Year 4 to Year 6 classes have adopted Words Their Way, a word study program, utilising word sorts. Year 3 has become a transition year that utilises Diana Rigg and Words Their Way.

The data also suggests that we need to consider how we teach grammar, specifically within the Year 1 and Year 2 classrooms, to ensure solid foundations for Year 3.

Table: Comparison of GMAS scores across Learning Areas.

YEAR 5

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR MEAN</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>528</td>
<td>496</td>
<td>502</td>
<td>507</td>
<td>+21</td>
</tr>
<tr>
<td>WRITING</td>
<td>497</td>
<td>470</td>
<td>478</td>
<td>474</td>
<td>+23</td>
</tr>
<tr>
<td>SPELLING</td>
<td>503</td>
<td>487</td>
<td>494</td>
<td>497</td>
<td>+6</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>535</td>
<td>495</td>
<td>501</td>
<td>502</td>
<td>+33</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>490</td>
<td>478</td>
<td>486</td>
<td>488</td>
<td>+2</td>
</tr>
</tbody>
</table>

ISSUES TO BE ADDRESSED

- In adopting the National Curriculum and the EYLF (Early Years Learning Framework), there will continue to be higher expectations of all students in all years. Over time, this should be reflected in improved NAPLAN scores for GMAS students in Year 3.
Table: Comparison of GMAS scores across Learning Areas.

YEAR 7

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>557</td>
<td>539</td>
<td>540</td>
<td>544</td>
</tr>
<tr>
<td>WRITING</td>
<td>531</td>
<td>517</td>
<td>517</td>
<td>527</td>
</tr>
<tr>
<td>SPELLING</td>
<td>551</td>
<td>546</td>
<td>549</td>
<td>553</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>546</td>
<td>533</td>
<td>535</td>
<td>544</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>553</td>
<td>542</td>
<td>542</td>
<td>549</td>
</tr>
</tbody>
</table>

In 2009 this cohort achieved reasonable results however they were below National levels and lower than that of similar schools. Over time, it can be seen that they have improved and they are now above National, State and like schools for Reading, Writing and Grammar and Punctuation. Models of persuasive writing techniques are commonly used in English and these models appear to have been effective in improving writing results.

In numeracy, over time we would aim for a higher percentage of students in band 9 as a result. 2013 has seen the continuation of our extension students’ involvement in programs such as The Australian Problem Solving Maths Olympiad and the usage of the Mathletics Program. Formal assessments throughout the year include a Calculator Allowed and Non-Calculator component to reflect the requirements of NAPLAN and WACE courses.

Table: Comparison of GMAS scores across Learning Areas.

YEAR 9

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SCHOOL MEAN</th>
<th>STATE MEAN</th>
<th>NATIONAL MEAN</th>
<th>SIMILAR SCHOOLS MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>597</td>
<td>580</td>
<td>580</td>
<td>591</td>
</tr>
<tr>
<td>WRITING</td>
<td>575</td>
<td>554</td>
<td>554</td>
<td>565</td>
</tr>
<tr>
<td>SPELLING</td>
<td>589</td>
<td>574</td>
<td>579</td>
<td>589</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>588</td>
<td>570</td>
<td>570</td>
<td>588</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>602</td>
<td>584</td>
<td>584</td>
<td>595</td>
</tr>
</tbody>
</table>

The Year 9s have produced some excellent results as a cohort, especially within the writing assessment. The weakest area is spelling which is still above National and State levels. Writing is our highest improvement. This reflects the work that has been done in class with a range of genres and techniques of persuasion analysed in class.

The Mathematics department will continue implementing the Australian Curriculum programs in Year 9 in 2013. This will continue to expose our students to similar content at this time to that of other states. We have encouraged our extension students to participate in activities such as The APSMO Maths Olympiads in order to improve their higher order problem solving skills. We are pleased with the increased number of students achieving in Band 10 and will continue with these types of strategies.
YR 12 RESULTS ANALYSIS 2013

THE STATISTICS

In 2013 Georgiana Molloy Anglican School had 69 Year 12 students in total.

- 69 students were awarded the WACE. This equates to 100% WACE graduation.
- Number of full-time eligible students with English language competence = 69
- Number of full-time eligible students with 4+ WACE course scores = 43
- Number of full-time eligible students enrolled in 1+ unit of competency (in Year 12) = 24
- University applicants; of the 36 students who applied to university, 27 were offered placement.
- Highest ATAR (Australian Tertiary Admission Rank) 99.60
- 25 students (58.1%) had an ATAR above 75 (this places these students in the top 25% of the state cohort).
- 1 Student received the Beazley Medal for the highest performing VET student in the state
- 1 Student achieved the highest result in stage 3 Chemistry in the state
- 2 students received Certificates of Commendation

_A certificate of excellence is awarded to each eligible student who obtains at least 20 grades of ‘A’ in WACE course units or equivalents and achieved the WACE._

ATAR Results

The following table gives a breakdown of the number of courses undertaken by GMAS Year 12 students.

| Number of full-time GMAS students who sat specified numbers of WACE course examinations | 0 | 1 | 2 | 3 | Total 1-3 | 4 | 5 | 6+ | Total 4-6+ | Overall Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Persons | 0 | 0 | 6 | 34 | 3 | 43 | 43 |

University Eligibility

- 43 students sat 4 or more WACE examinations, thus qualifying them for an ATAR score.
- Of these, 43 achieved an ATAR making them eligible for entry into one or more Western Australian universities.
- 21 students were eligible to apply to all 4 WA universities
- 6 students were eligible to apply to 3 WA universities
- 8 students were eligible to apply to 2 WA universities
- 8 students were eligible to apply to 1 WA university
Breakdown of Stage 2/3 Courses undertaken by GMAS students

2013 has seen an increase in the proportion of students at GMAS studying 4 or more Stage 3 Courses.

- 27 students studied 5 or more Stage 3 Courses. Of these, 16 achieved an ATAR making them eligible to apply to all 4 WA universities, 3 were eligible to apply to 3 WA universities, 3 able to apply to 2, and 5 were eligible to apply to 1 WA university.
- 16 students studied 4 Stage 3 Courses (with the remainder at Stage 2). Of these, 4 achieved an ATAR making them eligible to apply to all 4 WA universities, 4 were eligible to apply to 3 WA universities, 2 were able to apply to 2 universities and 6 were eligible to apply for 1 WA University.

The following table shows an analysis of ATAR scores achieved by students from the above groupings.

<table>
<thead>
<tr>
<th>No of Stage 3 Courses</th>
<th>Mean ATAR</th>
<th>StdDev</th>
<th>Median ATAR</th>
<th>Highest ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 6</td>
<td>80.65</td>
<td>14.16</td>
<td>82.15</td>
<td>99.60</td>
</tr>
<tr>
<td>4</td>
<td>66.82</td>
<td>15.60</td>
<td>63.40</td>
<td>96.00</td>
</tr>
<tr>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

21 students (49% of the group) from GMAS achieved an ATAR above the state median.
### GMAS Course Means vs State Means

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Students</th>
<th>GMAS Combined Score Mean</th>
<th>State Combined Score Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance 3AB</td>
<td>8</td>
<td>54.95</td>
<td>59.69</td>
</tr>
<tr>
<td>Applied Info Tech 3AB</td>
<td>5</td>
<td>60.78</td>
<td>60.04</td>
</tr>
<tr>
<td>Aviation 3AB</td>
<td>4</td>
<td>60.84</td>
<td>60.93</td>
</tr>
<tr>
<td>Biology 3AB</td>
<td>6</td>
<td>58.66</td>
<td>59.83</td>
</tr>
<tr>
<td>Chemistry 3AB</td>
<td>10</td>
<td>69.39</td>
<td>59.80</td>
</tr>
<tr>
<td>Children Family and Community 3AB</td>
<td>5</td>
<td>61.96</td>
<td>60.30</td>
</tr>
<tr>
<td>Drama 3AB</td>
<td>7</td>
<td>58.91</td>
<td>60.23</td>
</tr>
<tr>
<td>Economics 3AB</td>
<td>8</td>
<td>66.73</td>
<td>59.91</td>
</tr>
<tr>
<td>English 3AB</td>
<td>33</td>
<td>55.37</td>
<td>59.88</td>
</tr>
<tr>
<td>Food Science Technology 3AB</td>
<td>5</td>
<td>62.46</td>
<td>60.05</td>
</tr>
<tr>
<td>Geography 3AB</td>
<td>8</td>
<td>59.06</td>
<td>60.02</td>
</tr>
<tr>
<td>Human Biological Science 3AB</td>
<td>10</td>
<td>52.81</td>
<td>59.78</td>
</tr>
<tr>
<td>Italian 3AB</td>
<td>3</td>
<td>59.94</td>
<td>60.70</td>
</tr>
<tr>
<td>Literature 3AB</td>
<td>10</td>
<td>51.50</td>
<td>59.95</td>
</tr>
<tr>
<td>Mathematics 2CD</td>
<td>10</td>
<td>65.24</td>
<td>59.97</td>
</tr>
<tr>
<td>Mathematics 3AB</td>
<td>16</td>
<td>54.67</td>
<td>59.78</td>
</tr>
<tr>
<td>Mathematics 3CD</td>
<td>11</td>
<td>61.62</td>
<td>59.65</td>
</tr>
<tr>
<td>Mathematics Specialist 3CD</td>
<td>2</td>
<td>73.19</td>
<td>59.71</td>
</tr>
<tr>
<td>Media Production and Analysis 3AB</td>
<td>6</td>
<td>54.59</td>
<td>60.44</td>
</tr>
<tr>
<td>Modern History 3AB</td>
<td>7</td>
<td>70.05</td>
<td>60.04</td>
</tr>
<tr>
<td>Music 3AB</td>
<td>3</td>
<td>51.91</td>
<td>59.38</td>
</tr>
<tr>
<td>Outdoor Education 3AB</td>
<td>6</td>
<td>53.61</td>
<td>59.61</td>
</tr>
<tr>
<td>Physical Education Studies 3AB</td>
<td>6</td>
<td>58.10</td>
<td>60.16</td>
</tr>
<tr>
<td>Physics 3AB</td>
<td>9</td>
<td>61.16</td>
<td>59.72</td>
</tr>
<tr>
<td>Psychology 3AB</td>
<td>8</td>
<td>52.63</td>
<td>59.99</td>
</tr>
<tr>
<td>Visual Arts 3AB</td>
<td>6</td>
<td>63.23</td>
<td>60.42</td>
</tr>
</tbody>
</table>

### GMAS VOCATIONAL EDUCATION AND TRAINING RESULTS

Statistics regarding the VET Students who graduated in 2013:

- 2 students gained a Certificate I Qualification in the areas of Business and Construction.
- 25 students gained a Certificate II Qualification in one of the following areas: Automotive Mechanical, Automotive Vehicle Servicing (Light and Heavy), Building and Construction, Business, Community Activities, Community Services, Plumbing and Gas Fitting, Retail Make-up and Skincare, and Visual Arts.
• 14 students gained a Certificate III Qualification in an area of: Business, Information, Digital Media and Technology, Education Support. Racing (Track rider) and Visual Arts.

• 4 students gained a Certificate IV Qualification in the areas of Education Support, Preparation for Entry into Enrolled Nursing and Veterinary Nursing.

AWARDS AND COMMENDATIONS

• VET Beazley Medal Winner

• School Curriculum Standard Authority Commendation Awards:

• Westscheme Vocational Education Student of the Year

Teaching Staff, Highest Academic Qualifications

Senior Management Team

Principal: Ted Kosicki, BA, DipEd, MACE, MACEL

Deputy Principal: Jo Burns, BEd, Post GradDipEd, DipT, MACE, MACEL

Head of Senoir School: Stephen Treloar, BSc(Zoology Dist), DipEd

Head of Middle School: Lisa - Maree Ness, DipT

Head of Junior School: Robert Whirledge, MA Cantab(Land Economy), GradDipEd

Head of Early Childhood: Kathryn Campbell, BEd

Business Manager: Pablo Sandor, BBus(Acc/Fin)

Chaplain: Fr Earle Chamberlain, BATHl,BSocWk

Teaching Staff

Belinda Anderton, BSc, DipEd Cert IV (TAss)
Kate Arkwright, BA, GradDipEd, GradDip(InfoSc)
Andrew Bland, BSc, GradDipEd
Fiona Black, BAppSc, GradDipEd, Grad (ECE)
Nikki Bourlet, BAEd (Exons)
Matthew Braid, BEd
Travis Brown, GradDipEd, B(Science)
Marisha Burnside BEd (Early Childhood Studies)
Jacinta Busher, B(Arts) (Early Childhood Ed), BEd
Joanne Coleman, BSc,GradDipEd
Rachel Cook, BEd(Primary)
Sarai Cornes- Mannolini, BA(Hons), DipEd
Stephanie Creswell, GradDipEd, Combined B(Arts)/B(Commerce)
Ann-Marie Czichy, BA (Training and Development) Post Grad Cert (Career Development) GradDipEd
Philip Deroost, BCom, GradDipEd
Donna Dipane, BA, BEd
Richard Dipane, BA, BEd
Nathan Ducasse, BA(Communications), GradDipEd
Sharyn Evans, BSc,Cert III,IV (TA), DipEd (Primary)
Heather Fink, BA (Pol/Philos/Sociol), PostGradDipEd
Jennine Frost, Dip Teach (WACAE)
Michelle Gabelich, Dip Teach (Primary)
Hamish Gibson, BA(Psych), GradDipEd, PCCE(Sec)(Maths)
Laura Gunter, BEd(ECE)
Tracey Herridge, BA, BEd
Carolyn Herring, BA (Media Studies), GradDipEd(Primary)
Lee Jamieson, BEd(ECE)
Sarah Kelly, BEd(ECE)
Renee Leach, BEd (Primary) BA(Ed)
Louise Leyden, BEd (Middle Years)
Amy Little, BMus(BEd)
Leon Maag, BEd, Grad. Cert (BEd)
Kelly Mahoney, BA, DipEd
Helen Marie, BEd
Abigail McKenzie, BA(Arts), DipEd (Secondary)
Jenni McRae, BEd (Primary)
Linda Mosen - Lowe, DipEd, MEd, BEd(Hons)
Steven Murray, BA(Psych),PostGradDipEd, PPL
Tran Ngo, BEd (Primary)
Dean Owens, BSc, DipEd
Fiona Pates, BPE, GradDipEd.(Primary)
Emma Reynolds, BEd (commenced Term 4)
Justine Richmond, BA, GradDipEd
Marian Rowe, BSc, GradDipEd, GradCertRE, Med LM
Emma Royer, BEd (Primary)
Ben Soopramanion, BEd
Louisa Stefanou, BP&HEd, GradDipEd
Anne-Marie Strother, Dip Teach, BEd
Brad Taylor, BCom, GradDipEd
Michelle Taylor, DipChildServices, Cert IV T&A,Cert IV HBCC
Kate Telchadder, BMus, MMus
Brigid Terry, BA DipEd
Lindon Thompson, MA (CA),DipPhoto, BA(VA),GradDipEd, Cert IV(TAss)
Susan Thompson, DipTeach
Robyn Trewarn, BEd(Primary),DipT
Robyn Vogel, BAppSc, GradEd, GradDipMedRep, GradDipEd, CertIV(TAss)
Jillian Wall, Dip Teach(Drama/Eng), AssocDeg(VisArts)
Hugh Wendelin, GradDipEd (Secondary), B (Exercise & Sports Science)
Christine Williamson, BApSc, DipEd
Annie Winchombe, BA(VisArts), DipEd, Cert IV (TAss)
Trevor Worral, BA (Ed)
Jonathon Yates, BEd, Dip Teach

Education Support Staff

Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss),Cert IV(EdAssSpNds), DipEd support
Aidan Bold, Laboratory Assistant
Pam Gibbons, Cert III(TAss)
Denise Green Cert IV (EdAssSpNds). Cert III & Cert IV (Special needs)
Peter Hansen
Deborah Harrison, Cert III(TAss), Cert IV (EdSp)
Linda Humphrey, Cert III(TAss)
Jennifer Joslin, DipEdAss  
Maree McCauley, Cert III (TAss), Cert IV (EdSp)  
Jill Mewett, Cert III (TAss)  
Ken Peters, DipEdAss  
Elizabeth Scott, DipChPsych, Cert IV (TASpNds), Cert IV (TAss), Dip Business  
Samantha Sharp, Cert IV Education Assistant (Special Needs)  
Deborah Treloar, DipLabTech, Cert IV OHS  
Sharon Vlam, Cert III (ED Support), Bed  
Zena Watts, B (Arts)  
David Windsor  
Jodie Woods, Cert III (Ed Support), Cert IV (Special Needs)

**Peripatetic Music Tutors**

Bill Curtis  
Donna Deroost  
Sandra Fellows  
Lilia Grigorova  
Steven Hill  
Tanya Kavanagh  
Sabine Kozlowski  
Tony Lane  
John Lee  
Sheryl Manning  
Paul McDaniel  
Kate Telchadder

Brass, Strings, Guitar & Piano  
Piano, Double Bass & Woodwind  
Piano  
Cello  
Guitar  
Voice  
Flute  
Violin  
Guitar  
Piano  
Cello & Violin

**Administrative Support Staff**

Wahnita Banwell – Administrative Assistant / Bookkeeper  
Karen Beynon – Café Assistant / Part time Reception  
Kelly Clifford – Garden and Maintenance Trainee  
Meretta Curnuck – GMAS Café Manager  
Vanessa Davis – Student Services Reception PA to Chaplain  
Melissa Day – Business Trainee Cert III in Business  
Debbie Evans – Senior Book Keeper  
Mary Fairhead - Reception  
Lynley Hay – Assistant to the Principal  
Edweena Horsley – Credit Control Officer  
Russell Horsley – Maintenance  
Jackson Howlett – ICT Technician  
Janine Johnson – BSc, ICT Technician  
Victoria Kearns – Registrar, Timetable & Curriculum Officer  
Michelle Knipe – Uniform Shop Manager  
Kelvin May – Garden and Maintenance  
Leanne Senbergs – Café Assistant  
Jane Snee, Assoc Deg Sc (LibTech) – Library Technician  
Jodie Vickers – Administrative Assistant / Receptionist  
Marcus Zulsdorf, BSc (InfoSystems), AssDip (AppliedScComp) – ICT Manager