



## Annual Report 2008

### Moreton Bay Boys' College

*(the information in this report is based on the 2008 school year)*

#### Introduction

Moreton Bay Boys' College is an independent, boys only College based on the principles of the Uniting and Presbyterian churches that in 2008 catered for students from Preschool to Year 10. It is located in Manly, Brisbane and completed its fifth year of operation. It began with students in Preschool and Year 1 in 2003 and has grown, by the end of 2008 to a current enrolment of 290 boys.

Boys' education remains the central purpose of the College. This commitment to boys is demonstrated in every aspect of the school. By providing a program aimed specifically at boys, their attitude to learning, self confidence and skill development will be of a high standard. This program provides inquiry based learning and has an emphasis on developing thinking skills as part of the learning process of all students.

#### **DESCRIPTIVE INFORMATION**

##### **School sector:**

Independent

##### **School's address:**

302 Manly Road, Manly West Qld 4179

##### **Total enrolments:**

299

##### **Year levels offered:**

P-10

##### **Co-educational or single sex:**

Single sex

#### **Corporate Governance:**

Moreton Bay Boys' College is owned by Moreton Bay Boys College Ltd, a Public Company, Limited by Guarantee under the Corporations Act 2001, registered in Queensland. The company has one member, Moreton Bay College. During December 2007, the governance of the College changed such that the Presbyterian and Methodist Schools Association ceased voluntarily from being a member of MBBC Ltd and so withdrew from the governance of the College.

At any one time the Board may have a maximum of 9 Directors, 6 nominated by Moreton Bay College and 3 nominated by the Board itself.

As at 1 December 2008, the Directors were as follows: Prof Stephen Gray (Chairman), Mr Ken Madsen (Company Secretary), Mr David Bancroft, Mr Ken Freer (Deputy Chairman), Mr Greg Rynenberg, Mr Robin Fardoulys, Mr Michael Millard, Ms Samantha O'Brien.

#### **Enrolments:**

At the end of 2008, 290 boys were enrolled in the College. The College has a policy of a maximum of 25 students per class.

**Year Levels Offered:**

A single stream of Prep to Year 10 plus a multi age class (Year 2/3) was offered in 2008. It is the College's intention to offer Years P – 11 in 2009. The College seeks to be a driving force in boys' education and will ultimately grow to 800 students from P-12. The College's vision is to develop young men who can lead with faith and integrity who display Christian values and a commitment to excellence in all of their undertakings.

**Buildings**

Each year new buildings are constructed. Two additional temporary classrooms were added in 2008 while a new classroom block was constructed. Planning commenced for the creation of a second science laboratory, an additional prep class, both of which are due to open in January 2009 and the senior studies building, , comprising a lecture theatre and classrooms, due to open in January 2010. In 2008 there was a 'drying up' of additional state and federal funds which had previously supported additional improvements such as water tanks.

**STAFF****Qualifications:**

29 full time staff (Principal, 17 teachers, 6 aides, property manager and groundsman and 2 administrative staff) and 13 part time staff (art, PE and music teachers, teacher aides, Administrative staff , IT staff, cleaners) as well as instrumental teachers were employed in 2008. The full staff list, including qualifications is attached.

The teaching staff is well qualified with several currently undertaking higher degrees.

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	11
Masters	5
Bachelor Degree	84
Diploma	0
Certificate	0

**Professional Learning:**

## Differentiation

Professional learning is an essential component in the development of staff and a high priority for the College. The College was successful in winning several grants to allow additional professional learning. One grant covered assessment practices and the other continued the work undertaken in the implementation of the Principles of learning and teaching (POLT) program. The PoLT grant enabled staff to look at best practice in education and apply it to their teaching. It involved surveys of staff and students and a review of current teaching practices. This program will be continued in 2009 should a further grant be obtained.

In conjunction with PoLT, the other focus area has been improving our teaching practice in differentiation to cater for the different abilities within each classroom. This has been through rewriting units of work under the guidance of an external expert.

The additional expense in professional learning is not so much the cost of a course or seminar but rather the cost of covering the absence of the teacher, therefore the majority of professional learning was done by bringing experts into the College to work with the staff rather than sending people to courses/seminars. This has led to excellent professional conversations in the staff room and is seen as more effective than one off activities.

The following table indicates the professional learning undertaken in 2008.

<b>Description of Professional Learning activity</b>		<b>Number of teachers participating</b>
POLT		All teaching staff
Behaviour management		All teaching staff
Differentiation		All teaching staff
Literacy- grammar and writing		10
Boys education best practices		All teaching staff
leadership		4
Prep Year best practices including phonics		2
Subject specific PD in Art, music, Japanese and PE		6
<b>Total number of teachers participating in at least one activity in the program year</b>		19 (all teaching staff)
<b>Total Number of Teachers</b>	<b>Total expenditure on teacher PL (as recorded in Financial Questionnaire plus cost of replacement teacher)</b>	<b>Average expenditure on PL per teacher</b>
	\$165180	\$8693

**In conclusion:**

The total funds expended on teacher professional development in 2008 were \$165180  
The involvement of the teaching staff in professional development activities during 2008 was 100%

**Average staff attendance (includes aides, admin etc):**

<b>Number of Staff</b>	<b>Number of School Days</b>	<b>Total Days Staff Absences</b>	<b>Average Staff Attendance Rate</b>
35	183	230	96.4%

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008

**Proportion of teaching staff retained from the previous year:**

<b>Number of permanent teaching staff at end of program year (Head Count)</b>	<b>Number of these staff retained in the following year</b>	<b>% retention rate</b>
19	17	89

From the end of 2008, 89% of permanent teaching staff were retained for the 2008 school year. Three teachers also accepted other positions during the year (one overseas and one interstate), while 1 contract teacher was not reappointed for 2009

**Distinctive Curriculum Offerings:**

In addition to the traditional subjects (english, maths, science, SOSE, religious education, art, music and PE), Moreton Bay Boys' College has developed a focus on literacy skills for boys, and ensured that science is core subject for all boys. Middle school boys also undertook drama, manual arts and computer studies. Year 10 boys were offered a large range of subject electives including Japanese, fitness certificate, IPT, graphics and industrial arts.

All teachers within the College plan their units of work using a differentiated model. This means that all boys, regardless of their abilities, are catered for within the mainstream setting, thereby avoiding a 'one size fits all' approach. Activities such as Science Week, Maths Masters, the MBBC Chess Team and Readers Cup offered extension opportunities for boys with these skills and interests, while programs such as Support-a-Reader help students reach their potential.

The teaching staff have continued to refine and develop the units of work that form a staple part of the whole school overview whilst adding in some popular new units that are of current interest to the boys, such as the Schoolympics unit undertaken by the boys in Years 4 – 6. All teachers within the College are active in ensuring that the units of work they teach are 'boy friendly' and engaging and relevant to the students at MBBC.

Academic Scholarships were introduced at MBBC this year and will continue in the future. These scholarships are open to current and prospective students going into Year 8 & Year 11 and aim to value the calibre of students within the College.

The Senior curriculum commenced with our Year 10 students this year. The boys were involved in a 'taster' program in order to prepare them to achieve at their best level of potential in Years 11 & 12. Many boys have taken up various types of work experience throughout the year, which has assisted them in making informed decisions about their future course of study.

Our goal at MBBC is that every boy achieves his desired destination at the end of Year 12, whether this be an OP pathway to university, a vocational pathway or work placement. We have one student who has already commenced a School Based Apprenticeship and several more that will commence in a variety of fields in 2009. We also have some students enrolled to commence 'fast track' options to tertiary education in the New Year.

A team of teachers and administrators investigated the introduction of the International Baccalaureate (IB) program. The IB is an internationally accredited curriculum framework which aims to help students develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world. The IB framework builds nicely upon our use of higher order thinking skills and our differentiated model of curriculum development. It is intended to introduce the IB at a primary and middle years level in 2009

The College has a number of **distinctive** curriculum offerings:

- Prep Year. The College introduced a full time play based prep year program designed specifically for boys;
- An outstanding early years literacy program that is achieving excellent results. The literacy program is specifically tailored to the learning needs of boys, for whom literacy tends to be a weakness. This ensures that the boys understand the importance of literacy and the need for appropriate literacy skills within everyday life for everyday purposes;
- A focus on Science, particularly environmental science. A science program, *Eagle Eye: watching over Lota Creek*, was developed specifically by the staff for our students. The Year 9 component of this program, 'Lord of The Weeds', assisted the College in being named a sustainable living champion school by UNESCO in 2007;
- A thinking skills program that underpins the curriculum and encourages differentiation;
- A second languages program, Japanese, commencing in Year 6;
- An innovative music program that encompasses singing for all students P-6, class teaching, a string program in Year 3 and a brass, percussion and woodwind program Year 5 instrumental programs as well as individual instrument training on a range of instruments;
- A middle school program that incorporates a negotiated curriculum and real life experiences to ensure high levels of engagement;
- A student leadership program (described elsewhere in this report);
- Middle School 3R time – this block of time enabled Middle School students to develop further their personal organisation and study skills;
- A dedicated Year 10 program designed to introduce students to the rigours of senior schooling. This program provides an introduction of senior school subjects and assesses work in the same manner as that expected in Year 11 and 12. In this way boys are fully prepared for their senior program. A combination of set and elective subjects are offered; and
- Multiple pathways- interviews with the deputy principal (Curriculum) are offered to all boys and families in Years 9 and 10 to assist them in determining the best pathway for their son. This assists in maximising the opportunities and chances of each boy.

### **The 3 Rs of MBBC - helping all boys to soar to new heights:**

**Research** - acquiring knowledge. A leader is able to locate quickly and digest the information he needs using both traditional and technological skills. This is research and incorporates the crucial skills of reading and writing as well as maths.

**Reason** - applying knowledge. Having knowledge is good, but a leader can apply it to new or different circumstances. This requires the development of higher order thinking skills such as analysis, synthesis and evaluation. This ability will be essential for our boys whose futures are likely to contain multiple career pathways.

**Relationships** - working together. A leader has a strong emotional intelligence which allows them to work well with others. At MBBC we have special, class-based programs that develop in boys this ability to build relationships.

### **How computers are used to assist learning:**

Each classroom is equipped with an interactive whiteboard, data projector and computer. In addition, boys have access to computers through mini labs as well as a full lab. Wireless technology has been introduced in to the library. Technology is not a separate subject in itself rather is integrated throughout the curriculum. Year 8 boys for example undertook to make their own film, while all students from Year 5 up can create their own PowerPoint. Technological skills such as file management, email, and skills specifically related to *Word* and *Excel* are incorporated into teaching units at different year levels. The College has a ratio of one (1) computer to one and half (1.5) students, well above the state benchmark. All students have an email account and are able to access work saved at school while at home. Memory sticks are part of the school book pack for all students from Year 7.

The College has broadband access available from all computers and uses a monitoring program to ensure appropriate access. From Year 4, students must sign a code of conduct before being allowed to use the computers at all.

The college's website enables staff to upload units of work, information and assessment tasks so that they can be easily accessed by students and their parents.

### **Extra Curricular Programs:**

Boys are able to participate in a vast array of activities. These included:

Science Club, Robotics Club, Debating Club, Drama Group, Computer Club, Chess Club, Enviro Club, Art Club, Speech and Communication

#### **Music**

Instrumental lessons, Speech and Communication, Concert Band, Guitar Ensemble, Junior and Senior Choir

#### **Sport**

In 2008, the College entered teams in the following inter school and inter club competitions: Soccer, Basketball, AFL, Rugby Union, Cricket, Swimming, Sailing and Athletics

In 2008 a record number of boys achieved district, regional or state representation, while, but the participation rate amongst boys in Years 5-10 has been over 80% while boys in Prep to Year 4 also had the opportunity to participate in sport through Auskick, MBBC Club AFL squad, and the AASC sporting program.

In soccer, we had a team in each division proceed through to the Grand Final, with the Junior A boys winning and progressing to both the Metropolitan and SE Queensland Regional Finals. They finished the season as Metropolitan East Champions – an amazing result given we have only 41 boys in Year 5!

For the first time, volleyball was offered in Years 5-7 and the interest shown for this sport by the boys was tremendous. The AFL and cricket boys took part in the summer season, and this too was an astounding success. If the boys continue with this level of skill, determination and mind-set, MBBC will quickly become a formidable opponent.

In the Middle and Senior School, the College entered two teams into the Supplementary GPS Rugby competition with huge success.

Individual sports also played a major role this year. We began the year with only three boys in the swimming squad, and finished Term 4 with over 30 boys turning up for training each week. The Athletics team was another team that improved rapidly. We have had a record number of boys go through to district level in both swimming and athletics, which was a great sign of things to come!

In 2009, sport at MBBC is being revolutionised, particularly for Years 5-7, as we step into the next level of sporting competition. Next year, the school will enter sporting teams for cricket, swimming, rugby, soccer, cross country, athletics, tennis and basketball into the Combined Independent Colleges (CIC) sporting competition. This is a very exciting prospect. The level of contest, playing standards and all-round competition standards are outstanding and ones all boys will be able to enjoy.

The College continued its involvement in the Australian Government's active after school programme and as a result offered a sports skills program in each term. A variety of sports were offered with the most popular being judo. The participation rate remained the highest in the Bayside district for the fourth year running.

In term 4 middle school boys undertake an aquatics program as follows: Year 7- waterpolo; Year 8 – sailing; Year 9 - Bronze medallion. Swimming was part of the Term 1 and 4 program for all boys, including Prep in Term 4, while numerous boys undertook tennis lessons.

Aus Kick was also offered in Term 4 to all primary aged boys including Prep.

Boys can undertake gymnastics via our links with Moreton Bay College.

The College has an extensive camping program. The P-3 camp out was a huge success. Years 4-6 spent three days at Mapleton while Years 7-9 had a week under canvas on Moreton Island as well as a get to know you camp at the start of the year. The Year 10 students enjoyed a five day outdoor experience at Woodford.

The College's magazine, which is available in the office and which was distributed to all boys and parents at the end of 2008 lists the plethora of activities in which the boys were involved.

#### **Parental Involvement:**

Moreton Bay Boys' College has firm community ties with both the parent body and the wider community. The parents are actively involved and support the hands on and creative program provided. The family fun science night was especially well attended and the packed congregations at the Easter and Christmas services are testament to the wonderful support of parents. As a staff we spend a great deal of time working with parents to ensure that the parent/school partnership is successful.

The College, being so young, could not survive without parental assistance. Several parents serve on the Board of Directors, while more generally, parents assist with classroom programmes, library cataloguing and particularly the support –a-reader programme which supported over 20 boys in their literacy development.

The P&F was tremendously active and raised over \$32000 during the year – a remarkable effort from such a small community. Funds raised will go towards building an amphitheatre. The P&F ran a number of fund raising events, including sausage sizzles for the students. The highlights of the year were the fashion night and the dinner dance.

Many grandparents are involved in the life of the College. Grandparents day recognised their vital role in the lives of their grandchildren and the College. It is considered that grandparents are wonderful role models for their grandsons by providing them students with fantastic opportunities to learn about integrity and leadership from a source other than their parents or their school.

We have an open door policy that encourages parents and extended family members to attend seminars or workshops and then for them to use these skills with the boys in the classrooms. This assists boys to see parents as part of our school community. Furthermore the boys are becoming involved in the wider community through their participation at local events, such as the Anzac Day march.

#### **Reporting/Communication:**

Semester reports, work folios and two interviews a year provide parents with an excellent insight for parents into their son's progress. In addition the use of a two way home work diary allows for constant monitoring of progress by parents as well as high levels of communication between school and home. Increasingly many parents use email to communicate with the College. Each staff member has an email address (as well as a telephone extension) and check their email at least twice daily.

## **STUDENT CARE PROGRAM**

Student care at Moreton Bay Boys' College is a natural extension of the level of support and attention the boys receive in their family environment. All members of staff relish the opportunity to establish meaningful relationships with the boys – tuning in to their likes, dislikes, strengths and weaknesses and supporting the boys in their journey of personal development. While maintaining a focus on our common goal to produce young men who can 'lead and serve with faith and integrity', we also work together to offer experiences that will strengthen their mind, body and spirit.

This year, the College won the Minister for Health's '*Let's Get Physical*' regional award, ahead of a field of 550 schools. The award recognised our commitment to helping students lead healthy, active lifestyles, as part of a well rounded education. If students can understand the benefits of physical activity from an early age, they are able to take these values and beliefs into their later life. Regular interhouse competitions and carnivals boast maximum participation and opportunities for boys from all levels to enjoy physical activity. Camps were enjoyed by boys from Prep onwards, culminating with our Year 10 cohort challenging themselves with the Bronze Duke of Edinburgh award – a demanding combination of hiking, mountain bike riding and a 24 hour "solo".

Of equal importance, particularly with boys, was the opportunity for students to develop their spiritual side. Reflection and contemplation in Chapel set the tone for each school week, reinforced by religious education classes. Service and charitable pursuits and opportunities to serve others through a variety community events, were important elements in the College calendar. Our Eagle Eye environmental education program offered all MBBC boys a time to connect with nature, encouraging stewardship and enhancing their understanding of sustainable living. This year we focused attention on the questions 'Is it true? Is it kind? Is it necessary?' to better support the interpersonal communication of our students. This worked alongside the Primary 'You Can Do It' program to encourage the boys to think outside of themselves.

In Term 4, we introduced our MIRROR program to describe the key attributes of an MBBC boy –

Merciful,

Independent,

Resourceful,

Respectful,

Open-minded, and

Resilient.

We help our boys take pride in the person they see in the mirror, and to uphold a philosophy of "*to thine own self be true*", using these key attributes to help them engage successfully with others and their world. In 2009 we look forward to all members of our school community being able to articulate these attributes and working together to develop further these valuable traits in the students at MBBC.

## **Student Leadership**

A new model of student eldership was introduced in 2008. The first College Captains were appointed and a Student Leadership Council created. The Council encompassed the inaugural College Captains as well as House Leaders from Years 9 and 6. Students in Years 6, 9 and 10 were invited to nominate for positions of student leadership. These nominations were considered carefully and the candidates were each interviewed by the Principal and Assistant Principal. The standard of nominations was excellent and all demonstrated a desire to motivate, inspire and lead the College community. The College insists that to be a good leader, students need to *lead with love*. This is the heart of leadership and is built on the importance of example. True leaders do not simply bark orders, they set the example that others want to follow to follow. By doing this, they engender respect and build trust. True leadership can only occur when we build positive relationships with each other and must be demonstrated first in the way teachers interact with their students.

## KEY STUDENT OUTCOMES

**Average student attendance rate:** Number of school days x number of students in the school = number of possible attendance days

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
290	183	349	99

The average attendance rate as a percentage in 2008 was 99 %

### National Assessment Program for Literacy and Numeracy (NAPLAN) results for Years 3, 5, and 9:

The College participated in the (new) national testing program at Year 3, 5, 7 and 9. Boys and staff are to be congratulated on their tremendous efforts. In Years 3, 5 and 7 our averages are consistently, well above state averages for boys.

As with all one off tests, which provide a result on a given day, the results should be read and interpreted in conjunction with the other information parents receive during the year concerning their son, such as semester reports, portfolios, homework and interviews.

With a small cohort, percentages can be skewed and national comparison is difficult when we do not have a national curriculum nor common ages of students. Comparisons to the state average for boys are as follows:

READING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	403	365	83% (3 students)
Year 5	521	461	100%
Year 7	563	524	100%
Year 9	590	566	100%

WRITING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	419	378	100%
Year 5	521	454	100%
Year 7	535	506	100%
Year 9	510	534	74% (3 students)

NUMERACY			
Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	419	371	100%
Year 5	529	463	100%
Year 7	560	546	100%
Year 9	597	576	100%

### Percentage of students in the current and previous year above the national benchmark:

#### Reading

Year	% on or above benchmark	
	2007	2008
3	100	83 (3 students)
5	86	100
7	100	100

9	N/A	100
	<b>Percentage change =</b>	<b>-1%</b>

### Writing

Year	% on or above benchmark	
	2007	2008
3	96	100
5	100	100
7	100	100
9	N/A	74 (3 students)
	<b>Percentage change =</b>	<b>+1%</b>

### Numeracy

Year	% on or above benchmark	
	2007	2008
3	100	100
5	100	100
7	81	100
9	N/A	100
	<b>Percentage change =</b>	<b>+6%</b>

At all Year levels, students below either the state average or the MBBC average receive support and/or intervention from the class teacher, individually or in small groups: the support a reader program is particularly important in this.

### Apparent retention rate of Students: n/a

The Year 8 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary school five years previously (this may be greater than 100%).

2007 was the first year that the College enrolled students in Year 9. As these students will not graduate till 2010, this data is not yet available.

Year 12 student enrolment as a percentage of the Year 8 cohort is <u>n/a</u> %
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### Year 12 outcomes:

**As the College will not have students in Year 12 till 2010 these requirements are not applicable as yet.**

Outcomes for our Year 12 cohort 2006	
Total number of Senior Certificates awarded	n/a
Percentage of Overall Position (OP) –eligible students with OP 1-15	n/a%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	n/a%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	n/a%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	n/a%

### Awards:

The College was awarded both the Keep Australian Beautiful Award for healthy lifestyle.

### Value Added:

The following are some of the ways in which MBBC 'value adds' to its students:

- Class sizes capped at 25

- Individualised programs for students with special needs. Student results are tracked from year to year and meetings held regularly between staff and administration to ensure resources are targeted at students with greatest needs
- Multiple pathways program
- The MBBC 3rs of research reason and relationships
- A wide ranging curriculum and co curricular program
- Extension and enrichment programs for advanced students
- A highly dedicated and committed staff all of whom engage in on going professional learning and are committed to improving student outcomes
- Specific programs in relation to the development of character (such as the MIRROR program).
- All students have the opportunity to present or speak at public gatherings such as assembly or chapel which develops life skills, confidence and self-esteem
- Recognition in the wider educational community for its curriculum and educational practices
- Having its own Nature Refuge has enabled students to experience an outstanding environmental science program.
- All students entering the senior program of study (Year 10) were able to undertake their choice of subjects.
- School based apprenticeships.

Additional ways in which the College value adds are indicated in the comments from parents included on the school DVD, copies of which are available from the College office.

A focus group of parents was conducted by an external researcher. Parents complimented the College on the quality of staff, their consistency and pastoral care and the high expectations the College had for the students both in terms of academic work and behaviour.

The College undertook a parental survey in 2006 and is likely to do so again at the conclusion of 2008. The following is a summary of the 2006 survey:

- Environment - parents were extremely happy with the caring environment the College provided for their son and very satisfied that his individual needs were being met in the classroom. It was considered that the College sent sufficiently strong signals about what personal conduct is acceptable and unacceptable.
- Communication - parents felt very comfortable about contacting the class teacher about any concerns they may have with their son's progress and found the weekly newsletter useful and informative.
- Parental involvement - parents felt the school involved them very well in the education of their son and always felt welcome when they visited the College.
- The broader curriculum - parents were particularly pleased with the way the College effectively integrated technology, such as computers, into the teaching program, as well as providing a more than sufficient exposure to the arts (including music, theatre and art work).

***In all parents agreed overwhelmingly that they were happy with the overall quality of the educational experience their son had enjoyed at the College so far.***

#### **Further Information:**

More information on the College's activities in 2008 is available in the College yearbook. This report may be accessed in hard copy by contacting the office on 39069444.



**Moreton Bay Boys' College Staff  
2008**

*Principal*

Dr Roderick Crouch BA, Dip Ed, MEd Admin, EdD, MACE, MACEL

**Teaching Staff**

*Deputy Principal (Curriculum)*

Marie Perry MEd (Gifted Education), BEd, Dip Ed, Advanced Cert. Human Resources Development

*Assistant Principal*

Diana Patchett BSc, Dip Ed, MACEL

*Teacher – Year 10*

Dr Brett Sawyer PhD BSc(Hons) DipEd

*Teacher – Year 9*

Sarah Smith BEd (Professional Japanese)

*Teacher – Year 8*

Melissa Heirdsfield BEd Secondary (Drama)

*Teacher - Year 7*

Bob Nicholson BEd (Terms 1-3)

Meagan King BEd (Term 4)

*Teacher – Year 6*

Damien Evans BA (Business), BEd

*Teacher - Year 5J*

Eliza Joannides BA, Post Grad Dip Ed (Secondary), Dip Ed (Primary) (Terms 1-2)

Stuart Janson BEd (Terms 3-4)

*Teacher – Year 5P*

Jacqueline Proctor BA Business, BEd

*Teacher - Year 4*

Jack Pincott BA Leisure Management (Major in Sport Management), BEd

*Teacher- Year 3*

Cara Ryan BEd Primary (Hons), Adv Dip (Bus Mgmt)

*Teacher - Year 2/3*

Andrea Bowden B. Ed, Dip. T

*Teacher- Year 2*

Rebecca Sullivan B. Ed (Early Childhood), Dip (Com Serv)

*Teacher - Year 1*

Alex Givney BEd, (Early Childhood), Dip Community Services (Children Services)

*Prep*

Mary Youngman B.Ed. Dip. T.

*PE*

Hamish Pike BEd (Sec - PE), Adv Dip (Sports Med)

*Art*

Julianne de Lange BEd, Dip Tch, Cert. Spanish (Terms 1-2)

Lynn Joubert BA, Dip Ed (Terms 3-4)

### *Music*

Hayden Dinse BMusic, BEd (Hon)

### **School Chaplain**

Reverend Shane McCarthy, *BMin. Grad Dip Min.*

### **Teacher Aides**

Dr Nicholas Holmes, Caroline Fogg, Karen Glenn, Trudy Tait (Library), Kathy Toohey, Nicola Vincent (Terms 1-2), Theresa Wyatt (Library), Deborah Vardanega (Terms 3-4),

### **Administration Staff**

#### **Accountant**

Sonja Bancroft CA., *BBus* (Accounting)

#### **Accounts Clerk**

Meegan Hetherington

#### **PA to the Principal**

Louise Seddon

#### **PA to Deputy Principal and Assistant Principal**

Lesley Cosgrove

#### **Registrar**

Kathy Poulton (Terms 1-2)

Nicola Vincent (Terms 3-)

#### **Marketing Manager**

Jayne Cusack BA (Comms & Psych), Cert Bus, Cert Mktg, Cert Advertising (Term 3-)

#### **Administration Assistant**

Suzanne Hasenkam

#### **Grounds Staff**

##### **Property Manager**

Des Schinkel *Cert III Horticulture*

##### **Groundsman**

Todd Schinkel (Term 1)

Bruce Bitossi (Term 2-)

##### **Cleaners**

Julie Baker

Kerry McDonald

#### **IT Department**

##### **Director of Information Services and Technology**

John Oxley *BEd, BA, MEdSt, GradDipEd St(Computer Ed), MACE*

Greg Marsh

#### **Network Administrators**

Greg Marsh

#### **Visiting Specialist Teachers**

Mr Kyri Peace *Guitar*

Mrs Jacqui Cuny *Voice and Piano*

Mrs Andrea Slater *Violin*

Mr Geoff Green *Percussion*

Mr Derek Capewell *Saxophone*

Mrs Zita Hortan *Drama*

Mrs Jennifer Willis *IPT*