



Annual Report

St Margaret's Berwick Grammar

2021



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SCHOOL COUNCIL



Fiona Templar
President of School Council

Looking in the rear-view mirror with 2021 disappearing behind us, I have the opportunity to take stock and reflect on another challenging year that felt remarkably like 2020, as the School continued to deal with managing learning through the pandemic.

There is little doubt, that for most, 2021 was harder than 2020. We had to work through a second year of lockdowns, which earned Melbourne the unenviable title of 'World's most lockdown city'. These lockdowns and the uncertainty they continued to bring tested students, staff, families and community businesses right up to the end of the Academic Year.

The inflection of this hardship was that I continued to see the St Margaret's Berwick Grammar community draw together demonstrating our School's values of Character, Curiosity, Courage and Respect.

Our learning leaders and teachers took what they had learned and honed about digital pedagogies in 2020 and applied this to teaching and learning in 2021. The School also further enhanced its support and wellbeing programs to help students and parents through the lockdowns helping to keep learning and mental health on track.

The School also provided a near constant Support School for children of essential workers and children that were deemed vulnerable. This service, which offered separate schools for ELC, Junior School and Senior school operated on nearly every day of lockdown. It not only provided a service for parents and students but some respite to.

The School Council, which is responsible for the School's governance through oversight of management and financials, also picked up from where it left off in 2020. The Council continued to demonstrate its strength of purpose of ensuring that the School has a strong, viable financial future whilst balancing the needs of all stakeholders.

During the year the school was always vigilant and disciplined in managing its costs and obligations, monitoring the cash flow, and ensuring efficient running – all the while committed to the very best provision of education continuity for all the students across all campuses.

The School Council continues to be strongly united, with a clear vision and a willingness to contribute to the success of our School and I feel so privileged to lead and work alongside such a talented and diverse group of people.

Fiona Templar
President

School Council Members

Mrs Fiona Templar
CA; CPA; B. Bus (Acc)

- President of School Council
- Chair, Executive and Governance Committee
- Finance and Risk Management Committee
- Building and Grounds Committee
- SMS and BGS Foundation Limited

Mr Pino Stravalli
CA; B. Bus (Acc)

- Deputy President of School Council
- Executive and Governance Committee
- Chair, Finance and Risk Management Committee
- SMS and BGS Foundation Limited

Mr Patrick Brennan
Dip Building & Construction; Licensed Plumber; Dip Project Management

- Deputy President of School Council
- Executive and Governance Committee
- Finance and Risk Management Committee
- Chair, Buildings and Grounds Committee

Mr Graeme Bulte
IAMA Certification; Probity Services Provider

- Finance and Risk Management Committee

Mr Dominic Elfick
M. Sc; B. Sc (Hons) Agriculture

Mrs Shemane Nathanielsz
B. Nursing, Company Director

- Parents' and Friends' Association Representative

Mr Alex Newman (Appointed 19/05/2021)
Bachelor of Laws, MA in Japanese, PhD, GCAP, Higher Education Management, International Education

Mr Sam Pritchard
Assoc Dip of Information Technology (Computing); Graduate of Australian Institute of Company Directors; Project Management Professional

- Finance and Risk Management Committee

Ms Amy Ridgway
B. Sc (Aquaculture); M. Property

- Buildings and Grounds Committee
- Old Girls and Boys Representative

Mrs Julia Utan
B. Eng (Mechanical and Computing); MBA, Mining, Construction, Marine, Automotive, Agriculture

PRINCIPAL'S REPORT



Annette Rome
Principal

Dear Community,

I welcome you to the 2021 Annual Report.

In 2021 we continued to face the COVID challenge and again relied on our school values more than ever: CURIOSITY to know and learn through exercising COURAGE: To do the right thing, CHARACTER: To be one's best self and RESPECT: To live wisely and compassionately with others and the planet.

In spite of COVID, we commenced the process for the 2020-2033 Strategic Plan. Building on the previous plan of which nearly 100% actions are complete, extensive individual and stakeholder consultation sessions commenced in Term 3, 2021 alongside community consultations. This process continued into 2022. The Strategic Plan process is complemented by the Master Plan process which also commenced in 2021. It is an important time for the future of our school.

While COVID affected many of our community and enrolments saw a dip at the start of 2021, by the end of the year enrolments had bounced back for the commencement of the 2022 year.

The School's Diamond Model provides for a coeducational Junior School, separate boys' and girls' campuses for the adolescent years, and some combined learning activities for our Senior College. This permits the School to enact what we understand to be the best environment for young people's academic learning, while maximizing VCE subject offerings. Further, because we are one school, this model also permits the social and emotional learning important for our youth from ELC to Year 12 as the students can come together for relevant opportunities including choirs, orchestras, camps, service learning and sporting experiences.

SMBG offers over 35 VCE subjects as well as VET and University Enhancement subjects. 2021 VCE results were again extremely strong with both senior campuses in the top 10 Girls schools and boys schools in Victoria and both senior campuses in the top 1% of schools in Australia according to Year 12 results. The on-line learning system, Firefly (NEXUS), Microsoft Teams and SeeSaw provided the platforms for learning with synchronous and asynchronous learning.

In 2021 the experiential learning programs continued to be slightly affected by COVID, although many camps proceeded as normal. As a result of our trial of Skodel in 2020, Skodel became the recommended wellbeing monitoring tool for all independent schools in Australia in 2021. Wellbeing continued to be supported by the House system and the students had opportunities to participate in a range of House competitions

and personal challenges which moved on-line wherever possible. These events brought out the energy, excitement and empathy in the students to achieve the best for their House and win the prestigious House Cup. Congratulations to Campbell and Gibson who tied for the Senior Girls and Richards for the Senior Boys who finished top of the ladder in 2021 for the Senior Schools and Gipson and Campbell successful for Junior School in Cross Country/Athletics.

The performing arts were a mixture of live and on-line experiences and the production of 'Matilda' was received extremely positively. Due to COVID concerns, Speech Nights and other similar events remained on-line, a benefit of which being the increased access by people interstate and overseas. Our Early Learning Centre (ELC) continued to get healthy enrolments and positive feedback.

The School undertook a VRQA review in late 2021 and was selected as an Employer of Choice in the 2021 Educator Awards. The Parents and Friends Association continued to support the School and, though their activities were still compromised by COVID restrictions, they provided events such as Junior School sausage sizzles, Family Movie Night and the Themes and Dreams Festival. They also provided a number of wellbeing support items for Year 12s, families in crisis (through the Unicorn Angels program) and students and staff generally. The Principal's Morning Teas (on-line and face to face) continued with the Parents and Friends support, and this group were instrumental in the running of the Principal Morning Teas presented in Mandarin.

The Senior Executive in 2021 comprised Annette Rome (Principal), Dr Steven Middleton (Vice Principal: St Margaret's Berwick Grammar), Ms Meg Fortington (Director of Curriculum and Innovation), Ms Louise Sayar (Head of Junior School), Mr Nigel Halsey (Director of Engagement), Ms Noeleen Mazza (Director of Risk and Compliance) and Mr Mark Janke (Director of Business Operations).

2021 was a challenging year for everyone and it showed that the SMBG community is one of innovation, compassion and strength that sets high standards for all. Staff, students and the broader community were the living example of Virtute et Labore: With Courage and Effort.

Moving forward, we will continue to strive to be our best selves, now and in the future, for the betterment all humanity and the planet.

Annette Rome
Principal

VCE RESULTS

After a second year of disturbed study and preparation for VCE, our students have again achieved admirably strong VCE results.

In partnership and with the support of their dedicated teachers, they learnt more about themselves as learners, rising to challenges of new normal, displaying our values of Courage, Curiosity, Character and Respect.

Senior Girls

- 18% of students achieved a study score over 40
- Median Study Score of 34
- Median ATAR 82
- 13% of students achieved an ATAR of 99 or above
- 36% of students achieved an ATAR of 90 or above
- 60% of students achieved an ATAR of 80 or above



Dux of Senior Girls
Natalie Eu
ATAR 99.9

Senior Boys

- 9% of students achieved a study score over 40
- Median Study Score of 30
- Median ATAR 70
- 13% of students achieved an ATAR of 90 or above
- 32% of students achieved an ATAR of 80 or above
- 62% of students achieved an ATAR of 70 or above



Dux of Senior Boys
Ryan Xie
ATAR 97.2

27% of students ranked in the top 10%
50% of students ranked in the top 20%

Four Students Attained 99+ ATAR



Natalie Eu



Sanya Verma



Katherine Tosson
(Further Maths)



Aansuni Hirimuthugoda

Four Perfect Study Scores of 50 Were Achieved by:



Natalie Eu
(English)



Ovin Jayawardana (Yr 11)
(Legal Studies)



Katherine Tosson
(Further Maths)



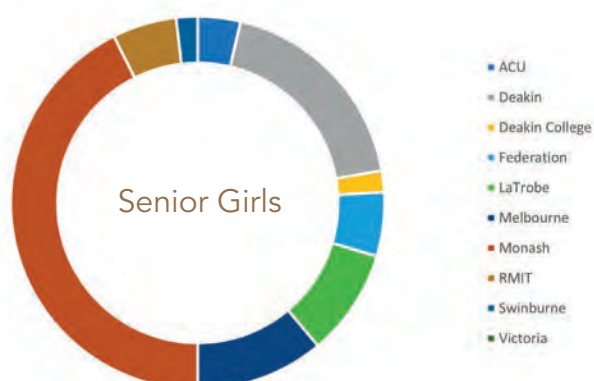
Sansuni Hirimuthugoda
(Physics)

We are proud of all our students and look forward to following the trajectories they take in life, with the same care and concern we felt for them at school.

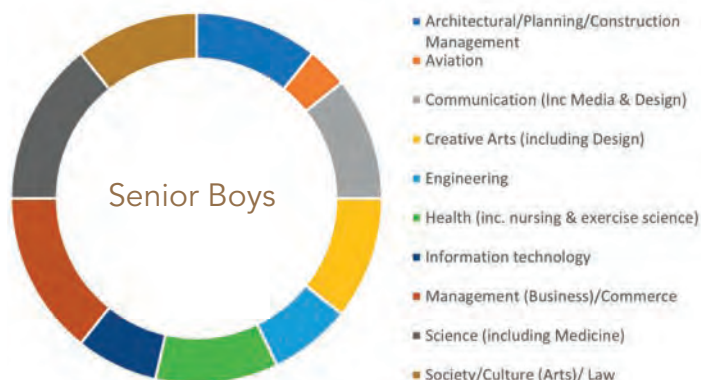
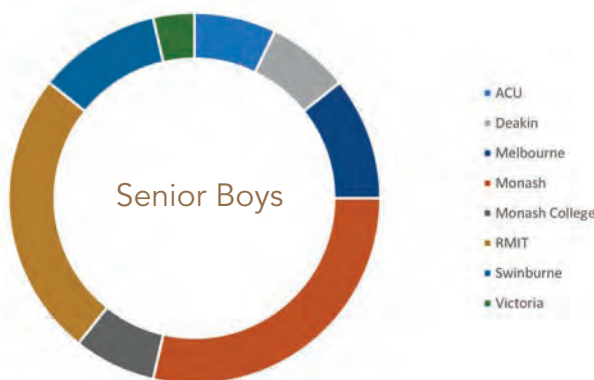
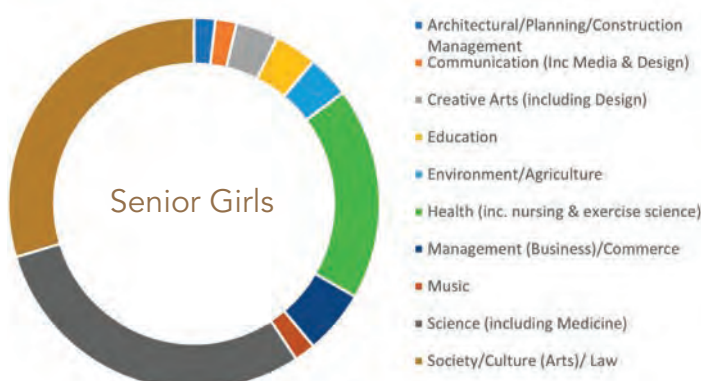
Class of 2021 Tertiary Destinations and Fields of Study

All of our 2021 graduates have received offers from universities and colleges based locally, nationally and internationally and/ or an offer of full-time employment. Some offers include honour degrees and scholarship programs. Our students have selected a wide range of further learning opportunities.

Tertiary Destinations



Fields of Study



Attendance and Retention Rate

Our whole school student attendance percentage for 2021 was 96.95%. Any unexplained absences are followed up by the relevant school section, through the house and homeroom attendance process.

- Whole School teaching staff attendance 2021: 96.54%
- Whole School teaching staff retention 2021: 88.57%
- Whole School Average class size 2021: 10.94
- Average VCE class size 2021: 9.42

NAPLAN

The National Assessment Program for Literacy and Numeracy (NAPLAN) is an annual National assessment for all Australian students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests for reading, writing, spelling, grammar and punctuation, and numeracy. The content of each test is determined based on the National Statements of Learning for English and Mathematics which underpin state and territory learning frameworks. Questions are multiple-choice or require a short written response. The writing task required students to write a narrative piece.

NAPLAN tests provide a snapshot of students' literacy and numeracy skills as compared with the country's results. As NAPLAN data is based on single assessments, the information provided would only be seen as a simple measure of student progress. More comprehensive assessments are provided by the School throughout the year.

As the table demonstrates, students at St Margaret's Berwick Grammar perform well against national schools. In all 20 domains the school was significantly above national standards across all Australian Schools. We would add, however, that a school, and indeed the children, are a lot more than NAPLAN results. The teachers use the results to guide the development of programs that best support those children whom we have the honour to educate.

	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	531	491	507	531	508	Well Above Average
Year 5	575	551	563	626	574	Compared to All Australian Students
Year 7	603	582	587	606	601	Above Average
Year 9	616	599	595	603	635	Compared to All Australian Students

FINANCE REPORT



Mark Janke
Director of Business Operations

Finance and Risk Management

The School Council (Governance) in consultation with the Principal, Director of Business Operations and School Executive (Management) create the strategic direction for St Margaret's Berwick Grammar. The Finance and Risk Committee (FARM), a committee of the Council, has the role of setting the strategic financial direction of the school and supports the school management in achieving its financial goals. The FARM committee is chaired by Mr Pino Stravalli. This Committee is comprised of school councillors, Mr Graeme Bulte, Ms Fiona Templar, Mr Patrick Brennan and Mr Sam Pritchard. Membership to the committee is also extended to the school's Director of Business Operations and Principal, Ms Annette Rome.

Systems and procedures are continuously being reviewed and where necessary updated to ensure best practice is maintained. This ensures that the school complies with all its legal and regulatory requirements while striving for best practice in the areas of risk management, compliance with the requirements of the relevant authorities, debtor management and the annual budget review.

The 2021 workforce composition for St Margaret's Berwick Grammar comprised of 73.9 FTE academic and 42.4 FTE non-teaching staff, with one indigenous staff member for this period. Whole staff gender breakdown: 30% male and 70% female.

The School prepares its Annual Financial Statements in accordance with Accounting Standards and the Corporations Law, and these are externally audited by Accru Melbourne (Audit) Pty Ltd.

Facilities Management

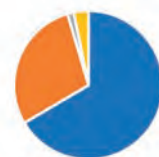
The strategic direction, including building, costing, maintaining and refurbishing of our buildings and facilities is the responsibility of the Buildings and Grounds committee, a committee of the School Council. This committee is chaired by Mr Patrick Brennan, and is comprised of school councillors Ms Amy Ridgway, Mrs Fiona Templar and Mr Jason Perry. Membership of the Committee is extended to parents of the School, the School's Director of Business Operations Mark Janke, and the Principal Ms Annette Rome.

The School is fortunate to have a dedicated team of maintenance, grounds, cleaning and administrative staff who continue to exceed our high standards and to deliver the best possible facilities for our students.

St Margaret's School and Controlled Entity Year End 31 December 2021

Income	(\$'000)	%
Tuition fees	14,973	67
Grants	6,611	29
Contribution revenues	307	1
Other income	720	3

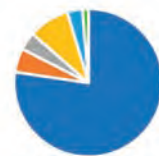
Total income **22,498**



Expenditure	(\$'000)	%
Salary and related costs	17,740	77
Administration and general	1,193	5
Teaching materials	899	4
Depreciation	2,037	9
Buildings and grounds	759	3
Interest	307	1

Total expenditure **22,935**

Total surplus **(437)**



ELC AND JUNIOR SCHOOL



Louise Sayar
Head of Junior School

The Junior School approached the 2021 academic year with great anticipation, hopeful that the disruption of 2020 was behind us. Terms 1 and 2 ran smoothly with two short bouts of lockdown. We were able to go ahead with our camping program for Year 5 to Flinders and Year 6 to Canberra. We were able to fit in so much in the first semester: District Swimming, Interschool Sport for Years 5 and 6; House Cross Country; Girls and Mixed Netball Challenge; SEDA soccer clinics; Gym incursions; our JS Music Soiree; our Prep and Year 1 concert; our Year 5 and 6 Billycart Challenge days; six students spoke to an astronaut on the International Space Station and the Whole School musical-Matilda Jnr.

Most of Term 3 and the first few weeks of Term 4 saw learning take on a fully online format with lockdown resuming. Various events were held online including Parent Teacher Interviews, Information Evenings, and assemblies. Many students participated in online challenges and learning experiences during distance learning which included: the use of break out rooms via Microsoft Teams (the opportunity to collaborate, socialise and work together in small groups like the students do in the classroom); celebration of Book Week; participation in the whole school decathlon challenge; Fathers' Day tributes; Tokyo Olympics fun; online Kahoot and quizzes; online guest speakers; participation in the ISV Poetry Competition; Dress up Days; cosmic yoga; resilience project lessons for all; competitions; online science experiments; teachers and Senior Students recording themselves reading a picture story book; cooking challenges; Footy Dress up Day etc.

It was not until Week 5 of Term 4 when all the children returned to full time, onsite learning, having spent most of Term 3 at home, learning remotely. We ensured that some planned activities could occur in Term 4 like Year 3 and 4 camp, swimming lessons, Year 2 Strings Concert, House Swimming and Athletics Carnival, Year 5 Camp Day run by Proactivity, the Year 6 PYPX and Year 6 Celebration Day.

Our NAPLAN results for the Year 3 and 5 students in 2021 were nothing short of formidable with students making significant progress on an individual level from Years 3 to 5. We congratulate those students and all the teachers who have been a part of their educational journey thus far.

In 2021, five students took part in the Science Talent Search competition. Not only did the students have to plan and create their entry, but due to Covid, they also had to video their presentation for judging. Five JS students received a Distinction award including one student who received a Bursary award.

Six students entered the National History Challenge on the theme of Significance, History Matters. Five of those students received a Bronze Certificate and one student a Green Certificate. A Year 6 student received a Silver Award as a runner up in the Primary 11 category Australia-wide. He had one of the top 3 entries in Victoria. A Year 4 student won the GOLD award in the Australian Women's History category and was the Victorian Winner, receiving a Silver Award Australia-wide. This student also won a monetary award as well as a medallion. This is the fifth year in a row that SMBG Junior School students have won at state level!

I thank the School Captain team of Ashleigh Stibbard and Thevin Sembukutchiarachichi and Vice Captains, Maisy Thurmond and Nicholas Cowdery. They set a high standard for the students through their presence and leadership, even during lockdown. In 2021 we welcomed Mrs Danielle Forsyth, Mrs Sharon Ramsden, Mrs Eva Judges and Mrs Ashleigh Patogiannis. We bid a fond farewell to Ms Kristy Evans, Mrs Jo Cooke, Mrs Stacey Reid, Ms Kelly Johnson and Ms Jodie Norling. Mrs Amy Wishart went on Maternity Leave at the end of Semester 1, Ms Ryan went on Maternity Leave at the end of Term 3 and Mrs Eva Bukin will join the BGS Officer Campus full time in 2022. We sincerely thank these staff.

Louise Sayar
Head of Junior School



SENIOR CAMPUSES

Dr Steven Middleton
Associate Principal



We could perhaps look at 2021 as a sequel to a not so popular movie entitled 2020 given the challenges of extended lockdown and remote learning. However, to do so would belie the character and capacity of our unique community which again revealed its resilience and spirit to ensure that we confront the challenges presented to the best of our ability.

There is no doubt we experienced the negative emotions associated with the uncertainty of Covid regulations and constant changes. Our lives were punctuated by the expectation of press conferences, announcement and restrictions as new terms entered the vernacular as we debated the merits of each vaccination.

It was inspiring to witness the manner in which our students and staff adapted and pivoted to the varying impacts of restrictions, staggered start times, alternative days and mask mandates. The blessings of our adaptation to TEAMS and virtual events meant that whilst apart we somehow managed to stay together.

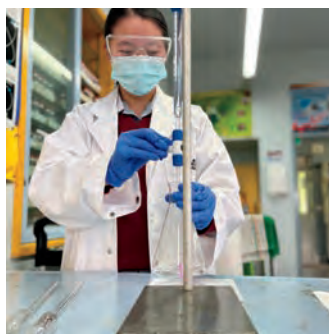
Despite this though what truly shone through in the year was the spirit of our community as new and novel ways were designed to keep us connected. From House challenges, clubs, pursuits, societies, Strava groups and treasure hunts our school adapted to the challenges to ensure that the camaraderie and connection that are such hallmarks of our culture remained strong. Being apart just made those times that we were together a bit more special.

True credit must go to the VCE Class of 2021 who applied themselves throughout this period to achieve the best outcomes they could aspire to, and we are incredibly proud of their resilience and commitment to the School motto of "Virtute et Labore" in action. Special mention must go to our Duces in Ryan Xie and Natalie Eu.

Much of the great work that remains incomplete from this year will be continued in 2022, the third part of the trilogy where we will see no doubt a return to something resembling normality and the opportunities presented by Adventure and Athletic pursuits, so impacted at times over the past two years.

My admiration goes to all in our community who worked so hard for so long to ensure that our young people had as many opportunities afforded to them that were allowed. It was certainly a challenge but it was through this hardship that the substance and fortitude of our community was revealed. Worthy of a standing ovation at the completion of the film!

Dr Steven Middleton
Vice Principal



VCE subject offerings 2020

Accounting	Literature
Biology	Further Mathematics
Business Management	Mathematical Methods
Chemistry	Specialist Mathematics
Computing - Informatics	Media
Economics	Music Performance
English	Physical Education
English Language	Physics
Food Studies	Product Design and Technology
Geography	Psychology
Health and Human Development	Studio Arts
History - Revolutions	Theatre Studies
Languages: Chinese	Visual Communication Design
Languages: French	VCE VET
Legal Studies	

* subjects are offered based on student preferences and a minimum student participation rate. VCE VET subjects are offered off campus.

2021 ACADEMIC

Staff Qualifications

Lydia Allen (Dr)	B A, Grad Dip (Monash), M A (Canada), PhD (USA)	Mark Dunstan	Higher Dip T (Rusden)
David Anderton	B Ed, B App Science (Deakin)	Mark Easton	B A Massey (NZ), Dip Tchg (Auckland College Ed)
Elizabeth Anderton	B Arts (Deakin)	Susan Eden	Dip T Early Childhood (Melbourne)
Greg Ashcroft	B Arts (Wilfrid Laurier Uni, Canada) Grad Dip Ed Sec (Deakin)	Karryn Exner	B Early Childhood (Melbourne), Grad Dip T Prim (Monash)
Jacqueline Atkins	B App Sc, B Ed (Deakin)	April Fan	B A (China), M Ed (NZ)
Paul Atkins	B App Sc, B Ed (Deakin)	Nicola Farmer	B Ed (Melbourne C A E)
Melissa Baron	Grad Dip Ed (Monash)	Janine Fatouros	Grad Dip Ed (Monash), Grad Cert Literary Studies (Deakin), B A Criminal Justice Admin (RMIT)
Kate Bartholomeusz	B Ed and Grad Dip Ed (Deakin)	Rebecca Fernandes	B Arts, B Ed, Cert IV English as a Second Language, Prof Cert in Adolescent Counselling Prof Cert of Coaching for Educational Leaders
Jessica Basa	B Ed (QUT)		B Ed (Arizona State Uni), Grad Dip Ed Policy and Administration (Monash)
Rosetta Batsakis	B App Sci (RMIT), Grad Dip Ed Sec (ACU), Grad Dip Ed It Educ (Deakin)		B Ed, M Ed St (Monash)
Sally-Anne Battye	B Ed (Rusden)	Adrian Fisers	B Secondary Ed (Monash)
Damien Bell	B Design Industrial (Swinburne), B Design (Hons; Swinburne), Post Grad Dip Ed Sec (ACU)	Karen Fisers	B A, B T (ACU)
Carolynne Bennett	B A (Deakin), Grad Dip Ed Sec (Monash)	Annabel Fletcher	B Ed Social Science (Newcastle)
David Bennett	B Physical Education (Deakin)	Kate Flood	B ECS (Melbourne), Grad Dip Ed Primary (Monash)
Nathan Bentley	B Music (Australian Institute of Music), M Teaching (Monash)	Fiona Foreman	M Ed (Monash), B Ed (Melbourne)
Emily Bermingham	B Mus Ed, M Mus Ed (Arizona State Uni)	Danielle Forsyth	B A, Dip Ed (Monash), Grad Cert Adolescent Counselling (Monash)
Nicole Berrell	Grad Dip Secondary Ed (ACU)	Meg Fortington	B A Mus (VCA), Dip Ed (Melbourne), A Mus A
Gerard Bourke	B App Sci (RMIT), Grad Dip Ed (ACU)	Deborah Francis	B Teaching (Primary and Secondary) (Deakin), B Fine Arts (Monash), Cert IV Youth Work (Swinburne)
Rachel Bourke	B Ed (Deakin)	Elizabeth Freemantle	B A, Dip Ed (Monash), M Ed (USQ)
Diana Bright	B Ed (Rusden)	Laetitia Gerard	B Ed (Vic College Burwood), Dip T (Primary), B A (Hons), Grad Dip Ed (Monash)
Nicholas Bruton	B Exercise Science and Human Movement (Vic Uni), Grad Dip Ed (ACU)	Louise Gerrard	B A (Hons; La Trobe), Grad Dip Ed Prim (Monash)
Eva Bukin	B Arts (Victoria), B Teaching (Melbourne), M Ed Inclusive and Special Education (Monash)	Melissa Graham	Dip T (Vic College Burwood)
Debbie-rae Cameron	B Ed, B App Sc (Deakin)	Sherril Gurney	B Ed (Vic College), Ad Cert Cordon Bleu Cookery (UK), Cert II Hospitality (HEV), Cert IV Workplace Training (Chisholm)
Stewart Cameron	B A (Uni WA), Dip Ed Sec (Monash)	Tracey Hallam	B A (Monash), Dip Ed (Melbourne)
Joanne Cardullo	B Ed (Melbourne), M Ed Special Ed (Deakin) Grad Cert Ed Research (Monash)	Andrew Hibbins	B Ed Physical Education (Deakin University)
Alice Carlisle	B Ed Sec (Deakin) B App Sc (Deakin)	Mary Holstock	B A (Monash), Dip Ed (Rusden)
Alana Cary	B Ed Prim (ACU)	Darragh Howard	B A (Monash), B Sci (Monash), B T Primary and Secondary (Deakin)
Scott Chittenden	B A (Rhodes), Post Grad Cert Ed (UNISA), Dip Sports Management (Boston City Campus, South Africa)	Camille Hudson	B A (Durham), Post Grad Cert Ed (Reading)
Glenda Clarke	Dip T, Grad Dip Sepc Ed (Deakin)	Sally Huglin	Dip Childs Services
Zoe Clark	B Sc (Hons; Melbourne), Dip Ed (Monash)	Bronwyn Huisintveld	B Law (Deakin), M Teaching (Monash)
Lyndsay Cliffe	B A (Auckland NZ), Dip T (Auckland Teaching College)	Anne Hutchinson	B Ed (Vic College)
Sandra Coburn	B Visual Arts, B Ed Primary (Monash)	Kelly Johnson	B Sc (Deakin), B Ed Sec (Deakin), Adv Dip of Engineering (Principal Technical Officer) (Mechanical/Manufacturing) (RMIT)
Jennie Cockburn	Dip Ed (Melb State College), Grad Dip Librarianship (Melb State College)	Georgina Kalogiros	B App Sci (La Trobe), Grad Dip Ed Primary (Monash)
Jo Cooke	B Ed (Deakin)	Heather Landman	B Arts (Monash), Grad. Dip. Ed. Secondary (Monash)
Lauren Cook	B Arts, M Ed	Andrew Lardner	
Katie Cooper	B Ed, BT Primary (Deakin)	Darren Lay	
Szilvia Costello	B Ed, B Arts (Monash)	Ramona Lazar	
Oliver Cross	BSc (Durham), Grad Cert Ed (Kingston)		
Meredith Crowden	Dip T (Melb State College), B Ed (Melb College of Adv Education)		
Michelle Cugley	B Arts (Vic Uni), B Ed Prim (ACU)		
Claire De Niese	B Creative Arts, M Teaching		
Jacob De Niese	B Arts, M Secondary Teaching (Monash)		
Caroline Denney	B Applied Science (Vic College), Grad Dip Ed (Vic College)		
David Diston	Dip T (Melbourne), B Arts (La Trobe)		

Yvette Leach	B Music (Monash), Grad. Dip Ed (Primary and Secondary) (Monash)	Allison Stekelenburg	BA (Macquarie), Dip Ed (Macquarie), M International Ed (New England), CELTA TESOL (Australian College of English)
Jazer Lee	B Ed (Vic College), B Arts (Monash), Dip Ed (Rusden), Grad Dip LOTE, M Ed (Melbourne)	Nina Stevanovic	B BehSc (La Trobe), PG Dip Psych (Monash) M Psych (Melbourne)
Delanie Lewis	B Ed Sec (Canberra)	Sue-Ann Stibbard	B Social Science (La Trobe University), Cert 3 Children Services
Xiaoxiao (Sabrina) Li	M Ed (Monash), Grad Dip (RMIT), B Art (Nanjing Uni)	Whitney Stiles	B A, B Ed (Monash)
Roxanne Liemareff	B Biomedical Science, M Teaching (Primary and Secondary)	Natalie Symons	BITS (Monash), M Teaching (Melbourne)
Melissa MacEoin	B Sc (Monash), B Arts (Monash), Grad Dip Ed (Sec) (Melbourne), M Ed (Monash)	Di Tan	B Design (Hons, RMIT), M T Primary (Melbourne)
Jodie McCarthy	B Early Childhood (Melbourne) Certificate 4 Careers Education and Development (Swinburne)	Gregory Taylor	BSc (Monash University), Grad Dip Ed (La Trobe)
Phillip McConchie	B Ed (Monash), Dip T (Primary)	Stelian Tchapkanski	B Industrial Design Hon, Dip Ed (Monash)
Helen McDonald	B Sci Ed (Melbourne)	Sharyn Uteda	B Sc, Dip Ed (Monash)
Laurie McDonald	B Sci Ed (Melbourne), Grad Dip (Monash)	Marten Visser	B Music, Grad Dip Ed (Secondary), M Ed Leadership (Candidate)
Danielle McDowell	B Ed (Sec) (Rusden)	Jenny Wakefield	Dip T (Melb State College), Dip PE, Ass Dip Opera (Melbourne)
Allison McEaney	B Ed Sec (Deakin), B T Prim (Charles Sturt)	Brodie Wallace	B Ed Primary, Dip Children's Services
Steven Middleton (Dr)	B A, Dip Ed, M Ed (Melbourne), M Bus M (Deakin), D Ed (Melbourne)	Jingyu (Yrena) Wang	B Science and Education (Honours)
Jo Mitchell	M Ed (UNE)	Marianne Welton	B A (Hons), University Ed Dip (Rhodes Uni SA)
Jodie Norling	Dip T (Inst of Catholic Ed), Grad Dip Early Childhood (Monash)	Brooke White	B Ed, B App Sc (Deakin)
Natalie Petruccelli	B A, Grad Dip (Monash), Dip Ed (Melbourne)	Nicole Whitney	B Des (RMIT), Grad Dip Ed Early Childhood (Monash)
Sean Pieper	B A, Grad Sip Sec (Monash)	Amy Wishart	B Ed Primary (Deakin)
Jake Powell	B Physical Ed and Health (Honours)	Robbie Xin	M Ed IB (Melbourne)
Simon Powys	B Sc, B Eng, Grad Dip Ed		M Ed, Grad Dip Ed, M Finance, Grad Dip Applied Information Systems (Melbourne)
Achini Ratnayake	B Arts (Insurance) (New Delhi), A Dip Business Administration (ABE UK), Dip Children Services (Early Childhood Education and Care) (VISEG Melbourne).		
Jose Rault	B App Sc (RMIT), M Teach (Melbourne)		
Bronte Raux	B Ed (Honours) (Monash), B Arts (Monash)		
Stacey Reid	B Teaching (Early Childhood) (Monash)		
Peter Robertson	B A, Grad Dip Ed (Primary), M Ed (Leadership, Policy and Change)		
Louise Robinson-Lay	B Arts, Grad Dip Ed (Teaching), M Ed (Educational Leadership) (Monash)		
Matthew Robson	B Arts (Monash) B Sc (Monash), M Teaching (Monash)		
Annette Rome	B Sc (Hons), Dip.Ed, PhD (in progress) (Melbourne) FACE, FACEL		
Elaine Rogers	BA, Grad Dip Ed (Sec) (Monash)		
Ron Ruzzier	B Arts, Grad. Dip of Adult Education and Training, Grad Dip of Education (Secondary), M Ed (Boys Ed)		
Elise Ryan	B Music (Conservatorium Melbourne), Grad Dip Teaching (La Trobe)		
Tracey Sawyers	B Nursing (Fed Uni), M Teaching (Early Childhood Education) (Deakin)		
Louise Sayar	B Ed, M Ed (Gifted and Talented), Dip Teaching (Primary)		
Thomas Schinck	B Health and Physical Ed with Mathematics (Deakin)		
Nick Simpson	B Sc (Hons; Manchester Uni UK), PGCE (Leeds Carnegie, UK)		
Meral Simsek	B Arts (Victoria University), Grad Dip in Ed (Monash University)		
Abigail Sloan	B Health and Physical Ed (Deakin)		



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