St Brendan-Shaw College

2013

Annual School Community Report

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St Brendan-Shaw College
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DEEWR Number:  17219
Schools Registration Number:  327/384

Profile:
St Brendan-Shaw College is a Catholic, co-educational, secondary school welcoming students from the North West region centred on Devonport. The College has a Socio Economic Status (SES) ranking of 91. It is located in James Street on approximately 7 hectares and links with feeder schools from the surrounding district including Deloraine, Latrobe, Ulverstone, Port Sorell, Sheffield and Devonport. Curriculum is delivered through the Tasmanian Certificate of Education, the Australian Curriculum and Australian Skills Qualification Authority.

Catholic secondary education began on the James Street site in 1960 when the Christian Brothers commenced St Brendan’s College for boys. In 1969 Shaw College opened on the same site as St Brendan’s. The Sisters of St Joseph were continuing their long involvement with Catholic education in the Devonport region. St Brendan-Shaw College was formed by the amalgamation of St Brendan’s College and Shaw College in 1981.

The first senior secondary (Years 11-12) classes were held in 1990 and St Brendan-Shaw College become a Year 7 -12 College.

The names of the four houses and the teaching blocks indicate the respect associated with the founders and their ongoing influence. Dillon House is named after Br Dillon cfj, the first Principal of St Brendan’s College in 1960. Griffin House honours the priest who served the parish of Our Lady of Lourdes at the time Shaw College was being developed. MacKillop House is named after Saint Mary of the Cross MacKillop who is the first Australian-born saint. Lyons House celebrates Devonport’s and Tasmania’s pride in Joseph Lyons, the only Tasmanian Prime Minister, and his wife, Dame Enid Lyons, the first woman to be elected to the Australian House of Representatives, and the first woman appointed to the Federal Cabinet. They raised together a dedicated Catholic family and Dame Enid was a keen supporter of St Brendan-Shaw College. Lyons House is housed in the Tenison-Woods Block named after Fr Julian Tenison-Woods who, with Saint Mary MacKillop, founded the Sisters of St Joseph. Materials, Design and Technology is taught in the Edmund Rice centre, remembering Blessed Edmund Rice who founded the Christian Brothers’ order in Ireland.

Blessed Edmund Rice and Saint Mary MacKillop began their orders responding to the needs of the people of their area. It is appropriate that the founders who dedicated their lives to educate the poor as a priority and responsibility of Catholics
are the founders of St Brendan-Shaw College as the needs of the people in this part of Australia are evident. Our students are drawn from a region with difficult economic and social circumstances. This provides financial challenges, as well as learning challenges.

The values of the founders are incorporated in our Vision Statement:

**Our Vision for St Brendan-Shaw College**

is to be a vibrant centre of learning as a Catholic community seeking justice, hope and truth through faith and deed.

The College has 5 core values that guide decision making:

- COMMUNITY
- CARITAS
- LEARNING
- OPENNESS
- RESPONSIBILITY

The College motto “By faith and deed” from St James’ second letter is consistent with the vision, values and aspirations of the College.

The aspirations of our community members are to strive to:

- DO OUR BEST
- BE SAFE, AND
- WELCOME DIVERSITY

**Students & Facilities**

The College has seen a steady growth in student numbers with the College having an enrolment in excess of 720. There has been substantial increase and improvements to facilities including the addition of a dedicated Trade Training Centre (TTC) for Hairdressing, new Science facilities, and an extension to the Nazareth Centre which joins the Gymnasium and TTC allowing for full seating for assemblies and other whole of school events. The College has a broad range of services and support for staff and students including a Library, Uniform Shop, Gymnasium, Canteen, Careers, Counselling, IT and Human Resources. The College grounds and sports fields provide opportunities for student sport and social activities.

At the August census (reported to the Federal Government’s Department of Education, Employment and Workplace Relations (DEEWR)), our student population was 730. Five percent identify as aboriginal and less than one percent of students report having a language background other than English. Teaching staff numbered 61, supported by an additional 38 staff. Of these, only one has identified as indigenous. The last pages of this report lists teacher qualifications.
Our Badge and Motto:
The College badge combines some elements of the badges of St Brendan’s College and Shaw College. The barque of St Brendan symbolises missionary endeavour, while the 12 pointed star on the sail is taken from the Shaw badge where it represented ‘Light from Knowledge’. The red disc and book are the source of that illumination and learning and the open book is a symbol of both scripture and education. On the book ‘A’ and ‘Ω’ are alpha and omega - the first and last letters of the Greek alphabet. They represent Christ, the Beginning and the End.

Governance:
The Constitution of St Brendan-Shaw College outlines the governance structures for the College.
Overall governance is the responsibility of the St Brendan-Shaw College Governing Council whose membership is as follows:
- Archbishop Julian Porteous DD, Archbishop of the Archdiocese of Hobart (Chair)
- Fr Mark Freeman, Vicar General of the Archdiocese of Hobart
- Dr Trish Hindmarsh, Director of Catholic Education Tasmania,
- Mr Stuart Elliss, Executive Officer
- Br Bill Wilding, cfc
- Sr Jill Dance, ssj
- Mrs Janice Cox
- Mrs Dot Herbert
- Mrs Ellen McLagan
- Mrs Margaret Williams

The Governing Council meets twice a year at the College and discusses issues with the Principal, the Chair of the Board and the Business Manager. The Council receives all documentation of the Board and Board sub-committees.

The College Board advises the Principal and usually meets monthly. It has responsibility for reviewing policy and resources, as well as providing supervision of the financial position of the College as well as its capital works and maintenance programs. Our Board Chair is Mr Alister McCrae. The Finance sub-committee is chaired by the Board treasurer, Mr Gerry Callendar. The Capital Works and Maintenance sub-committee is chaired by Board member, Mr Marcus Todman.

The College is a member of the Association of Catholic Colleges of Tasmania that administers Federal Government funding. Governance of this association is via the Governors Council and Mrs Margaret Williams is the College’s representative on this body.

Catholic Identity:
The College has a strong focus as a Catholic school and is an active institution in the Archdiocese of Hobart. It is part of the Mersey Leven Catholic Parish. Morning teacher briefings begin with prayer and House groups gather in Jubilee Chapel regularly. The Staff Exchange, published weekly, includes a reflection on the Sunday Gospel.

Our students take part in Reflection days (Years 7-10), Leadership Camp (Year 11) and Retreats (Year 12).

The College also prays together at Assemblies which are led by the Prefects.

As an expression of our core value, Caritas, there is an active St Vincent de Paul Youth Conference, and students have a long history of supporting a large number of Charities, including: CARITAS Australia, Edmund Rice Sinon Secondary School in East Africa, as well as local charities supporting an array of worthy causes.
Students of St Brendan-Shaw College have attended World Youth Days in Rome (2000), Toronto (2002), Cologne (2005), Sydney (2008), and Madrid (2011).

Constant links with our founding orders occur, and there are usually two or three events in the year where we are involved directly with the Sisters of St Joseph and the Christian Brothers.

Every student is involved in the program of Religious Studies.

**Learning & Teaching:**

Under the leadership of the College’s Learning and Teaching Team, led by the Deputy Principal (Learning and Teaching) the College is establishing the Australian Curriculum. Heads of Faculty and teachers have introduced the Australian Curriculum, initially in English, Mathematics, History and Science in years 7 to 10.

In Year 7 having a core teacher enables smooth transition into secondary schooling. Separate subjects have been maintained in years 7 to 10. This will change in 2014.

In Senior Secondary, an ongoing partnership with the Tasmanian Qualifications Authority ensures students are able to meet all requirements to receive the Tasmanian Certificate of Education.

A major focus has been on developing powerful pedagogies with student centred learning.
Senior Results:
We continue to excel in the Tasmanian Certificate of Education.
The College Congratulates:

- **Dux (2013):** Jordan Quaile
- **Proxime Accessit (2013):** Jacob Templeton

Both were placed in the top 100 in the state and I have been advised that Jacob is the recipient of a 2014 University of the Sunshine Coast Vice-Chancellor’s Merit Scholarship. Of just 50 eligible candidates in 2013:

- 4 were placed in the top 3.85% of students state-wide
- 8 were placed in the top 8.4% of students state-wide
- 20 were placed in the top 19.9% of students state-wide

(Tsmanian Qualification Authority Data Profiles provides a Degree of Significance measure. Any variation between -2.0 and 2.0 may reflect "chance variations...values outside that may be taken seriously".

Thus, for 2013, statistically significant differences between SBSC and State attainments include:

- Achieved the TCE - 77% compared to 40% with a 6.3 measure of significance;
- Have an ATAR - 59% compared with 28% with a 5.8 measure of significance
- Did at least 4 TQA Level 3 subjects - 73% compared with 42% with a 5.2 measure of significance

The Median ATAR 79.0 compared with 80.1 has a -0.3 measure of significance. In other words it is not significant.

It is worth mentioning, as well, that the measure of Mean SES advantage/disadvantage is not significantly different to the state, thus assumptions of any advantage are without basis.

Other factors can impact on ATAR scores, such as the scaling of subjects. As an example, and using 2013 data, a student with a perfect score in Ancient Civilisations would have a TE score of 18.7 contributing to their ATAR, while an identical student who chose to study Australia in Asia and the Pacific and also achieved a perfect score would have a TE score of 23.0 contributing to an ATAR - a variation of 4.3 points!

There are students who attend SBSC who achieve an ATAR where they may not have done otherwise.

But a broader perspective is important:

The data elements provide just one measure of the multi-faceted elements that comprise the educational experiences that any school provides. A similar focus on NAPLAN data and International testing (such as PISA) cannot provide a whole perspective, and educational experts agree that such a focus narrows the curriculum and limits the quality of learning.
In addition, the bland statistic does not account for other factors. As examples, consider the following:

- Shanghai China, which has consistently topped International testing, is a system where teachers have just 10 to 12 hours per week in front of their class. Meanwhile, Australian teachers spend 20 hours per week - almost double.
- The USA (whose teachers can spend up to 30 hrs per week in front of the class) has consistently performed poorly on standardised testing. Yet, students in the USA are much more confident and entrepreneurial than their Chinese counterparts. This is seen to have contributed to a significantly greater number of world patent applications deriving from the USA over China.

In our own school, TQA data attainment does not provide a measure of self-worth, citizenship ethical thinking; altruism, etc that our graduates leave us with.

**Post-school Destinations:**

<table>
<thead>
<tr>
<th>Tertiary Studies</th>
<th>Gap year</th>
<th>Employment &amp; Training</th>
<th>Overseas</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>17</td>
<td>22</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Student Attendance 2013
Approximately 1.33% were technically unexplained absences. However, examination of individual cases allows for a more accurate figure of 1.14%. This is exactly the same as the previous year.

Table 1

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>STUDENTS</th>
<th>SCHOOL DAYS (total)</th>
<th>DAYS OF UNEXPLAINED ABSENCE (TOTAL)</th>
<th>AVERAGE DAYS UNEXPLAINED ABSENCE PER STUDENT</th>
<th>AVERAGE % DAYS UNEXPLAINED ABSENCE PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>134</td>
<td>186</td>
<td>178</td>
<td>1.32</td>
<td>0.71%</td>
</tr>
<tr>
<td>8</td>
<td>150</td>
<td>185</td>
<td>195</td>
<td>1.30</td>
<td>0.70%</td>
</tr>
<tr>
<td>9</td>
<td>130</td>
<td>185</td>
<td>225</td>
<td>1.73</td>
<td>0.94%</td>
</tr>
<tr>
<td>10</td>
<td>141</td>
<td>177</td>
<td>397</td>
<td>2.81</td>
<td>1.58%</td>
</tr>
<tr>
<td>11</td>
<td>107</td>
<td>164</td>
<td>191</td>
<td>1.79</td>
<td>1.09%</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
<td>164</td>
<td>331</td>
<td>4.87</td>
<td>2.97%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>730</td>
<td></td>
<td></td>
<td></td>
<td>1.33%</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>NUMBER OF OUTLIER STUDENTS (STUDENTS WITH 30 OR MORE UNEXPLAINED ABSENCES)</th>
<th>DAYS OF UNEXPLAINED ABSENCE MINUS OUTLIERS</th>
<th>AVERAGE DAYS UNEXPLAINED ABSENCE PER STUDENT MINUS OUTLIERS</th>
<th>AVERAGE % DAYS UNEXPLAINED ABSENCE PER STUDENT MINUS OUTLIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>178</td>
<td>1.32</td>
<td>0.71%</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>195</td>
<td>1.30</td>
<td>0.70%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>195</td>
<td>1.50</td>
<td>0.81%</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>284</td>
<td>2.01</td>
<td>1.14%</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>191</td>
<td>1.79</td>
<td>1.09%</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>267</td>
<td>3.93</td>
<td>2.39%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>1.14%</td>
</tr>
</tbody>
</table>

Non-attendance at school is managed in two ways:

a) **On a daily basis** – Parents are expected to contact the College when their child is absent. On most days the list of unexplained absences is reviewed and parents contacted by phone to ascertain the whereabouts of the student.

b) **On a long-term basis** – the College follows the absences guidelines set by Catholic Education Tasmania and will send letters to parents of students who are absent for a number of days in a row without an explanation or who are absent for a number of days each term without an explanation. Should the problem continue then other agencies may also be contacted.
**Student Leadership:**

All students are encouraged to be involved actively in the life of the College and aspire to be student leaders. The student leaders strive to strengthen and develop a positive, wholesome school spirit and to encourage all students to live out the ideals expressed in the College Core Values.

**Prefects**

The prefects are expected to act as role models, display leadership qualities, organise and facilitate fundraising for charities and to organise and run assemblies, socials and school activities.

- 2 College Captains (male and female)
- 1 Secretary
- 1 Treasurer
- 4 House Prefects, 4 Deputy House Prefects (Year 11s)
- 4 College Prefects
  - Environment and Health
  - Culture and Community
  - Sport and Recreation
  - Ministry and Religion
- The prefects are supported by a Staff Senior Secondary Coordinator and 4 Staff Support Personnel for Action Groups.

**College Houses:**

*MacKillop* (Gold) takes its name from St Mary of the Cross MacKillop, cofounder of the Sisters of St Joseph.

*Lyons* (Red) takes its name from Joseph Lyons, Australia’s only Tasmanian Prime Minister, and his wife, Dame Enid Lyons, the first woman member of the Federal Parliament.

*Dillon* (Green) is named after Br Patrick Dillon, the first Principal of St Brendan’s College.

*Griffin* (Blue) takes its name from Fr Griffin, Parish Priest of Devonport in 1960 when Catholic Education began on the current James Street site.

**Homerooms:**

Each of our students is under the specific care of a homeroom teacher. There are seven homerooms in each of the four College Houses and each homeroom group consists of students from Years 7 to 12. As far as is possible, we endeavour to keep a student in the same homeroom, with the same homeroom teacher, for the duration of their time at the College. Within this structure we believe that students can be better ministered to. We are attempting to facilitate an atmosphere in which every student
- is known very well by at least two adults, the homeroom teacher and the Head of House
- relates more closely with students of all age groups
- feels secure in the wider school community
- knows that they are valued for who they are, rather than for what they do
- can have minor concerns in everyday school life addressed in a realistic and constructive way.
**Student Support:**

The College has a strong Pastoral Care Team, led by the Deputy Principal (Pastoral Care) that caters for the needs of our College community. They work closely with the College’s Learning and Teaching Team and the Learning Support Team. These are all supported by two part-time College counsellors and a part-time educational psychologist who conducts educational assessments.

**Capital Projects:**

A project to provide additional car parking was finished early in 2013. Initial planning for a new Year 7 area began and the Canteen and Uniform shop were refurbished.

**Co-Curricular:**

Students at the College have the opportunity to participate in a wide range of co-curricular activities, including traditional sports such as Football, Cricket, Soccer, Netball, Basketball and the like; as well as non-sporting activities such as Debating and Public Speaking, Chess, Eisteddfods, and other performing arts activities. The College Production (Beauty & the Beast) was very successful.

Competitions are against schools across all sectors. Students also participate in Northern Sports Association Tasmanian Independent Schools (NSATIS) and Sports Association Tasmanian Independent Schools (SATIS), as well as competitions against other non-government schools in the North, and across the state. Featured carnivals in these associations are Swimming; Athletics; Basketball, Head of the River Rowing; and Cross Country.

A variety of activities are organised by the prefects. Lunchtime activities include various inter-house sports. Activities are also organised for the afternoon on Founders Day, our Feast day where we celebrate our Christian Brothers and Sisters of St Joseph heritage.

Socials for all students are held twice yearly, and a senior secondary Ball is a popular evening. An annual event is the Talent Quest where students can demonstrate their multiple talents to the whole college community. The College has offered trips to destinations such as the Northern Territory; the Ski slopes of Victoria and New Zealand, Singapore, New Caledonia and Europe. Exploring our global village is seen as a worthwhile pursuit.

In 2013, there were 5 trips to:- Laos and Cambodia; Japan; New Caledonia; the Northern Territory (Football & Cultural); and the Victorian ski slopes.
**Parent Student and Teacher Satisfaction:**

The College participates in a School Improvement process and uses feedback from teachers, parents and students to inform the annual review of its Strategic plan. The College revised five year school improvement plan evolves from this and is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Preparation</td>
<td>Survey Staff &amp; Discuss</td>
<td>Survey Parents/Students Construct Pathway</td>
<td>N/A</td>
</tr>
<tr>
<td>2013</td>
<td>Parent/School Partnership 3.2</td>
<td>Spiritual Formation 1.5</td>
<td>Equity 5.3</td>
<td>Positive Behaviours 3.4</td>
</tr>
<tr>
<td>2014</td>
<td>Vision and Mission 1.1</td>
<td>Assessment Reporting and Feedback 5.2</td>
<td>Student engagement in learning 3.3</td>
<td>Student Achievement 5.</td>
</tr>
<tr>
<td>2015</td>
<td>1 Leading Others 2.3</td>
<td>Leading Continuous Change 2.4</td>
<td>Staff Professional Learning 4.5</td>
<td>Learning and Teaching Programs 4.2</td>
</tr>
<tr>
<td>2016</td>
<td>Leading the School Organisation 2.5</td>
<td>Curriculum 4.3</td>
<td>Student, Staff and Community Well Being 3.1</td>
<td>Leading Self 2.2</td>
</tr>
<tr>
<td>2017</td>
<td>Religious Education 4.4</td>
<td>Leading the Catholic School Community 2.1</td>
<td>School Climate 1.3</td>
<td>Evaluate, Review next year’s plan</td>
</tr>
<tr>
<td>2018</td>
<td>Prepare Community</td>
<td>Survey Parents</td>
<td>Survey Students/Community</td>
<td>Construct Pathway and Future Plan</td>
</tr>
</tbody>
</table>

As a consequence, the following goal was set for 2014:

- **In 2014 we are**
  
  1. **improving student achievement (SIF 5.1) through:**
     - students’ engagement in their own learning (SIF 3.3/AITSL 3 & 4) aided by Quality Teaching (SIF 4.1/AITSL 2,3 & 4)
     - Improved Assessment Reporting and Feedback (SIF 5.2/AITSL 5), incorporating Formative assessment as an integral component (CEO 2014).
  
  2. **presenting ourselves (individually and collectively) as a professional entity.**

The references are to: the Tasmanian Catholic Education Commissions’ School Improvement Framework (SIF); and the ATSIL Professional Standards for Teachers.

All Teachers Participate in the Teacher Performance Feedback Development process which compliments these directions.
2013 St Brendan-Shaw College
Income
Total $10.25M

2013 INCOME
$ School Generated Funds 1963019
C/wealth Grants 6008029
Investments 109175
State Grants 2007570
Trading Accounts 161951
Total Income 2013 10249744

2013 EXPENDITURE
$ Salaries & on costs 7028486
Repairs & Maintenance 136409
Education Specific 677789
Administrative running costs 1684372
School Improvement Funds 7089
Debt Servicing 162846
Staff Training 58062
Trading Accounts 135786
Total Expenditure 2013 9890839

Special note:
The following Commonwealth Capital Grants were received & were expended on capital projects.

ICT Infrastructure Grant $80,126
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Adam Aherne</td>
<td>BEd</td>
</tr>
<tr>
<td>Mrs Joanne Aherne</td>
<td>BEd; Cert IV Workplace Asses. &amp; Trng</td>
</tr>
<tr>
<td>Mrs Kelly Allen</td>
<td>BA; Grad Dip Ed</td>
</tr>
<tr>
<td>Mr Michael Allen</td>
<td>BA; Dip Ed</td>
</tr>
<tr>
<td>Mrs Robyn Arthur</td>
<td>BEd; Dip Art Craft &amp; Design; Grad Cert Edn;</td>
</tr>
<tr>
<td></td>
<td>Cert III Business Frontline Management</td>
</tr>
<tr>
<td>Mrs Jacqueline Austin</td>
<td>BTeach; BMus; Dip Mus</td>
</tr>
<tr>
<td>Ms Patty Barratt</td>
<td>BSc.(Education)</td>
</tr>
<tr>
<td>Mrs Caitlin Baxter</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Marcus Belchambers</td>
<td>BTech Ed, Trade Cert</td>
</tr>
<tr>
<td>Mr David Bennett</td>
<td>BSc; Dip Ed</td>
</tr>
<tr>
<td>Mrs Josephine Beyerle</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Anthony Bezemer</td>
<td>BEd; Cert IV Workplace Asses. &amp; Trng</td>
</tr>
<tr>
<td>Mrs Lesley Boulton</td>
<td>BTeach, BA</td>
</tr>
<tr>
<td>Mr Graeme Brookes</td>
<td>BA (Hons); Dip Ed</td>
</tr>
<tr>
<td>Mr Trevor Brougham</td>
<td>BAgSc; Dip Ed; Dip BOM; Cert IV Workplace Asses. &amp; Trng</td>
</tr>
<tr>
<td>Miss Elle Brown</td>
<td>BASc, MTeach, Dip TESOL</td>
</tr>
<tr>
<td>Mr Richard Chapman</td>
<td>BSc Hons; Grad Dip Ed; Grad Cert RE; MTheol</td>
</tr>
<tr>
<td>Mrs Suzy Cole</td>
<td>BSc Hons, Grad Dip Ed</td>
</tr>
<tr>
<td>Mr Ian Cruickshank</td>
<td>BSc; MSc</td>
</tr>
<tr>
<td>Mrs Ceridwen Davies</td>
<td>BA, Grad Dip Bus, MLitt, Adv Dip Arts, MTeach</td>
</tr>
<tr>
<td>Mrs Pauline Dittmann</td>
<td>BEd</td>
</tr>
<tr>
<td>Miss Anita Doherty</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Kamil Douglas</td>
<td>Bed, Grad Cert RE</td>
</tr>
<tr>
<td>Miss Josephine Emery</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Luke Everard</td>
<td>BA; BTeach;</td>
</tr>
<tr>
<td>Mrs Cheryl Gamble</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Steve Geale</td>
<td>BEd, Grad Dip App Comp</td>
</tr>
<tr>
<td>Mrs Gabrielle Hay</td>
<td>BCom; MTeach</td>
</tr>
<tr>
<td>Miss Angela Henry</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Gavin Hicks</td>
<td>BSc; Dip Ed</td>
</tr>
<tr>
<td>Mrs Kelly Hicks</td>
<td>BEd; Grad Dip Ed Studies, Grad Cert Sci Ed</td>
</tr>
<tr>
<td>Mr Ross Hubble</td>
<td>BHM</td>
</tr>
<tr>
<td>Miss Sarah Huculak</td>
<td>Grad Dip Ed, BA (Hons English/History)</td>
</tr>
<tr>
<td>Mrs Shelley Kightley</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Roger Lane</td>
<td>BSc; Dip T</td>
</tr>
<tr>
<td>Ms Bridget Leary</td>
<td>Trade Cert; BTeach</td>
</tr>
<tr>
<td>Mr Hector Lenton</td>
<td>BHM</td>
</tr>
<tr>
<td>Mrs Rachelle Littler</td>
<td>BA; Dip Ed</td>
</tr>
<tr>
<td>Mr James McCullough</td>
<td>BA Hon DUDF</td>
</tr>
</tbody>
</table>
Mrs Rosalie McDonald ............... BA; Dip Ed
Mrs Emma McIver ...................... BHM
Mr Paul McIver .......................... BHM
Miss Kate Merry ......................... BA, Grad Dip Ed (Secondary)
Mr Ben Milbourne ...................... BASci, Cert IV Health Fitness & Nutrition
Mrs Sally-Anne Milbourne ............. BEd., Grad Dip Ed, Masters Ed
Mr Daman Peters ........................ BEd
Mr Gerry Peters ......................... Dip Music; BA, Masters in Edu Leadership, Grad Cert RE
Mr Frank Pisano ......................... BEd; Grad Dip RE; MEdLe; Grad Cert Ed Law
Mrs Tanya Rataj ......................... Masters Teaching, BBus,
Mrs Nona Roberts ....................... BEd
Mr Wayne Roberts ...................... BA; BTeach; BEd
Mr Steven Ryan ......................... BEd; Cert IV Workplace Assess. & Trng
Mrs Imelda Saunders ................... BBus(APS); Grad Dip Ed
Mrs Margaret Shearer ................. BA; Dip Ed
Miss Kaoru Sherriff ................... B Teach , BA, Grad Cert RE
Mrs Helen Smialek ...................... Cert Teach; Dip Art Teach
Mr Michael Stocks ...................... BEd
Miss Renee Sushames ................... BHM(Hons)
Mrs Rochelle Taylor ................... BSc; Dip Ed
Mr Mathew Ward ......................... Grad Dip Ed, BArts
Ms Lara Watchman ...................... BEd (Hons).
Mrs Sue Weslake ......................... Dip T; Homecraft Teach Cert; Cert IV Workplace Assess. & Trng
Mrs Helen Williams .................... BA; Dip Ed; MEdLe, DUniv (honoris causa) (ACU)
Mrs Maria Windsor ..................... Dip Ed Sci & Mths
Mrs Lucy Withers ...................... Dip Ed, BSc

Note:-

All Teaching staff were approved to teach by the Tasmanian Teachers Registration Board.