

# St Catherine's School PERFORMANCE REPORT 2010





# Performance Information Report 2010

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# St Catherine's School Performance Information Report 2010

## 1. Professional Engagement

### 1.1 Staff Attendance

Teaching staff at St Catherine's School sustained an absenteeism rate in 2010 of 2.67%, a decrease of 15% from the previous year.

This figure indicates that only 2.67% of the total teaching days in 2010 were missed by staff due to absence from work. This figure does not include days when staff were absent as a result of attending professional learning activities. Non-Teaching staff at St Catherine's School sustained an absenteeism rate in 2010 of 2.29%, a decrease of 52% from the previous year.

The data demonstrates a significant improvement from 2009 to 2010 in the number of days lost due to absence, potentially representing an increase in workplace satisfaction, health and wellbeing.

### 1.2 Staff Retention\*

As reported in the last School Performance Annual Report, staff turnover for 2009 into 2010 was 13.8%. For 2010 into 2011 the total staff turnover rate was 14%, an increase of 1% from the previous year. This was broken down according to the following areas: 9% turnover Teaching staff and 17% turnover for Non-Teaching staff.

The data demonstrates that there has been a 6% decline in turnover of Teaching staff and a 250% increase in turnover of Non-Teaching staff. The sharp increase in turnover of Non-Teaching staff can be explained by the impact of the decision to outsource the School's catering operations.



*Figure 1: Total staff turnover 2005 to 2011*

\* Staff turnover figures are calculated on the basis of the number of staff members and are not linked to the nature of whether staff are part time or full time. It includes permanent staff only and does not include casuals. Staff turnover calculations include all new positions that have occurred during the course of each year.

## 1.3 Expenditure & Teacher Participation: Professional Learning

In 2010, Professional Development expenditure at St Catherine's School totalled \$74,970.23. This corresponds to an average of \$315 spent on each staff member, and represents a 42% increase in spending per staff member from 2009.

Staff at St Catherine's regularly attend staff meetings within their Faculties and as a whole staff conduct a range of informal and formal Professional Development activities. In 2010, the School paid a total of \$114,980.69 in emergency teaching cover for staff absent from work, as well as staff requiring cover while attending external Professional Development activities.

## 1.4 Staff Qualifications

Staff qualifications are recorded on the Human Resources database when a new staff member commences employment at St Catherine's School. These are updated on a regular basis to account for staff completing qualifications during the course of their employment.

Staff qualifications are made available in the annual School Magazine. At the beginning of each year a list of all new staff and their qualifications is included in the School newsletter.

A full list of staff qualifications can be found in **Appendix A**, page 22.

## 2. Key Student Outcomes

### 2.1 Student Attendance

In 2010, St Catherine's students in the Junior and Senior Schools were absent from School for a total of 5,895 days of the 96,559 total student school days for 2010. This is an average of approximately 16 students absent on any one day which comprises 2.9% of our students and an average of 10.6 days per student in 2010. Reasons for absence are collected and stored in the School's Database and followed up. Liaison between School and home takes place in the event that an unexplained absence occurs.

### 2.2 Value Added

#### 2.2.1 Facilities

2010 has been a very active and productive year for buildings, gardens and grounds. The construction of the School's new Sports and Aquatic Centre (S & AC) began in earnest and has continued throughout the year with completion in early 2011. The precursor to the building of the Sports and Aquatic Centre was the stripping and establishment of a professional sports field able to cater for a number of sports such as tennis, hockey, netball and basketball. As part of these works a 500,000 litre water tank was constructed under the sports field and an extension of the underground car park housing an additional 20 parking spaces to cater for patrons of the S & AC.

**Other facility upgrades include:**

- Finalisation of the Senior School Atrium, furnishing and refurbishment of the toilet facilities
- Upgrade of the Principal's Secretary's office
- Development of the garden beds around the Senior School piazza and establishment of gardens beds and planters for Science projects
- Carpeting, painting, air conditioning and general maintenance across the School
- Drainage and roofing upgrades to Illawarra and other School buildings

- Remodelling the men's toilets in the Frank Osborn building
- Bathroom and tessellated tile repairs and upgrade in Illawarra
- Refurbishment of Educational Support classrooms
- New power circuits for the Senior School block and air conditioning to the Year 12 Common Room
- New lighting in the Junior School Hall
- Remodelling the Tuck Shop to become St Catherine's Café following the engagement of LAPG as the School's caterers
- Network review of all ICT infrastructures resulting in the consolidation of the physical resources using virtualisation technologies
- Establishment of a server room in the Frank Osborn building and upgrade of Drama storage. Painting and carpeting of upstairs Music tutorial rooms. Repairs and sealing of parquetry
- Commencement of a replacement plan to upgrade switching to manage the data, wireless and voice networks more effectively
- Establishment of a capital plan for eLearning to build on the new network infrastructure
- Removal of large and dangerous trees from the Library and Mary Davis Centre areas. New electronic door and ramp entrance
- Refurbishment of the Mary Davis Centre incorporating the IT offices and network storage, new kitchenette, new furniture and set up for the Humanities Faculty staff. The building is to become the Centre for Ethics and Enterprise in 2011
- Remodel the Theatrette for Media classes
- Vinyl flooring replaced in kitchen and student services areas in Sherren House
- Science classrooms S4 and S2 refurbished including new furniture
- Replacement of parquetry in the Senior School Hall
- Establishment of music rooms in St Catherine's House and relocation of Outdoor Education Office to Sherren House
- Asphaltting of St Catherine's Lane and the surrounds of the Nicholas Library
- Establishment of a ramp to the entrance of the Student Services area of Sherren House
- Installation of a new playground in the Junior School
- Extensive painting throughout the Junior School
- Refurbishment of classroom and tutorial rooms for Educational Support
- Remodelling prep bathrooms
- New furniture for Years 2 and 3 classrooms
- New carpet in the upstairs of St Catherine's House.

2010 saw a number of initiatives and changes that have added value to the School's curricular, co-curricular and pastoral programs.

## 2.2.2 Junior School and ELC

### Curriculum

The teaching in the subject areas of Literacy and Mathematics is based on sequential skill delivery and the teaching style is both direct and explicit. Pre-testing and post-testing are conducted for both subject areas and the tests are subject specific. All test results are electronically recorded and can be readily accessed by all teaching staff. The emphasis in this area continues to focus upon having staff use the test results to inform their teaching. Professional Development continues to be invested in the critical area of differentiation and the construction of Individual Learning Plans.

Further work in the areas of SRA, Phonemic Awareness, Spelling, Writing and Mathematics has been implemented. Considerable expenditure continues to be directed towards the purchase of books and materials to support these areas. Software also continues to be an area of expenditure.

Staff at the Years 3 and 4 levels pursued further study in the Spalding approach to Spelling, Reading and Writing. Years 5 and 6 continued Spelling Mastery with their students. In Mathematics, increased emphasis has pursued activities which involve more Problem Solving tasks and increased use of equipment and 'hands on' experiences. Spatial Relations is an area of featured emphasis. Years 5 and 6 continued the work with the EMM program (Elementary Maths Mastery). This program was trialed and will be ongoing.

New 'Units of Investigation' were put into place in 2010, after significant changes were made as a result of a review of this area in 2009. The number of 'Units of Investigation' was reduced from six per year to four. This serves to improve the capacity for deeper study of areas and provide more time for a sound research skills base. The VELS documentation has been used in the construction of the 'Units of Investigation'.

## **ELC**

The Early Learning Staff began using the now implemented written curriculum, 'Victorian Early Years Learning and Development Framework'. ELC Staff wrote the required new 'Transition Statements' from Kindergarten to Prep Work was completed by Staff in order to improve the 'Transition Statements' as written the previous year. These were given to parents and, with permission, the Prep teachers.

## **Student Welfare**

Student Welfare continues to be managed initially by classroom teachers and Specialist Staff in the first instance. Regular communication is made with the Head of Junior School and Early Learning Centre and often, the Head of Extension and Learning Support. Communication is made with parents on a regular and a 'needs' basis. The Director of Student Wellbeing is often involved in student welfare matters when required. Case management meetings were initiated in order for Staff to discuss any student academic or behavioural concerns. Specialist Staff meet once a fortnight to discuss programs and students.

ELC Staff communicate student welfare matters to the ELC Coordinators, who in turn, communicate with the Head of Junior School and Early Learning Centre. Parents are always contacted if deemed necessary.

## **2.2.3 Senior School**

### **Curriculum**

While the Senior School curriculum in 2010 continued to offer a diverse range of subjects there were a number of additions, including Philosophy and Business Management at VCE level, and a number of revised elective choices at the Years 9 and 10 levels. The curriculum focus of the School was primarily on tracking the evolving Australian Curriculum landscape, and the implications this has for us as a School in terms of curriculum development to ensure our goals and curriculum are aligned with the national agenda. No large scale shift occurred in terms of what was offered for study in the Senior School at St Catherine's, rather, individual Faculties conducted curriculum audits to ascertain the impact of the proposed revised curriculum on what is currently taught at St Catherine's in anticipation of the significant changes to come. Following extended periods of consultation across Australia and various draft curricula disseminated for discussion and revision, ACARA released the finalised content, elaborations, filtered general capabilities and achievement standards for the four Phase 1 subjects (English, History, Mathematics, Science) for Foundation (Prep) – Year 10 in December 2010, with Phase 2 and Phase 3 subjects to follow. This will become the basis for what is taught at St Catherine's from 2011 onwards and is expected to be fully implemented by 2013. The senior years curriculum (VCE) is still under construction and will largely remain as is in the foreseeable future. St Catherine's is well placed to deal with these changes. Pleasingly, VET subjects selected by students at the School continued to be a valued and diverse option.

The online reporting program instituted in 2009 continued to be well received, with new features added and further refinements made. Senior School parents receive subject reports via the Parent Portal progressively through the semester, and these can be most effectively used in a complementary way at Parent Teacher interviews. These essentially customised St Catherine's reports provide parents and girls with valuable and more comprehensive feedback to enhance student learning during the semester. The Parent Portal introduced in 2009 has proved to be an asset in supporting the provision of academic reports, but it also enables parents to access a range of School resources and general curriculum information, including

policies and co-curriculum documentation. The Portal has enabled the School's *Weekly E-News* to be distributed electronically, increasing accessibility and supporting the School's policy to reduce paper wastage.

The Independent Learning Class (ILC) has proved to be a distinctive and successful aspect of schooling at St Catherine's and was expanded to Year 9 in 2010. Students join mainstream classes in Year 10, largely because the range of VCE and Mathematics options enables natural extension opportunities to take place.

The relationship with Deakin University, established in 2009, continues to provide St Catherine's with the opportunity to interview student teachers and select the most promising of the cohort into the School for all their final year teaching rounds. This has not only enhanced the School's involvement and contribution to teacher training, more closely mimicking a genuine teaching experience, but also has enabled greater involvement of student teachers in the School and seen their commitment displayed in their ongoing support of academic programs, as well as the co-curriculum.

Productive curriculum conversations conducted in 2010 have forged the way for the following innovative programs to be implemented in 2011, most notably: the St Catherine's Centre for Ethics and Enterprise to be established, and, with respect to technology, the use of laptop Tablets, trialed in 2010 by the Mathematics Faculty, extended to all Senior School staff to enrich the delivery of programs in the classroom in 2011.

### **Student Welfare**

Student Welfare has continued to be managed by the Student Services Committee, comprising Year Level Deans, and other key staff. Each Dean takes responsibility for a year level and their pastoral care. Cyber Safety forums were held for both student groups in year levels and for parents and Mr Paul Dillon presented to students, staff and parents on the topic of *Adolescence, Drugs and Alcohol*.

The Senior School continues to balance clear expectations on behaviour with the provision of support for students.

## 2.3 Curriculum

### 2.3.1 Junior School Subjects Offered 2010

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	English	English	English	English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
History	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities	Units of Investigation Humanities
Geography							
Science	Units of Investigation Science	Units of Investigation Science	Units of Investigation Science	Units of Investigation Science	Units of Investigation Science/ CREST	Units of Investigation Science/ CREST	Units of Investigation Science/ CREST
Health	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed	Health / Physical Ed
Physical Education	Physical Ed	Physical Ed	Physical Ed	Physical Ed and Sport	Physical Ed and Sport	Physical Ed and Sport	Physical Ed and Sport
Music	Music	Music	Music	Music	Music	Music	Music
Art	Art	Art	Art	Art	Art	Art	Art
Information Communication Technology						Technology/ Notebook Program	Technology/ Notebook Program
Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education	Religious Education
Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama	Literature Based Drama
LOTE	French	French	French	French	French	French	French
Outdoor Education	NA	Introduction to Beyond Boundaries	Introduction to Beyond Boundaries	Sunnystones (Bacchus Marsh)	Angahook (Aireys Inlet)	Gundiwindi (Wandin)	Valley Homestead (Myrtleford)
Educational Support	Early Identification	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support	Intervention/ Educational Support
Thinking Skills	Research & Thinking Skills	Research & Thinking Skills	Research & Thinking Skills	Research & Thinking Skills	Thinking Skills Philosophy Crest Science	Thinking Skills Philosophy Crest Science	Thinking Skills Philosophy Crest Science
Current Events	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching	Current Events/ Incidental Teaching
Library	Library	Library	Library	Library	Library	Library	Library
Welfare / Safety	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support	Pastoral Care / Counselling/ Support
Routines	Routines	Routines	Routines	Routines	Routines	Routines	Routines
Practices (Communication skills)	Practices / Assembly Program	Practices / Assembly Program	Practices / Assembly Program	Practices / Assembly Program	Practices / Assembly Program	Practices / Assembly Program	Practices / Assembly Program

Figure 2: Junior School Subjects Offered 2010

### 3.2 Senior School Subjects Offered 2010

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>English</b>	English	English	English ESL Literature*	English ESL Literature*	English Literature* ESL	English Literature* ESL
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics General Maths Further* Foundation Maths*	General Maths Further* Maths Methods* General Maths Specialist* Foundation Maths*	Further Maths* Maths Methods* Specialist Maths*
<b>History (Humanities)</b>	History	History	American History* History of Terror* Politics* <b>Civics / Aust History</b>	American History* History of Terror* Politics*	Twentieth Century History*	Revolutions* International Studies* Philosophy*
<b>Geography (Humanities)</b>	Geography	Geography	<b>Geography</b> Sustainable Environments*	Sustainable Environments*		Geography*
<b>Commerce (Humanities)</b>	Financial Literacy Unit	Financial Literacy Unit	Dollars & Sense* Politics* Philosophy* Making Choices*	Dollars & Sense* Politics* Philosophy* Making Choices*	Accounting* Economics*	Accounting* Economics* Business Management* Legal Studies*
<b>Science</b>	Science	Science	<b>Science</b> Clinical & Forensic Psychology*	<b>Science</b> Clinical & Forensic Psychology*	Biology* Chemistry* Physics* Psychology*	Biology* Chemistry* Physics* Psychology*
<b>Health</b>	Health & PD	Health & PD	Health & PD	Health & PD	<b>Pastoral / Level Program</b> Health & HD*	<b>Pastoral / Level Program</b> Health & HD*
<b>Physical Education</b>	Physical Education	Physical Education	<b>Physical Education</b> Sports Recreation & Leadership* Psychology & Science of Sport*	<b>Physical Education</b> Sports Recreation & Leadership* Psychology & Science of Sport*	Physical Education*	Physical Education*
<b>Music</b>	Music	Music	Music Performance*	Music Performance*	Music Performance*	Solo Performance*
<b>Art</b>	Art	Art	Art & Design*	Art* Visual Communication*	Art* Studio Arts* Vis Comm*	Art* Vis Comm* Studio Arts*
<b>Technology</b>	Notebook Program	Notebook Program	(Notebook Program) Media A* Media B*	(Notebook Program) Media A* Media B*	(Notebook Program) Media Studies*	(Notebook Program) Media Studies*
<b>Drama</b>	Drama/ Media	Drama/ Media	Performance Drama* The Art of Comedy*	Performance Drama* The Art of Comedy*		Theatre Studies*
<b>LOTE</b>	French Japanese Mandarin	French* Japanese* Mandarin*	French* Japanese*	French* Japanese*	French* Japanese*	French* Japanese*
<b>Outdoor Education</b>	Camping	Rafting	<b>Water Based (Rafting and Sea Kayaking)</b>	<b>Choice (Rafting, Climbing, Walking, Surfing)</b>	Duke of Ed*	Duke of Ed*
<b>Educational Support</b>	Educational Support*	Educational Support*	Educational Support*	Educational Support*	Educational Support*	Educational Support*
<b>Assemblies</b>	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues	Level and School Assemblies – Pastoral and Social Issues

\* = Elective

Bold = Compulsory

Figure 3: Senior School Subjects Offered 2010

## 2.4 Student Academic Performance

### 2.4.1 VCE

Our 2010 Year 12 girls once again distinguished themselves as a year level. A remarkable year of wide ranging achievements culminated in some truly exceptional VCE results:

**8% of students** recorded Australian Tertiary Admission Rank (ATAR) scores of 99 or higher (placing them in the **top 1%** of all Victorian students);

**38% achieved scores of 95** and above which places them in the **top 5%** of the State;

**56% achieved scores of 90** and above which places them in the **top 10%** of the State;

**Perfect study scores were attained in:** English and Philosophy.

**Study scores of 45 or above (top 2% of the state) were attained in 13 subjects:** English, English ESL, Biology, Economics, History: Revolutions; Literature; LOTE: Japanese, Further Mathematics, Mathematical Methods (CAS), Media, Physical Education, Philosophy, and Studio Arts.

### 2.4.2 VCE Results 2010

St Catherine's School has an open entry policy and does not screen students prior to VCE examinations; all students sit VCE Examinations.

#### At a glance

ATAR/ ENTER	% of all Victorian Students exceeding this ENTER Score	Percentage of St Catherine's students exceeding this result				
		2010	2009	2008	2007	2006
99	1%	8%	5%	8%	13%	7%
95	5%	38%	27%	31%	35%	23%
90	10%	56%	51%	53%	56%	47%
85	15%	70%	70%	70%	69%	61%
80	20%	71%	85%	75%	76%	77%

*Figure 4: Comparison of St Catherine's student VCE performance from 2006 to 2010*

## A Proud Record of Excellence

The results of our 2010 School leavers continue a proud history of consistent high achievement at VCE level, and are a reflection of our students' abilities and dedication, as well as the high quality educational environment and teaching provided.

Over the past five years, over 8% of our Year 12 students have achieved an ENTER of 99 and above and nearly 53% have achieved an ENTER of 90 and above. Compared with a State average of 20%, approximately 77% of our students achieve an ENTER of 80 or higher (average St Catherine's VCE results, 2006-2010).

	90th Percentile (Top 10%)	75th Percentile (Top 25%)	50th Percentile (Top 50%)	25th Percentile (Top 75%)	10th Percentile (Top 90%)
Difference between achieved and predicted study score	3.5	2.8	1.3	0.0	-0.7

*Figure 5: Average differences between achieved and predicted Study Scores for 2010 including all Units 3 & 4 subjects (except for classes with fewer than five students)*

### 2.4.3 National Assessment (NAPLAN) Testing Data

The National Assessment Program Literacy and Numeracy (NAPLAN) assessment, introduced in 2008, is administered in Victoria by the Victorian Curriculum Assessment Authority (VCAA) for students in Years 3, 5, 7 and 9 with its stated aim being to provide a comparative measure of student Numeracy and Literacy skills at school, state and national level.

NAPLAN essentially performs the function previously fulfilled by the state-wide Achievement Improvement Monitor (AIM), that is, the results obtained from the tests ostensibly provide diagnostic information for parents and teachers about a child's performance in Literacy and Numeracy. The NAPLAN test results are also used as the basis for the achievement levels displayed on the My School Website, where St Catherine's School results appear relative to, firstly, statistically similar schools (SIM) and, then in addition, all Australian schools (ALL). This information can be used to support teaching and learning programs and improve student achievement.

NAPLAN tests are conducted over three mornings and incorporate the following range of tests as part of the program: Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy. In reporting the students' results on these tests, the concept of a national benchmark previously associated with the AIMs test, was replaced with that of a minimum standard as defined by bands that operate on a continuum basis.

Given one of the distinctive features about NAPLAN reporting is its incompatibility with AIM data previously issued, as the nature of the tests differs significantly in terms of content and construct, trend data reports, however, now enable the School to track the progress of our students in the areas of Literacy and Numeracy, and, consequently, the efficacy of our programs. While it is envisaged the NAPLAN tests are likely to have an increasingly important role to play as part of the Australian Curriculum, at St Catherine's School they are currently, and will continue to be, complemented by other more regular and substantial testing opportunities in place.

Student results were mapped on a ten band continuum. In 2010 St Catherine's students in Years 3, 5, 7 and 9 well exceeded the state means across all five areas reported: Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, as evidenced by the box and whisker graphs provided.

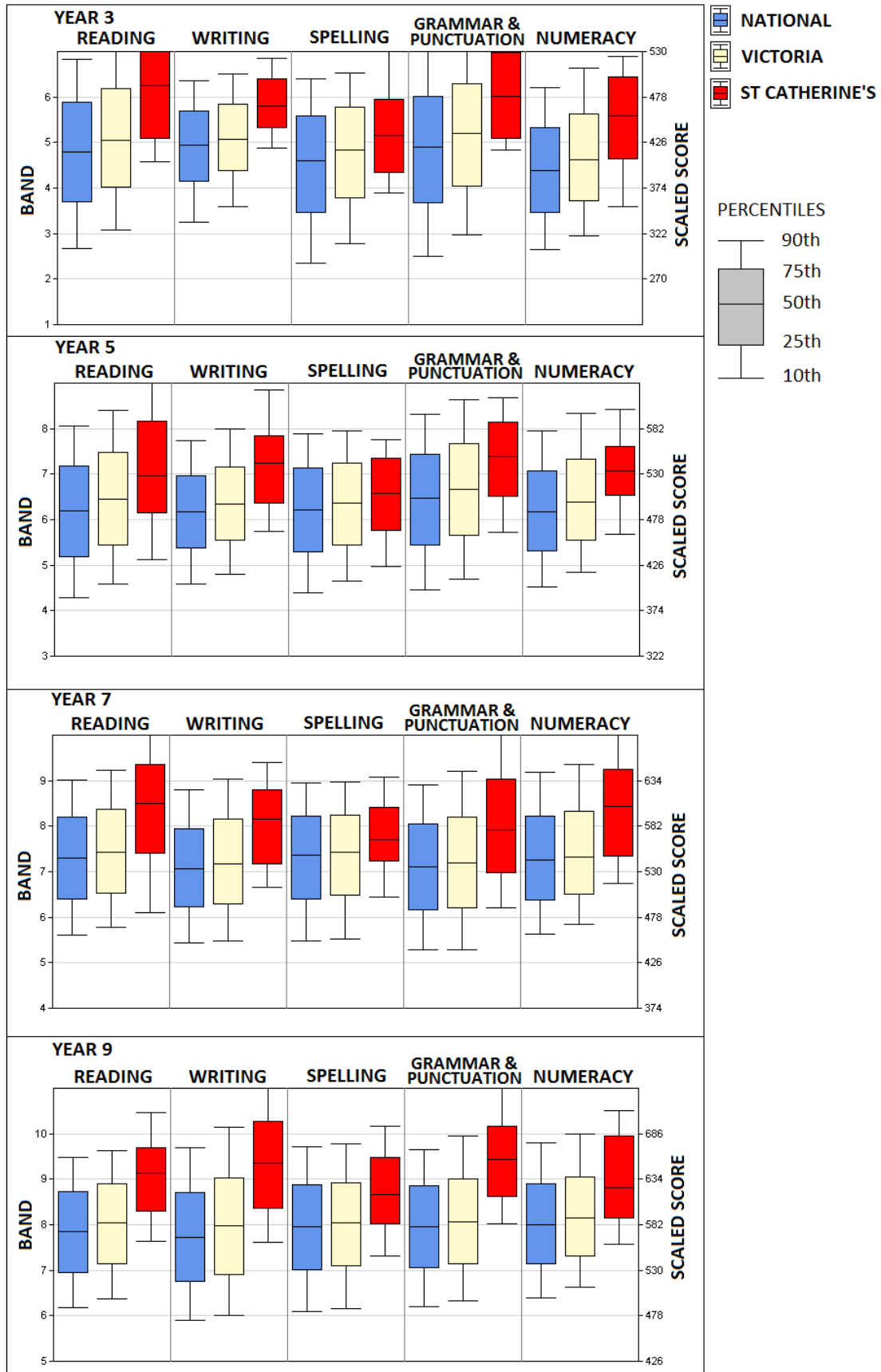


Figure 6: NAPLAN results for Years 3, 5, 7 and 9, 2010

## 2.4.5 Average Standardised Testing: Years 9 and 10 Core Subjects

Average standardised testing has been prepared in the areas of English, Mathematics and Science. Student assessment performance is accumulated to a single raw score which includes the weighting of different assessments tasks. The results below indicate the average score in these subjects. Differences between Years 9 and 10 are the result of a number of factors but show an overall consistency in the standard of assessment.

	English	Mathematics	Science
Year 9	76.9%	74.3%	77.5%
Year 10	79.8%	74.8%	72.0%

*Figure 7: Average raw scores as a percentage for English, Mathematics and Science for 2010*

## 2.5 Student Participation

In both the Junior and Senior School in 2010, students participated in one or more of the School's House activities and many represented the School in interschool sport. Although participation is not compulsory, nearly all students take part in a range of co-curricular activities.

### 2.5.1 Co-curricular Activities Offered in 2010

#### Music

Barbreck Choir (Years 5 & 6)  
 Barbreck Flute Ensemble (JS)  
 Brass Ensemble (SS)  
 Chamber Flutes (SS)  
 Concert Band (JS)  
 Concert Band (SS)  
 Epstein Singers (JS)  
 Flute Ensemble (SS)  
 Heyington Choir (Years 3 & 4)  
 Instrumental Lessons  
 Jazz Vocal Ensemble (SS)  
 Jorgensen Orchestra (SS)  
 Junior String Orchestra (JS)  
 Langley Choir (Prep to Year 2)  
 Percussion Ensemble (JS)  
 Percussion Ensemble (SS)  
 Senior Choir (SS)  
 Senior Strings (SS)  
 Sherren Singers (SS)  
 Soul Power (SS)  
 Suzuki 'cello Group (JS)  
 Suzuki Violin Group (JS)  
 Viva Voci (SS)  
 Year 12 Choir (SS)  
 Year 2 String Music Program (Classroom)  
 Year 5 Wind Music Program (Classroom)  
 Years 7 & 8 Band (Classroom)  
 Years 7 & 8 Concert Choir (Classroom)  
 Years 7 & 8 String Program (Classroom)

#### Outdoor Education (Beyond Boundaries)

Year 1 (School)  
 Year 2 (School)  
 Year 3 *Sunnystones Country Retreat* (Bacchus Marsh)  
 Year 4 *Angahook Holiday Camp* (Aireys Inlet)  
 Year 5 *Gundiwindi Lodge* (Wandin)  
 Year 6 *Bogong Outdoor Education Centre*, 15 Mile Creek Campus, Greta South  
 Year 7 *Jungai Centre*, multi activity  
 Year 8 *Goulburn River / Eildon Centre & Mitchell River* (rafting)  
 Year 9 *Cathedral Range State Park* (bushwalking & rock journey) & *Gippsland Lakes* (bushwalking & sea kayaking)  
 Year 10 *Wilsons Promontory* (bushwalking & Surfing), *Mt Arapiles* (rock climbing), *Lower Glenelg National Park* (bushwalking & canoeing), *Lower Franklin* (rafting) & *the Australian Alpine Walking Trail 'Odyssey'* (bushwalking) Students selected one program.  
*Duke of Edinburgh's Award* (Bronze, Silver and Gold) (SS) Optional

## **Drama and Dance**

Years 7 & 8 *The Witches*

Year 10–12 (with St Kevin's College) *Six Characters in Search of an Author*

Senior Play *The Boy Friend*

Drama Master Class (SS)

Hip Hop Dance (Years 4 & 5)

House Arts (SS)

Private Lessons: Jazz & Ballet (JS)

Private Lessons: Speech and Drama

## **Community Service**

Student Foundation (SS)

International Club (SS)

Student Environment Club (SS)

Fundraising for various charities including:

*Caritas Australia*

*Red Cross*

*Anglicare*

*Food for Friends*

*Legacy*

*World Vision 40 Hour Famine*

*Ardoch Youth Foundation*

*Pink Ribbon Day*

*Nungalinja*

*Pakistan Flood Relief*

*Red Shield Appeal*

*Salvation Army Food Hampers*

*Lort Smith Animal Hospital*

*Guide Dogs*

Prahran Mission Breakfast Program (SS)

Leadership Diploma Service (Years 9 and 10)

## **Oratory**

DAV Debating (SS)

*Legacy Public Speaking* (SS)

*Legacy Jr Public Speaking Competition* (SS)

DAV Junior Public Speaking (SS)

*Plain English Speaking Competition* (SS)

*Ainger Public Speaking Award* (SS)

*British Parliamentary Debating* (SS)

## **Exchanges**

United Kingdom Exchange (SS)

United States of America (SS)

Year 8 Hobart Exchange (SS)

## **Extended Trips**

Sovereign Hill Study Tour (Year 5)

French Study Tour (SS)

Canberra Study Tour (Year 6)

*Global Young Leaders Conference USA* (SS)

## **Academic Extension**

*Penguin Young Adult Focus Group* (SS)

*Monash University – Human Rights Essay Competition* (SS)

YAA – *Young Achievers Australia* (SS)

CSIRO Crest Science (Years 4 – 6)

*Talented Writers' Workshop* (SS)

*Write For Fun* (SS)

*State Constitutional Conventions* (SS)

*Rostrum Voice of Youth* (SS)

*Rio Tinto Science Competition* (SS)

Boroondara Cluster Activities including:

*VSSEC Space Science Visit* (SS)

*French Tour of Melbourne* (SS)

*Maths Coding Workshop* (SS)

*TV Production Workshop* (SS)

*Reading Matters Youth Literacy Forum* (SS)

*Reading Matters State Conference* (SS)

*Year 8 City Experience* (SS)

*Da Vinci Decathlon* (SS)

*Melbourne Writers' Festival* and essay competition (SS)

*Great Transport Race* (SS)

*Australian National Chemistry Quiz* (SS)

*Tournament of Minds* (SS)

*Science @ Work Program* (SS)

*Australian Mathematics Competition* (SS)

*Morning Maths Group* (JS)

*Write on Wednesday Workshop* (JS)

*Maths Olympiad* (JS)

*Maths Challenge* (JS)

*Science Talent Search* (JS)

*Writing Competitions* (JS)

## **House Events**

Athletics

Cross Country

Debating (SS)

Fundraising

Gymnastics

House Arts (SS)

Music (JS)

Public Speaking

Rowing (Years 9 to 12)

Snowsports

Sport (JS)

Swimming

Years 7 & 8 Aerobics

Years 7 & 8 Badminton

Years 7 & 8 Dodge Ball

## **Sport (JS)**

Afterschool Sport Years 3 – 4 (optional)

Afterschool Sport, Years 5 – 6 (compulsory)

District Netball

District Soccer

District T-Ball  
 District Volleystars  
 District Swimming  
 District Athletics  
 District Tennis  
 District Hockey  
 District Cross Country  
 Private Lessons: Tennis  
 Private Lessons: Gymnastics  
 Private Lessons: Jazz  
 Junior Joggers

GSV Basketball  
 GSV Cricket  
 GSV Cross Country  
 GSV Diving  
 GSV Hockey  
 GSV Netball  
 GSV Soccer  
 GSV Softball  
 GSV Swimming  
 GSV Tennis  
 GSV Volleyball

### **GSV Sport (SS)**

GSV AFL (Years 9 – 12)  
 GSV Athletics  
 GSV Badminton

Other Sport:  
 Surf League  
 Interschool Gymnastics

## **2.6 Pastoral Care**

St Catherine's School has an extensive Pastoral Care program overseen in the Senior School by the Year Level Deans, and in the Junior School by the Head of Junior School. The programs developed include a range of current issues and skill development activities relevant to each year level. Each activity is designed to address the age-relevant issues and to provide opportunities for discussion. Students are exposed to a range of current issues and are provided with skills to enhance social interactions, contribute to community service and increase self esteem and resilience.

### **2.6.1 Student Pastoral Care Activities 2010**

In 2010 the following activities were included within the School Pastoral Care program:

#### **Prep**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- Transition activities for step from ELC
- RE Godly Play Program
- Prep - Year 6 Buddy Support Program

#### **Year 1**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program

#### **Year 2**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program

#### **Year 3**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program

#### **Year 4**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program
- Philosophy

#### **Year 5**

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program
- Year 5 Leadership Day
- Philosophy

## Year 6

- Program Achieve
- Bodyworks
- St Catherine's School Values
- RE Godly Play Program
- MPower Girls Program
- Healthy Choice - Unit of Study
- Prep - Year 6 Buddy Support Program
- Year 6 Leadership Program and Young Leaders
- Philosophy

## Year 7

- Year 7 Circus
- Extension Activities
- Year 7 Assemblies
- *Being Me* - Manners and Respect Program
- Personal Development Activities
- Homework Strategies, Study Skills and Goal Setting
- Study Skills and Homework Activities
- Assistance with Personal Organisation
- Orientation Camp including preparation and debrief
- Friendship Activities and Anti-Bullying role-plays
- Year 7 Induction Service
- Beyond Boundaries (outdoor education) preparation and debrief
- Community Service – Salvation Army Christmas Hampers
- House Activities
- Activities emphasising values of empathy, kindness and respect

## Year 8

- Beyond Boundaries (outdoor education) including preparation and debrief
- Assistance with Personal Organisation
- Goal Setting
- Time management and organisation program
- Presentation on Exchange opportunities
- Presentation on Hobart Exchange
- Participation in Melbourne City Experience
- Meditation
- Safe Partying Seminar

- Community Service – Christmas Hampers
- Introduction to St Catherine's Rowing Program
- House Activities
- Cyber Safety Presentation
- House Arts Preparation
- Personal Development Activities

## Year 9

- Leadership Diploma Introduction
- Community Service participation
- Study Techniques and Time Management workshops
- World Expedition presentation
- Sea Kayaking presentation
- United Nations Forum
- Safe Partying Seminar
- Careers introduction including Subject Selection
- Careers Day
- Duke of Edinburgh Presentation
- Cyber Safety Seminar and discussion
- Beyond Boundaries (outdoor education) preparation, including self-catering and environmental issues briefings

## Year 10

- Leadership Diploma planning sessions
- Time Management and Prioritising Tasks
- Careers Day
- DAT Testing
- 'Keys Please' Driver Education Workshop
- Art Activities
- Theatre Sports
- Yoga
- Community Service Participation
- Beyond Boundaries (outdoor education) preparation
- Completion of the Leadership Diploma
- Drugs and Alcohol Presentation (Paul Dillon)
- Prahran Mission Winter Breakfast Program
- Study Skills Session
- Examination Preparation Session

## Year 11

- Mentor Program (visiting professionals in the workplace)
- VCE Panel Interviews
- Introductory Year 12 Classes
- Career Planning and Advice
- Form and House Activities
- Careers advice sessions
- University Information Forums
- Peer Support activities
- Fit To Drive Workshop
- Speaker Food for Thought
- Prahran Mission Winter Breakfast Program
- Drugs and Alcohol Presentation (Paul Dillon)
- Tertiary Preparation Speakers
- GAT Preparation Session

- Motivational Careers Presentation
- Careers Advice sessions including individual counselling as required
- University Information Forums
- Tertiary preparation speakers
- RACVfree2go Program
- Looking After Your Mates program with Stonnington Council
- Binge Drinking and Driving with Vanessa Bate, Stonnington Youth Officer/Policewoman
- Interview Skills Program with James Lynch
- House Activities
- Year 12 Lunches
- Drugs and Alcohol Presentation (Paul Dillon)
- Session with the Taxation Department and the Electoral Commission
- Examination techniques
- Session on Cadetships
- CV Writing Session
- GAT Preparation Sessions

## Year 12

- Orientation Camp (including a range of sessions on Careers, Public Speaking, Health and Wellbeing and preparation for VCE)
- Safe Partying Seminar

## 2.7 Post School Pathways

### Destination by course (2010/11)

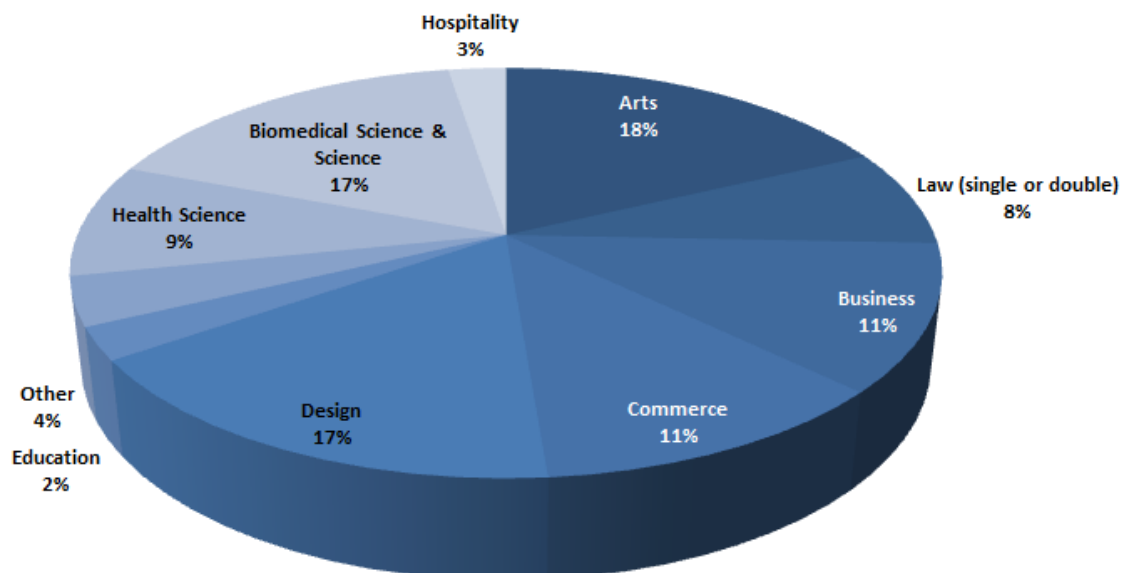
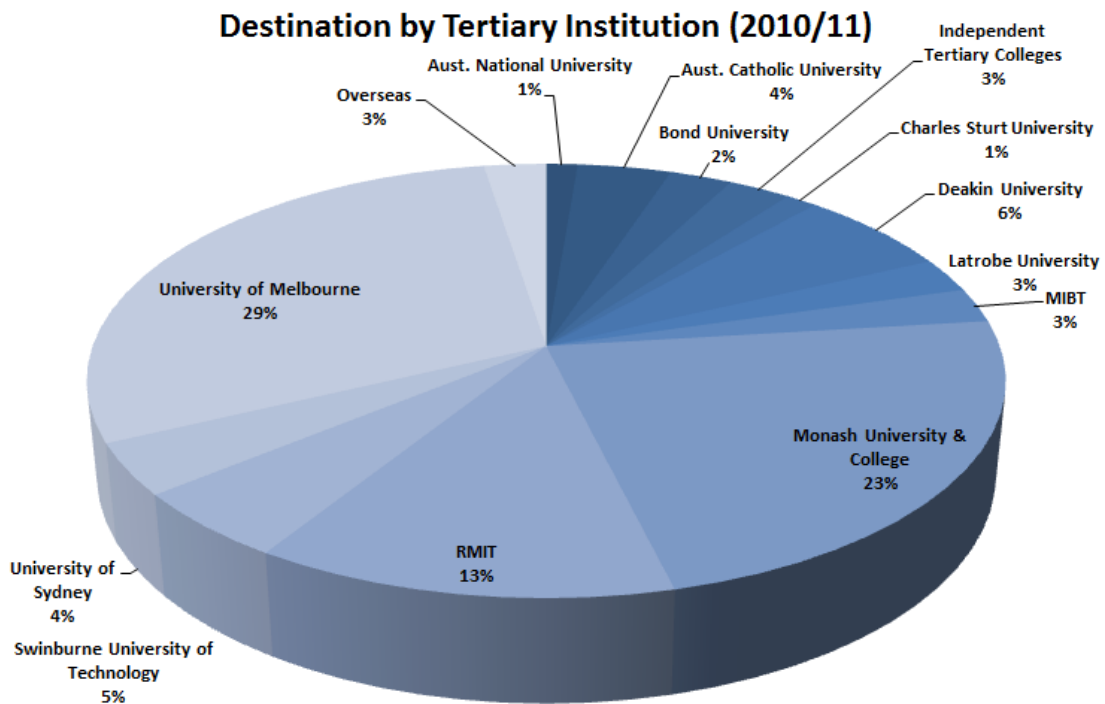


Figure 8: Student destination for Year 12 Class of 2010 –Tertiary Courses



*Figure 9: Student destination for Year 12 Class of 2010 –Tertiary Institutions*

## 2.8 Proportion of students in Year 9 moving through to Year 12

Eighty students completed Year 12 in 2010. Of the 65 Year 9 students enrolled in 2007, 16 left during the three years before the commencement of Year 12 in 2010 and 31 new students arrived during this time, resulting in a net increase of 23% for that year group over the four years. Of the students commencing Year 9 in 2007, this represents a retention rate of 75% from Year 9 through to Year 12 in 2010.

## 3. Feedback from Key Stakeholders

In 2010, St Catherine's School engaged MYP Corporation to conduct surveys of students, staff and parents. This company was selected as they were able to compare the School's results with a large number of similar schools as well as schools across other educational sectors. This meant that results can be presented for St Catherine's School and also as a comparison with 'Like Schools' as well as 'All Schools' who participated in the survey in 2010.

St Catherine's School: Eligible Respondents: 954

Like Schools: Eligible Respondents: 4,621

All Schools: Eligible Respondents: 27,846

Respondents completed surveys anonymously online by ranking a range of statements using the following  
**Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1) NA (-)**

### 3.1.1. PARENT SURVEY RESULTS

#### Areas of feedback included:

Values and Culture  
 Leadership & Direction  
 Learning Environment  
 Student Engagement  
 Teaching Standards

Parent Engagement  
 School Communication  
 Co-curriculum  
 Reporting  
 Resources & Facilities

Curriculum  
 Homework  
 Student Transition  
 Learning & Extension  
 Pastoral Care/Wellbeing

St Catherine's School achieved an overall Parent Satisfaction score of 80% (4.02 out of 5)

Nine Categories were classified by MYP Corporation as 'Excellent' and six as 'Fair'

Key Area	Satisfaction	Variance	MYP Description
Values and Culture	4.25	6%	Excellent
Leadership & Direction	4.19	4%	Excellent
Learning Environment	4.17	4%	Excellent
Student Engagement	4.11	2%	Excellent
Teaching Standards	4.09	2%	Excellent
Parent Engagement	4.06	1%	Excellent
School Communication	4.05	1%	Excellent
Co-curriculum	4.03	0%	Excellent
Reporting	4.02	0%	Excellent
Resources & Facilities	3.93	-2%	Fair
Curriculum	3.91	-3%	Fair
Homework	3.91	-3%	Fair
Student Transition	3.91	-3%	Fair
Learning & Extension	3.88	-3%	Fair
Pastoral Care/Wellbeing	3.86	-4%	Fair

### 3.1.2. STAFF SURVEY RESULTS

The Survey Contained two components **School Strategies** and **Staff Engagement**

**Areas in which staff feedback included:**

Organisation	Work/Life Balance
Teamwork	Equality
Staff Engagement	Workplace Health & Safety
Procedures	General
School Leadership	Recognition
Team Leadership	Resources
Empowerment	Training/Professional Development
Communication	Career Advancement

St Catherine's School achieved an overall Staff Satisfaction score of 84% (4.19 out of 5)

Key Area	Satisfaction	Variance	MYP Description
Organisation	4.61	10%	Excellent
Teamwork	4.37	4%	Excellent
Staff Engagement	4.34	4%	Excellent
Procedures	4.33	3%	Excellent
School Leadership	4.33	3%	Excellent
Team Leadership	4.31	3%	Excellent
Empowerment	4.28	2%	Excellent
Work/Life Balance	4.24	1%	Excellent
Equality	4.19	0%	Excellent
Workplace Health & Safety	4.17	0%	Excellent
General	4.08	-3%	Excellent
Recognition	4.07	-3%	Excellent
Resources	4.05	-3%	Excellent
Training/Professional Deve't	4.05	-3%	Excellent
Communication	4.00	-5%	Excellent
Career Advancement	3.64	-13%	Fair

### 3.1.3 STUDENT SURVEY RESULTS

Student Surveys contained two components: **School Strategies** and **Student Engagement**  
**Areas in which student feedback was sought included:**

Values & Culture	Environment
Co-curriculum	Resources & Facilities
Student Engagement	Teaching
Reporting	Behaviour
Student Transition	Curriculum
Leadership & Direction	Parent Engagement
Learning	Homework
School Communication	

St Catherine's School achieved an overall Student Satisfaction score of 80% (3.98 out of 5)

Key Area	Satisfaction	Variance	MYP Description
Values & Culture	4.31	8%	Excellent
Co-curriculum	4.25	7%	Excellent
Student Engagement	4.21	6%	Excellent
Reporting	4.19	5%	Excellent
Student Transition	4.14	4%	Excellent
Leadership & Direction	4.10	3%	Excellent
Learning	4.05	2%	Excellent
School Communication	4.03	1%	Excellent
Environment	3.99	0%	Fair
Resources & Facilities	3.87	-3%	Fair
Teaching	3.83	-4%	Fair
Behaviour	3.79	-5%	Fair
Curriculum	3.76	-6%	Fair
Parent Engagement	3.62	-9%	Fair
Homework	3.53	-11%	Fair

### 3.2 INTERSCHOOL COMPARISONS

Results were also presented as a comparison with 'Comparable (like) Schools' as well as 'All Schools' who participated in the survey in 2010.

St Catherine's Eligible Respondents: 954

Comparable School Eligible Respondents: 4,621

All Schools Eligible Respondents: 27,846

### 3.2.1. PARENT PERCEPTIONS - INTERSCHOOL COMPARISON

Of the 15 areas, St Catherine's School performed **equal to, or higher than (positive variance)** 'Comparable Schools' in **12 categories** and **10** when compared with 'All Schools'.

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Values and Culture	4.25	85%	4.14	83%	3%	4.11	82%	3%
Leadership & Direction	4.19	84%	4.20	84%	0%	4.16	83%	1%
Learning Environment	4.17	83%	4.10	82%	2%	4.24	85%	-2%
Student Engagement	4.11	82%	3.99	80%	3%	3.97	79%	3%
Teaching Standards	4.09	82%	4.00	80%	2%	3.99	80%	2%
Parent Engagement	4.06	81%	4.01	80%	1%	4.01	80%	2%
School Communication	4.05	81%	3.97	79%	2%	4.04	81%	1%
Co-curriculum	4.03	81%	4.20	84%	-4%	4.08	82%	-1%
Reporting	4.02	80%	4.00	80%	0%	3.95	79%	2%
Resources & Facilities	3.93	79%	4.04	81%	-3%	4.12	82%	-5%
Homework	3.91	78%	3.80	76%	3%	3.75	75%	4%
Student Transition	3.91	78%	3.83	77%	2%	3.79	76%	3%
Curriculum	3.91	78%	4.03	81%	-3%	4.08	82%	-4%
Learning & Extension	3.88	78%	3.77	75%	3%	3.72	74%	4%
Pastoral Care/Wellbeing	3.86	77%	3.82	76%	1%	3.88	78%	-1%

### 3.2.2. STAFF PERCEPTIONS - INTERSCHOOL COMPARISON

St Catherine's scored **higher in all categories** (positive variance) when compared with 'Comparable Schools' and 'All Schools'

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Organisation	4.61	92%	4.18	84%	9%	4.22	84%	8%
Teamwork	4.37	87%	4.10	82%	6%	4.09	82%	6%
Staff Engagement	4.34	87%	4.08	82%	6%	4.15	83%	4%
Procedures	4.33	87%	3.85	77%	11%	4.07	81%	6%
School Leadership	4.33	87%	3.91	78%	10%	3.94	79%	9%
Team Leadership	4.31	86%	4.07	81%	6%	4.04	81%	9%
Empowerment	4.28	86%	3.99	80%	7%	4.02	80%	6%
Work/Life Balance	4.24	85%	3.98	80%	6%	3.96	79%	7%
Equality	4.19	84%	3.69	74%	12%	3.81	76%	9%
Health & Safety	4.17	83%	3.98	80%	5%	4.07	81%	2%
Recognition	4.07	81%	3.63	73%	11%	3.71	74%	9%
Training/P Development	4.05	81%	3.69	74%	9%	3.80	76%	6%
Resources	4.05	81%	3.80	76%	6%	3.97	79%	2%
Communication	4.00	80%	3.37	67%	16%	3.50	70%	13%
Career Advancement	3.64	73%	3.53	71%	3%	3.56	71%	2%

### 3.2.3. STUDENT PERCEPTIONS - INTERSCHOOL COMPARISON

St Catherine's scored **higher** for all categories when compared with 'All Schools' and **higher on all but one** for 'Comparable Schools' (positive variance).

Key Area	St Catherine's		Comparable Schools			All Schools		
	Score	%	Score	%	Var %	Score	%	Var %
Values & Culture	4.31	86%	4.06	81%	6%	4.00	80%	7%
Co-curriculum	4.25	85%	4.22	84%	1%	4.03	81%	5%
Student Engagement	4.21	84%	4.05	81%	4%	3.95	79%	6%
Reporting	4.19	84%	4.07	81%	3%	3.95	79%	6%
Student Transition	4.14	83%	4.15	83%	0%	4.12	82%	0%
Leadership & Direction	4.10	82%	3.97	79%	3%	3.84	77%	6%
Learning	4.05	81%	3.93	79%	3%	3.90	78%	4%
School Communication	4.03	81%	3.93	79%	2%	3.94	79%	2%
Environment	3.99	80%	3.69	74%	8%	3.63	73%	9%
Resources & Facilities	3.87	77%	3.89	78%	-1%	3.85	77%	1%
Teaching	3.83	77%	3.72	74%	3%	3.68	74%	4%
Behaviour	3.79	76%	3.58	72%	6%	3.42	68%	10%
Curriculum	3.76	75%	3.65	73%	3%	3.61	72%	4%
Parent Engagement	3.62	72%	3.38	68%	7%	3.29	66%	9%
Homework	3.53	71%	3.46	69%	2%	3.30	66%	7%

## Appendix A: Staff and Staff Qualifications 2010

Ms Jeanette Acland, BTheol, MTS (MCD), DipEd (Hawthorn)  
Miss Phoebe Ahern,  
Mrs Sandra Allen, BA (Melb), DipTeach (Bendigo)  
Ms Kimberley Almeida  
Mrs Jane Alsop, DipTeach (Prim) (Toorak), GradDipSpecEd (Burwood)  
Ms Yvette Alway, BA (Psych) (Monash)  
Miss Sophie Anderson, BA (Monash)  
Miss Tamara Andrews, BAppSc, GradDipEd (Sec) (Foots)  
Miss Grace Auty  
Mr Saska Ayris  
Mr Will Bailey  
Mr Mark Bain  
Miss Hannah-Lee Baker, BSc/BEd (Sec) (Melb)  
Ms Jill Baker, TTC (NZ)  
Mrs Victoria Baldacchino, BEd (Sec) (Melb), GradDip (Prim) (Monash)  
Mrs Lola Ballis, BEd, BTeach (Prim) (Deakin)  
Ms Lisa Barker, DipTeach (Early Childhood), BEd, GradDip (Jap)  
Mrs Barbara Barrie  
Mrs Vanessa Bartling, CertComm (Annie'sland College of Commerce)  
Miss Catherine Bates,  
Miss Karissa Beale, BPsych (ACU)  
Miss Katherine Beatty, BA/BEd (Deakin)  
Ms Fiona Beck, BSpecEd, DipTeach (EC)  
Ms Amanda Bennett, BA, DipEd (Monash)  
Miss Sarah Bethune, BEd (EC), DipTeach (EC) (Melb)  
Mrs Lilian Bishop, BEd, GradCertEd (EC) (ECU)  
Ms Joanne Blankfield, BMusPerf (Melb), AMusA  
Mrs Jeanette Boehm  
Mr Matthew Bolzonello, BA, DipEd (Melb)  
Mr Michael Bond, BEd (La Trobe), DipTeach (CTC), GradDip (Drama in Ed) (MSC), GradDip (Computers in Ed) (SCV)  
Mr Richard Bradley  
Ms Lee Brandt, BA (Hons), GradDipEd  
Ms Sandra Bremmers  
Miss Katy Bristow  
Ms Corinne Buzza, DipEd (Monash), BA (FL), Cert EU Studies (UCO)  
Ms Katrina Butt, BMus (USQ), Cert IVTAA (KAL Multimedia), DipPM (UB)  
Ms Melissa Campbell, BA (Fine Art), Grad Dip Info Sys (RMIT), GradDipMusStud (Deakin), MA (Monash)  
Mrs Penny Campbell, DipTeach (EC) (IECD)  
Ms Loretta Carter, BSc, DipEd (Monash)  
Mrs Edwina Cherry, BA (Fine Art) (RMIT), DipEd (VC)  
Mr Dan Childs, BRecEd (CPIT)  
Ms Sandra Ching, MEd (Melb)  
Mrs Naomi Chiu, BA/BMus (Melb) PGradDipEd (Mus), PostGradDip (App Linguistics) (Monash)  
Mr Tim Collins, BEd (Mus) (Sec) (Melb)  
Mrs Sue Collister, BTRP (Hons), DipEd (Melb)  
Mrs Lisa Cook, AMusA, GSMD (London) Suzuki Accred  
Ms Sue Cooke, BA (Melb), DipEd (SCV)  
Ms Megan Coull Dip Tourism (Holmesglen)  
Mr Adrian Corbett, Cert IV Hort (Ryde TAFE)  
Ms Robyn Cooper-Bugg, BEd (Latrobe), MEd, PostGradCertEd (Melb), TPTC  
Mrs Jane Cox, CertIV Bus Adm, Dip Secretarial. (Holmesglen)  
Mr Tom Crebbin, DipTeach (Prim) (GIAE), BEd (Monash)  
Mr Paul Cross, BEd (Sec) (MSC)  
Mrs Lynda Crouch, Dip Secretarial (Chalmers)  
Ms Carol Curtis  
Miss Jessica Dance, DipChildServ (Swinburne), BEd (Prim) (Deakin)  
Mrs Jenny De Nardis, DipTeach (Primary)

Mr Bradd Denham  
 Ms Trish Dinsmore  
 Mrs Melissa Dods, GradDipMusic, Dip Teach (Prim)  
 Ms Antoinette Domoney, DipArtDesign (Chisholm), GradDipEd (MCAE)  
 Miss Emily Doyle, BA (Melb), DipEd (RMIT)  
 Mrs Josie Dunn, BComm, DipModernLang (Jap) (Melb)  
 Mr Martin Earp, AssocDipCivEng, BMm (BusMktg) (Swinburne)  
 Ms Narda Edmondson  
 Mrs Krystyna Eggers, DipAppSc (Physio) (Lincoln)  
 Mr Joe Esposito, BBus (Acc) (RMIT), CPA  
 Miss Mary Farrow, BMus (Melb)  
 Miss Kristy Forrest, BA (Hons), GradDipEd (Melb)  
 Ms Andrea Frankpitt, BEd, DipCompEd (Melb)  
 Ms Bec Frew, BMus/BTeach (Melb), MMus (VCA), PostGradDipEd (Mus) (Melb)  
 Mrs Briony Friend  
 Mr Shantha Galabada, BBusSys (Monash), CISCO, MCP  
 Ms Fiona Ganino – Day, BA (VU), Dip Ed (Melb), PGrad Dip ES (SW) (Melb)  
 Ms Kelly Gardner, BComm, BMus (UWA), CertIV Mus (WAAPA), LLB (UWA)  
 Ms Katharine Giraud de Chausse, BA (Melb), Lic (France), DipEd (Sec) (Monash)  
 Mr Andrew Gold, BA, BEd, MEd (UniSA)  
 Miss Jeanette Gunn, BSc (Melb), DipEd (SCV)  
 Ms Alannah Guthrie-Jones, BMusPerf (VCA)  
 Miss Kristen Halkett, BVA (Monash)  
 Mrs Jane Hanger, DipTeach (Prim) (Mercer House)  
 Mr Marc Hannaford, BMusJazz, GradDipJazzPerf (ANU)  
 Ms Janine Hanrahan, AMusA, BA (Music) (VCA)  
 Mrs Patricia Hansen, BEd (EC) (MCAE), DipEd (SCAE)  
 Miss Tessa Hawthorn  
 Mr Stephen Hayes, Tool M Cert  
 Miss Emma Hays  
 Miss Jessica Hays  
 Mrs Lynette Henshall, BA (Melb), Grad Dip Ed Couns (RMIT), Grad Dip Ed (Hawthorn), MAPS  
 Ms Makoto Hirabayashi, BEd (Yamaguchi)  
 Miss Emily Hodgetts  
 Mrs Isabel Ho  
 Ms Petalyn Holloway, BComn (Monash)  
 Mr Richard Hollowed  
 Mrs Judy Hoole, Dip Lib/IS (VU)  
 Mrs Penny Horton-Stephens, BEd (Hons) (UTas), MSc (Curtin)  
 Mr Nicholas Hoszko  
 Ms Gillian Hosking, BA (Monash)  
 Mrs Mary Hugh, BA (Tokyo), MA (Toronto), GradCertEd (ACU), TESOL (Toronto)  
 Mr Owen Hughes, BA, DipEd (La Trobe), BEd (SCAV)  
 Mr Tim Hurst, BSc (Otago), DipTeach (UC (NZ))  
 Mrs Loretta Iacuone, Dip Teach, BEd (ACU), GradDipEdIT (Melb)  
 Mrs Geraldine Ilott, MBA (Deakin)  
 Mrs Sally Jack, RGN (RMH), Cert Audiometry (AUDIO), OHS (Latrobe)  
 Ms Vanessa Jackson-McRae, BSc (Monash), GradDipEd (ACU)  
 Mrs Geraldine Johnston  
 Mrs Cherie Johnstone, BEd (PE & Maths) (Rusden) WAG (GV-CLZ-JNI)  
 Mrs Kaye Kahn, BEd (EC) (RMIT)  
 Mrs Mary Karvounaris, DipTeach, BEd (ACA)  
 Miss Jessica Kaur  
 Miss Sarina Keam, BAppSc (PE), BAppSc (HB), BAppSc (ChinMed) (RMIT)  
 Ms Anne Marie Kemp, DipBus (RMIT)  
 Ms Mary-Anne Keratitotis, BA, DipEd (Melb)  
 Mrs Nihal Kocdag, CertInt/Trans (RMIT), AssDipSS (LIS) (Swinburne)  
 Mrs Fran Kohnert, TITC, BEd (MSC), PostGradDipEd (SpecEd), MEd (Melb)  
 Ms Lana Laios, BA/LLB, GradDipEd (Melb)  
 Mr Joseph Lallo, BMus (Hons) (Melb)

Miss Stephanie Lambert  
 Mr Gary Lang, BEd (MSC), GradDipEdAdmin (PIT), GradDipCompEd, MEd (Melb)  
 Ms Annie Lee, BRTP (Melb)  
 Miss Catherine Leighton, BSc (Math) (Deakin), GradDipEd (UB)  
 Miss Candice Leonard, BTeach (Sec), BAppSc (Human Movement) (Deakin)  
 Miss Georgi Lewis, BMusPerf (Hons) (VCA)  
 Mr James Lewis, BMus (Hons) (VCA), DipEd (Melb)  
 Mrs Glenda Lingard, BScApp (Lincoln), Dip Ed (Prim) (La Trobe)  
 Mrs Ceri Lloyd, BA, DipEd (Monash), GradDip (Professional Writing) (VC)  
 Ms Philippa Lohmeyer, BSc (Hons), DipEd (MCAE), GradDip Chris (ACT Ridley)  
 Mrs Janet MacCarthy, DipBus (Swinburne)  
 Ms Sue Macgeorge, BSc (Monash), DipEd, PGradDipES (SW) (Melb)  
 Mrs Andrea Machin, GradDip (IT) (Deakin), BEd, DipTeach (Prim) (MCAE)  
 Miss Sally Mann  
 Ms Kimba Mannix  
 Mrs Vicki Marinelli, DipFineArts (Otago), DipTeach (ACENZ)  
 Mrs Liz Marriott  
 Ms Rebecca Mason, BMus (Melb), DipEd (Sec) (Monash)  
 Mrs Jenny Mathers, BMusEd (Melb), MMus (Florida), AMusA (Piano) (Voice), LMusA (Clarinet)  
 Ms Janette Matt, BSc (Hons), DipEd, MSc (Monash)  
 Miss Anna McKenzie, BA(Ed) (Monash)  
 Mrs Virginia Midgley, BSc (Monash), GradDipEd (Melb)  
 Miss Jess Mitchell  
 Ms Madoka Miyamoto, BA (Japan), BMus, BMusPerf (VCA), GradDipEd (Melb)  
 Miss Jennifer Molloy, BEd (Science) (MSC)  
 Miss Cassie Monahan, BComm (Monash), Dip FMI, Cert IV TAA (AIM)  
 Mrs Alana Moor, DipTeach (Primary), Cert A, BEd (VC), CertGiftedEd, MEd (Latrobe), MACE  
 Ms Janelle Moran, BA (Hons) (UTas), BTeach (Hons) (Melb)  
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