



PRESHIL

# ANNUAL REPORT 2024



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## **ACKNOWLEDGEMENT OF COUNTRY**

### **EDWARD, LOFT ROOM**

This is my smoking ceremony reflection and this is how I felt.

Today at the smoking ceremony, I felt really nice with the smoke, but the smoke really smelled. The person who was talking's name was Uncle Perry. Uncle Perry was talking about the smoke taking away your bad spirits, about being lucky to be on this aboriginal land, and more aboriginal culture.



# COUNCIL PRESIDENT'S REPORT

I am delighted to present the Annual Report for the 2024 calendar year. 2024 was a year of significant transformation and growth for our school, marked by several key developments and achievements.

Preshil is an open-hearted, inclusive, secular school, where everyone is accepted for who they are and treated with kindness and respect. Our smaller classes help students build strong relationships and foster a sense of collaboration within our school and the broader community. Our students are confident and articulate, understanding and embrace different perspectives. This approach helps us to nurture future leaders who are thoughtful, informed, and capable of navigating ambiguity.

## **NEW SCHOOL LEADERSHIP**

In 2024, we farewelled our Principal, Josh Brody who returned to the United States for family reasons. We thank him for his leadership of the school and for his dedication and contribution to our Community. Mid-year, we welcomed our new Principal, Aaron Mackinnon who has led the way into 2025 with excitement and vigour.

## **NEW STRATEGIC DIRECTION FOR 2030**

With Aaron, we embarked on a journey to redefine our mission, vision, and strategic direction for the next 5 years. We announced our new Strategic Direction for 2030, including our new Mission (to foster a community that supports young people to forge a path for themselves, informed by their passions and talents) and Vision (a progressive school that embraces new ideas, in a learning community, enriched by its diversity).

As part of this strategic review, we set new strategic pillars that include creating one Preshil, student-centricity, integrated educational programs and our learning environment. Our new strategic goals will serve as our roadmap for the coming years, driving continuous improvement and innovation in our school for a Preshil renaissance. We are all working together to create a reimagined, innovative, and truly independent school environment that prepares our students for the challenges and opportunities of tomorrow.

Following the strategic review, we conducted an important educational review that led to the articulation of the Preshil Education Principles, the secret ingredient of a Preshil Education.

## **PRESHIL EDUCATIONAL PRINCIPLES**



Our new Mission and Vision, and the gathering of feedback across the community, as well as benchmarking against leading educational models across the world, led to the introduction of more pathways through the Victorian Certificate of Education (VCE) (including a vocational option as well as the traditional VCE) to supplement our International Baccalaureate Diploma Program for our senior students. We have since launched a new Senior Studio with Open Learning allowing students from years 9-12 the flexibility to learn at their own pace and a dedicated Middle Years program, both designed to enhance the learning experience and cater to the varied interests and needs of our young people. The Preshil Educational Principles are the throughline for each stage of a Preshil student's educational journey from the youngest to the oldest.

## **STRUCTURAL AND OPERATIONAL REVIEW**

Our operational review to support our new programs has further strengthened our school's infrastructure and resources, ensuring we are well-equipped to support our educational initiatives and the overall growth of our school community. We have taken action to not only assure the School's long term financial sustainability but ensure that we are in a position to invest in new infrastructure and resources that further our Mission and Vision for the school well into the future. Work has commenced on re-imagining how our campus supports our educational programs and furthers our strategic goals for the school in the context of our Preshil Educational Principles.

## FAREWELL AND WELL DONE TO OUR YEAR 12 STUDENTS

As in every year, we farewelled our Year 12 students. I am proud to report that our Year 12 students achieved outstanding end-of-year results in our IB Diploma Program, a testament to their hard work, the dedication of our teaching staff and the impact of the Preshil Educational Principles in helping students thrive. Indeed, two of our Year 12 cohort were featured in The Age for attaining perfect scores, both of whom joined the school in primary school. In addition, a number of students attained perfect subject scores.

These achievements underscore our commitment to the success of our students in achieving their dreams through a Preshil education. Whilst our students are so much more than a score, we are confident that our focus on the whole student, their passions and talents, and our encouragement of independent and critical thinking whilst embracing different perspectives plays an important role in finding their path in life.

Throughout 2024, we met the challenges of major change with resilience and a forward-thinking mindset. Our investments in growth and change have positioned us well for the future, and we are excited about the opportunities that lie ahead.

Thank you to all members of our school community for your continued support and dedication, especially during a time of significant change. Together, we will continue to build a vibrant and thriving educational environment for our students.

### EMMA ZIPPER

President of the School Council





# PRINCIPAL'S REPORT

This year marked my commencement at a school like no other. I was welcomed with warmth, curiosity, and a shared commitment to progressive education that places the child at the heart. From my very first conversations with students, families, and staff, it was clear I had joined a living, breathing community — one that deeply resonates with my own educational ethos; the belief in the self-actualisation of young people, and the pursuit of a better, more human world.

There is a certain kind of magic at Preshil. A palpable energy that flows through our classrooms, gardens, and gathering spaces. It lives in the trust we place in young people, the dignity we offer them as co-creators of their learning, and the mutually respectful relationships we hold so dearly. At Preshil, education is not simply a pathway to achievement; it is a journey toward purpose, confidence, and identity.

In 2024, I witnessed firsthand the courage our students demonstrate daily — to ask questions without easy answers, to lead with empathy, and to learn not in order to 'win', but to grow. That kind of learning matters more than ever.

## THE CRUCIAL WORK OF REIMAGINING

2024 was also a year of honest reflection and significant change. Our Educational Review, undertaken with rigour and collaboration, reaffirmed our commitment to a deeply child-centred pedagogy, while identifying key areas for renewal. We embraced this work with energy and purpose.

An outcome of the review was the establishment of the Preshil Educational Principles — a historically rich resource distilled from our Courage Document and the broader engagement

process. These principles offer a succinct and enduring reference point for who we are as a school and how we approach education.

## **EDUCATIONAL REVIEW AND PROGRAM INNOVATION**

Completing the review at the midpoint of 2024 proved to be a strategically empowering move. It allowed us to quickly shift from insight to action, launching a series of thoughtful, early-phase implementations that are already shaping our 2025 program.

As a result, we introduced a carefully curated suite of VCE subjects, expanding senior learning options in direct response to student interest. These offerings are structured to enhance our current senior years program and allow for future growth. A key feature is the opportunity for students in Years 9 and 10 to commence early VCE studies, creating a sustainable, parallel academic pathway that complements the existing IB Diploma Programme. This dual offering is now live, and the early signs are promising – allowing meaningful choices while remaining true to our personalised, progressive philosophy.

In alignment with this vision, we also launched Vertical Academic Electives in 2025. This model removes traditional year-level silos by replacing compulsory elective subjects with open-age options for students in Years 7 to 10. It has enabled us to offer a menu of up to 16 academic electives, spanning politics, psychology, artmaking, performing arts, and history. These electives invite students to explore areas of deep personal interest, in line with our strategic aim to help young people flourish as their authentic selves, grounded in their strengths, passions, and evolving talents.

This evolution, shaped by review and driven by values, has unlocked expanded flexibility in our curriculum – a critical necessity for a small school like ours. While many small schools may feel constrained by scale, Preshil has shown that with clarity of purpose and a bespoke approach, it is possible to be small and still offer richness, depth, and choice. We are proud of what this signals for our future.

## **FINANCIAL SUSTAINABILITY AND CAMPUS RENEWAL**

Alongside educational renewal, we made decisive action in 2024 to stabilise the School's financial footing. By developing a clear pathway from operating deficit to surplus over the next two to three years, we have created the foundations for long-term sustainability and reinvestment.

This has not been without challenge. Structural reorganisation was required – never an easy undertaking – but every decision was guided by our unwavering commitment to protect what matters most: the quality of teaching, the integrity of our programs, and the wellbeing of our community.

We also began early work on a campus master plan. This is not just a facilities upgrade, but an invitation to reimagine our learning environments as physical expressions of our values. These future spaces will reflect our pedagogy: open, collaborative, and full of possibility. By thinking

deeply about place — both the physical and the emotional environments in which learning unfolds — we affirm that our spaces are never neutral. They reflect who we are and what we stand for.

## EDUCATION IN A TIME OF URGENCY

We live in times that call for something more from education. At Preshil, we offer not just an alternative, but a compelling case for what schooling can — and should — be.

The world is crying out for emotionally intelligent, ethically grounded, and collaboratively minded citizens. We don't just prepare students for this future; we invite them to shape it. As artificial intelligence becomes ubiquitous, our shared humanity becomes our greatest strength. Our task is not only to help young people solve problems, but to develop the discernment to understand which problems are worth solving—and to approach them with compassion, courage, and clarity.

To the staff who bring this vision to life every day — thank you. To our families, alumni, and Board — your belief in Preshil makes this work possible. And to our students — you are the reason we exist. You challenge, delight, and inspire us daily.

With gratitude,

**AARON MACKINNON**

Principal



# BUSINESS MANAGER'S REPORT

Reflecting on the 2024 financial year, it is clear it was an exceptionally challenging period for our School. While we had anticipated certain financial pressures, the year's outcome was considerably more difficult than expected, resulting in a substantial deficit.

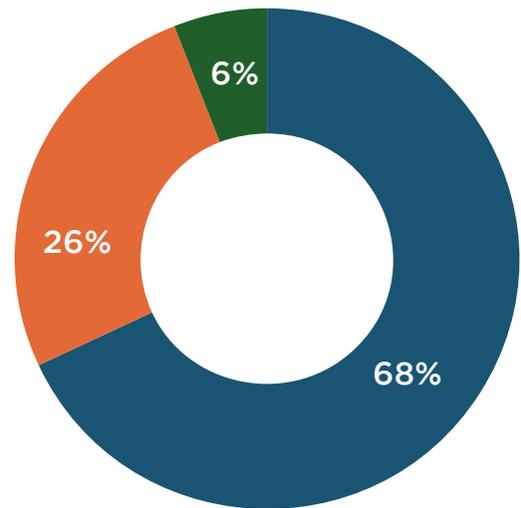
Revenue declined significantly compared to the prior year, driven primarily by lower-than-anticipated enrolments, reduced government grant funding, and fewer donations. Concurrently, we experienced increased expenses relating to administrative overheads, higher insurance premiums, legal fees, redundancy and reorganisation costs, and essential investments in our facilities and technology infrastructure.

Despite these challenges, the strategic decisions made, such as the successful sale of the Kalimna property, have positioned us with a healthy cash reserve. This financial buffer provides stability as we implement necessary reforms and adapt to our changing environment, including the reintroduction of the VCE program alongside the IB Diploma Programme.

Our School remains fully committed to maintaining a high-quality educational experience for all students. By proactively adjusting our programs and operations, we aim to return to a stronger financial footing in the near future.

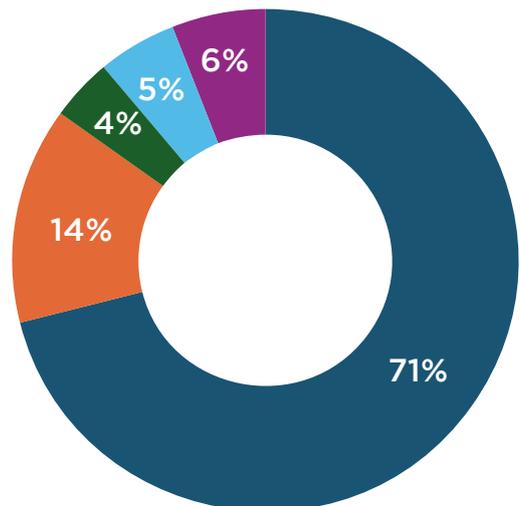
Thank you to our families, staff, and the wider Preshil community for your continued support, understanding, and resilience during these challenging times. Your dedication and belief in our mission provide an important foundation as we navigate toward renewed stability and success.

## INCOME



- Tuition & Fees
- Government Grants (Commonwealth & State)
- Other Income (Donations, Interest & Sundry Income)

## EXPENDITURES



- Employee Salaries (Staff Salaries & Benefits)
- Administration Expenses (Overheads, Marketing & Insurances)
- Education Expenses
- Occupancy & Maintenance
- Depreciation Expenses & Finance Costs

# STUDENT OUTCOMES SUMMARY

## NAPLAN 2024

### INTRODUCTION

At Preshil, our focus remains on nurturing the whole child through a progressive, personalised education. While we do not place undue emphasis on standardised testing, we recognise the value of NAPLAN in offering a national snapshot of student achievement across literacy and numeracy domains. The 2024 results provide useful insights into student learning trajectories and opportunities for targeted support and celebration of progress.

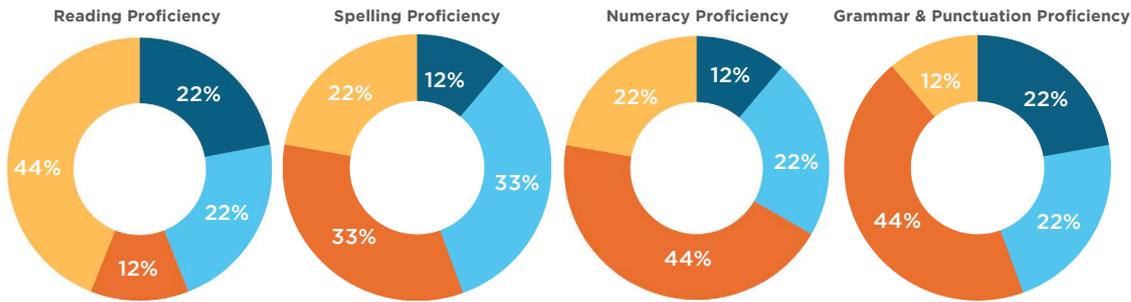
### EXECUTIVE SUMMARY

NAPLAN assessments in 2024 were completed by students in Years 3, 5, 7, and 9. Across all cohorts, the data demonstrates a strong alignment between Preshil's progressive approach and high student outcomes in key areas:

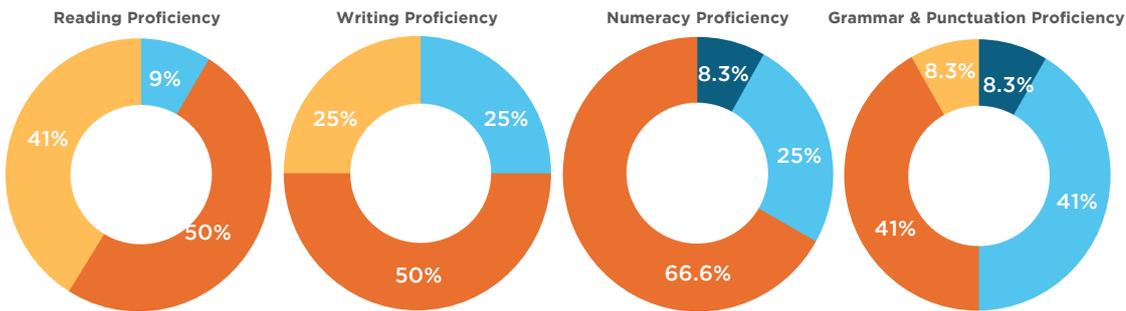
- Most students achieved within or above expected standards, with a significant number demonstrating Strong or Exceeding proficiency.
- Numeracy performance was particularly solid across Years 5, 7, and 9, with the majority achieving Strong or higher.
- Writing and Spelling results show some variability across cohorts, highlighting areas for continued focus, especially in Years 3 and 9.
- A small group of students require targeted intervention, with the school well-positioned to offer this through its individualised approach.



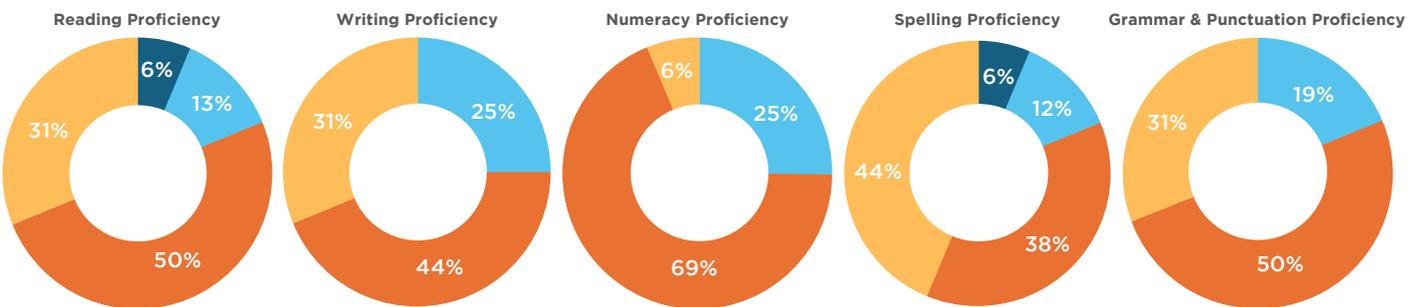
## YEAR 3 NAPLAN RESULTS



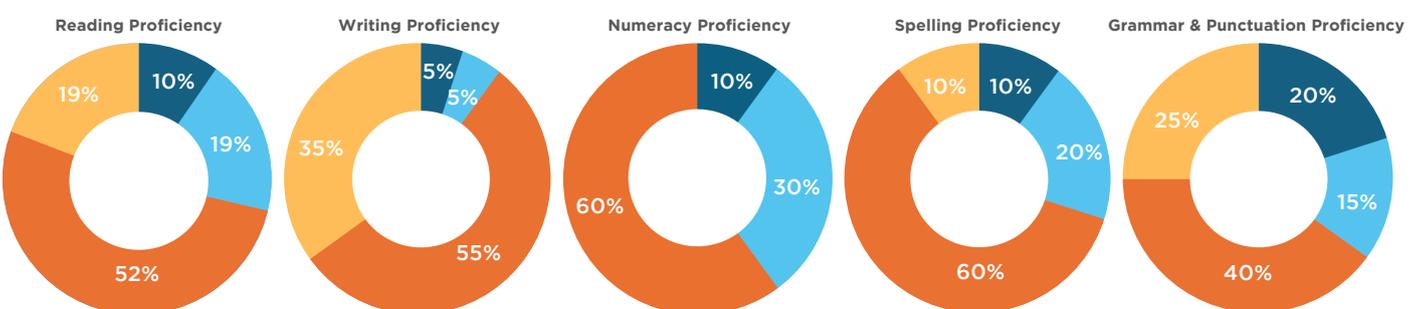
## YEAR 5 NAPLAN RESULTS



## YEAR 7 NAPLAN RESULTS



## YEAR 9 NAPLAN RESULTS



This diagnostic data supports our broader efforts in curriculum refinement and targeted supports, while affirming the strong foundation of student learning and engagement at Preshil.



# GRADUATION PATHWAYS AND RESULTS

At Preshil, graduation is not simply a culmination of academic achievement—it's a holistic milestone that recognises each student's growth, individuality, and evolving aspirations. Our progressive, human-centred approach values creativity, ethical thinking, and a lifelong curiosity far beyond exam results. We believe success is not defined by scores alone but by the ability to navigate the world with purpose and confidence.

Despite this broader definition of learning, our graduates consistently achieve exceptional academic and post-school outcomes. The 2024 graduating cohort reflects this balance of purpose and performance.

## 2024 GRADUATE OUTCOMES AT A GLANCE

100%

First Round Offers

99.95

Two Students Received  
Perfect Scores

32.58

Mean IB Score

- Cohort: 23 students
  - ✓ 17 completed the full International Baccalaureate (IB) Diploma
  - ✓ 5 completed partial IB/VET programs
  - ✓ 1 student graduated through the VCE Vocational Major pathway
- Diplomas Awarded: 17
- Mean ATAR: 83.99 (range: 67.35 - 99.95)
- Two student received perfect scores of 99.95
- Mean IB Score: 32.58
- Students who applied through VTAC: 17
  - ✓ 100% received First Round offers
  - ✓ 71% received their First Preference
  - ✓ 24% received their Second Preference
  - ✓ 5% received subsequent offers or were accepted into interstate/international programs

These results underscore that our students not only graduate with confidence but are also highly competitive applicants in the tertiary landscape.

## COURSE DESTINATIONS

Our students received offers across a diverse and inspiring range of disciplines, including:

- Creative Arts (Visual Arts, Fine Arts, Screen & Media)
- Health & Science (Biomedical Science, Biological Sciences, Space Science)

- Engineering (Mechanical, Honours pathways)
- Humanities and Law (Arts, Law/Politics/Philosophy/Economics)
- Business and Marketing
- Psychology (including Honours programs)

Offers were received from leading institutions including:

- University of Melbourne
- RMIT
- Monash University
- Deakin University
- La Trobe University
- Australian National University (ANU) (interstate)

### **PATHWAYS AND CHOICE**

At Preshil, students are guided to pursue pathways that align with their strengths, passions, and values. Our destination outcomes reflect more than academic readiness — they demonstrate that our graduates are intentional, creative thinkers who step into the world with a clear sense of direction and identity. From university to creative industries and vocational training, our students move forward confidently into their next chapters.





# GOVERNANCE

Preshil seeks to adopt best practice governance standards. Preshil is a company limited by guarantee, the most common legal structure for independent schools and other not-for-profit entities. In Preshil's case, the Board is also referred to historically as the Council and its directors are also referred to as Council Members.

Preshil has no shareholders or owners, but rather Preshil Association members act in a stewardship capacity with certain rights in a general meeting. The Board maintains the register of members and approves membership. All surpluses are invested back into the School for its purposes as described in the company's Constitution. These include providing students with a progressive education that empowers them to develop naturally along their own lines and to provide opportunities for members of the teaching staff and others to become familiar with, and practise new and progressive methods of education as a changing society requires.

As the School is a company that is also registered as a charity, Preshil is regulated by both ASIC and the Australian Charities & Not-for-Profit Commission (ACNC) and is subject to the ACNC Governance Standard. As a registered non-government school on the Victorian register under the Education and Training Reform Act 2006, minimum standards including in respect of governance and financial management also apply.

The practical governance and policy-making of the School are delegated to the School Board. The School Board is led by the Chair (also referred to as the School Council President) with officeholders elected by the Board after each Annual General Meeting. The day-to-day management and operations of the School are delegated from the Board to the Principal. The Board has also established Committees to maximise efficiency and effectiveness.

It is the role of the School Board to provide strategic guidance for the School and to effectively oversee and review the School's management, and act in a way that exemplifies and reinforces Preshil's core values and ethos. The Board ensures a strategic approach to the School's future by setting major goals, policy frameworks and strategies, and sets the tone and the ethical standards, reviews the School's financial performance, reviews and monitors adherence to systems of risk management, governance and legal compliance, and monitors organisational performance.

The Preshil Constitution provides that the Board can have up to 12 directors (minimum is five) including the Principal, an educator appointed by the Principal each year, two Directors who can be appointed by the Board for up to three years and up to eight elected by AGM for 3-year terms (one-third of whom must retire at each AGM based upon tenure). The officeholders are the President, Treasurer, Vice President and Secretary. The members of the Preshil School Board have a wide range of interests, specialities, skills and backgrounds and participation in Committees reflects that experience and expertise. Current Board members have expertise that includes leadership, governance and general management, education, finance, law, architecture, marketing, strategy and design.

## **2024 COUNCIL COMMITTEES**

- Remuneration and Nominations
- Strategy
- Finance and Risk
- Buildings and Environment
- Education
- Advancement and Marketing

## **2024 BOARD MEMBERS**

Emma Zipper – President

Andrew Apostola – Vice President

Courtney Pearson – Treasurer (Appointed Treasurer August 2024)

Justin Baré – Treasurer (Resigned July 2024)

Aaron Mackinnon – Director (Appointed May 2024)

Belinda Esperson – Director (Resigned May 2024)

Doug McCurry – Director

Daniel Ingvarson – Director/Educator

Felicity Bernstein – Director (Resigned November 2024)

Graham Parr – Director

Gaudi Schneider – Director (Resigned Apr 2024)

Josh Brody – Director (Resigned May 2024)

Karolina Karon – Director (Appointed August 2024)

Larry Roadcap – Corporate Secretary (Appointed August 2024)

Louise Wright – Director (Appointed November 2024)

Miriam Raphael – Director (Resigned May 2024)

Peter Beamsley – Director (Appointed August 2024)

Shell Hove – Corporate Secretary (Resigned July 2024)

# STAFFING

## STAFFING CHANGES DURING 2024

### DEPARTING STAFF

NAME	POSITION TITLE	FINAL DAY
Nerel Ezra	Registrar	19/01/2024
Amanda Gluyas	Laboratory Technician	30/01/2024
Lucia Thompson	Administration Assistant	22/02/2024
Mae-Louise McGuinness	HR Manager	29/02/2024
Maxine Rofe	Laboratory Technician	01/05/2024
Joshua Brody	Principal	10/05/2024
Irene Swanick	Administration Assistant	23/05/2024
Georgia Williams	Learning Support Assistant	28/05/2024
Amy Lewis	Inclusive Education Leader	31/05/2024
Judith O'Donnell	Administration Assistant	21/06/2024
Shell Hove	Business Manager	05/07/2024
Esther Brakey	Learning Support Assistant	08/07/2024
Carmine Longano	Laboratory Technician	19/07/2024
Hayley Catnon	Secondary Teacher	19/07/2024
Cherry Montgomery	Primary Teacher	20/09/2024
Jack Batson	Secondary Teacher	20/09/2024
Yuexuan (Jessica) Wu	Secondary Teacher	20/09/2024
Stewart Thorn	Kindergarten Director	17/10/2024
Lawrence Fox	Communications & Marketing Manager	06/11/2024
Jesse Franklin	Secondary Teacher	10/12/2024
Jennifer Galea	EA to the Principal	13/12/2024
Melissa Widdowson	Payroll	13/12/2024
May Wang	Laboratory Technician	20/12/2024

### NEW STAFF

NAME	POSITION TITLE	FIRST DAY
Irene Swanick	Administrative Assistant	22/01/2024
Yue (Naomi) Gu	Secondary Teacher	29/01/2024
Georgia Williams	Learning Support Assistant	29/01/2024
Jack Batson	Secondary Teacher	29/01/2024
Jordane Hyams	Primary Teacher	29/01/2024
Nicholas Adeney	Primary Teacher	29/01/2024
Che Oliva	Library Technician	29/01/2024
Maxine Rolf	Laboratory Technician	26/02/2024
Aaron Mackinnon	Principal	13/05/2024
Esther Brakey	Learning Support Assistant	07/05/2024
Starlie Geike	Primary Teacher	06/06/2024
Robert Brown	Art Technician	13/06/2024

Alice Boyle	Secondary Teacher	15/07/2024
Daniel Arnott	Secondary Teacher	15/07/2024
Carmine Longano	Laboratory Technician	15/07/2024
Elise Kyrgios	Secondary Teacher	15/07/2024
Larry Roadcap	Business Manager	15/07/2024
Michelle Karic	Finance Manager	12/08/2024
Natalie Alexander	Learning Support Assistant	09/08/2024
Jessica Franklin	Secondary Teacher	07/10/2024
Xue (May) Wang	Laboratory Technician	18/10/2022
Troy Davis	HR/Payroll Manager	28/11/2024
Lucy Lam-Po-Tang	Marketing, Community Engagement and Advancement Manager	11/12/2024

## STAFF AS AT AUGUST 2024

NAME	POSITION TITLE
Aaron Mackinnon	Principal
Alice Boyle	Secondary Teacher
Amanda Seefeld	Secondary Teacher
Amelia Wright	Administration Assistant
Andrew Belegrinos	Secondary Teacher
Annie Harding	Registrar
Brin (Julie) Nadler	Primary Teacher
Bronte Howell	Careers Counsellor
Carmine Sandro Longano	Laboratory Technician
Caterina Pacitti	Secondary Teacher
Che Oliva	Library Technician
Cherry Montgomery	Primary Teacher
Christopher McDuff	Secondary Teacher
Claire Robertson	Primary Teacher
Clinton Morgan	Primary Teacher
Cressida Batterham-Wilson	Deputy Principal
Daniel Arnott	Secondary Teacher
David Coulter	Secondary Teacher
Debra Wright	Administration Assistant
Debrah Brinkworth	Primary Teacher
Elise Kyrgios	Secondary Teacher
Emily Keegan	Secondary Teacher
Emma Borland	Secondary Teacher
Felicity Robinson	Secondary Teacher
Fleur Fogarty	Secondary Teacher
Greg McCarthy	Facilities & Maintenance Manager
Greg Papadopoulos	Maintenance Officer
Jack Batson	Secondary Teacher
Jason Shulman	Secondary Teacher
Jennifer Galea	EA to the Principal
Jordane Hyams	Primary Teacher
Julia Madden	Secondary Teacher
Karoline Kuti	Deputy Principal
Katherine Girbau	Secondary Teacher
Kristan Austin	Secondary Teacher
Larry Roadcap	Business Manager

## STAFF AS AT AUGUST 2024

Laurence Page	Secondary Teacher
Lawrence Fox	Communications & Marketing Manager
Lewis Kingston	Secondary Teacher
Lisa Genovese	Primary Teacher
Lorraine Brooks-Dowsett	Primary Teacher
Louise Darmanin	Learning Support Assistant
Matthew Barker	Secondary Teacher
Melissa Widdowson	Payroll Officer
Michael Price	Primary Teacher
Michelle Berner	Secondary Teacher
Michelle Brown	Secondary Teacher
Michelle Priestly	Primary Teacher
Morgaine (Anastasia) La Fey	Learning Support Assistant
Natalie Kisilevich	Student Wellbeing Leader
Natalie Kunst	Secondary Teacher
Nicholas Adeney	Primary Teacher
Robert Brown	Secondary Teacher
Robert Gillett	Maintenance Officer
Robert Grundy	Secondary Teacher
Rosalie Douglas	Secondary Teacher
Rosie Grimm	Primary Teacher
Simone Braid	Secondary Teacher
Starlie Geikie	Primary Teacher
Veronica Backhouse	School Counsellor
Yue (Naomi) Gu	Secondary Teacher
Yuexuan (Jessica) Wu	Secondary Teacher
Zhuyu (Julie) Yan	Learning Support Assistant

## STAFF QUALIFICATIONS

EMPLOYEE NAME	QUALIFICATION 1	QUALIFICATION 2	QUALIFICATION 3	QUALIFICATION 4
<b>Aaron Mackinnon</b>	Bachelor of Fine Art	Graduate Diploma Education		
<b>Alex Mason</b>	Bachelor of Science (Psychology)	Certificate IV in Child, Youth & Family Intervention		
<b>Alice Boyle</b>	Diploma of Languages (French Language & Literature)	Bachelor of Arts	Master of Teaching (Secondary) Internship	
<b>Amelia Wright</b>				
<b>Andrew Belegirinos</b>	Bachelor of Science	Bachelor of Engineering (Honors)	Masters of Teaching	Masters of Geospatial Information Technology
<b>Annie Harding</b>				
<b>Brin (Julie) Nadler</b>	Bachelor of Arts in Modern Culture & Media	Masters in French Language & Culture	Masters of Science Education, Early Childhood & Elementary Education	
<b>Bronte Howell</b>	Advanced Diploma Business Administration	Certificate IV Career Development	Certificate IV Training & Assessment	Graduate Certificate Career Development Practice

## STAFF QUALIFICATIONS

<b>Carolina Castano-Rodriguez</b>	PhD Education	Masters of Education	Bachelor of Biology / Molecular Biology	
<b>Caterina Pacitti</b>	Masters of Teaching (Secondary)	Graduate Certificate of Arts (English Literature & Theatre Studies)	Bachelor of Arts, Honors in Philosophy (First Class)	Diploma of Music
<b>Che Oliva</b>	Diploma Library & Information Studies			
<b>Cherry Montgomery</b>	Masters Social Science (International Development)	Graduate Diploma in International Development	Graduate Diploma in Education (Primary)	Bachelor of Business (Tourism & Hospitality)
<b>Claire Robertson</b>	Bachelor of Fine Art (Visual Arts)	Masters of Fine Art (New Media)	Graduate Diploma Education (Primary)	
<b>Clinton Morgan</b>	Bachelor of Education	Postgraduate Certificate in Journalism		
<b>Cressida Batterham-Wilson</b>	Bachelor of Behavioural Science (Psychology)	Bachelor of Teaching		
<b>David Coulter</b>	Bachelor of Science	Bachelor of Arts	Masters of Teaching	
<b>David Hoke</b>	Bachelor of Science (Biochemistry)	PhD Biochemistry	Master of Teaching (Secondary) Internship	
<b>Debrah Wright</b>	Certificate III Medical Administration	Advanced Secretarial Course		
<b>Debrah Brinkworth</b>	Diploma of Arts	Bachelor of Arts	Graduate Diploma Teaching (Secondary)	
<b>Emily Keegan</b>	Bachelor of Arts	Bachelor of Teaching (Secondary)	Graduate Certificate Counselling Youth Family Therapy	
<b>Emma Borland</b>	Bachelor of Fine Art	Masters of Fine Art	Master of Teaching (Secondary)	Graduate Certificate in Autism Studies
<b>Fleur Fogarty</b>	Bachelor of Education (Visual Arts)			
<b>Glenn Morris</b>	Bachelor of Arts	Graduate Diploma of Education		
<b>Greg McCarthy</b>	Certificate IV (Youth Affairs, AOD, Juvenile Justice)	Diploma in Community Services	Certificate III in Carpentry	
<b>Greg Papadopoulos</b>				
<b>Heesun Choi</b>	Diploma of Early Child Education Care			
<b>Jason Shulman</b>	Bachelor of Education (Secondary)	Postgraduate Certificate in Curriculum Development	Master of Education	
<b>Jay Blanchard-Lewis</b>	Master of Arts	Post Graduate Certificate in Education (Secondary)		
<b>Jordane Hyams</b>	Bachelor of Arts (Honors)	Master of Teaching (Primary)		
<b>Julia Madden</b>	Bachelor of Arts	Bachelor of Science	Masters of Teaching Secondary	
<b>Karoline Kuti</b>	Bachelor of Music	Bachelor of Arts	Graduate Diploma Education	
<b>Kate Tamblyn</b>	Bachelor of Creative Industries (Dance)	Graduate Diploma in Psychology	Bachelor of Education	Master of Management (Education)

## STAFF QUALIFICATIONS

<b>Ken Fay</b>	Bachelor of Education	Masters of Education (Leadership & Administration)		
<b>Kristan Austin</b>	Bachelor of Physical & Health Education	Graduate Diploma Education		
<b>Larry Roadcap</b>	Bachelor of Arts (Economics)	MBA (Finance & Technology Management)	Certificate of Asian Studies	Postgraduate Certificate of Education
<b>Laurence Page</b>	Bachelor of Education (Secondary)			
<b>Lewis Kingston</b>	Bachelor of Environmental Design	Masters of Architecture	Masters of Teaching	
<b>Lisa Genovese</b>	Bachelor of Business Management	Graduate Diploma Education (Primary)		
<b>Lisa McClure</b>	Diploma of Secretarial Studies			
<b>Lorrayne Brooks-Dowsett</b>	Bachelor of Education	Graduate Diploma Educational Studies	Graduate Diploma Psychological Studies	Masters in Special Education
<b>Louise Darmanin</b>	Certificate III Early Childhood Education & Care			
<b>Lucy Lam-Po-Tang</b>	Bachelor of Business (Business Administration)	Bachelor of Arts (Graphic Design)	Graduate Certificate Communications & Media Studies	Master of Education (Leadership & Learning)
<b>Melissa Widdowson</b>				
<b>Michael Price</b>	Diploma of Teaching (Primary)	Diploma of Teaching (Physical Education)		
<b>Michelle Priestly</b>	Diploma of Arts in Music	Graduate Diploma of Education (Secondary)		
<b>Michelle Berner</b>	Bachelor of Music	Master of Teaching		
<b>Michelle Karic</b>	Advanced Certificate in Accounting	Diploma in Accounting	Bachelor of Business (Accounting & Finance)	
<b>Morgaine (Anastasia) La Fey</b>	Certificate IV Educational Support			
<b>Natalie Kisilevich</b>	Bachelor of Science	Postgraduate Certificate Education		
<b>Natalie Alexander</b>	Bachelor of Accounting	Graduate Diploma of Psychology	Graduate Diploma Professional Psychology	
<b>Nicholas Adeney</b>	Bachelor of Commerce	Bachelor of Teaching (Primary)		
<b>Robert Gillett</b>				
<b>Robert Brown</b>	Bachelor of Fine Art (Printmaking)	Bachelor of Multimedia Design		
<b>Robert McArthur</b>	Bachelor of Arts	Diploma in Education	PhD History	
<b>Rosalie Douglas</b>	Bachelor of Arts (Literature & Sociology)	Master of Teaching (Secondary)		
<b>Rosie Grimm</b>	Bachelor of Arts (Social Work & Sociology)	Bachelor of Primary Studies		
<b>Sandra Olarte</b>	Bachelor of Economics	Graduate Diploma in Education (Early Childhood)		

## STAFF QUALIFICATIONS

<b>Sevan Sarkisian</b>	Bachelor of Applied Science	TESOL Certificate	Certificate in Performance Edge Leadership & Management	Certificate in Project Management
<b>Simone Braid</b>	Bachelor of International Relations	Graduate Diploma Teaching (Secondary)	Master of Teaching (Secondary)	Diploma in Languages
<b>Starlie Gieike</b>	Bachelor of Arts (Fine Arts)	Master of Fine Art	Graduate Diploma of Education	Master of Creative Arts Therapy
<b>Susan Wang</b>	Bachelor of Pharmacy	Master of Teaching (Mathematics Education)		
<b>Tom Sharkie</b>	Master of Adult & Vocational Education	Master of Teaching (Secondary)	Master of Arts (Linguistics)	Master of Applied Linguistics
<b>Troy Davis</b>	Master of Employment Relations	Graduate Certificate in Industrial Relations	Graduate Diploma in Careers Education & Development	
<b>Veronica Backhouse</b>	Bachelor of Social Science	Graduate Diploma of Counselling Psychotherapy	Graduate Diploma Education (Secondary)	Diploma in Ecotherapy
<b>Yingchen (Annie) Zhang</b>	Master of Teaching in Early Childhood & Primary			
<b>Zhuyu (Julie) Yan</b>	Certificate in Primary Years Program			





PRESHIL

