Principal's Perspective

Our 2014 Annual Report has been developed to meet the compliance guidelines of the Commonwealth Government.

In 2014 the school continued to consolidate the decisions made in formulating the 2013 -17 Strategic Plan to further strengthen the six enabling structures – The Foundations, these being:

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 was completed in 2014 for opening at the commencement of the 2015 academic year.

The schools ICSEA value was 1067 and its SES score 97.

The appointment of a Coordinator of Year 10 (Teaching and Learning) provided a greater focus on curriculum and pedagogy in the Senior School both to lead the schools transition to the Australian Curriculum and to support the schools pastoral programs for this year of transition. A school psychologist will be appointed in 2015 to further complement the pastoral programs at the school.

Junior school literacy and numeracy coordinators have been appointed to assist in the formulation of literacy and numeracy plans and policies.

In 2014 the school again achieved pleasing results for the WACE, Secondary Graduation and national testing in NAPLAN. Very evident in the NAPLAN results was the value adding that has occurred through the years.

The school was also the recipient of high state rankings for its WACE and VET results.

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
SCHOOL ANNUAL REPORT 2014

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 2014 was 94.89%.

Staff Retention

In 2014 there were 110 teaching and non teaching staff. Staff retention was 90.23%

There were 12 private music tutors.

Expenditure on Teacher Professional Development and Learning

All academic staff participated in professional learning of various kinds during 2014. The average cost per staff member for the whole year was $860 with an average of $136.00 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 2014 was 92.81%

- 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 93.8%

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. 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 SUMMARY YEARS 3, 5, 7 AND 9 2014

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>410</td>
<td>407</td>
<td>+3</td>
<td>419</td>
<td>-9</td>
</tr>
<tr>
<td></td>
<td>419</td>
<td>421</td>
<td>-9</td>
<td>421</td>
<td>-11</td>
</tr>
<tr>
<td>WRITING</td>
<td>416</td>
<td>397</td>
<td>+19</td>
<td>402</td>
<td>+14</td>
</tr>
<tr>
<td></td>
<td>407</td>
<td>407</td>
<td>+9</td>
<td>407</td>
<td>+9</td>
</tr>
<tr>
<td>SPELLING</td>
<td>398</td>
<td>403</td>
<td>-5</td>
<td>412</td>
<td>-14</td>
</tr>
<tr>
<td></td>
<td>418</td>
<td>418</td>
<td>-20</td>
<td>418</td>
<td>-20</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>417</td>
<td>413</td>
<td>+4</td>
<td>426</td>
<td>-9</td>
</tr>
<tr>
<td></td>
<td>436</td>
<td>436</td>
<td>-19</td>
<td>436</td>
<td>-19</td>
</tr>
<tr>
<td>NUMERACY</td>
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<td>+10</td>
<td>402</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>410</td>
<td>410</td>
<td>-8</td>
<td>410</td>
<td>-8</td>
</tr>
</tbody>
</table>

The Junior School staff will undergo intensive PD with Words Their Way program. It will provide consistency across the year levels and provide structure for the students to learn the correct spelling of words.

Grammar will be taught explicitly and in context in Year 3 with specific focus on identifying a noun, verb and adverb.

Numeracy – Geometry is an area to work on. The Numeracy plan will ensure that Geometry is covered in Year 2 and then in term 1 of Year 3.

In Writing, a specific emphasis on using paragraphs will be explicitly taught and modelled.

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>498</td>
<td>492</td>
<td>+6</td>
<td>501</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>501</td>
<td>524</td>
<td>-26</td>
<td>524</td>
<td>-26</td>
</tr>
<tr>
<td>WRITING</td>
<td>467</td>
<td>465</td>
<td>+2</td>
<td>468</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>468</td>
<td>478</td>
<td>-11</td>
<td>478</td>
<td>-11</td>
</tr>
<tr>
<td>SPELLING</td>
<td>477</td>
<td>492</td>
<td>-15</td>
<td>498</td>
<td>-21</td>
</tr>
<tr>
<td></td>
<td>498</td>
<td>511</td>
<td>-34</td>
<td>511</td>
<td>-34</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>492</td>
<td>495</td>
<td>-3</td>
<td>504</td>
<td>-12</td>
</tr>
<tr>
<td></td>
<td>504</td>
<td>532</td>
<td>-40</td>
<td>532</td>
<td>-40</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>496</td>
<td>480</td>
<td>+16</td>
<td>487</td>
<td>+9</td>
</tr>
<tr>
<td></td>
<td>487</td>
<td>503</td>
<td>-7</td>
<td>503</td>
<td>-7</td>
</tr>
</tbody>
</table>

The 2013 target to improve numeracy worked well for 2014 results. Staff are using an array of materials and activities in their program because text books for each student were not purchased.

Spelling will be targeted with the whole Junior School staff having PD in Words Their Way. The consistent approach with all staff will help to lift the over all grades in this cohort.

Literacy and numeracy Coordinators will work with Heads of Junior School and Early Childhood to construct a scope and sequence for grammar to be incorporated in to the Literacy Folder. Direct, explicit teaching of grammar will be a priority across the Junior School.
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>
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<td>544</td>
<td>+25</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>546</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
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<td>514</td>
<td>+17</td>
<td>512</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>512</td>
<td></td>
</tr>
<tr>
<td>SPELLING</td>
<td>559</td>
<td>543</td>
<td>+16</td>
<td>545</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>545</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>559</td>
<td>543</td>
<td>+16</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>544</td>
<td></td>
</tr>
<tr>
<td>NUMERACY</td>
<td>566</td>
<td>545</td>
<td>+21</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>546</td>
<td></td>
</tr>
</tbody>
</table>

Some pleasing results overall. This cohort achieved better than State and National means in all areas. Reading programs have featured compulsory journal writing for years 7-10 and is assessed as part of a varied and engaging teaching/learning program. The journal writing tasks are designed to encourage extended creative writing and creative thinking.

Similar schools have gained higher means in Grammar. In English lessons there will be an emphasis on Grammar and punctuation as well as spelling particularly in year 8 (for students going into year 9).

Reading will continue to be a significant focus of the teaching/learning program with all year groups (7-9) reading specific novels as well as a range of other reading texts such as short stories and poems.

The courses for years 8 and 9 in particular have been revised this year to be more challenging for students and to encourage academic rigour.

Numeracy programs have been developed to be in line with the Australian Curriculum. There were very strong improvements in this learning area this year.

Number skills and mental maths skills are areas that need to be improved and will become focus lessons for 2015 for year 7s and 9s. Teaching programs will reflect extra time on developing these skills.

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>588</td>
<td>585</td>
<td>+3</td>
<td>580</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>568</td>
<td>560</td>
<td>+8</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>SPELLING</td>
<td>580</td>
<td>582</td>
<td>-2</td>
<td>582</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>582</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>569</td>
<td>574</td>
<td>-5</td>
<td>574</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>574</td>
<td></td>
</tr>
<tr>
<td>NUMERACY</td>
<td>604</td>
<td>591</td>
<td>+13</td>
<td>588</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>588</td>
<td></td>
</tr>
</tbody>
</table>

Grammar fell short of the State and national means and similar schools. In English 2015, there will be a greater emphasis on grammar and punctuation.
Middle School students will continue to participate in compulsory journal writing to broaden creative writing and creative thinking.

Teachers of years 7-9 have undertaken PD on programming and assessment for the Australian Curriculum (English) and this will be further emphasised in 2015.

Reading will continue to be a significant focus of the teaching/learning program with all year groups (7-9) reading set novels per year as well as short stories and poems. Shakespeare has also been introduced as a compulsory text for year 9 this year.

Number skills and mental maths skills were areas that need to be improved and will become focus lessons for 2015 for year 7s and 9s.

The Mathematics Department has encouraged extension students to participate in activities such as The APSMO Maths Olympiads in order to improve their higher order problem solving skills. In 2015, more emphasis will be placed on higher order problem solving skills, through enrolment in AAMT enrichment programs.

GEORGIANA MOLLOY ANGLICAN SCHOOL – YR 12 RESULTS ANALYSIS 2014

THE STATISTICS

In 2014 Georgiana Molloy Anglican School had 29 Year 12 students in total.

- 29 students were awarded the WACE. This equates to 100% WACE graduation.
- Number of full-time eligible students with English language competence = 29
- Number of full-time eligible students with 4+ WACE course scores = 18
- Number of full-time eligible students enrolled in 1+ unit of competency (in Year 12) = 11
- University applicants; Of the 16 students who applied to university, 15 were offered placement.
- Highest ATAR (Australian tertiary admission rank) 97.90 (Katherine Scott)
- 8 students (44.4%) had an ATAR above 75 (this places these students in the top 25% of the state cohort).
- 2 students received Certificates of Commendation (Kathrine Scott, Caitlin Telford)

  *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 yr 12 students.

<table>
<thead>
<tr>
<th>Number of full-time GMAS students who sat specified numbers of WACE course examinations</th>
<th>Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

University Eligibility

- 18 students sat 4 or more WACE examinations, thus qualifying them for an ATAR score.
- Of these, 18 achieved an ATAR making them eligible for entry into one or more Western Australian universities.
- 7 students were eligible to apply to all 4 WA universities
- 7 students were eligible to apply to 3 WA universities
• 0 students were eligible to apply to 2 WA universities
• 4 students were eligible to apply to 1 WA university
• 2014 Saw all students studying 4+ WACE courses complete them all at the Stage 3 level with the exception of mathematics where 2 students complete 2C/D Mathematics

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>76.34</td>
<td>16.54</td>
<td>74.75</td>
<td>97.90</td>
</tr>
<tr>
<td>4</td>
<td>47.95</td>
<td>0</td>
<td>47.95</td>
<td>47.95</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>2</td>
<td>54.37</td>
<td>56.75</td>
</tr>
<tr>
<td>Aviation 3AB</td>
<td>2</td>
<td>40.39</td>
<td>50.07</td>
</tr>
<tr>
<td>Biology 3AB</td>
<td>5</td>
<td>56.75</td>
<td>56.82</td>
</tr>
<tr>
<td>Chemistry 3AB</td>
<td>6</td>
<td>68.96</td>
<td>59.86</td>
</tr>
<tr>
<td>Economics 3AB</td>
<td>3</td>
<td>51.8</td>
<td>57.81</td>
</tr>
<tr>
<td>English 3AB</td>
<td>10</td>
<td>51.7</td>
<td>58.85</td>
</tr>
<tr>
<td>Geography 3AB</td>
<td>3</td>
<td>48.73</td>
<td>57.74</td>
</tr>
<tr>
<td>Human Biological Science 3AB</td>
<td>6</td>
<td>62.45</td>
<td>57.62</td>
</tr>
<tr>
<td>Literature 3AB</td>
<td>8</td>
<td>69.92</td>
<td>67.42</td>
</tr>
<tr>
<td>Mathematics 2CD</td>
<td>2</td>
<td>51.46</td>
<td>56.22</td>
</tr>
<tr>
<td>Mathematics 3AB</td>
<td>6</td>
<td>48.58</td>
<td>59.15</td>
</tr>
<tr>
<td>Mathematics 3CD</td>
<td>10</td>
<td>51.5</td>
<td>62.75</td>
</tr>
<tr>
<td>Mathematics Specialist 3CD</td>
<td>2</td>
<td>56.07</td>
<td>59.04</td>
</tr>
<tr>
<td>Media Production and Analysis 3AB</td>
<td>2</td>
<td>62.37</td>
<td>62.49</td>
</tr>
<tr>
<td>Modern History 3AB</td>
<td>2</td>
<td>82.36</td>
<td>59.5</td>
</tr>
<tr>
<td>Music 3AB</td>
<td>1</td>
<td>72.73</td>
<td>55.45</td>
</tr>
<tr>
<td>Physical Education Studies 3AB</td>
<td>8</td>
<td>52.48</td>
<td>57.65</td>
</tr>
<tr>
<td>Physics 3AB</td>
<td>4</td>
<td>46.93</td>
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<tr>
<td>Psychology 3AB</td>
<td>8</td>
<td>58.55</td>
<td>58.73</td>
</tr>
<tr>
<td>Visual Arts 3AB</td>
<td>3</td>
<td>49.46</td>
<td>61.27</td>
</tr>
</tbody>
</table>
GMAS VOCATIONAL EDUCATION AND TRAINING RESULTS
Statistics regarding the VET Students who graduated in 2014:

100% VET Achievement of Certificate II or higher (equal top in the state)

| Certificate II in Outdoor Recreation and Certificate III in Business |
| Certificate II in Live Production, Theatre and Events and Certificate III in Business |
| Certificate I in Construction |
| Certificate II in Outdoor Recreation and Certificate II in Business |
| Certificate II in Live Production, Theatre and Events and Certificate II in Business |
| Certificate II in Live Production, Theatre and Events and Certificate III in Business |
| Certificate II in Live Production, Theatre and Events |
| Certificate II in Resources and Infrastructure Operations and Certificate III in Business |
| Certificate III in Business |
| Certificate II in Business |
| Certificate II in Business |

Every student successfully completed Maths, English and Careers and Enterprise.

**Break down of Certificates attained:**

Certificate III
Five students: Girls – 2  Boys – 3

Certificate II
Eleven students: Girls – 5  Boys – 6

Certificate I
One student: Girls – 0  Boys – 1

**AWARDS AND COMMENDATIONS**

- Certificate of Commendation – Caitlin Telford
- Certificate of Commendation. ATAR 97.90 – Katherine Scott
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 Senior 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)
Andrew Bland, BSc, GradDipEd
Fiona Black, BAppSc, GradDipEd, Grad (ECE)
Nikki Bourlet, BAEd (Exons)
Travis Brown, GradDipEd, B(Science)
Marisha Burnside BEd (Early Childhood Studies)
Jacinta Busher, B(Arts) (Early Childhood Ed), Bed
Ross Chambers, BA, GradDipEd
Fiona Chapman, BA, GradDipEd
Bethany Chazen, BA, GradDipEd
Joanne Coleman, BSc,GradDipEd
Rachel Cook, BEd (Primary)
Saria Cornes-Mannolini, BA (Hons), GradDipEd
Fiona Craig BA, GradDipEd
Stephanie Creswell, GradDipEd, Combined B(Arts)/B(Commerce)
Ann-Marie Czichy, BA (Training and Development) Post Grad Cert (Career Development) GradDipEd
Sophia Daryan, BA, GradDipEd
Philip Deroost, BCom, GradDipEd
Donna Dipane, BA, BEd
Richard Dipane, BA, BEd
Nathan Ducasse, BA(Communications), GradDipEd
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)
Kelly Mahoney, BA, DipEd
Abigail McKenzie, BA(Arts), DipEd (Secondary)
Linda Mosen - Lowe, DipEd, MEd, BEd(Hons)
Helen Mullen, BSc, GradDipEd
Steve Murray, BA, GradDipEd,PPL
Sharyn Nayler, BSc,Cert III,IV (TA), DipEd (Primary)
Tran Ngo, BEd (Primary)
Dean Owens, BSc, DipEd
Fiona Pates, BPE, GradDipEd.(Primary)
Emma Reynolds, BEd (commenced Term 4)
Justine Richmond, BA, GradDipEd
Kirsten Roberts, BEd
Marian Rowe, BSc, GradDipEd, GradCertRE, Med LM
Emma Royer, BEd (Primary)
Louisa Stefanou, BP&HEd, GradDipEd
Anne-Marie Strother DipT,BEd
Brad Taylor, BCom, GradDipEd
Michelle Taylor, DipChildServices,CertIV T&A, Cert IV HBCC
Kate Tschadder, BMus, MMus
Lindon Thompson, MA(CA), DipPh, BA(VA), GradDipEd, CertIV(TAss)
Susan Thompson, DipTeach
Robyn Trewarn, BEd(Primary),DipT
Lucia Vandenbergh, BSc, GradDipEd
Robyn Vogel, BAppSc, GradEd, GradDipMedRep, GradDipEd, CertIV(TAss)
Jillian Wall, Dip Teach(Drama/Eng), AssocDeg(VisArts)
Philip Watts, GradDipEd (Secondary), B(Music)
Hugh Wendelin, GradDipEd (Secondary), B (Exercise & Sports Science)
Christine Williamson, BApSc, DipEd
Annie Winchombe, BA(VisArts), DipEd, Cert IV (TAss)
Trevor Worrall, BA (Ed)
Jonathon Yates, BEd, Dip Teach

**Education Support Staff**

Lisa Basell, EA
Val Best, DipNursSci, DipMid, IBCLC, Cert III(EdAss),Cert IV(EdAssSpNds), DipEd support
Pam Gibbons, Cert III(TAss)
Denise Green Cert IV (EdAssSpNds). Cert III & Cert IV (Special needs)
Deborah Harrison, Cert III(TAss), Cert IV (EdSp)
Belinda Hosking, EA
Linda Humphrey, Cert III(TAss)
Jennifer Joslin, DipEdAss
Maree McCauley, Cert III(TAss), Cert IV (EdSp)
Jill Mewett, Cert III(TAss)
Kerri 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, EA
Jodie Woods, Cert III (Ed Support), Cert IV (Special Needs)
Peripatetic Music Tutors

Bill Curtis  Brass, Strings, Guitar & Piano
Donna Deroost Piano, Double Bass & Woodwind
Sandra Fellows Piano
Lilia Grigorova Cello
Steven Hill Guitar
Tanya Kavanagh Voice
Sabine Kozlowski Flute
Tony Lane Violin
John Lee Guitar
Sheryl Manning Piano
Paul McDaniel Drum Kit
Kate Telchadder Cello & Violin

Administrative Support Staff

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