St Brendan-Shaw College

2012

Annual School Community Report

Published 30 June 2013
St Brendan-Shaw College
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DEEWR Number: 17219
Schools Registration Number: 327/384
RTO Number: 60166

Principal: Mr Frank PISANO

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. The College is a Registered Training Organisation.

In 2010 50 years of Catholic education on this site was celebrated, beginning with the Christian Brothers establishing St Brendan’s College in 1960, to be joined by the Sisters of St Josephs who transferred secondary classes from Our Lady of Lourdes School to the newly erected Shaw College in 1969. Although not officially amalgamated until 1981, the two Colleges worked together very closely much earlier, and in 1972 the two schools came under the direction of the one College Board. The 1975 St Brendan’s – Shaw Regional College combined yearbook, The Light comments:

A fifteen year old school is but a young school; already, however, old scholars of St Brendan’s – Shaw (Regional) College are making an impact on society and showing the value of their Christian Education.
The very same could be written of the school today.

As a school that caters for Year 7 through to Year 12 studies, we are able to provide a seamless academic transition across the full spectrum of secondary education while encouraging social and leadership development.

Students & Facilities

The College has seen a steady growth in student numbers. Since the previous registration in 2007, student numbers have increased from 654 to 726. 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 726, with 5% identifying as indigenous and 1% with a language background other than English. Teaching staff numbered 61, supported by an additional 30 staff. Of these, only one has identified as indigenous. The last pages of this report lists teacher qualifications.

Our vision is to be a vibrant centre of learning, focused on the holistic development of the person, and our mission is encapsulated by the gospel message that ‘Christ has come so that we may have life and have it to the full’ (Jn 10:10). Our core values of Caritas (Christian love), Community, Learning, Openness and Responsibility, together with our Catholic heritage, guide and direct us, and the pastoral care of our students is a high priority. We are proud of our record of academic success, not only of those of our students who achieve excellent tertiary entrance scores, but also of those students who achieve above what one would expect, at whatever level this may be. We have established strong industry partnerships as part of our vocational education and training program and our offering of co-curricular activities assists in achieving our vision and fulfilling our mission. The College is a Registered Training Organisation with Construction Certificate II, Hairdressing Certificate III, and Hospitality Certificate II on scope. We look to work in partnership with families to achieve positive outcomes for our College community.

The College Motto is: By Faith and Deed

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

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 ‘U’ 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 Adrian Doyle, 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 Allister McCrae. The Finance sub-committee is chaired by the Board treasurer, Mr Grant McCormack. The Capital Works and Maintenance sub-committee is chaired by Board member, Mr Mark Smith.

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.

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. In 2012, Benjamin Dodds was Dux with a TE\(^1\) score of 108.5 equating to an ATAR\(^2\) of 98.7. Benjamin was acknowledged in the top 30 students in the state.
- Four other students obtained TE scores over 100, two of whom were included in the state's top 100 students.
- The mean ATAR score obtained by Year 12 students was 74.5.
- 55% of students achieved a Tertiary Entrance Ranking (TER) awarding them university entrance. The median ATAR ranking score was 75.0.
- 79% of students achieved TCE (Tasmanian Certificate of Education)
- 41% of Year 12 students participated in VET courses.
- 24% of Year 12 students participated in VET Courses and achieved an ATAR.

The results for senior secondary students in 2012 are impressive in that St Brendan-Shaw College, while consistently above the state average, is situated in an area which has a mean SES disadvantage.

Literacy and Numeracy:
150 Year 7 and 138 Year 9 students took part in Literacy and Numeracy National Assessments in 2012.

*Percentage of students at or above the National Minimum Standard benchmark in 2012 NAPLAN\(^3\) assessments:*

**Year 7**
- 98% in reading (100% in 2011).
- 97% in numeracy (100% in 2011)
- 91% in persuasive writing (94% in 2011)
- 96% in spelling (97% in 2011)
- 98% in grammar and punctuation (99% in 2011)

**Year 9**
- 98% in reading (94% in 2011).
- 99% in numeracy (97% in 2011)
- 83% in persuasive writing (72% in 2011)
- 90% in spelling (92% in 2011)
- 96% in grammar and punctuation (88% in 2011)

Literacy and numeracy deficits are monitored on tests such as the Torch Test and PAT Maths and PAT English tests.

Students continued to gain success in the Australian English Competition, the Australian Mathematics Competition and the Australian Science Competition.

Students were also represented in Canberra at the Siemens Summer Science School and at camps for Health Week.

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\(^1\) TE = Tertiary Entrance

\(^2\) ATAR = Australian Tertiary Admissions Rank

\(^3\) NAPLAN = National Assessment Program Literacy and Numeracy
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>31</td>
<td>17</td>
<td>27</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Attendance 2012**

Approximately 1.31% were technically unexplained absences. However, examination of individual cases allows for a more accurate figure of 1.14%. This is down from 1.89% 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>150</td>
<td>188</td>
<td>159</td>
<td>1.06</td>
<td>0.56%</td>
</tr>
<tr>
<td>8</td>
<td>140</td>
<td>187</td>
<td>227</td>
<td>1.62</td>
<td>0.87%</td>
</tr>
<tr>
<td>9</td>
<td>138</td>
<td>187</td>
<td>353</td>
<td>2.56</td>
<td>1.37%</td>
</tr>
<tr>
<td>10</td>
<td>133</td>
<td>179</td>
<td>291</td>
<td>2.19</td>
<td>1.22%</td>
</tr>
<tr>
<td>11</td>
<td>81</td>
<td>162</td>
<td>214</td>
<td>2.64</td>
<td>1.63%</td>
</tr>
<tr>
<td>12</td>
<td>81</td>
<td>162</td>
<td>286</td>
<td>3.53</td>
<td>2.18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>723</td>
<td></td>
<td></td>
<td>AVERAGE</td>
<td>1.31%</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>159</td>
<td>1.06</td>
<td>0.56%</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>227</td>
<td>1.62</td>
<td>0.87%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>281</td>
<td>2.05</td>
<td>1.10%</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>225</td>
<td>1.72</td>
<td>0.96%</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>214</td>
<td>2.64</td>
<td>1.63%</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>219</td>
<td>2.77</td>
<td>1.71%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>AVERAGE</td>
<td>1.14%</td>
<td></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.

Prefect Structure 2012

- 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 began late in 2012.

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, Netball and the like; as well as non-sporting activities such as Debating and Public Speaking, Chess, Eisteddfods, and other performing arts activities.

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 2012, there were trips to New Caledonia and the Victorian ski slopes.

Parent Student and Teacher Satisfaction:
A large increase in enrolments for the 2012 school year supports anecdotal feedback about the regard with which the College is held by the broader community. At enrolment interviews, parents are asked why they chose the College for secondary education. A commonly recurring answer is that we are seen as "a good school", and often new parents are directed to us by existing parents.

School Improvement Process
A survey of all staff was conducted. This was also open to parents and members of the community, as well as a cross-section of parents.
The results across 5 Domains and 22 Elements of the Tasmanian Catholic School Improvement Framework was encouraging. On a 5 point scale, each element averaged 3 or higher.

At the end of 2012 the College underwent an audit as part of the regular cycle of School Registration Board renewal. As a consequence, registration was approved for the maximum period of 4 years, to 31 December 2017.
### 2012 St Brendan - Shaw College Income
Total $9.93M

<table>
<thead>
<tr>
<th>2012 INCOME</th>
<th>$</th>
</tr>
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<tbody>
<tr>
<td>School Generated Funds</td>
<td>1920489</td>
</tr>
<tr>
<td>C/wealth Grants</td>
<td>5643256</td>
</tr>
<tr>
<td>Investments</td>
<td>116720</td>
</tr>
<tr>
<td>State Grants</td>
<td>1949931</td>
</tr>
<tr>
<td>Trading Accounts</td>
<td>302606</td>
</tr>
<tr>
<td><strong>Total Income 2012</strong></td>
<td>9933002</td>
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### 2012 St Brendan - Shaw College Expenditure
Total $9.85M

<table>
<thead>
<tr>
<th>2012 EXPENDITURE</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; on costs</td>
<td>6874367</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>100303</td>
</tr>
<tr>
<td>Education Specific</td>
<td>642240</td>
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<tr>
<td>Administrative running costs</td>
<td>1675827</td>
</tr>
<tr>
<td>School Improvement Funds</td>
<td>51995</td>
</tr>
<tr>
<td>Debt Servicing</td>
<td>190615</td>
</tr>
<tr>
<td>Staff Training</td>
<td>38072</td>
</tr>
<tr>
<td>Trading Accounts</td>
<td>280286</td>
</tr>
<tr>
<td><strong>Total Expenditure 2012</strong></td>
<td>9853705</td>
</tr>
</tbody>
</table>

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

- Information Technology Grant - Phase 2 $145,087
- National Solar Schools Program $54,917

**Total** $200,004
TEACHING STAFF & QUALIFICATIONS 2012

Mr Adam Aheme........................ BEd
Mrs Joanne Aherne .................. BEd; Cert IV Workplace Assess. & Trng
Mrs Kelly Allen......................... BA; Grad Dip Ed
Mr Michael Allen ....................... BA; Dip Ed
Mrs Robyn Arthur..................... BEd; Dip Art Craft & Design; Grad Cert Edn;
................................................ Cert III Business Frontline Management
Mrs Jacqueline Austin.............. B Teach; B Mus; Dip Mus
Ms Patty Barratt ..................... BSc,(Education)
Mr Marcus Bellchambers .......... B Tech Ed, Trade Cert
Mr David Bennett ..................... BSc; Dip Ed
Mr Anthony Bezemer................ BEd; Cert IV Workplace Assess. & Trng
Mrs Lesley Boulton .................. B Teach
Mr Graeme Brookes .................. BA (Hons); Dip Ed
Mr Trevor Brougham ................. BAgrSc; Dip Ed; Dip BOM; Cert IV Workplace Assess. & Trng
Mr Richard Chapman ............... BSc Hons; Grad Dip Ed; Grad Cert RE; MTheol
Mrs Suzy Cole......................... BSc Hons, Grad Dip Ed
Miss Caitlin Connolly............... BEd
Mr Ian Cruickshank.................. BSc; MSc
Mrs Ceridwen Davies............... BA, Grad Dip Bus, MLitt, Adv Dip Arts, MTeach
Mrs Pauline Dittmann.............. BEd
Miss Anita Doherty............... BEd
Mr Kamil Douglas ...................... BEd
Mrs Jane Dutton .................... BEd
Miss Josephine Emery............... BEd
Mr Luke Everard..................... BA; B Teach;
Mr Steve Geale ....................... BEd, Grad Dip App Comp
Mrs Gabrielle Hay .................. BCom; MTeach
Miss Angela Henry .................. BEd
Mr Gavin Hicks ...................... BSc; Dip Ed
Mrs Kelly Hicks ...................... BEd; Grad Dip Ed Studies
Mr Ross Hubble ....................... BHM
Miss Sarah Huculak ................ Grad Dip Ed, BA (Hons English/History)
Mrs Shelley Keightley ............ BEd
Mr Roger Lane ....................... BSc; Dip T
Ms Bridget Leary .................... Trade Cert; B Teach
Mr Hector Lenton .................... BHM
Mrs Rachelle Littler............... BA; Dip Ed
Mr James McCullough .............. BA Hon DUDF
Mrs Rosalie McDonald .............. BA; Dip Ed
Mrs Emma Molver .................... BHM
Mr Paul Molver ....................... BHM
Miss Kate Merry ...................... BA, Grad Dip Ed (Secondary)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Brett Norton-Smith</td>
<td>BEd, Cert IV Assessment &amp; Training</td>
</tr>
<tr>
<td>Mr Daman Peters</td>
<td>BEd</td>
</tr>
<tr>
<td>Mr Gerry Peters</td>
<td>Dip Music; BA, Masters in Edu Leadership, Grad Cert RE</td>
</tr>
<tr>
<td>Mr Frank Pisano</td>
<td>BEd; Grad Dip RE; MEdLe; Grad Cert Ed Law</td>
</tr>
<tr>
<td>Mrs Tanya Rataj</td>
<td>Masters Teaching, BBus,</td>
</tr>
<tr>
<td>Mrs Nona Roberts</td>
<td>BA</td>
</tr>
<tr>
<td>Mr Wayne Roberts</td>
<td>BA; B Teach; MEd</td>
</tr>
<tr>
<td>Mr Steven Ryan</td>
<td>BEd; Cert IV Workplace Assess. &amp; Trng</td>
</tr>
<tr>
<td>Mrs Imelda Saunders</td>
<td>BBus(APS); Grad Dip Ed</td>
</tr>
<tr>
<td>Mrs Margaret Shearer</td>
<td>BA; Dip Ed</td>
</tr>
<tr>
<td>Miss Kaoru Sherriff</td>
<td>B Teach, BA, Grad Cert RE</td>
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<tr>
<td>Mrs Helen Smialek</td>
<td>Cert Teach; Dip Art Teach</td>
</tr>
<tr>
<td>Mr Michael Stocks</td>
<td>BEd</td>
</tr>
<tr>
<td>Miss Renee Sushames</td>
<td>BHM(Hons)</td>
</tr>
<tr>
<td>Mrs Rochelle Taylor</td>
<td>BSc; Dip Ed</td>
</tr>
<tr>
<td>Mr Mathew Ward</td>
<td>Grad Dip Ed, BArts</td>
</tr>
<tr>
<td>Ms Lara Watchman</td>
<td>BEd (Hons)</td>
</tr>
<tr>
<td>Mrs Sue Weslake</td>
<td>Dip T; Homecraft Teach Cert; Cert IV Workplace Assess. &amp; Trng</td>
</tr>
<tr>
<td>Mrs Helen Williams</td>
<td>BA; Dip Ed; MEdLe, DUniv (honoris causa) (ACU)</td>
</tr>
<tr>
<td>Mrs Maria Windsor</td>
<td>Dip Ed Sci &amp; Mths</td>
</tr>
</tbody>
</table>

Note:-

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