



ANNUAL REPORT 2022

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Principal's Message

MICHELE WAKEHAM

I would like to acknowledge that Gippsland Grammar is situated on the lands of the Gunaikurnai people and pay my respects to their elders past and present. I extend that respect to any Aboriginal or Torres Strait Islanders in our community. In the words of our School, may we learn from the wisdom and stories, live in communion and lead in education and reconciliation.

2022 has been a transition year for Gippsland Grammar. There were a number of significant changes to our Leadership team with Leisa Harper resigning as Principal and myself moving into the Acting Role and then appointed as Principal in November. Other changes included Justin Henderson appointed as Acting Deputy Principa, Kate Ray as Director of Strategic Operations and Innovation and Rohan Jayatilake began as Head

of Garnsey Campus. Our Director of Human Relations Emilie Davine also joined our Leadership team. We continue to be grateful for our Heads of St Annes and Bairnsdale; Jie Van Berkel and Virginia Evans.

Highlights have included the launch of our new website and corporate branding and our students moving into our new Art & Design Centre at our Garnsey Campus, which will see it's official opening occur in 2023.

A focus in the second half of the year was on the wellbeing of our School Community. We have engaged the assistance of Paul Salmon of Springfox to lead our staff through the Resilient Educators Program. We have a mental health clinician visiting weekly to provide staff with a 'listening post' and training on de-escalation techniques and workplace civility. Our two junior campuses have committed to implementing a positive behaviour framework and a large focus at our senior Garnsey Campus is anti-bullying.

Enrolments continue to grow and our Open Days were a success with enthusiastic interest from our students, staff, community and prospective families.

With the introduction of the new Victorian Child Safe Standards, we have updated our policies, procedures, training, messaging, compliance and education to ensure that Gippsland Grammar is openly and thoroughly dedicated to child safety.

I would like to thank our dedicated staff for the education and support that they offer our students and each other. I thank our leaders for leading with passion and integrity. I thank our Board for their support and providing sound governance.

I am grateful for the opportunity to lead Gippsland Grammar as Principal. I have fallen in love with the School and the community and look forward to what we can achieve together.



Chair of the Board's Message

BRENDAN SHEPHERD

The essence of the Board's governance role is to oversee all aspects of the School, appoint and oversee the Principal and ensure a strategic approach to the School's future by setting major objectives, policy frameworks and strategies. The essence of good governance lies in the ongoing development of a culture within the School that embraces ethics, honesty, transparency.

I feel indebted to the rich Community created at Gippsland Grammar and the generations of students it has impacted. My association dates back to 1970 when I became a student and since my own children (Lachlan and Miranda, both Class of 2016; and Hannah, Class of 2021) have all enjoyed a Gippsland Grammar education.

The year has not been without its challenges; in June Principal Leisa Harper resigned and the Board appointed Michele Wakeham as Acting Principal. Mrs Harper began her tenure as Principal in March 2020 just as the Covid-19 hit and managed the complexities of delivering an education to students while also managing the complexities in this space as a result of the pandemic. In September 2022 Business Manager Peter Quinlan resigned and Fiona Hammond was appointed as Company Secretary and Business Manager.

In 2023 the School will reach the end of the current strategic plan so the Board along with the Leadership team are currently working together to develop a new strategic plan which will continue to guide Gippsland Grammar and ensure its growth and development into its 100th year (in 2024) and beyond.

This year the Gippsland Grammar Community included 1135 students and 270 staff, and the Board recognises the contribution and commitment each of these individuals make to the School each and every day.

I would like to thank my fellow Board members for their hard work and dedication over the past 12 months. With a diverse range of skill sets and a passion for the success of Gippsland Grammar we will continue to focus on providing good governance and a positive culture across the three campuses. Together we have navigated the twists and turns of 2022 and look forward to a strong and positive future.

"A sustainable governance structure should produce stable and effective leadership which underpins achievement of the school's objectives. It should also be sensitive to guarding the vision and values of the past and responsive to changes in community values and the preferences of the immediate stakeholders."

- Independent Schools Victoria



Overview of 2022





Background

Gippsland Grammar is one of Australia's leading co-educational Anglican schools, with a tradition of excellence in education extending almost 100 years.

Located in the heart of Gippsland, the School has three campuses including the junior St Anne's Campus and the senior Garnsey Campus, both at Sale, and the junior Bairnsdale Campus in East Gippsland. Enrolments at both junior campuses begin at the Early Learning Centres (ELC) with 3s and 4s kindergarten and extends to Year 6 while Garnsey caters for students from Years 7-12.

Gippsland Grammar is also the only boarding school east of Melbourne's suburban fringe and is a home-away-from-home for students from East Gippsland, South Gippsland, Victoria's High Country and the Latrobe Valley.

In 2022 there were about 1200 students enrolled at Gippsland Grammar from ELC to Year 12 and about 40 of those students were boarders (either full-time, part-time or casual) at Blackwood House. Across the student body there are 23 languages other than English spoken at home.

Gippsland Grammar is committed to opportunity and excellence and our aim is to ensure all students fulfil their potential academically, emotionally, spiritually and physically. Our strategic focus and commitment to retaining our traditions has been captured in our mission and vision.

MISSION

Gippsland Grammar is an Anglican School community committed to opportunity and excellence.

VISION

Empowering our Community to Learn, Live and Lead.

Gippsland Grammar provides an outstanding contemporary, holistic education where our Community has a shared understanding of what we learn, how we learn and who we teach.

Our Anglican ethos is central to our School culture and is centred around our values of Compassion, Leadership, Excellence, Responsibility and Respect and develops people of character who act with integrity and wisdom.



Child Safety

Gippsland Grammar ensured a great deal of work was completed prior to July 2022 to ensure the Schools policies and procedures were in line with the new standards that came into effect at that time. As part of this process, a suite of documents was prepared which combined to form our 'Gippsland Grammar Student Safety Program'. Following external consultation it was decided to cease using the term 'child safe' within our documents and instead use 'student safety' and 'student safe' as it was felt this term encompasses all students at our school, including those over the age of 18 who no longer meet the definition of a child.

From June 2022 the Student Safety Program includes the following:

- Make a Report Procedure (which outlines how members of our community can raise and report any concerns around student safety)
- Student Protection and Safety Policy
- Student Protection Program Definitions
- Student Protection Responsibilities
- Student Safe Human Resources Policy
- Student Safety Risk Register
- Student Protection Staff Code of Conduct.

The School Board and Principal received a briefing on the program and training on aspects involved prior to the documents being ratified.

All staff and contractors undergo our Student Safe online training annually and this has also increased the understanding and knowledge of these new processes and procedures. We also reviewed our requirements for visitors and volunteers who support our students and staff, which saw the implementation of a more streamlined approach for our visitors and volunteers to follow when they arrive at our School.

The use of technology which provides the ability to access 'real time' responses for Working With Children Checks and also Victorian Institute of Teaching registrations has provided reassurance to our Reception staff when overseeing visitor sign ins. Student safety continues to be a priority and something we are constantly reviewing to ensure our practices continue to improve.



Strategic Plan

Our students are central to each decision that is made at Gippsland Grammar and our 2020-2022 Strategic Plan sees continuing development for: Academic care, Our Team, Community, Sustainability and Resources.

ACADEMIC CARE

Academic Care integrates all aspects of curriculum, teaching and learning and wellbeing with each pillar informing and enriching the others. Academic Care requires teachers to develop curriculum and evidence-based approaches to teaching and learning that are made visible and enhance student learning and wellbeing and embed these in the classroom. It builds resilience, student agency, positive self-esteem, connectedness and optimism through pedagogies, organisational structures and teachers' relationships with students.

Academic Care activates growth, which enables personal excellence and promotes the development of a range of strategies and skills to enable students to flourish.

OUR TEAM

Our team is a strength of our School. It role-models a culture of ongoing growth and learning and it is through our empowered, motivated and connected people that we successfully operate our School.

COMMUNITY

Gippsland Grammar prides itself on fostering a supportive, inclusive and progressive community of students, families, staff and Old Scholars. Gippsland Grammar is also an integral part of the wider Gippsland region and the School values its many established connections with local community groups, sporting organisations, businesses and associations. As part of the Anglican Diocese of Gippsland, our School is built on a foundation of Anglican values and is committed to promoting meaningful, inclusive and strong connections for the mutual benefit of all.

SUSTAINABILITY

Our business practices are designed to optimise financial and environmental sustainability through best practice governance. Our values are reflected in the manner in which we responsibly conduct the business of the School and place student learning at the centre of our decision making.

RESOURCES

To ensure a contemporary, flexible and safe learning environment for our Community.

CONCLUDING COMMENTS

The importance of School culture and the amazing resilience of our students, staff and community both stood out as key focusses throughout 2022. The School's 'passion for excellence' ensures Gippsland Grammar will keep working towards an even brighter future in 2023 and beyond.



Governance

Gippsland Grammar is an independent school registered under the Education Training and Reform Act 2006 (Vic). The School is incorporated under the Corporations Act 2001 (Cth) as a public company limited by guarantee and is also registered as a charity with the Australian Charities and Not-for-profits Commission.

The Gippsland Grammar Board is comprised of a dedicated group of volunteers who possess a wide range of skills to ensure the ongoing governance of the School. In committing to the recruitment of Directors with the specific skillset required, the School has ensured the continued success of the Board and enabled productive outcomes.

IN 2022 THE GIPPSLAND GRAMMAR BOARD OF DIRECTORS INCLUDED NINE DIRECTORS, INCLUDING

Mr Brendan Shepherd (Chair)
Mr Andrew Reynolds (Deputy-Chair)
The Right Reverend Dr Richard Treloar
Mrs Helen Rose
Mr David Gittins

Ms Fiona Reed
Ms Ann Wootton
Mr Ian Nethercote
Ms Neela McGilton

The Board holds eight scheduled meetings during the year and is supported by advisory committees comprising of Directors with expertise in the areas of Governance, Audit and Property which meet at varying times throughout the year and report back to the Board.

GOVERNANCE COMMITTEE	AUDIT COMMITTEE	PROPERTY COMMITTEE
Andrew Reynolds (Chair)	Helen Rose (Chair)	Andrew Reynolds (Chair)
Ann Wootton	Brendan Shepherd	Brendan Shepherd
Fiona Reed	David Gittins	Ann Wootton
Michele Wakeham (Principal)	Ian Nethercote	Michele Wakeham (Principal)
Lee Nethercote (Acting Business Manager)	Neela McGilton	Lee Nethercote (Acting Business Manager)
Kate Ray (Director of Strategic Operations and Innovation)	Michele Wakeham (Principal)	Simon Turnbull (Facilities Manager)
	Lee Nethercote (Acting Business Manager)	
	Whitney Jones (Acting Finance Manager)	

Leadership

The School's Leadership team is responsible for managing Gippsland Grammar with each member responsible to the Principal. The Leadership team continues to reflect and learn to deliver the operational management of the School as well as provide strategic leadership which empowers the School Community to learn, live and lead together.

The Leadership team is committed to the students and families of Gippsland Grammar. They encourage and value connections between all members of our School Community. The care and growth of our students is at the forefront of their minds as they seek to provide a holistic learning environment.

Each member of the Leadership team draws on their experience and excitement as they support students and staff to uphold the School's values and maintain the School's reputation as having a passion for excellence and continual growth in every aspect of student life.

PRINCIPAL

Leisa Harper (Terms 1-2)
Michele Wakeham (Acting Principal for Terms 3-4)

DEPUTY PRINCIPAL - TEACHING AND LEARNING

Michele Wakeham (Terms 1- 2)
Justin Henderson (Terms 3-4)

HEAD OF GARNSEY CAMPUS

Kate Ray (Term 1)
Justin Henderson (Term 2)
Rohan Jayatilake (Terms 3-4)

HEAD OF ST ANNE'S CAMPUS

Jie Van Berkel

HEAD OF BAIRNSDALE CAMPUS

Virginia Evans

BUSINESS MANAGER

Peter Quinlan (Terms 1-3)
Fiona Hammond (Term 4)

The Leadership team is supported by the following roles:

HUMAN RESOURCES MANAGER

Emilie Davine

HEAD OF ADMISSIONS

Jemma Horan

PROPERTY MANAGER

Laurie Wakeham (Acting Property Manager for Terms 1-2)
Simon Turnbull (Terms 3-4)

MARKETING AND DEVELOPMENT MANAGER

Zoe Curtis

Finances

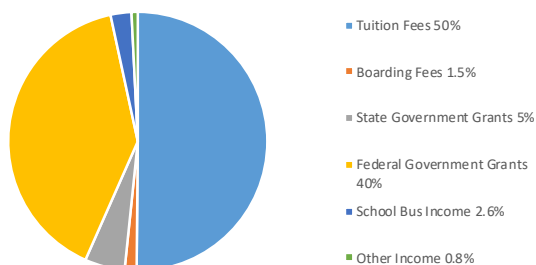
Gippsland Grammar is a not-for-profit entity, limited by guarantee, and is registered as a charity with the Australian Charities and Not-for-profits Commission (ACNC). All funds generated by the School are used to continually reinvest in both physical and human resources in a responsible and sustainable manner to ensure ongoing improvement and success for students.

The School's Financial report was audited in 2022 by Forefront. The Financial Report is supported by an unqualified opinion reflecting that the Financial Report presents a true and fair view of the School's financial position. The School is in a sound financial position as reported in the following data (all amounts are reported as \$'000):

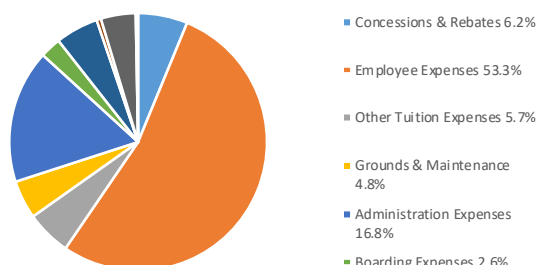
REVENUE & CAPITAL EXPENDITURE

In addition to operating revenue the School received Capital Income (donations & grants) of approx. \$1.3m. Capital Expenditure on new Facilities includes \$4.6m for the Art & Design building, which was completed and ready for student use from Term 2, 2022.

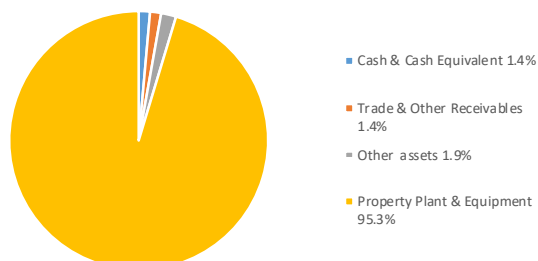
Operating Revenue (before concessions):
\$28,374K



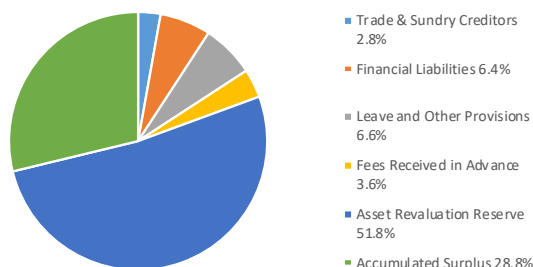
Operating Expenditure (including concessions):
\$28,747K



Total Assets: \$55,562K



Liabilities & Equity: \$55,562K



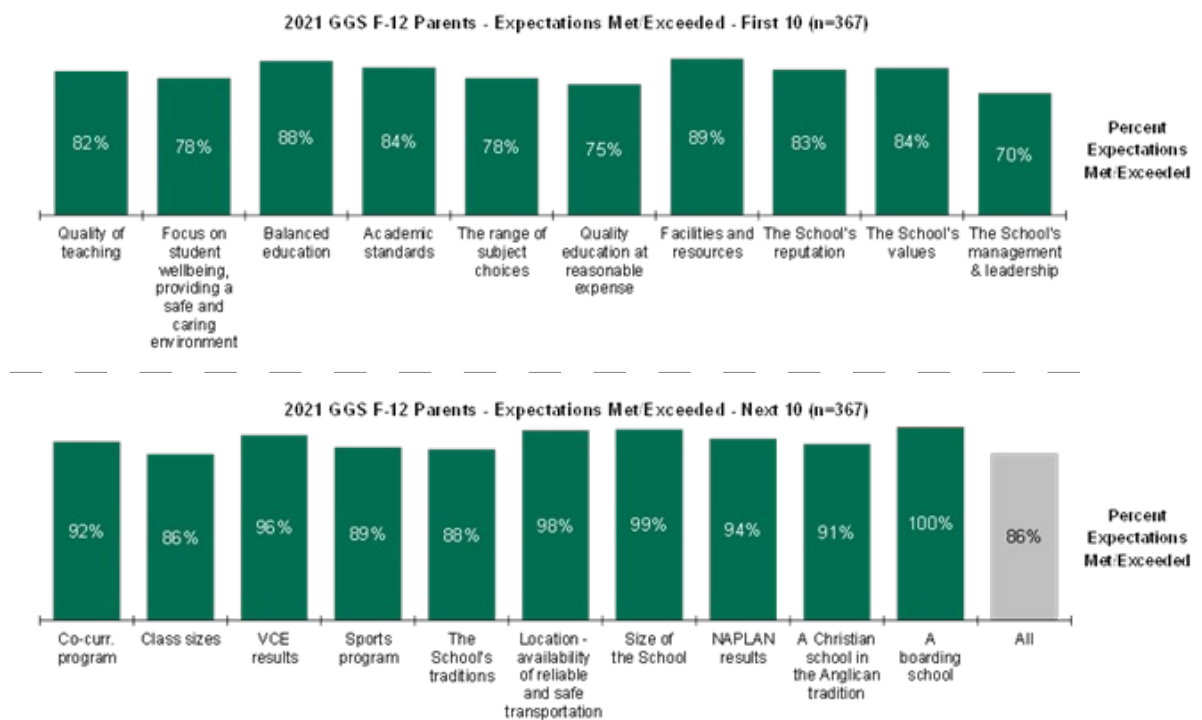
Survey Results

In 2021 the School engaged the services of MMG Education to provide insights on 'experience' levels of all school parents (ELC – 12), staff and students (Years 5 to 12) as part of Gippsland Grammar's commitment to continually monitor and improve the quality of education the School provides to our students. While this survey was undertaken in 2021, the results weren't reported to the School Community until June 2022, which is why it has been

included in the 2022 Annual Report. In keeping with its biennial School Community survey schedule, Gippsland Grammar will again survey its School Community in 2023.

As part of this review, a total of 397 parents completed the survey. The surveys were extensive and covered in excess of 300 aspects of education at the School.

The following charts detail the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the School for their children. For example, 82 per cent of parents noted their expectations had been met or exceeded for 'quality of teaching' – the noted most important area.



The survey also revealed:

- 82 per cent of parents noted their expectations were met or exceeded in relation to the quality of teaching
- 78 per cent of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing, providing a safe and caring environment
- 88 per cent of parents noted their expectations were met or exceeded in relation to the balanced education
- 84 per cent of parents noted their expectations were met or exceeded in relation to the academic standards
- 78 per cent of parents noted their expectations were met or exceeded in relation to the range of subject choices

Parents also provided valuable 'open ended' comments on a number of areas. These responses added greatly to the value of the review. In response to the question about what parents valued most about Gippsland Grammar, the top five areas noted by parents were:

- Academic curriculum and standards
- School Community
- Safe, caring and supportive environment
- Friendships/connections developed
- Quality of teachers and staff
- Child's happiness attending school

Overall, Gippsland Grammar was very pleased with the results however there are areas identified where further attention will be given. These include an ongoing pursuit for academic excellence, aspects of the student wellbeing program and aspects of communications.

In keeping with its biennial School Community survey schedule, Gippsland Grammar will again survey its School Community in 2023.

Early Learning Centre



LISA BURGESS ELC DIRECTOR

Our ELC's remain vibrant places of learning and development for our School's youngest students. In 2022 we remained at near full capacity and our strong retention rate with students continuing onto the junior campuses reflects the hard work put in by the ELC team in promoting the School to new families.

Despite the ongoing staffing challenges presented by a critical shortage of early childhood staff in Gippsland, we have continued to recruit and retain a highly-skilled and professional team. Many teaching positions are being filled from within as we have a strong commitment to mentoring and supporting current staff through the transition to university degrees. One Maternity Leave teaching position for 2023 was filled by a staff member newly acquiring a bachelor's degree, another teacher has just completed their Masters in Applied

Learning and we have two co-educators on the degree pathway. We foster a culture of excellence and support for these team members and reap the benefit of being a workplace of choice in the local area. In my role as Director I have continued to regularly work across both campuses to ensure that the ELCs are a united team and provide continuity of education and philosophy across both centres.

Late in 2022, the Victorian Government rolled out the Best Life Best Start initiative. This included free public kindergarten and the increase to 30 hours of four-year-old kindergarten by 2032 (2026 in East Gippsland). This, along with the current 15 hours of three-year-old kindergarten policy, will provide the School with significant challenges in the next few years in terms of infrastructure and planning as we currently do not have enough space to deliver the reforms fully. We continue to connect with key industry players such as ISV to maintain our position from an enrolment perspective.

Towards the end of 2022, we were thrilled to finally welcome families back into our classrooms following two years of pandemic-instigated drop-offs at the front door and the joy was palpable. We used this as an opportunity for a variety of family activities to rebuild the sense of community and connection that makes our ELC's such wonderful places

Bairnsdale Campus

VIRGINIA EVANS HEAD OF CAMPUS

This year continued to challenge us with the consequences of Covid-19, despite being back to consistent onsite learning. While our Campus was thrilled to be back together, there was evidence of teacher fatigue, student concerns and parent worry as a result of the uncertainties and demands of the pandemic. Working together was essential for our Community's wellbeing and healing after a difficult time. In response to what had been and connecting with our wellbeing statement, our theme for the year was, *'to flourish is to grow or develop in a healthy or vigorous way, especially as a result of favourable environment'*.

In Term 1 we identified the need to reset our focus on active listening, which in turn would positively impact on our learning, our friendships and our class environment. Throughout the year we *'stepped up to excellence'* and finally we *'celebrated our successes'* in the last term.

With caution we navigated many of our events throughout the year with our camps being a particularly welcomed return to normality. Outdoor education, which includes our camping program, is integral to developing the whole child. I am grateful for the strong commitment our teachers hold in regard to school camps and for the responsibility they take on to ensure each student succeeds.

We were extremely fortunate to have mindset coach Ben Crowe present to our Community as a fundraiser for wellbeing, which included the caretaking costs of Wilson our school dog. We shared this experience with our fellow community educators, where we were encouraged to *'embrace our weird, own your story and find your MOJO'*. We are most grateful to Mr Crowe for his generosity and inspiring words.

Our Campus Art Show was an incredible experience for our Community. The event led by Art teacher Liz McConchie was inspiring on all levels. Our students produced work that oozed enthusiasm, creativity and individuality. All visitors spoke highly of the quality of work; understandably there was great pride in our students as they shared their work.





Staffing: Renee Coates began as a classroom teacher and Carly Dent joined our team of learning assistants as well as our After-School Care team. Amber Smith was our GAP Assistant and Maddison Cuttriss joined the ELC team as co-educator in the four-year-old group. We welcomed Cara Schaefer as our new music teacher and she has increased the interest in the instrumental program and we now have 60 students across the campus learning an instrument.

Farewells: We farewelled Libby Crowe and her dog Wilson and wished them well on their next adventures. Amber Smith left to continue her studies in Melbourne and April O'Connor finished as Canteen Co-ordinator. We acknowledge each of their contributions to Gippsland Grammar and wish them well.

We welcomed a strong enrolment of 22 Foundation students and 11 students from Years 1-6 over the course of the year, taking our enrolment numbers to 140, which is a pleasing result for the Bairnsdale campus.



St Anne's Campus

JIE VAN BERKEL HEAD OF CAMPUS

Reflecting on our school year allows us all to highlight the positives, as well as our challenges, and to acknowledge the wonderful Community that supports our students to be the best they can be.

Community Engagement:

Re-engaging with our School was at the forefront throughout 2022. Guided by our Gippsland Grammar Parent Engagement Model, we aimed to create opportunities to connect, inform and support families. We held another successful Open Day for the wider community to learn more about what makes a Gippsland Grammar education so special. Our annual Welcome Picnic was postponed and became our Easter Picnic but despite these last-minute changes, the event brought many

families together for the first time since the pandemic restrictions eased. Parent Information Sessions and Parent Teacher Interviews happened online and face-to-face later in the year. Our Father's and Mother's Day Fellowships were well attended and our ELC and Foundation parents connected through a very successful ELC and Foundation Easter Hat Parade and morning tea. Our Walk to School mornings involved more than 100 students, parents and teachers walking along Lake Guthridge and enjoying breakfast on the School grounds. Our students engaged more with both service learning and fundraising, including through Gippsland's Biggest PJ Day, which was a fundraising opportunity to support young people in foster care. Our Student Representative Council (SRC) organised an 'Op Shop Swap' initiative that raised funds for our sister school in Rwanda. The

money raised will help the students return to boarding school and their education. Our annual Grandparents & Special Friends Fellowship is our most significant community event each year and we had about 300 special guests in attendance. Our Parents & Friends Committee was able to re-engage our community through a range of initiatives, including our Mother's and Father's Day stalls and our successful trivia night, which allowed the P&F to support families in need. Our Campus Community supported the Lismore community impacted by floods and \$2800 was donated by friends and families to help those impacted. Past parent Kelly Warren, who lives near Lismore, ensured all donations were given to schools and those in need and Anderson's Removalist transported sporting goods, stationery, books, etc., to families for free.





Co-Curricular Success: Our co-curricular program re-emerged in 2022, focusing on engaging with the broader community. Performing Arts, particularly Music, are integral to life at Gippsland Grammar and Music and Art opportunities included Melbourne Symphony Orchestra performing to our students, Instrumental Soirees and our Junior House Music Eisteddfod. Shrek the Musical was a significant highlight for all and the performance provided a wonderful opportunity for our community to come together, laugh and connect. Our key sporting events included sports carnivals, hockey and running clinics, and wheelchair basketball. We had teams represent Gippsland Grammar at State, Regional and District competitions in swimming, football, soccer, tennis, cross country, and athletics. Sustainability remained a focus with tree planting days, Clean-Up Australia Day initiatives, and sustainability workshops providing authentic opportunities for our students. We also enhanced our vegetable gardens to include an indigenous bush tucker section. The highlight was the building of our chicken coop and the introduction of chickens. Thank you to Ellen Condon for leading our sustainability efforts in 2022.

Academic Programs and Results:

The Junior Curriculum Committee has continued aligning and refining teaching and learning at both campuses and throughout the year we refined our reading teaching to align with the Science of Reading. This means there is a greater focus on explicit instruction, systematic phonics, phonological awareness, fluency, vocabulary, and comprehension. Most of this work was completed by our Head of Learning, Tracey Grubb.

2022 was a year of teachers engaging with new pedagogy, curriculum, and assessments. We have a long-term view and understand it will take multiple years to embed these changes. Our NAPLAN analysis has identified the following goals:

1. To improve student writing through collaboration, sharing and reflecting on our teaching of writing. We are currently analysing 'The Writing Revolution' to see if it aligns with our new approach to literacy.
2. HoC to collaborate with the Learning Support Team to review and refine our learning support and enrichment programs to target individual and small groups. These students have been identified through NAPLAN, PAT, and other assessments.

Staffing: Sophie Keen and Toni Hutton joined us on contracts at the beginning of the year, and they were both offered ongoing employment by the end of the year. Linda Vale retired at the end of 2022 after over 40 years of teaching. We acknowledged Linda's remarkable impact through a Fellowship and our retirement Garden Party.

Student Enrolments: Student numbers steadied in 2022 and most of our 50 Year 6 students transition to our Garnsey Campus at the end of each year. Likewise, we have approximately 35 ELC students transition into Foundation each year. Our Open Morning was a huge success, with many new families visiting our campus, meeting our student leaders, finding out about the breadth of our programs and much more. Our 2022 total enrolments were 321 students at St Anne's not including the ELC, including 19 new students throughout the year.

Garnsey Campus

ROHAN JAYATILAKE HEAD OF CAMPUS

2022 presented diverse challenges but it also proved to be the beginning of a new and positive direction. We navigated significant changes in Leadership and continued to feel the longer-term impacts of the pandemic, yet we were able to start reconnecting on campus through a return of traditional events, activities and programs. It is this re-connection that has been a highlight of the year.

In 2022, Garnsey found itself with a new Principal, Acting Deputy Principal and Head of Campus. Though this was a blend of expected and unexpected change, the Garnsey Community showed its resilience and adaptability by embracing these changes and continuing to demonstrate excellence as a School. It was a true demonstration of our values; compassion, leadership, excellence, responsibility and respect.

There were a number of key events throughout the year including the operational start of our Art & Design Centre. This building has added significant value to our campus, our students' learning opportunities and our teachers' creativity. Furthermore, it has significantly supported our new enrolments and is often raised in admissions interviews as a point of difference in the local community. To finalise this building, a team of eight students from Year 7 and Year 8 came together as a working party to design the landscape entrance. Their final design reflected three key areas: (1) expressing creativity through Art & Design, (2) collaborative learning spaces, and (3) 'green spaces' and maintaining a connection with the natural environment. Their plans have been shared with our designer and we look forward to seeing the final product in 2023, as well as officially opening the building.

Though international travel has been limited since 2019, we were fortunate enough to send 12 students on exchange to Japan and France at the end of the year. This was not only a fantastic learning experience for our students, but it was also a reconnection for Gippsland



Grammar with our sister school's Jeanne d'Arc in Caen and Hikarigaoka in Japan. These are extremely important relationships for our Community and we hope to continue building these partnerships into the future.

A significant development for Garnsey has been a review and development of our Behaviour Guidelines. The key areas of progress include: clear identification of teacher roles in identifying and responding to behaviour incidents; gradual and appropriate escalation of concerns (including utilised responses and strategies); zero tolerance to bullying; and utilisation of both punitive and restorative actions to redirect positive behaviours.

We have maintained a focus on celebrating student successes and this has included, but is not limited to, assemblies, Year Level meetings, House events and Valedictory. While we continue to acknowledge excellence, we have included a greater focus on 'personal excellence' and the celebration of students who consistently demonstrate our school values, kindness, compassion and inclusion. This has been primarily driven by our student leaders who are passionate about nurturing a safe and inclusive culture at Garnsey (and Gippsland Grammar).

2022 was a year of positive change, and it was extremely pleasing to see our maintained focus on excellence, as well as our CLERR values. All students at Garnsey are to be commended for their achievement, engagement in learning and willingness to embrace change. We are excited to continue working with students, families and staff in 2023, to build on the progress that has been made this year.



Attendance

BAIRNSDALE

	Category	Attendance Days	Less Than 90%	90% or more	Overall Attendance %
Y1	All Students	714.5	7	12	87.45%
Y2	All Students	834	7	15	91.25%
Y3	All Students	800	3	17	93.02%
Y4	All Students	589.5	6	9	91.40%
Y5	All Students	602	7	9	90.12%
Y6	All Students	885.5	8	15	91.29%
		4425.5			90.80%

ST ANNE'S

	Category	Attendance Days	Less Than 90%	90% or more	Overall Attendance %
Y1	All Students	1708	19	25	90.27%
Y2	All Students	1691.5	21	23	89.40%
Y3	All Students	1592	16	25	90.30%
Y4	All Students	1803.5	27	21	87.38%
Y5	All Students	1865	22	27	88.73%
Y6	All Students	1831	33	18	83.49%
		10,491			88.12%

GARNSEY

	Category	Attendance Days	Less Than 90%	90% or more	Overall Attendance %
Y7	All Students	4385.5	47	68	89.30%
Y8	All Students	3632.5	42	54	88.00%
Y9	All Students	3219.5	40	46	87.06%
Y10	All Students	3779.5	45	56	87.65%
		15,017			88.08%

Attendance has been highlighted as an area for development at Garnsey. We would like to see an increase in total attendance rates for the campus and individual year groups. To facilitate this development, our focus areas include:

- Increased clarity around attendance guidelines and expectations for students and families
- Accessible attendance data
- Increased clarity around attendance procedures for teachers and staff
- Automated attendance concerns

Teaching and Learning



JUSTIN HENDERSON DEPUTY PRINCIPAL – TEACHING AND LEARNING

Teaching and Learning is the core business of any school and at Gippsland Grammar the teaching content is driven by the Australian Curriculum. Teachers are encouraged to also be learners and to engage in activities that contribute to positive outcomes for students.

Our ELC staff and students continue to work together to create learning opportunities in the Reception (three-year-old) and Transition (four-year-old) programs and through questioning, imagination and exploration the students have many opportunities to learn about their world and develop good relationships.

The focus at both junior campuses has been the continued implementation of the updated assessment schedule. Information gathered throughout 2021 allowed our teachers to learn

about, and focus on, teaching varied evidence-based reading strategies. Teachers continued to utilise formative assessment to plan for student learning and throughout the year and participated in workshop style activities to further develop skills in analysing the data they had collected. Students were also treated to a variety of incursions, excursions and camps throughout 2022 which enhanced the variety in learning opportunities for students.

Garnsey Campus used 2022 as a year of review in the Teaching and Learning space. With the release of Australian Curriculum 9.0, Department teams examined course programs and offerings in depth with a view to ensure accuracy in 2023. Student learning has been enhanced with the return of incursion, excursion and camp programs allowing students to engage with different teachers and catering further to different learning styles.

Science themes were strong in 2022, with New Energy, Physics and Agriculture all featuring in the program strongly.

In April, the new Art & Design Centre was completed and was utilised by teachers and students throughout Terms 2,3 and 4. The building contains dedicated junior and senior learning spaces for Studio Art, Visual Communication and Design and Media and Wood Technology. The physical size of the learning areas has great appeal and the available technology provides the opportunity for enhanced learning in this area.

As lifelong learners themselves, all teaching staff undertook a 12-month Professional Learning program titled 'Teachers as Architects of Learning'. This program was delivered across the year and has enabled teachers from across the school to revisit and grow in consciousness about how intentional teaching practices impact successful learning

Professional Learning

JUSTEEN HAHN HEAD OF PROFESSIONAL LEARNING

After several years of being unable to meet for whole-school Professional Learning, it was with much anticipation that we were finally able to come together across the three campuses and be introduced to Teachers As Architects of Learning (TAAL) presented by Gavin Grift and Janelle McGann. Over the course of three days throughout the year, staff were introduced to TAAL's '12 Constructs to Design and Configure Successful Learning Experiences' which ranged from teacher-directed practices such as questioning to explicit instruction to more student-focused constructs such as 'Lifeworlds', the knowledge and experience students already bring to the topic being studied, and desire (the motivation students have to study a topic) and how this can be utilised to enhance their learning. Teachers were challenged to select a construct and apply this to their classes over the course of six months and report back on the impact this had on their pedagogy. It was fascinating to see the variation in impact across the ELC to our junior campuses to our senior

campus and this prompted rigorous conversations about the differing needs of our students at various ages. Equally of note, however, was the recognition by many staff that the challenges of education in many ways remain the same regardless of the year level involved.

This year also allowed the Garnsey staff the opportunity to be involved in several Professional Learning afternoons in which teaching staff shared their specific skills with their peers in two 30-minute sessions. Due to the expansive knowledge among the staff, teachers were able to attend multiple sessions related to the methodologies of differentiation (content, environment, process and product), the use of OneNote, objective rubrics, post-pandemic positive education, teaching curiosity, green screen filming, Edval Daily and flipped classrooms. Once again, it was incredible to see the collegiality among the staff evident in these sessions and to see the excitement and energy reflected in being able to debate, discuss and innovate teaching practice. This, of course, is not only an enriching process for our educators but also, by extension, for our students.

2022 concluded with our three campuses being introduced to the 2023 Professional Learning Team (PLT) program which was developed and implemented in response to staff feedback on Professional Learning from previous years. These results indicated a strong preference for flexibility, group work, extended research and the opportunity for staff to learn from one another. Teachers will be involved in inquiry-based projects as individuals or in teams throughout the course of 2023 in which they follow the work of Jim Knight's GROW model in determining their area of interest and implementing the stages of the inquiry cycle; goals, current reality, opportunities for growth and way forward. This will allow for staff to focus on their own identified areas of interest or need and will also provide the opportunity for collaboration across the campuses once again reinforcing the importance of every stage of education in a child's life.



Learning Support



ELLEN CONDRON **HEAD OF LEARNING SUPPORT**

Staffing: During the previous 12 months, the Learning Support Department - previously known as the Pathways Department - has welcomed a number of new staff. Currently, it is represented by three Learning Support Teachers and a team of Learning Assistants who work across both the junior and secondary campuses, supporting students to achieve their best in avenues of their educational journey.

Intervention: Students across both the primary and secondary sectors of Gippsland Grammar are supported at the point of need with various intervention programs implemented to remediate, where possible, areas of difficulty. A significant area of intervention focus during 2022, particularly at the junior campuses has been developing the decoding skills needed for students to become efficient, fluent readers. Class-based assessments were introduced to better identify specific areas of deficit and Learning Support and specialist staff worked collectively to address these needs within a Response to Intervention approach. Curriculum Support continued to be offered at the senior campus for students from Years 7 to Year 10, identified as needing additional learning support, and Study Support for Year 11 and 12 students, with a focus on developing the skills needed to understand and access the material presented in the classroom.

Extension and Enrichment:

The extension opportunities and enrichment programs, offered at Gippsland Grammar, have continued to evolve, with an English and Maths stream chosen as a structure for the primary sector during 2022. Many students successfully participated in the Maths Olympiad and the range of ICAS competitions. At the secondary level, various extra-curriculum opportunities have been offered with Chess, debating, Da Vinci Decathlon, SEISA sporting competitions, coding, musical ensembles and self-directed inquiry projects being popular choices for students seeking to extend their understanding and skills across a range of areas.

Academic Results

JUSTIN HENDERSON DEPUTY PRINCIPAL – TEACHING AND LEARNING

Gippsland Grammar has performed well when compared to both the state and national means on the annual NAPLAN assessment. The junior school focus on reading during 2020–2021 is evident in the results at Year 5 and Year 7. Numeracy continues to be a relative strength across the School.

VCE results are again commendable. In 2022, 89 students completed Year 12 and 79 of those students undertook a scored VCE program while 10 students completed a non-scored VCE program or VCAL. Gippsland Grammar is extremely proud of its 100 per cent VCE completion.

Positively, several students began their careers in 2022 by joining the workforce as full-time apprentices.

Of those completing VCE, 20 per cent of students scored an ATAR above 90 placing them in the top 10 per cent of the state-wide cohort while 42 per cent achieved a score above 80 and 97 per cent of students achieved over 50. The median ATAR for Gippsland Grammar in 2022 was 76.55.

The 2022 Dux was Sarah Husodo with an ATAR of 98.55; an excellent achievement. Joining Sarah with ATARs above 95 were Camille Japhary, Charlotte Runciman, Pearl O'Connor, Jess McLindin, Katie Waller, Jess Ingle, and Nikolas Valette. The School is proud that 29 per cent of students achieved at least one study score of 40+ with students Lara Hall, Camille Japhary, Katie Waller and Jessica McLinden doing so in multiple subjects.

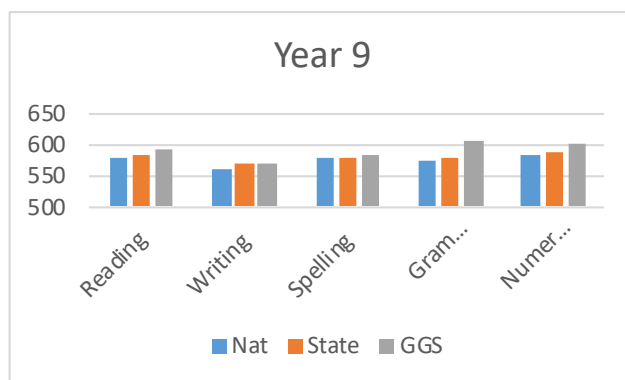
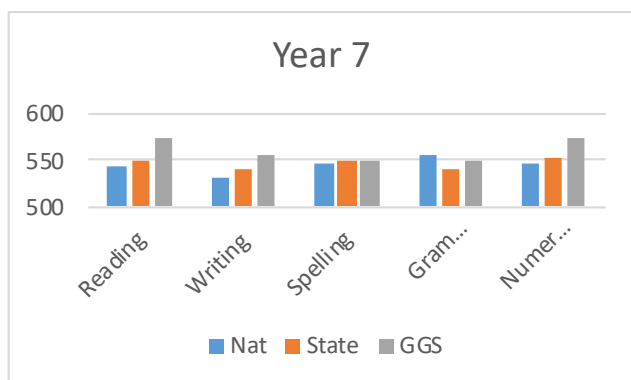
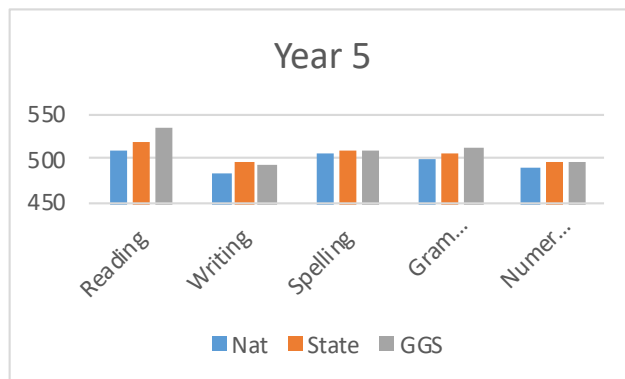
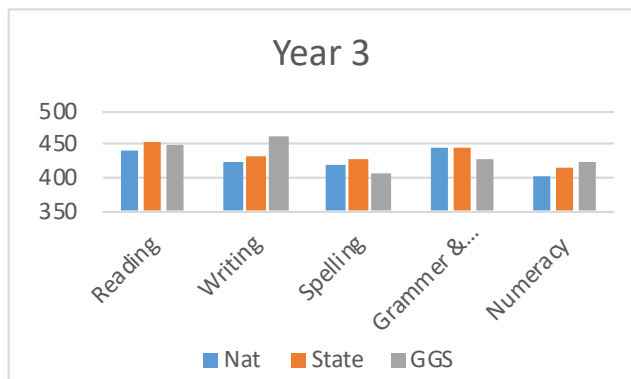
In addition to these excellent academic results, the 2022 Year 12 cohort was tasked with reinvigorating connection and community at Gippsland Grammar following the Learn@Home program which occurred during the pandemic restrictions of 2020 and 2021. This was achieved by Campus activities including staff vs student sporting events, musical and cultural activities and through working in partnership with teachers and staff.

As a School, we continue to review and analyse the results and use data provided by NAPLAN, VCAA, VTAC and other sources to guide our teaching and learning programs in order to continue to improve learning outcomes for our students.



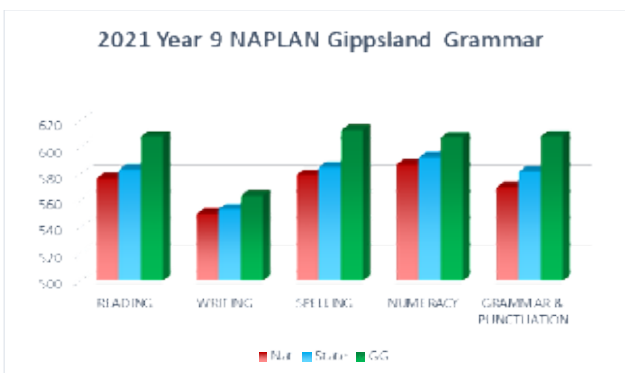
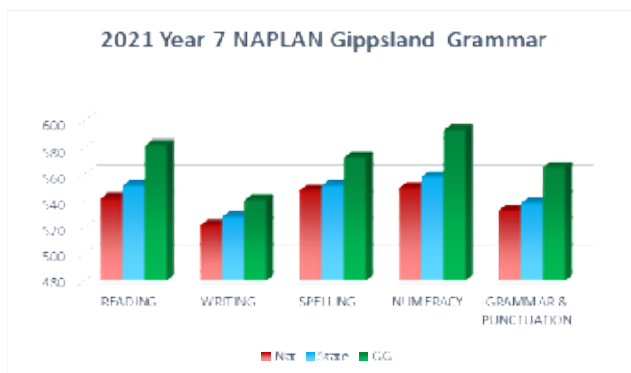
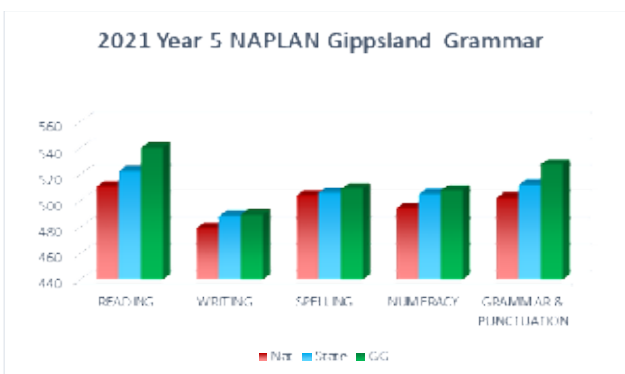
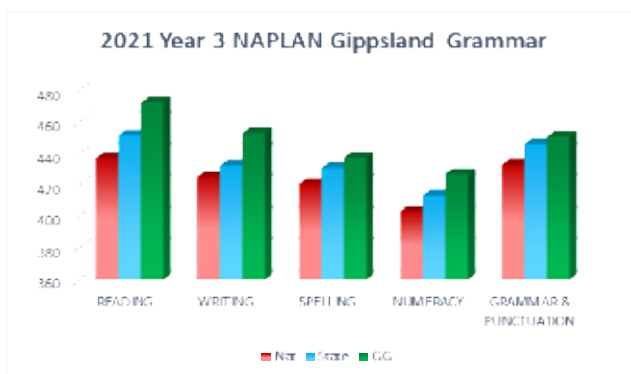
NAPLAN Results

2022 NAPLAN RESULTS BY YEAR LEVEL



2021 NAPLAN RESULTS BY YEAR LEVEL

* NAPLAN results were not recorded in 2020 due to the pandemic disruption



Tertiary Destinations

JUSTIN HENDERSON DEPUTY PRINCIPAL - TEACHING AND LEARNING

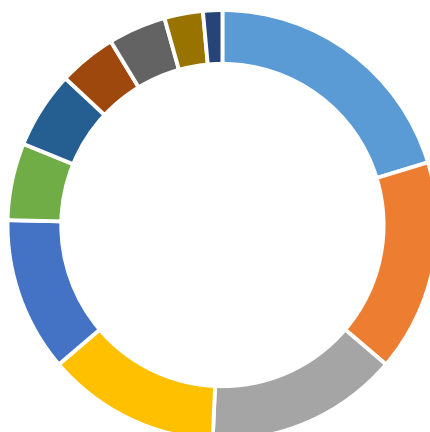
Students from the 2022 Year 12 cohort were offered opportunities to study both locally or interstate as well as opportunities to enter the workforce as an apprentice, trainee, or a full-time employee. Tertiary offers included a variety of degree areas and institutions.

*Interstate data is not available



COURSE

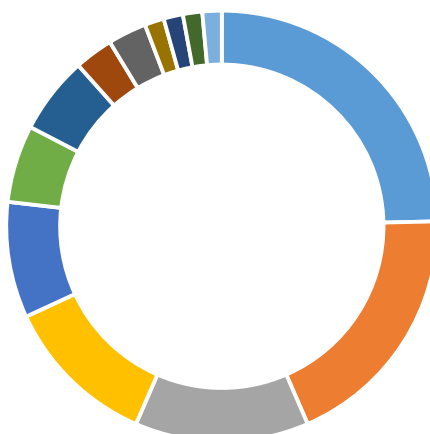
Science	12%
Education	3%
Engineering	13%
Health (includes nursing)	20%
Arts /Performing Arts	14%
Global Studies / Politics	4%
Commerce / Business	16%
Law / Criminology	6%
Exercise Sport Science	6%
Medicine / Dental	4%
Marketing / Media	1%



Health (includes nursing)	Exercise Sport Science
Commerce / Business	Global Studies / Politics
Arts /Performing Arts	Medicine / Dental
Engineering	Education
Science	Marketing / Media
Law / Criminology	

TERTIARY ESTABLISHMENT

Deakin	19%
Federation	6%
Vic Uni	1%
ACU	3%
Latrobe	12%
Monash	25%
RMIT	9%
Swinburne	6%
Melbourne	13%
AIE	1%
Collarts	3%
SAE	1%
Deakin College	1%



Monash	ACU
Deakin	Collarts
Melbourne	Vic Uni
Latrobe	AIE
RMIT	SAE
Federation	Deakin College
Swinburne	



Department Reports



English

ZOE HILLIAR HEAD OF ENGLISH

As English teachers, we work alongside our students to navigate the different worlds and time periods encountered in the texts that we study. We discuss multiple perspectives, values and ethics from worlds that have been crafted with beginnings and endings and no unexplained loose ends. However, navigating the promised new beginning of 2022 was like existing in a story being written around us; thankfully, this story was ultimately a happy one!

The English department joined the wider school in working to restore that which was lost in the pandemic. Much of this happened in our classrooms; learning to be in a classroom again was, for many, a challenge to overcome. The Years 7-8 reading program, complemented by regular ISC visits, sought to instigate, support or reignite regular reading; teachers across the

school relished being present and available to watch students working, read their work-in-creation, and re-establish the important feedback loops that we know equate to student learning.

Complete Works Theatre gave Year 12 English students the invaluable experience of watching their texts come to life in performance. Garnsey Campus hosted Book Week dress up day, in which we were able to share our love of books and literature whilst dressed as Alice in Wonderland characters. We once again hosted the regional heat for the Plain English Speaking awards, and were thrilled when Year 12 Mia Johnson won and progressed to the state finals. Later in the year, all Year 9 students delivered Slam Poetry that was raw and honest, a testimony to their understanding of rhythm and language, their creativity, and their teachers who encouraged risk taking and created a safe space to let it happen.

DAV Debating offered more than 50 students an invaluable opportunity not afforded to many of their regional counterparts. While they encountered many 'new-world' challenges, including Covid-related forfeits and a shortage of adjudicators, debating maintained an important place for our students. In a survey conducted mid-year, team-members reported that "debating has really stretched my mind, forcing me to see the world from perspectives other than my own", and, crucially, that "debating really made me realise that my ideas were worth hearing."

After another exciting, eventful and ultimately exhausting year, it was fair to say that the story of 2022 was one that we had spent 2, locked-in, years, longing to write.



Mathematics

ANDREW HODGES HEAD OF MATHEMATICS

2022 was a positive year for the Mathematics department due to being back on school grounds for the entire time, with no time lost to remote learning. Maths teachers and students both enjoyed the return to full-time onsite learning and a positive feeling remained in the classrooms all year. There were no changes in the Maths team for 2022, which aided the return to full-time school and assisted the students transitioning.

While helping our students return to class was an obvious goal for 2022, a key focus for this year and beyond was the emphasis on the use of technology in the classroom. A key emphasis was extending the use of CAS technology and programming, especially with the introduction of coding into VCE subjects for 2023.

Year 12 results were very good across all three VCE subjects offered including Further Mathematics, Mathematical Methods and Specialist Maths. There was a large group of three classes sitting Further Mathematics, two classes of Mathematical Methods and a single smaller Specialist Maths class. There were a number of excellent scores above 40, which is rewarding for those students, but also a number showed excellent resilience in achieving their best possible result.

All students in Years 7 to 9 along with selected students from Years 10 to 11 attempted the Australian Maths Competition, with good results across all classes, with one outstanding score for a Year 9 student who only made one mistake on the paper and was rewarded with a book prize. Selected student also attempted the Maths Olympiad with outstanding results for a selection of students in this challenging competition.

Overall, 2022 was a challenging but rewarding year. Students made pleasing progress with their studies and we have a positive outlook for 2023 and beyond.



Science

MICHAEL HOWARD **HEAD OF SCIENCE**

2022 has been another busy year at Gippsland Grammar for the Science Department. With Learn@home behind us, both students and staff have been back in the laboratories and involved in the exploration of what Science actually is and how knowledge of it be used to make sense of the complex life we live.

Science classes conducted in the Years 7-10 have involved a large variety of learnings and students have been exposed to a number of contemporary scientific theories and been encouraged to explore these concepts in a practical sense where possible. They have also been asked to design and conduct their own experiments, to construct models, to complete dissections, undertake field reports and generally explore the world around them and how it functions. It is our belief that Science literate students will be important players in future debates and our hope is that

the Science undertaken during the year allows students to make better-informed decisions as they mature.

Towards the end of Term 2, about 230 students from Year 7 to 10 were involved in the annual 'Big Science Competition'. Once again, we had a number of excellent results achieved; 15 of our students received a Distinction and six students achieved the top grading of a High Distinction.

Again this year our VCE students applied themselves to the demands of senior school study, and the excellent results obtained by the faculty was a testament to the hard work put in. Several students also challenged themselves by entering into the Australian Science Olympiads. These difficult tests are conducted through the National University in Canberra and can lead onto other involvements in scientific programmes.

Finally, as the Head of the Science Department I would like to thank all of the people, both teaching and non-teaching who have been involved in the planning, preparation and delivery of the lessons and activities linked to Science during 2022. In the challenging environment we work in I find constant inspiration from my colleagues, and would personally like to thank all the members of our department. Your dedication and support does not go unnoticed.



Humanities and Commerce

MARC BAIN HEAD OF HUMANITIES

Throughout 2022, it was a pleasure to return to the classroom environment, providing the rich environment, discussion and opportunity students crave to get the most out of our Humanities subjects. A loosening of the Covid-19 restrictions also enabled our teachers to return to planning and delivering the many valuable excursions and fieldtrips that bring to life the theoretical learnings in our History and Geography curriculum. With our focus remaining on utilising the local Gippsland area to highlight historical and geographical concepts, our Year 7 and 8 students made a wide variety of trips to places including Glenmaggie Weir, Heart Morass, Golden Beach and Seaspray. While our Senior students in Years 10, 11 and VCE subjects, conducted fieldtrips to collect data and learn new skills in Loch Sport, Phillip Island, Sarsfield and Paynesville. In many cases, these excursions were

supported by the input of families in our School Community, who work in a wide variety of industries, including tourism, agriculture, town planning and a host of services related to bushfire management and recovery. We are very fortunate to have such a wonderful array of expertise within the school community, which is a fantastic way to connect the students to both our environment and the working world immediately around them.

The continuing level of interest and growth of our Commerce subject offerings was also notable in 2022. Students' quest for greater knowledge of financial literacy is obvious, with an increase to three classes in Year 10, undertaking our Personal Investment course. When combined with strong demand for our VCE Accounting, Business Management and Legal Studies subjects; and the successful reintroduction of VCE Economics in 2023, this is a healthy sign of the strength of our commerce offerings.

Finally, it is also important to note our Senior students' deep interest in VCE Global Politics remains, at a time when world's political events continue to raise many more questions than seemingly answers. Now more than ever, it is important to help our students, the future leaders, to develop an appreciation of the changing times they will inherit as global citizens.

Staffing: The culmination of 2022 signalled a significant watershed moment for our department, with the retirement of approximately 100 years of collective teaching experience from our ranks, through the departures of Jenny Dyke, Peter Ries, Toni Salvesen and Sue Williams. We thank these teachers for their service and wish them well in retirement. However, with every challenge comes new opportunity, and our recruitment of Peter Ottavi and Jaime Mack, along with the progression of existing members of our faculty, ensures the quality of Humanities and Commerce teaching and learning is in safe hands.



Performing Arts

DR KEVIN CAMERON DIRECTOR OF PERFORMING ARTS

In the Performing Arts and within the Music Centre, our wonderful concerts and presentations certainly returned to us in 2022 and we were very active in reconnecting the many aspects of our everyday lives that have been so disrupted in recent years. In many respects, a return to the pace of our busy schedules with the excitement of 'doing' and 'going' on the one hand, but the often complex logistics on the other, has brought mixed blessings. For some of us, 2022 was a year we took in our stride; for others it has been quite a hurricane!

In 2022, we worked hard to consolidate the return of a more regular program of classes and rehearsals, and a more certain calendar of events where we have invited our wider Music Centre community to enjoy our music making. In Term 2, we placed the spotlight on our bands, enjoyed some wonderful soiree performances at Garnsey, St Anne's and Bairnsdale, and we entertained our community with a wonderful production of *Chicago*. The Spring Concerts at both Garnsey and St Anne's made welcome returns, St Anne's produced a most enjoyable season of *Shrek - the Musical*, and the Schoir contributed music to some important church services off campus, attended the Yarram Eisteddfod, and presented a beautiful Choralfest to mark the start of the Christmas season.

The House Music Eisteddfod at Garnsey and at St Anne's was a great success for our soloists and small groups, and the Garnsey students successfully revived the House Cultural Festival and the House Drama Festival - two great traditions of Gippsland Grammar.

As usual, there have been so many other moments of musical success in our classes, rehearsals, and instrumental lessons that are much less public but no less significant, and this represents part of the success of our Music Centre - that the small successes and individual triumphs consolidate and extend the capacity of the whole.



Visual Arts and Technology

NICK KUCH HEAD OF VISUAL ARTS AND TECHNOLOGY

2022 was a busy and exciting year for everyone in the Art and Design Faculty, with the completion of our new Art & Design Centre. We moved into this amazing new facility during the Term 1 holiday where our teaching staff and maintenance toiled away to ensure our first day of Term 2 was an incredible experience for all students timetabled in the new classrooms. It was incredibly exciting to watch the students as they explored the amazing facilities at the start of a new term and the start of a new era for Art and Design at Gippsland Grammar.

Throughout the year we saw some amazing results from our Art students, who are very lucky to be led by such a skilled and experienced practicing artist in Ms Lineham. We welcomed

two new staff to the department this year; Leah Murphy teaching across VCD and Visual Art, and Claire Marston joining us in a new role as our first ever technician. Both Leah and Claire have made positive impressions on both students and teachers in their short time with us.

Our senior Media students hosted an exhibition evening with drinks and nibbles late in Term 4, showcasing all the hard work they had put in while utilising the new media room. A display of student work was appreciated by all, and it fantastic to see so many attendees spellbound by the short films created by the students.

Our family and friends were invited to the senior Furnishing area to view the wonderful work created by our senior students. School photographer Lisa Baker, was on hand for family photos with the student projects. This was another fantastic connection to our

school community and display of our student's hard work and great to see the families spellbound by the sight of our magnificent workshops, tools, and equipment.

On July 20 Old Scholar from the Class of 2021 Tom Condon and his family were invited to the annual Premier's Awards at the Melbourne Convention and Exhibition Centre, where he received the award for achieving the highest score for VCE VET Furnishing. This was an amazing effort by Tom and another highlight for the Visual Arts and Technology Department at Gippsland Grammar

I would like to thank our dedicated and hardworking staff in our faculty for sacrificing much of their personal time over the past few years in the design and layout of our new building. It takes a considerable amount of emotional and physical energy; however, the result has certainly been well worthwhile.



Languages

SONIA DUGGAN HEAD OF LANGUAGES

2022 was an opportunity for the Language department to reflect and start rebuilding after the pandemic and the loss of our senior Japanese class, as well as some of our Year 10 students of French.

Thankfully the year was a relatively settled year in terms of staffing within the LOTE Department, but we welcomed Celine Lechappe back from maternity leave.

The Language Department staff are to be commended on their dedication and enthusiasm in creating opportunities for students to engage with languages through a variety of activities.

- Bernadette Pianaro-Williams was employed, thanks to funds received from the AFTV, to help prepare the Year 12 students of French with the end of year oral exam.

- Year 9, 10 and 11 students of Japanese travelled to the National Gallery of Victoria in the Melbourne CBD in July to participate in an educational program specifically focussed on Japanese Art and History. NGV staff with Japanese language ability ran the program so it included both a cultural and a language component. This was followed by lunch in a Japanese restaurant.
- Also in Term 3, the Year 11 and 12 students of French also enjoyed an excursion in Melbourne ran by Cosmopoli'French. The students rediscovered the hidden gems of Melbourne's most iconic graffiti, broadening their vocabulary whilst polishing their descriptive skills. Lunch was at 'Roule Galettes' where students continued to practise their spoken French whilst enjoying 'galettes' and 'crêpes'.
- In September, a 'French Day' saw a 'crêpes van' in the middle of Garnsey Campus, which of course was hugely popular, not only with the students of French but with the whole school.
- Year 8, 9 and 10 students participated in the Japanese Speech Contest, which runs annually in Hawthorn, competing against students from across Victoria. Competitors were chosen through Garnsey's own Japanese Speech Contest, adjudicated by our Principal Michelle Wakeham and one of Victoria's leading Japanese teachers, our own Jan Chalmer.
- Finally, 2022 saw the return of the exchange program both with Hikarigaoka and Lycée Jeanne d'Arc, so we were able to send five students to Japan and seven students to France over the Summer break.



Sport

ANDREW NICHOLAS HEAD OF SPORT

2022 was a successful year for Gippsland Grammar's Sport program. After the interruptions in 2020 and 2021, we were able to have an almost normal year of School sport in 2022. The depth of our program provides students of all abilities the chance to participate in physical activity through a variety of sports offered on a Thursday afternoon. In addition to the school's weekly Thursday afternoon sport which involves all students, many students have taken the opportunity to represent the school in both interschool and after school sports.

The year began with some restrictions still in place which impacted our House Swimming Carnival and participation in the South-Eastern Independent Schools Association (SEISA) Swimming carnival. However, we were able to make our way to Melbourne Sports and Aquatic Centre to compete in the Independent Country Co-Educational Schools (ICCES) and due to a number of both individual and relay successes, Gippsland Grammar came a close second to Ballarat Grammar overall.

The House Athletics Carnival was a great success this year, with Cranswick-Dargo taking out the number one podium position for the second consecutive year. Our House carnival was followed by the SEISA and ICCES Athletics carnivals where we finished overall first and third respectively.

This year's Cross Country proved to be highly competitive with winners spread out across all four houses. It was Cranswick-Dargo who would become the overall winner, coming home with the Heather and Jacqui Ingle Memorial Trophy. Our two interschool Cross country carnivals went a similar way to athletics. At the SEISA event we finished first overall and ICCES second.

The 2022 SEISA Cross country carnival was significant as it was the last carnival for Jenny Dyke who has been our Teacher in Charge of Athletics, Cross Country and Swimming for many years. It is hard to put into words the dedication Ms Dyke has shown towards these teams.

2022 saw Gippsland Grammar continue its participation in the SEISA Surfing, Summer, Winter and Spring competitions. The interschool program proved yet again to be a great success and gave our students a great opportunity to participate in a variety of interschool sports. For some of our winter teams it was their first competition since 2019 so it was very exciting to just have the opportunity to compete again, however, across the three competitions we were able to have some wonderful success as can be seen in the list of Champion teams below:

- Senior Boys Basketball, Volleyball and Hockey
- Senior Girls Tennis, A Netball, Volleyball and Hockey Soccer
- Junior Mixed Hockey and Girls Volleyball
- Overall Badminton

All students should be proud of their efforts, whether it be participating in Thursday sport or dedicating their own time to represent the school. In addition to the student's commitment, the staff at Gippsland Grammar must be commended on committing countless hours to ensuring sport runs smoothly at the school.



Physical Education and Health

CHRIS RAY HEAD OF PHYSICAL EDUCATION

In 2022 we welcomed Eva Clarke and Fiona Bartlett into ongoing positions within the Physical Education and Health team, while also welcoming back Richard Ogilvie who departed the School at the end of 2018.

After the interruptions in 2020 and 2021, we were pleased to be able to get back to a more normal year within our faculty, particularly within the junior practical classes. In our Year 7-10 practical programs we aim to give all our students the knowledge and positive experiences to encourage them to be fit and healthy members of our community. We do this by giving them the opportunity to experience and learn the skills needed in a variety of sports and activities including basketball, hockey, soccer, athletics, netball, cricket, softball, gymnastics, badminton, circuit and weight training, lacrosse, football codes, indoor soccer, indoor hockey,

handball, volleyball, squash, lawn bowls and croquet. In Year 9, students gained valuable presentation skills through the return of the 'My Favourite Sport' projects, in which they're required to plan and implement a lesson for the rest of the class. In Year 7-9 Health, an ongoing theme is the three elements of health: physical, social and emotional. As we look at a range of topics including nutrition, relationships, risk taking and mental health, we explore how they will impact on these three elements. Classwork in Health has included several approaches including role plays, research projects, videos, demonstrations and quite often class and small group discussions. This has allowed the students to reflect on how the material covered in class relates specifically to them.

Within the Senior School, our VCE teachers continued to work tirelessly to support our students. We had an increase in the number of students taking VCE subjects within our department which is a welcome trend. We had some pleasing results across the four VCE subject areas with study scores above 40 in Outdoor & Environmental Studies, Physical Education and VET Health Services Assistance. The subject prizes for Year 12 studies were taken out by the following students:

Health and Human Development:
Rose Mackie

Outdoor and Environmental Studies:
Ella White

Physical Education:
Camille Japhary

VET Health Services Assistance:
Jessica McLindin



Outdoor Education

CASS BOOTH AND SARAH MEADES CO-HEADS OF OUTDOOR EDUCATION

2022 started with a wet introduction to Outdoor Education for our Year 8 students at their Cape Conran conservation program. This had its extra challenge, as this year level missed their Year 6 and 7 programs due to the pandemic. This was also the first program for Sarah Meades, who was employed this year into the role of Co-Head of Outdoor Education.

We then headed up to our well-known Year 9 Hike at Lake Tali Karng. Our school aims for the outdoor experience to be a sequential program of skill development and challenge. With alterations to programs happening in the years before we again made changes to the Tali Karng hike, having the students stay up in the Wellington plains, North of the Lake and completed a day hike to the lake and back.

Throughout the year we continued to adjust the programs to meet our students' changing needs and altered outdoor experiences. It was fantastic to be able to end the year completing all programs, with only a few having to come home a little early due to weather.

It was exciting to be able to bring back our Year 10 and 11 outdoor leaders to our programs. It can be a challenging task not only having to participate in the program but also being there to support both the students and the staff. It makes a huge difference to the experience for everyone having them on the program and I feel they can also get a lot out of the experience.

The end of the year is also the time to reflect and show our appreciation for our GAP assistant. Mollie Barnes has been an integral member of our department for two years. She displayed great knowledge of how our programs run, students' individual needs, and equipment management. We are excited to be able to say she completed her TAFE qualification this year in a Certificate IV in Outdoor Leadership, now employed as one of our ongoing casual outdoor education staff. We have an amazing team of sessional staff, and though they're not based at the school every week, they are a key component to our team.



ISC

JACINTA FLEMING HEAD OF ISC

The Information Services Centre (Library) had another busy year. With its welcoming environment, many students visit several times a day for private study, collaborative group work, to find a good book, teacher support, reading promotion activities, classroom sessions or just visit to catch up with friends at recess and lunchtime. It is a very busy space.

Teacher librarians Jacinta Fleming and Joy Reid continued to play an active role in curriculum support and planning. They worked closely with teachers and Departments to ensure the delivery of student programs that promote reading and literature, information and digital literacy skills. They also supported the implementation of textbooks and digital resources so students can access textbooks online. Both Mrs Fleming and Ms Reid are active members of their profession and corroborate with school Libraries throughout Australia keeping up to date with current best practice which helped the library be a centre of excellence and support for the wider

school community. This has allowed the library to continually innovate and reflect best practice. Students were at the core and as well as physical spaces, the library service provided online presence to support learning which was accessed through VOS. It also provided a wide range of media equipment such as DSLR cameras and video cameras, portable green screens, microphones, and support with use.

Each year level undertook Information Literacy sessions which looked at fake news and conspiracy theories, and senior students joined the State Library of Victoria to learn how to access data bases and reliable, accurate and peer reviewed information.

There were a number of competitions and activities organised during this year.

Highlights of 2022 were:

- Year 7 Literature Circles in conjunction with their English Classes
- Supporting ICTs. Year 7 History-Ancient Egypt project using Adobe Photoshop
- Supporting ICTs. Year 8 History-Medieval project using Microsoft excel to create a timeline scatterchart or green screening with Adobe Premier Pro
- Year 8 Maralinga Blog in conjunction with their English Classes
- Year 9 Book Trailer Award presentation
- Year 10 Holocaust Booktalks.
- Book Week activities
- 3D printing and Robotics Club where students learn how to 3D print, build their own robot and work with Sparkfun kits with Mrs Fleming
- ISC Bookclub with Mrs Fleming
- Crochet Club with Miss Fisher
- Chess Club with Mr Wilson
- Banned Books Challenge
- Providing staff with great reads
- Date a book sessions with different year levels



Careers

JUSTIN HENDERSON **CAREERS ADVISOR**

Gippsland Grammar's Career program supports student in their ambitions for further study and employment. This year has seen a variety of activities including the annual Career Tertiary and Career night, parent information sessions, the Morrisby Career Profile and a strong level of support in subject selections, tertiary applications and apprenticeship placements.

Students undertaking work experienced increased during the year as local industry moved on from the COVID challenges of recent years. Trades continue to form a strong part of the work experience that students undertake, with professional services including Physiotherapy. Nursing and Allied Health careers also attracting students.

In an effort to continue to build links with past students, a termly communication has been developed which provides some update for past students and encourages them to remain in contact with the Careers Advisor to build networks across various industries, institutions and study and careers areas.

Boarding

STUART LLEWELLYN HEAD OF BOARDING

2022 will be remembered because after two years of disrupted boarding it was the year we returned to staying open for the full year. The year started with many new faces joining our friendly boarding community, including many existing students from Year 11 and 12 to help reduce travel times and concentrate on their studies, plus new Year 7 student Matt Matat. We were also host to several existing students throughout the year who stayed with us for short periods such as Aden Mills, Cameron Rule and Tom Dunnett.

Like any family, the boarding house cannot operate successfully without great care and leadership from its elders. This year the boarders have been led under the friendly guidance of Nathan McCaskill, Jen Bullers and Georgea Dyt with weekend staff Georgia Beaumont-Jessop, Jess Staley, Bianca Kloppe and Nadia Gaskill, assisted by new weekend casuals Sophie Garner and Jarrod Stephens.

This year our boarders have also had access to several excellent tutors throughout the weeks including Sam, Zac, Bernadette, Jen, Rio and Danny covering all the Math, English and Science subjects plus other subjects such as Global Politics, Psychology and French. This has increased the number of day boarders this year – those students (mainly local) who come across to BWH after school to access the tutors, study and have dinner before being picked up by 9pm. After an absence of two years, we were once again able to host our Year 12 boarders during the second week of the September holidays for their Practice Exam Week. This year we had more than 20 boarders, some new, stay for all or just part of the week.

Anne Baranowski and her catering team from CaterCare have excelled themselves again this year in the mouth-watering nutritious meals that are consistently and lovingly prepared day in day out. The dining area at BWH received a wonderful refurbishment this year and looks better than ever. Anne retired at the end of the year after seven years at Blackwood House.

Many more initiatives have been undertaken throughout 2022 and many fun and exciting things have happened, including the return of our annual visit to the MCG for the AFL; this year we watched an epic Friday night clash between Melbourne and Collingwood which was enjoyed by all. Another exciting addition has been the inclusion of a mid-week Yoga session with Natalie Walsh, which helps boarders with their mindfulness and wellbeing.

Congratulations go to Hamish McLeod who won the BWH Table Tennis Competition for the second year in a row in Term 2, and to Finn Boag who won the inaugural BWH Pool Competition. Mr L, Aden Mills and Bianca Kloppe all shared the honors in the BWH Footy tipping competition this year.

In May, during National Boarding Week, we ran our annual photo competitions again where Rory McLeod won the best People prize and Eva Harasymiw won the best Place prize. Both are now proudly displayed on the wall at

Blackwood House. Boarding House Captains, Jess McLindin and Josh Hanratty, have both provided suitable insight and leadership throughout the year when needed. They both spoke well at this year's BWH Valedictory which, after a 2-year absence, saw the return of Year 12 parents and guardians back on site to help us celebrate.

July saw the return of the Boarding Roadshow where Head of Boarding, Stuart Llewellyn, and then acting Head of Campus, Justin Henderson, were able to get out and about and meet with existing boarding parents and potential new boarding parents. The roadshow took us around Gippsland as far East as Mallacoota and as far West as Phillip Island.

2022 has felt somewhat normal after two years of disruptions and it has been great being able to get back to doing what we do best at Blackwood House. We are proud that once again we were able to provide great care and support for our many boarding students.





Chapel

THE REV'D DR TIMOTHY GADEN CHAPLAIN

Despite the continuing impact of Covid-19 in 2022 and the unexpected illness of myself as the newly-appointed chaplain, the Chapel life of the School continued. The year at Garnsey Campus began with a weekly chapel segment as part of a Monday morning Zoom assembly.

At St Anne's and Bairnsdale Campuses, Fellowships were enriched by the preaching and teaching of the Revd Paul Woodcock, the Rector of Bairnsdale, the Revd Edie Ashley, the priest at Raymond Abbey, the Very Revd Keren Terpstra, Dean of Sale, the Revds Brian Norris and Heather Toms and Bishop Richard. Several of these very willing and generous helpers also filled in at Garnsey Campus assemblies. The School and its students are much in debt to them and to other volunteers for their ministry.

In Term 4, I returned from medical leave and prayer and reflection continued to be a regular part of weekly assembly in Garnsey Hall. We were able to farewell the outgoing Year 12s with the traditional Celebration service in Garnsey Hall and Valedictory service in the Laurie Payne Sports Centre. A Christmas service in the last week of Term 4 rounded off a varied worship year, in which the presence of student voice and the diversity of inputs remained promising signs for the future development of the School's worship life.

Though Covid-19 restrictions limited the amount of corporate singing allowed, when restrictions were lifted Dr Kevin Cameron, the Director Performing Arts, student musicians and other instrumentalists gave generously of their time and energy to sweeten the school's worship life with music. We all owe them our thanks.



Community Connections

ZOE CURTIS MARKETING AND DEVELOPMENT MANAGER

Social media: Social media continues to grow as one of the primary and most important sources of communication between Gippsland Grammar and its community, which includes both current and prospective families. The Gippsland Grammar Marketing and Development Department maintains a social media presence on Facebook, Instagram and LinkedIn and throughout 2022 each of those channels displayed outstanding growth. The School's Facebook account reached more than 126,000 users, which was up 34 per cent on the previous year and the School's Instagram account reached more than 34,000 users, which was up more than 1000 per cent on the previous year. While this is extraordinary Instagram growth, it is to be expected as the Instagram channel was only launched in September 2021. The School's Facebook account gained 526 followers over the year (up 42 per cent on the previous year) and on Instagram the followers increased by 244. The School's LinkedIn account increased by about 650 followers.

Media: Throughout 2022 Gippsland Grammar appeared more than 100 times in or on local and state-wide media channels including WIN TV, Nine News Gippsland, ABC Gippsland, TRFM, Gippsland Times, Bairnsdale Advertiser, Latrobe Valley Express and The Weekly Times. In most cases these stories were also published on each media outlet's own social media platforms. Notably, Gippsland Grammar featured prominently in The Weekly Times' Education Magazine, which is a national publication.

Reunions: In 2022, a post-pandemic reimagining of the reunions saw the previous separate decade reunions (which were held virtually for the previous two years) return to a single in-person event. More than 40 Old Scholars the Classes of 2012 (10 years), 2002 (20 years), 1992 (30 years), 1982 (40 years) and 1972 (50 years) enjoyed drinks in Garnsey's Chapel of St Anne and a luncheon in the foyer of the Laurie Payne Sports Centre before – the most popular part of the day – a tour of the Garnsey Campus. In 2022 we also held our inaugural 'Winter Drinks', which was a more informal Melbourne-based catch-up at South Melbourne's Bell's Hotel. This event was attended by Acting Principal Michele Wakeham and Development co-ordinator Sarah Guinness.

Foundation fundraising: Term 4 saw the return of the 'Gippsland Dozen' wine fundraiser, which was held in partnership with four local wineries. As well as raising about \$10,000 for the Foundation, the fundraiser also gave the School Community the opportunity to once again support four Gippsland wineries with a connection to our School.

Scholarship: The Foundation continued to receive donations for the Be Your Potential Scholarship fund and following the generous 2020 bequest from Old Scholar Mrs Mildred Laphorne, an annual \$10,000 scholarship was established to be awarded to a Year 12 student to be put towards the cost of tertiary education. This inaugural Mildred Laphorne scholarship was awarded to student Sam Brown at the Valedictory in December.

Staffing

EMILIE DAVINE HR MANAGER

WORKFORCE COMPOSITION

The composition of Gippsland Grammar staff reflects the trends in the broader educational community. The below statistics below capture the School's workforce at the end of 2022:

- The total staff cohort includes 120 teachers and 86 education support staff (excluding casuals)
- 78 per cent of these staff are female
- of these teaching staff, 45 per cent have been teaching at the School for 10 years or more and 39 per cent are part-time
- of the education support staff, 52 per cent of these are part-time
- the School also employs a further 66 casual employees. Of these, 67 per cent are female, 0.02 per cent are non-binary, 32 per cent are teaching staff and 68 per cent are education support staff
- no staff have self-declared as Indigenous

The School actively encourages ongoing professional development. The breadth of qualifications for our staff are represented in the list below.

STAFF QUALIFICATIONS

Principal

June 20, 2022 – present:
Mrs Michele Wakeham – B.Sc, B.Com. (Monash), GradDipEd, GradCert Religious Ed 9ACU

March 30, 2020 – June 17, 2022:
Mrs Leisa Harper – BA (QU), DipEd (QU), MEd (QU), MBA (UNC)

Deputy Principal – Teaching and Learning

June 20, 2022 – present:
Mr Justin Henderson – BEd, BMgt (Ballarat), MEd (Melb), Cert IV Assessment & Training (TAEA)

June 28, 2021 – June 19, 2022:
Mrs Michele Wakeham – B.Sc, B.Com. (Monash), GradDipEd, GradCert Religious Ed 9ACU

Head of Garnsey Campus

July 11, 2022 – present:
Rohan Jayatilake – BA Ed (ECU), BSc (ECU), MALM (UNC)

March 7, 2022 – June 19, 2022:
Mr Justin Henderson – BEd, BMgt (Ballarat), MEd (Melb), Cert IV Assessment & Training (TAEA)

January 1, 2021 – February 28, 2022:
Ms Kate Ray – BEd, BA (Deakin)

Head of St Anne's Campus

Mr Jie Van Berkel – BEd (Melb), Cert IV in Business and Personal Coaching

Head of Bairnsdale Campus

Mrs Virginia Evans – BEd (ACU), MEd (Melb)

Business Manager

September 12, 2022 – present:
Mrs Fiona Hammond – BBus (CSU), CDC (AICD), ProfCert Asset Mgmt Planning (IPWEA)

April 4, 2022 – September 16, 2022:
Mr Richard Price – BCom (UNSW)

January 11, 2021 – April 8, 2022:
Mr Peter Quinlan – BCom (UNSW), GradDip (SIOA), MBus. Admin (QUT), Diploma (AICD)

Director of Strategic Operations and Innovation

Ms Kate Ray – BEd, BA (Deakin)

Director of Human Resources

Mrs Emilie Davine – BBus IR/HRM (RMIT), Cert IV Workplace Training & Assessment (EVGT)

Deputy Head of St Anne's Campus

Mrs Sheryn Ray – DipPrimaryTeach, BEdPrimary (Deakin)

Deputy Head of Bairnsdale Campus

Mrs Fiona Carr – BEd, DipEd (NTU)

Chaplain

Dr Tim Gaden – B.A (Melb), B.D (MCD), PhD (Monash), MALT (Deakin)

Finance Manager

Mrs Leonie Nethercote – BBus (Monash)





Marketing and Development Manager

Mrs Zoe Curtis – BA Public Relations (RMIT)

Property Manager/Facilities Manager

Mr Simon Turnbull

Mr Tony DeBono – DipEng (Dept of Defence)

Head of Admissions

Ms Jemma Horan – BJourn (Latrobe), PGDip Teach (Monash)

Business Systems Analyst

Mr Neil Storer – BSCHons (Computer Information Systems) (University of Bath), QTS (GTC-UK)

Senior School Teaching Staff

Mr Marc Bain – MBA (QMU), BA (QMU), DipEd (Monash)

Ms Clare Baldwin – B.A. (Latrobe), Dip. Teaching (Melb)

Mrs Fiona Bartlett – GradDip Secondary Education (Monash)

Miss Cass Booth – BSport and Outdoor Rec., BEd (Monash) PL

Mrs Liz Bullers – RGN (Oxford,UK), RM (Nottingham, UK), CertEd (Greenwich,UK) Cert HSC (Open Uni, UK) GradCertEd (USQ)

Mrs Leanne Caithness – BSc, GradDipEd, GradDipPsych (Monash)

Dr Kevin Cameron – A.Mus.A (AMEB), A.S.C.M (NSW SC), L.T.C.L., F.T.C.L (TC), A.R.C.M (RCM), B.Mus (SYD), M.Mus (UWA), Ph.d (UNC), GradDipEd (SCU), GradDipM (USA)

Ms Katrina Chilcott – BCA (Music) (UTas)

Mrs Eva Clarke – Dip Fitness (FitNation), B. Health & Physical Ed (UOSQ)

Mr Brad Cruickshank – AmusA

Mr Dan Davies – BAppSci (RMIT), Master of History (UNE)

Mrs Robyn Davis – B.A, DipEd (Monash)

Mr Daniel De Keersmaeker – GradDipEd (Ghent Belgium)

Mr Kai Dettbarn – BSc (Hons) (UWA), DipEd (Melb.)

Mr Glen Dihood – BCom (Melb) GradDipEd (Monash)

Mrs Sonia Duggan – BA, BEd (Sunderland University UK), MEd (Monash)

Miss Jenny Dyke – BEd (Rusden), GradDipBus (Monash), GradDip Adolescent Health & Welfare (Melb)

Miss Laura Evans – BMus Perf (Hons) (University of Adelaide), MTeach (Deakin)

Mrs Danielle Falls – BJourn (Monash), GradDipEd (Monash), MEd (Monash)

Mr Josh Flanagan – BSc, GradDip, MTeach (Melb)

Mr John Gaulke – BSc (Latrobe), GradDip (Melbourne), GradDipEd (Monash), MEd (WSU)

Ms Judith Gillen – B.A (Monash), DipEd (Deakin), GradDip (Melb), M.H (UNE)

Mrs Jan Gilmour – BEd (Melb), GradCertGiftedEd (Monash)

Miss Justeen Hahn – BSci ,DipEd, GradDipStudent Welfare (Melb)

Mrs Sharyn Henderson – BEd (Ballarat)

Ms Zoe Hilliar – MEd (Monash), BA (Melb), GradDipEd (Latrobe)

Mr Andrew Hodges – BA, DipEd (Macquarie University)

Mr Michael Howard – BSc (Monash), DipEd (Monash)

Mr Clay Hunter – BA, BAppSci, BEd, MEd (USA)

Mr Tim Johnson – Bed (VU), CertIV Training & Assessment (VU), GradCert VET (VU)

Mr Richard Kemp – BA (Deakin), BTeaching (Deakin)

Mr Nick Kuch - BEdVET/Secondary (Victoria) CertIV in Training & Assessment

Ms Christina Kyriakou - BA Journalism (Monash), BA (Monash), DipEd Secondary (Monash)

Mrs Kylie Lambert - B.Sci, B.Sc.Hons (Deakin), GradDipEd (Monash)

Ms Celine Lechappe - (Rennes 2 France), PostgradCertEd Secondary French (Oxford Brookes)

Ms Nadine Lineham - BEd (Vis. Arts) (Melb)

Ms Prue McNaughton - BMgt, BA (UniSA), GradDipEd (Monash)

Ms Sarah Meades - BA Outdoor Education (Latrobe Bendigo), Masters of education

Mr Paul Millard - BSc (Latrobe), DipEd (Latrobe)

Ms Leah Murphy - Dip VisArts (Swinburne), BFA (VCA), GradDipEd - Visual Arts (ACU)

Ms Emma Neal - BEd (Deakin)

Mr Andrew Nicholas - BSport/Outdoor Recreation, BEd (Monash)

Mrs Tracey Nicholas - BBusCom (Monash), GradDipEd (Monash)

Mr Richard Ogilvie - BEd (Ballarat)

Mrs Sharyn O'Reilly - BA (Deakin), BEd (Victoria) MEd (Deakin)

Ms Rachel Patton - BA (Melb), DipEd (ACU)

Mrs Inoka Rajapakse - BSc (OUPSL), MAC (KUE), MTeaching (FU)

Mrs Karen Rankin - DipTeach (La Trobe) and BEd (Monash)

Mr Chris Ray - BAppSc, GradDipEd (Victoria)

Mrs Michelle Reynolds - BAppSci (Ballarat), GradDipEd (Ballarat)

Mr Peter Ries - MAVisualArts, BA (Monash), GradDipEd (Melb)

Ms Jenny Roberts - BProf Writing and Lit (Deakin), BEd Primary and Secondary Art & English (RMIT)

Ms Wendy Ryan - Trade Accredited Chef (William Anglis), GradDipTechnicalEd (Latrobe) CertIV in Training & Assessment

Ms Toni Salveson - BEd (Melb College)

Ms Sally Sharp - BA Eng (Materials) - Honours IIA (Monash), Grad.Dip.Ed (Melb), M.Ed (Melb)

Mrs Arun Singh - BEd Secondary (University of South Pacific, Fiji), DipEd (Fiji)

Mr Tyler Smith - BA (University of California), MEd (Lewis and Clark)

Ms Masami Sugisaki - BA, GradDipEd (Monash)

Mr Paul Van Eekelen - CertIV in Training & Asst, CertIV Music Technology, BA (Music Industry) (RMIT), GradDipEd (Monash)

Mrs Sue Williams - BA (UMC), GradDip SocSci (Monash), GradDipEd (Monash)

Ms Megan Wills - MTeach (New England), BEng (UNSW)

Mr Edward Wilson - BSc Computer Sci (Macquarie University), DipEd MathEd (Macquarie University)

Mrs Tomomi Wynne - Bsci, GradDipEd (Monash), MEd (Latrobe)

Junior School Teaching Staff

Ms Bree Alexander - BEd (Primary) (Monash)

Mrs Etsuko Boulton - GradDipEd (Uni of Technology Sydney), BForeign Studies (Aichi Prefectural University), Professional Cert Modern Languages (Melb), Prof Cert Ed (Melb)

Mrs Jan Chalmer - BEd (Victoria College)

Mrs Renee Coates - BEd (UTAS), MClinEd (Melbourne)

Mrs Ellen Condron - BEd (University of Tasmania), Cert IV Bus Admin (East Gippsland Tafe)

Mr Todd Cook - BEd (Ballarat)

Mrs Linda Cooper-Lothian - BSci Special Education (Ball State University Indiana USA), Grad Cert Special Ed (Mercer University Georgia USA), GradDipEd (Primary) (RMIT), Vocational Grad Dip (Autism Institute Melbourne)

Mrs Libby Crowe - Dip Early Childhood Education & Care (MCAE), DipEd (East Gippsland Tafe)

Mrs Liz Dawson - BEd (Primary) (Monash), GradDipEd (Monash)

Mrs Shauna Drew - Cert Religious Ed, B.PrimEd





Mrs Anna English – B.Sc (Deakin),
GradDipEd (RMIT)

Mrs Liz Foat – BA (Psychology) (ACU),
BATEach (Science) (ACU)

Mrs Elisha Froud – BEd (PE) (Ballarat)

Mrs Katie Germaine -
DipMusicPerformance (Box Hill), BMus
(Monash), GradDipTeach (Secondary)
(ACU) PL

Ms Lisa Goode - BEd (Canberra)

Mrs Tracey Grubb - BPrimaryTeach,
DipEd (Monash), Grad Dip Ed (Edith
Cowan)

Mrs Joy Hay-Smith – DipTch (Primary),
GradDipEd (Monash)

Mrs Katie Howard – BEd (Brighton
University), BAHons (University of Kent
Canterbury),

Mrs Louise Hulls – BTeaching Primary/
Arts/Visual Arts (ACU)

Mrs Toni Hutton – Bsci (Swinburne),
GradDipEd (Monash)

Mrs Julie Jago - DipTeach. (Monash),
GradDipRE (Christ College)

Mrs Sophie Keen – BEd (CSU)

Mr Evan Lamb - BComm (Deakin),
GradDipEdPrimary (Monash)

Mrs Simone Langshaw – B.App.Sci
(Deakin), B.Ed (Monash)

Mrs Amy Laverty – B.
Physical&HealthEd (Latrobe)

Ms Lucy Leeming – BA (Acting)
(Ballarat), GradDip (Secondary
Education Drama & English) (Monash)

Ms Liz McConchie - BA, DipEd (Melb)

Ms Sarah Meades – CertIV Outdoor
Ed (Murrin), BOutdoor Ed (Latrobe),
CertIVTraing&Assess (TAFE), MALT
(Deakin)

Mrs Elizabeth Noble - DipT (Melb),
GradDip Tch/Librarian (Queensland)

Mrs Kate O'Toole – BA (Latrobe),
GradDipEd (Latrobe)

Mrs Penny Rankin – BCom
(Deakin), BLaws (Hons) (Deakin),
GradDipEdPrimary (Monash)

Mrs Kristen Rich – BTeach (Monash),
BEd (Monash)

Mrs Nicole Roberts - DipEd (Melb) BEd
(Monash)

Mrs Cara Schaefer – Bmus (Monash),
PGradDip Teach (Melbourne), MTeach
(Melbourne)

Ms Louise Sullivan – MEd (CSU)

Mrs Fiona Sutherland - BA (Hons)
DipEd (Latrobe)

Mrs Rebekah Tayler - BPrimaryEd
(Monash)

Mrs Linda Vale – DipPrimaryTeach, BEd
(Deakin)

Mr Scott Wegener – BEd (VU)

Miss Sarah Wheeler – B.Ed (Monash)

Mrs Anna Whelan – BA (Monash),
GradDipEd (Monash)

Digital Technologies Advisor

Mrs Sharen Cameron – MA (Mgt)
(Charles Sturt)

Pathways Teacher/Speech Pathologist

Mrs Michelle Sands - BHIthSc (Speech
Pathology) (Charles Sturt), GradDipEd
(Monash)

Director - Early Learning Centres

Mrs Lisa Burgess - BEdEarly Childhood
(MCAE)

Early Learning Centre Staff

Mrs Jenny Banwell - DipChildren's Svcs
(EG Tafe)

Ms Colleen Battersby -
CertIIIChildren's Svcs (EG Tafe)

Mrs Danielle Carpenter – BA (Ed: ECE),
BEd (ECE) (Edith Cowan University)

Miss Maddison Cuttriss – Dip Early
Childhood (Selmar)

Mrs Sommer-Lea Collins – Cert III
Children's Services (EGT), B.Early
Childhood (Monash)



Mrs Elise Edgar – BEd – Early Childhood (Melbourne)

Mrs Karen Glenn – Dip Early Childhood Education (PO)

Mrs Kristy How – B.Ed (CU)

Mrs Jen Jeffrey – B.Early Childhood (Latrobe), Dip of Community Services (CST), CertIV Education Support (NCT)

Mrs Tammy Lopardi – BEd (Early Childhood Ed) (Deakin)

Mrs Michelle McGrath – DipCommSvcs – Childcare

Mrs Andrea McKenzie – Dip Children's Services Ed (TAFE)

Mrs Sharon Smith – BEdEarlyChildhood (Melb)

Mrs Katie Whitfield – DipCommSvcs – Childcare (VUT)

Mrs Jan Vercoe – Certificate Applied Social Sci Childcare (Pahran College)

After School Care Staff (Bairnsdale Campus)

Mrs Margaret Cotter – DipChildren'sSvcs (Ed and Care)

School Psychologist

Mrs Ceci Broughton – BEd (Griffith), GradDip (ACU), MEd (Deakin), Dip Professional Counselling (AIPC), GradDip Psyc (Monash)

School Assistants

Mrs Suzanne Rautman – Home Eco Asst/ Levels 1 & 2 Safe Food Handling (East Gippsland TAFE)

Mrs Katherine Bittner – Laboratory Assistant Cert IVLaboratory Technology (TAFE), Cert. IVBus(TAFE)

Ms Claire Marston – Visual Arts & Tech Asst DipVisArts (TAFE), BVisMediaArts (Monash)

Information Services Centre Staff

Ms Madeline Aldridge-Fisher

Mrs Jacinta Fleming – MEd (Charles Sturt), BA (Monash), GradDip Ed (Monash)

Miss Amyjean Forbes – Cert III Library Services, GradDip Tch/Librarian (Swinburne)

Mr Anthony King – AdvancedCert MechEn, Cert IVWorkplace Trainer and Assessor (TAFE), Authorised Worksafe Assessor (W.S.V.)

Mrs Joy Reid – BA, DipEd, DipCat(Syd), MEd, TeacherLibrarian (Charles Sturt)

Information Technology Services
Mr Greg Dennison – CertIV IT (TAFE)

Mr Michael Grattan – Cert II Electrical (Electro Comms) (RMIT)

Mr Max Hancock – BA (Psychology) (Monash), Cert IV OHS, Cert IV Training & Assessment (TAFE)

Mr Geoff Stagg – CertII Arts (TAFE), CertIII Ed Curr IT Support (TAFE)

Mr Drew Trbovich – AdvDip Graphic Design (FedUni)

Learning Assistants

Mrs Louise Anderson – Integration Aide (TAFE)

Miss Carly Dent – Dip EarlyChildhoodEd (TAFE)

Mrs Neelima Ganji – Beng (ANDHRA), CertIV EdSupport (PIT)

Mrs Samantha Gladman – Integration Aide (TAFE)

Mrs Jeanne Joubert – Dip EdSupport (Churchill)

Mrs Chaille Murrin – CertIII EdSupport (Chisolm)

Ms Danielle Sage – CertIII Education, CertIIISpecial Education

Mrs Alanna Stephenson – CertIII Children Services, Dip Children Services

Mrs Michelle Thompson – DipCS (ECE&Care), DipCS (Outside School Hours Care), DipEdSupport, CertIVTraining and Assessment (TAFE)

Ms Vanessa Walsh – Integration Aide (TAFE)



RAAF Transition Aide

Mrs Amanda Canfield – MA (New England), BA (UNSW)

Head of Rowing

Mr Nick Bartlett – BA (Archaeology) (Newcastle University UK)

Head of Boarding

Mr Stuart Llewellyn – BSc Honours, Certificate I to IV Outdoor Recreation.

Residential Boarding Supervisors

Mrs Georgia Beaumont-Jessop – G.Dip Marketing (Monash), Cert in Direct Marketing (ADMA)

Miss Jennifer Bullers – B. Biomedical Sci (Deakin), GradDipPsych (Monash), B.Psychological Science (ISNP)

Miss Georgea Dyt – CertIII education Support, CertIV Education Support

Ms Nadia Gaskill – Dip (VU), Advanced Dip Legal Practice (KANGAN)

Mr Nathan McCaskill – CertIII Tourism, CertIII Retail

Mrs Chela Schlaeppi – B.Ed (AC)

Ms Jessica Staley – CertIV in Dissability (GippsTAFE Warragul)

Student Carer

Mr Denis Reynolds

Administrative Staff

Mrs Stacey Ashley – CertIII Business Admin (TAFE)

Ms Amie Boulton – DipMngmt (TAFE), BSocSc (Swinburne)

Mrs Kelly Braden – CertIV Ed Support (Fed Training)

Mrs Amanda Brewer – CertIV Financial Services (Chisolm)

Ms Sue Bryant

Mrs Gerardene Caldwell

Mrs Christine Callaghan – DipHotelM, CertIIIBus (TAFE)

Mrs Nicole Cooper-Warneke

Mrs Kellie Davis

Mrs Mackenzie Donaldson – Dip. Children's Services (TAFE)

Mrs Rowie Gray – Dip Nursing Div2

Mrs Sarah Guinness

Mrs Carrie-Anne Hampson

Mr Graham Harper

Ms Whitney Jones

Mrs Sarah Kuch – CertIII Financial Services General Insurance

Ms Kim Lonsdale

Ms Michelle McDougall – Dip Travel & Tourism, Dip Telecommunication, CertIV Massage Therapy (EC), Dip Remedial Massage (EC)

Mrs Angela Roughley – CertIII BusAdmin (AGT), Dip Accounting (EGT)

Ms Kerrie Schmidt – B.Bus, B.Mgt, M.Bus.Admin (UNISA), GradDip Legal Studies (UNE)

Ms Jodie Smolenaars – DipEd Early Childhood (East Gippsland Tafe)

Mrs Melissa Tatterson – Cert III Sport/ Rec (TAFE), Int Aide (TAFE)

Mrs Natalie Walsh – CertIIIInfoTech (TAFE), CertIIIBusAdmin (TAFE)

Mrs Amber Weaver Smith

Mrs Gemma Westman

Canteen Staff – Junior School

Mrs Prue Cliff – St Anne's

Cleaning Staff

Mrs Sharon Bates

Mrs Maureen Burns

Mrs Vanessa Leatham

Mr John McParland

Mr Chris Redman

Mr Christopher Salisbury

Mrs Helen Salisbury

Mr Ben Vucic

Mrs Sheridan Watts

Maintenance Staff

Mr Lynton Fisher

Mr Robert Kerton

Mr Neville Mowat

Mr Andy Nance

Mr Craig Paterson

Mr Mark Robinson

Ms Piper Stares

Mr Laurie Wakeham

Claresco Editor

Ms Lisa Baker

Archivist

Mr Tim Gibson, BEd (Melb)

ANNUAL FIXED-TERM POSITIONS**2022 Gap Students**

Miss Mollie Barnes

Miss Stella Fitzsimon

Miss Amber Smith

Miss Ally Smith

2022 Assistant Rowing Coach

Mr Harry Roach – B.Psychological Science (UofC)

Ms Eleanor Bakewell – B. History (KCL)

Mr Danny Crofton

Ms Casey Jobling – BSc Forensic Science (UNN), PGradCert Edu Secondary Chemistry (UDUR), MSc Med Anthropology (UDUR)

Casual Instrumental Music Tutors

Mrs Lynette Biggs - DipTeaching (Primary), BEd (Primary) (Monash)

Mrs Lauren Bryant – Dip Music, B.A Applied Music (BHIT), M.Teaching (Deakin)

Mr Kieran Casey – Dip Vis Arts (Melbourne), GradDipEd (Melbourne)

Mr Daniel Clarke – BAudio

Mrs Rosemary Iversen - BA (Rhodes), HDipEd (Post Grad) (Rhodes), ABRSM Adv Cert (Cello)

Mr Ryan LeStrange – CertIII Automotive, (Federation TAFE), CertIII Sign Manufacture (VIC UNI)

Mrs Julie Lockhart - BMus (Hons) (Melb)

Miss Ally Orr – BMus (Melbourne), MACM (Melbourne)

Mrs Karen Phelps – AMusAPianoforte (AMEB) (Victorian College of the Arts)

Miss Tanika Richards – M. Education (UNE), B.Mus, GradDipEd (UA), GradDip Management (TFUOSA)

Ms Victoria Shaw – AMusABA Music Performance, BAPsych (Hons), DipPsychotherapy, CertIVTAA

Mr Danny Stain – CertIV Training&Assess. (Monash), CertIV Bus (SRusso), CertIII Aged Care (VU)

Mrs Tamara Warden BMusic (Melb)

Casual Outdoor Education Staff

Miss Laura Collins – CertIII Sport&Rec (IVET), CertIV Outdoor Rec (Wodonga)

Ms Jane Forke – CertIV Outdoor Rec (Wodonga), Dip Equine Breeding Mngmt (TAFE), Dip Equine Performance Mngmt (TAFE), CertIV Outdoor Leadership (Group 314)

Mr Mark Francis – CertIV Training&Ed (EGT), A.Dip Eng (TAFE), Dip Outdoor Rec (Chisolm), BA.AppSc (CSU)

Ms Freya Goddard

Miss Hannah Gray - BA Outdoor Education (Latrobe Bendigo)

Mr Tom Johnstone – CertIV Outdoor Rec (Wodonga)

Mrs Cynthia Marriner – Hdip Marketing&Bus Mngmnt (Harper), Cert Fitness (AIOF), CertIII Childrens Services (AUSYMCA)

Mr Luke Merton

Mr Mick Rippon - BAppSciFisheries (Aust Maritime College, Tas), GradDipEd (Charles Darwin, NT)

Ms Daniela Sabolo – CertIV Outdoor Rec (Chisolm)

Mr Sam Tregenza

Ms Brooke Varacalli – B.OutdoorEd (Latrobe), M.AL&T (Deakin)

Ms Tayla Watson – CertIV Outdoor Rec (Wodonga), BA (CSU)

Mr Jayd Wieland – BA (LUB), GradDipEd (LUB), CertIV Outdoor Rec (Wodonga), CertIV Training&Assessment (Wodonga)

Mr Tom Woolven – B. Outdoor Ed (Latrobe), GradCert Outdoor Ed (Latrobe), DipEd (Latrobe)

Mr Ryan Zygarlicki





Gippsland
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