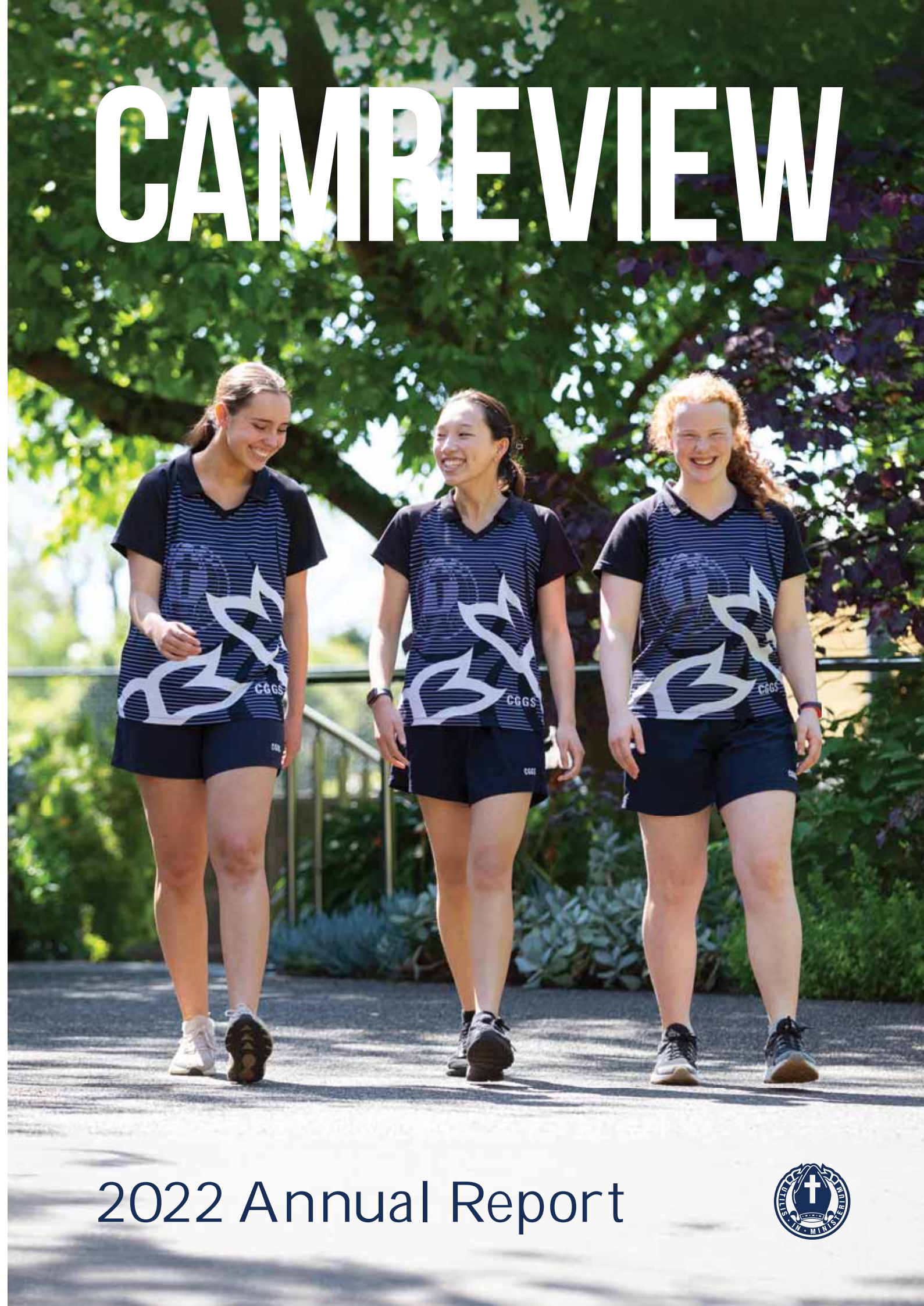


CAMREVIEW



2022 Annual Report



Our Vision

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

Our Mission

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

Our Values

Integrity Commitment Respect
Hope Courage

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Senior School students Jasmine & Greta working in the Visual Communication Design Studio.

Principal's Introduction

The ability to return full time on site and to all programs in 2022 was a highlight. Educating young people is a human endeavour and being together enhances their wellbeing, learning and socialisation.

In April we launched our Strategic Plan 2022 - 2025. It builds upon previous plans to ensure that we are continuing to provide a relevant and dynamic education for our students. As the need for young people to demonstrate their learning, interests, broader skills and capabilities becomes more prominent, the objectives of this plan focus on the mechanisms to support this. As we continue to emerge from the complexities of the pandemic, a deeper appreciation of wellbeing, sense of purpose, valuing of community and the environment are all taking greater prominence in life choices and are also supported by the plan.

We continued to develop hybrid learning opportunities through our Upskill Program which was run in conjunction with Learning Conversation days for Years 7-12. These provided opportunities for trans-disciplinary and deeper learning, as well as a focus on the development of transferable skills. This work is informed by our involvement in a number of key initiatives including the University of Melbourne's New Metrics for Success initiative and the Harvard Graduate School of Education's Ideas into Action program. These will be further developed in the coming years with an added focus on the development of a learner profile and expansion of our microcredentials suite.

In reviewing our extensive wellbeing curriculum and activities, we launched our 360° of Being program across both Junior and Senior Schools to ensure that our students wellbeing is at its optimum for engagement, relationships and learning.

Our staff, both teachers and Professional Services are our most important asset. Schools today are very complex communities and workplaces, so we have focused on working with staff representatives to simplify processes and systems as well as develop greater opportunity for workflow and time during the day.

Our NAPLAN and VCE results continue to be outstanding. They also stand with the many individual and group student achievements throughout the year that are highlighted in our CamLife magazines, on social media and on our new website. The inclusion of illustrative characters in our marketing materials and on our website demonstrates the diversity of our community. The illustrations also represent the vibrancy and energy of our students and staff.

This year, we welcomed a new Coordinator to our Early Learning Centre, Esther Wong. We also refurbished our Early Learning Centre - both inside and outside. With fresh paint and new flooring, new furniture was also purchased to support the learning of our youngest students in a contemporary environment. In addition, the outside spaces were completely renovated with natural paths, more vegetation, a dry creek bed, vegetable garden and a new undercover outdoor stage.

In 2022 we concluded our Centenary Celebrations with the Brooksbank Library Naming Ceremony, Centenary Gala, Centenary Concert and Garden Party. All were exciting events where we learnt more about the history of our school and celebrated the contributions of many. These events were managed by the team from the Foundation Office and supported by other departments in the school.

We are incredibly proud of the continued achievements of our students and staff throughout another year as we transition to our 'new normal'. At every step, we have felt strongly connected to our families, old grammarians and friends of the school. It is a privilege to be a part of such a community.

Thank you for your continued support of CGGS in 2022.

With best wishes,

Debbie Dunwoody
Principal



Top: Debbie with 2022 School Captains
Below: Centenary Celebrations



Strategic Plan

The Strategic Plan 2022 - 2025 was developed to ensure the provision of a relevant and dynamic education for our students. Guided by the school's Vision, Mission and Values, the plan is centered around three strategic pillars, each with ambitions to be achieved by 2025. Below we share an update on ambitions achieved in 2022.



Scan the QR code to view our Strategic Plan 2022 - 2025

LEARNING DESIGNED FOR ALL

Intention

We design holistic learning to build confidence, resilience, adaptability, agency and wellbeing in each student, and ensure they are a partner in their education and future ready.

Implementation of a school-wide Wellbeing Program
In 2022, CGGS proudly unveiled 360° of Being, our bespoke Wellbeing Program. Following extensive research, consultation and evaluation, and building upon previous work, this transformative wellbeing framework works hand in hand with our academic and co-curricular offerings. It recognises that when we embrace individuality and celebrate diversity, students are empowered to pursue their passions with confidence and are equipped with the necessary resources to make a lasting impact on the world.

360° of Being embodies a holistic approach to wellbeing, encompassing five key domains that serve as the foundation for designing and implementing impactful initiatives and programs across Junior and Senior School.

- 1. Cognitive Engagement
- 2. Health and Connection
- 3. Respectful Relationships
- 4. Environmental Appreciation
- 5. Positive Education

To commemorate the official launch of the program, the school produced a publication that provides a comprehensive overview of our distinctive wellbeing framework. Titled 360° of Being - Wellbeing for the Whole Person, the publication showcases the diverse array of programs and initiatives offered by the school, further reinforcing our commitment to nurturing student growth and development.

Over the course of 2022, the framework was successfully integrated across both the Junior and Senior Schools - fostering a supportive environment that encourages student voice, advocacy and emphasises personal and collective wellbeing.



Scan the QR code to view our 360° of Being booklet

Further development of the Upskill Program
An ongoing priority at CGGS is to support our students to develop agility and tenacity in the way they learn and experience the world, so they are truly prepared for the future. In 2021, CGGS launched the Upskill Program, and in 2022 this program was further developed and consolidated.

Partnering with universities, external organisations and industry experts, in 2022 the Upskill Program delivered age-appropriate, relevant, engaging and immersive learning for all our Senior School students. Over the course of the year, six days, with 30 different programs were solely dedicated to Upskill. The Program ran as a hybrid model, to enable a blend of both onsite and online activities. Throughout the year, students further developed their skill portfolios, earning microcredentials to certify their achievements in specific skills. Programs were designed to also marry with the learning spotlight of each year level, as described in our By Design Learning Architecture.

Development of CGGS Learner Profile
CGGS has continued its partnership with the University of Melbourne as a First Mover school in the New Metrics for Success Project. In 2022, we continued developing frameworks for measuring competencies (referred to as transferable skills and key characteristics in our By Design Learning Architecture) at different levels, including future credentialling warranted by the University of Melbourne.

CGGS has been working with Edapt Education to develop an ePortfolio for goal setting, and collation of evidence of learning and experiences beyond the classroom. A number of Year 9 students engaged with a beta version of the portfolio which will be launched in 2023. CGGS is also working with Edapt Education to design a flexible Learner Profile which will surface the unique profiles of each of our students. This will include digital credentials from CGGS's expanding suite of microcredentials.

Further development of the Living Culture Program
As a result of staff trips which took place in 2021, new partnerships were formed which resulted in CGGS working alongside

Aboriginal elder, Mick Kelly, as well as the Senior Lore Peoples known as MAGIC (Mothers Ancestral Guardian Indigenous Corporate) to enable the school to further develop our Living Culture Program.

Taking place in the Willandra Lakes Region of New South Wales, the UNESCO World Heritage site is an ancient landscape and includes Mungo National Park, where the remains of Mungo Man and Mungo Lady were discovered.

The first student trip under this new model took place in April 2022, with a second trip in June. Travelling deep into Victoria, crossing the border into New South Wales, and culminating in red dirt Mallee Country, students gained a true understanding of the remoteness and rarity of the trip.

The area is rich in Indigenous history and culture, and the program immersed students and staff in an amazing landscape, enabling them to gain a deep understanding of Indigenous culture, traditions and practices. From grinding ochre and exploring ancient Aboriginal artefacts, to stargazing and listening to the stories of the local Elders, the

Living Culture Program is an experience never to be forgotten.

Students and staff gained an appreciation of Indigenous ways of knowing and pedagogical approaches to teaching and learning. The exploration of living culture, building a relationship with the natural environment, actively listening to stories and teachings, and witnessing and reflecting on the heritage and history of the National Park are all ways we have been able to gain a greater appreciation and understanding of Aboriginal knowledge, culture, traditions and practices.

A powerful seven days, the trip connected our students more deeply to other people, to Country and to themselves. Being welcomed on Country and taught by Aboriginal Lore Peoples is a once in a lifetime opportunity that we are proud to have been able to successfully facilitate in 2022.

Students on Country exploring Mungo National Park



OUR COMMUNITY

Intention

We nurture connections and creative partnerships to realise our School's Vision and Mission.

Further development of new brand and launch of CGGS website

In 2021, the school launched the new CGGS brand. A departure from traditional school advertising, a core part of the new brand is a series of original and bright coloured illustrations. The illustrations represent all members of the CGGS community, including students, staff, parents and old grammarians. In 2022, the suite of illustrations grew to include more characters to further capture the diverse and vibrant CGGS community.

On Monday 1 August, the school launched a new website - the public home of all things CGGS. Designed and built in-house by the school's Marketing Team, the new site was a major and much needed upgrade for the school.

Built from the ground up, the new website was designed to reflect the school's new brand and vibrant culture. Incorporating our unique illustrations and fresh colour palette, the website incorporates a new menu structure. Clean uncluttered pages offer a more immersive user experience, it includes elements of animation and surprise, and truly reflects the personality of our brand. Both the brand and website will continue to grow and evolve annually.

Restructure of Foundation & Community Committee

In 2022 the school's Foundation & Community Committee was restructured. The primary focus of the committee is to provide strategic direction on relationships, structures and activities that foster the building of community. The new structure brings together the leaders of our community such as the Old Grammarians Association and the Parents & Friends Association.

The committee will also focus on the development of successful philanthropic engagement with members of the CGGS and broader communities. This Council sub-committee also oversee the development of special events and have responsibility for the Scholarship and Building Funds.

Throughout 2022, this new group worked to establish and re-establish important connections with the school community and key stakeholder groups including parents and friends, alumnae, past parents, past staff and friends.

Centenary Celebrations

In 2022 the school's Centenary Celebrations culminated. The final four events of the celebration calendar took place throughout the year and each event brought members of the community together to celebrate our fine school.

> Brooksbank Library Naming Ceremony

On Wednesday 11 May, the school was delighted to welcome eleven members of the Brooksbank family to the CGGS library to officially honour Reverend Hubert Brooksbank, the Founder of the School and first Chair of Council.

Reverend Brooksbank was a strong advocate of girls' education, and he retained a committed interest in CGGS until his death in 1942. He was visionary, wise and treated others with respect and affection. He founded a school courageous to evolve and change, and to seek the future with creativity and hope.

The opportunity to recognise the contribution of such a significant person associated with CGGS was always part of the Centenary Celebration plans. It seemed only fitting that the library, a place of learning and of community was the space to honour Reverend Brooksbank. By naming our library, Brooksbank Library, we hope to inspire all who study and work at the school.

> Centenary Gala

After two postponements and nearly three years of planning, CGGS was thrilled to finally hold the Centenary Gala on Saturday 30 July.

The beautiful ballroom of Leonda by the Yarra was filled with over 300 members of the CGGS community to celebrate this major milestone in the school's history.

An excited CGGS community, coupled with brilliant live music, auctions, stunning food and beverages made for an amazing atmosphere and evening for all.

> Centenary Concert

CGGS was excited to return to the Melbourne Recital Centre on Tuesday 11 October to hold our combined Centenary Concert and Years 10 - 12 Presentation Evening.

This stunning venue was the perfect backdrop for a night of marvellous music and it was a joy to witness the talent of our students and staff as they performed a diverse repertoire, with many ensembles and vocal groups entertaining all in attendance. A special moment was the performance of the Centenary Anthem, a song based on the words from the Bible, from a reading that has long been important to CGGS - Micah 6:6-8

> Garden Party

On Saturday 12 November, the school welcomed almost 300 guests to CGGS for the Centenary Garden Party.

The final event of the school's Centenary Celebrations - old grammarians, as well as former and current staff gathered on the oval for an afternoon of fine food and beverages, live music, lawn games and of course, reconnecting and reminiscing the years gone by.

A truly joyous occasion, showcasing the genuine sense of community that is CGGS.



VCE Mathematics teacher,
Lindsay Hill

OUR EXPERT WORKFORCE

Intention

With a global mindset our staff collaborate to grow, build professional capabilities and innovate for ongoing educational improvement.

Feedback for Growth

The CGGS Feedback for Growth model was co-designed with educators and Professional Services Staff during 2020 and 2021. The model was launched in July 2022 to provide a meaningful process for supporting and enabling individual and organisational growth.

Participating in a Feedback for Growth cycle gives each staff member the opportunity to reflect on their work, align their professional

learning goals and participate in opportunities to develop skills and mindsets for growth. Previously, the focus on feedback was linked to a performance appraisal model. The newly created Feedback for Growth model focuses on personal growth and uses a strengths-based approach to professional learning.

The model is made up of four stages and is intended to be completed within one to two Terms. In 2022, all staff, excluding those who commenced at the beginning of the calendar in year, engaged in the Feedback for Growth model.

Sustainable workflow and practices

A key focus in 2022 was a review of our current structures and processes to enable more effective engagement, collaboration and wellbeing for our staff.

A volunteer working party, led by Education Consultant, Ann Beck and comprising of staff from all areas of the school met throughout the year to look at three main areas:

1. How we can improve processes
2. Areas we can streamline
3. How we can build greater opportunities for improved workflow

A report comprising of multiple recommendations in these areas was produced, with implementation taking place in late 2022 and throughout 2023.

Academic Excellence

The Class of 2022

The Class of 2022 graduated from CGGS with outstanding ATAR results and a myriad of transferable and leadership skills that can be applied in all settings. This diverse group of young women left CGGS more than ready to pursue their dreams and to make their own impact on the world.

93
Median
ATAR
Score

9
Perfect
Study
Scores

English EAL
Music Performance
Equine Studies
Biology
Specialist Mathematics
2 x English
2 x Psychology

Dux of School

Louisa Taylor Memorial Award
Shuhan Zeng
ATAR of 99.95 - Perfect Score

Dux Secondus

GD Lawrence Award
Amelia Westerman
ATAR of 99.75

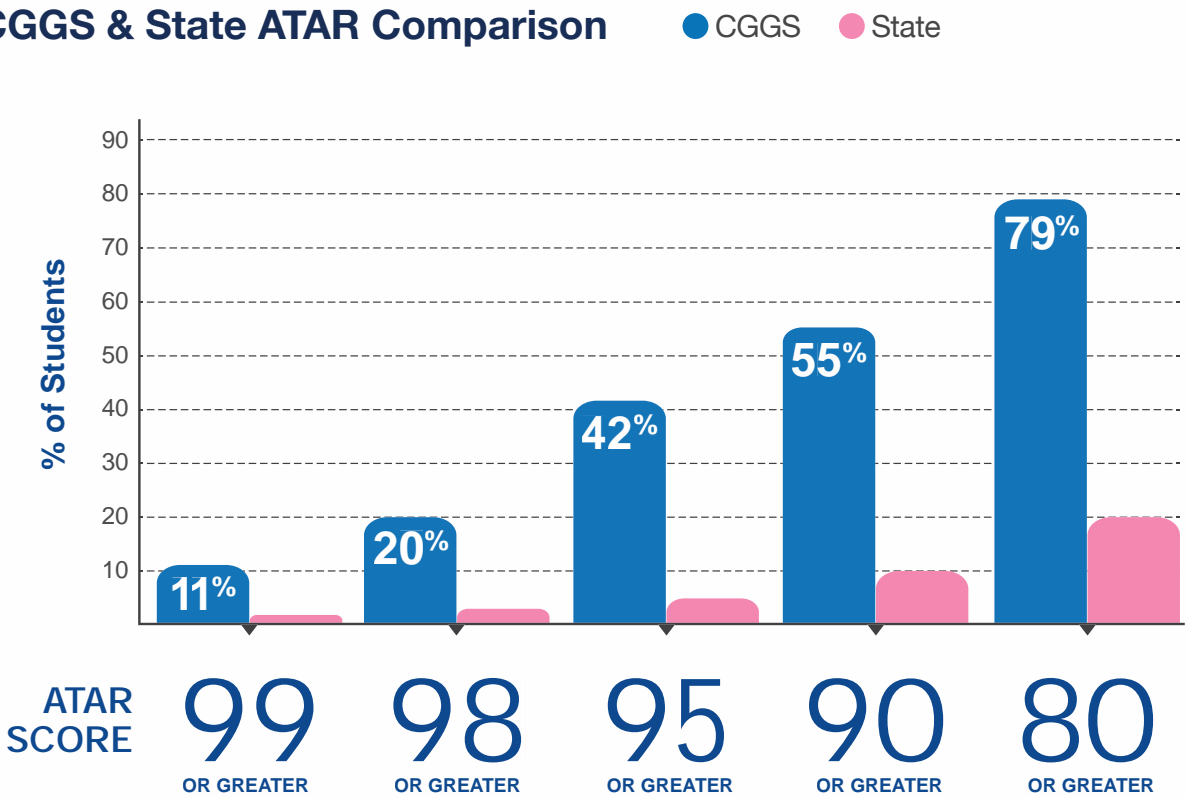
3rd Highest Score

RM Westcott Award
Alice Lu
ATAR of 99.70

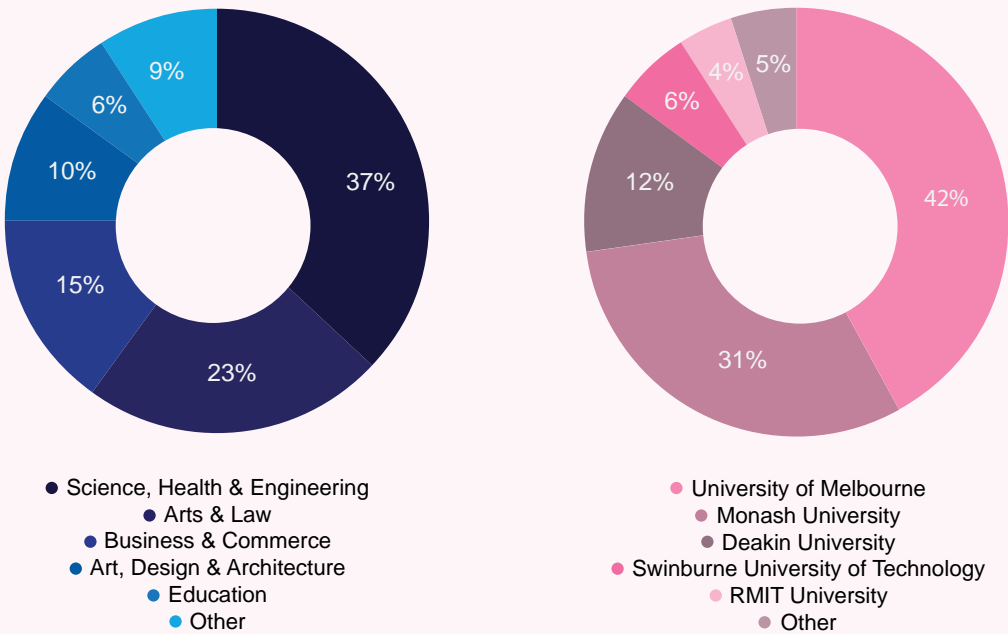
4th Highest Score

Otto Yuncken Award
Emily Wu
ATAR of 99.60

CGGS & State ATAR Comparison



Tertiary Destinations



100% } 100% of the students from the Class of 2022 received an offer for tertiary study and students have gone on to study at a number of different tertiary institutions in a variety of courses.

Class of 2022 with Year Level Coordinator, Andrew Burnell



NAPLAN Results

Each year, CGGS takes part in the NAPLAN, a Federal Government mandated assessment of Years 3, 5, 7 and 9 students' literacy and numeracy skills.

Whilst CGGS students have a strong track record in NAPLAN assessments and always achieve above the State average, it is important to note that NAPLAN is just one of many sources of information we use as a school to monitor student progress.

Our Year 3 NAPLAN results were exceptional and reflect the purposeful change in pedagogy, implemented in 2019. They are the first cohort to have had explicit, systematic literacy instruction from Foundation. 100% of our Year 3 students were in the top 2 bands for Writing and 95% were in the top 2 bands for Reading.

We are proud of all our Years 3, 5, 7 and 9 students for completing NAPLAN assessments in 2022 and can report:

Our Junior School was ranked 4th in the State for girls' schools and 5th in the state for all primary schools

Our Senior School was ranked 5th in the State for girls' schools and 13th in the state for all senior schools

CGGS v State Median 2022

Year	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
3	545	453	508	429	532	425	571	444	507	410
5	584	519	566	498	577	509	609	503	571	494
7	598	550	593	541	603	549	604	537	631	551
9	647	585	628	570	631	579	650	578	654	588
	CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State

CGGS v State Median 2019 / 2021

As required, below are the NAPLAN results for the previous two years.
*Excludes the year 2020 as nation-wide testing did not occur due to the COVID-19 pandemic.

	Year	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
2019	3	572	445	517	432	542	428	624	452	507	419
2021	3	518	453	492	432	517	430	521	441	476	411
2019	5	573	515	523	486	556	505	570	506	565	506
2021	5	607	522	570	488	583	506	609	511	596	504
2019	7	613	551	565	523	598	547	605	545	634	560
2021	7	612	551	579	528	611	551	601	537	622	556
2019	9	642	586	607	557	640	583	649	576	645	596
2021	9	635	582	613	554	640	584	643	580	640	590
		CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State

Senior School student, Lucy in the Anne Feehan Building





Maxie enjoys reading in the newly refurbished Early Learning Centre

Operations

The School Council is empowered to set the strategic direction of the school. Through the dedication and hard work of our voluntary Council members, the school ensures it can continue to enhance its facilities, programs and buildings.

In 2022, the CGGS Council continued to oversee building and renovation projects, with a highlight being the complete internal refurbishment and new external playground of the Early Learning Centre. Several strategic educational initiatives were implemented, alongside the delivery of our new Strategic Plan 2022 - 2025. Our re-structured Foundation & Community Committee also worked hard throughout the year establishing and re-establishing important connections with the school community.

The Council sub-committees continued to oversee the strategic advances of the school with diligence, care and great personal commitment.

We thank the following members, who lead sub-committees:

- > Mr Sam Page
Chair of Finance & Audit Committee
- > Ms Christine Willshire
Chair of Risk & Governance Committee
- > Mr Steve Burrows
Chair of Property Committee
- > Ms Linda Black
Chair of Foundation & Community Committee
- > Ms Meg Hansen
Chair of Educational Innovation Committee

We acknowledge and thank the following Councillors whose term of service came to an end in 2022:

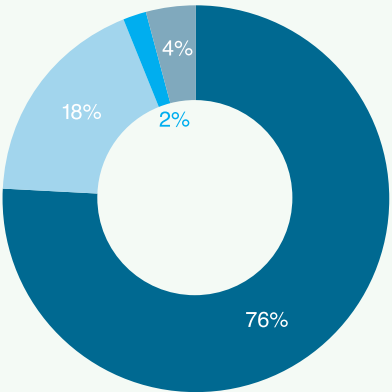
Ven Greg Allinson - appointed to Council in 2009 as the Vicar of St Mark's Church Camberwell. We thank Greg for his spiritual leadership and guidance. His constant presence and contribution to the school is something we have greatly valued.

Mrs Helen Rawson - appointed to Council in 2013 and has tirelessly supported the school over many years, including as a parent, Deputy Chair of Council and inaugural Chair of the Education Policy Committee. Helen has been instrumental in the development of Educational Policy and Strategy throughout her time on School Council.

Ms Christine Swan - appointed to Council in 2009 and has provided extensive legal counsel and governance expertise. She served as Deputy Chair of Council and Chair of Foundation & Community Committee during her term.

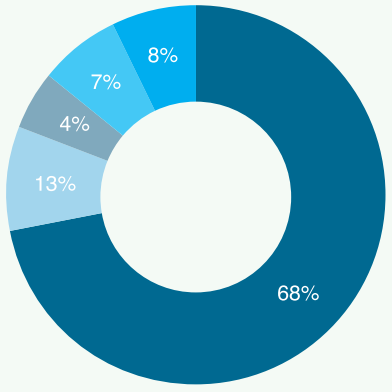
As a result of Helen's retirement, we welcomed Ms Meg Hansen to the School Council and to the Chair of Educational Innovation Committee. Meg is the former Principal of Westbourne Grammar School and Lauriston Girls School and comes with significant experience in education leadership and strategy.

Revenue and Expenditure for the year ending 31 December 2022



School Revenue 2022

- Tuition Fees
- Government Grants
- Other Revenue
- Donations



School Expenses 2022

- Salaries
- Tuition Costs
- Depreciation
- Maintenance Costs
- Other

Community

We are extremely proud of our multicultural, diverse and highly inclusive community in which many cultures, religions, ideas and socioeconomic backgrounds exist.

830
Students

164
Staff

727
Families

54
Countries of
origin

50
Languages
spoken

Parents and staff enjoy the 2022 Welcome Evening



Year 2 students enjoying class

Student Population

238
Junior School
ELC - Year 6

592
Senior School
Year 7 - Year 12

Student Attendance Rate

94%
Junior School
ELC - Year 6

94%
Senior School
Year 7 - Year 12

Attendance is monitored electronically at both schools, with rolls marked multiple times throughout the day. Our Wellbeing Team always ensures that absences are followed up and records for not attending maintained.

STUDENTS

At CGGS we offer a holistic education, designed especially for the ways girls learn best. We have developed programs that truly support and enhance the development of young women. CGGS provides a caring and supportive environment, celebrates and acknowledges each student's abilities and talents, encourages participation and risk taking in all academic and co-curricular activities, ensures all voices are heard and that there are no boundaries in learning or career aspirations.

Our annual survey revealed that students enjoy life at CGGS. In 2022, students from Years 5 - 12 were invited to complete a survey and below are some of the results:

- > 90% reported that they persevere in their academic studies often or almost always
- > 84% felt well supported at CGGS
- > 86% felt that bullying at CGGS is rare
- > Students felt that sense of community at CGGS is high, with a mean of 78%
- > Students felt that sense of safety at CGGS is high, with a mean of 80%
- > Students felt that diversity is welcome at CGGS, with a mean of 85%



Dads and daughters enjoy the annual Father's Day Breakfast

PARENTS

Families are important partners of the school, and we know firsthand that their involvement and support enriches the learning and educational environment for our students. The school works tirelessly to ensure our parent community is provided with opportunities to connect with each other and with our staff. We want them to become active participants in the life of the school.

By building strong relationships and open communication, we can create a better understanding of our parent community and identify areas for improvement. Our annual parent survey is just one of many ways we can achieve this, and the 2022 results revealed some great insights.

A total of 444 parents responded to the survey (32.7% of all eligible respondents), representing a good cross section of the school and year groups. Below are some of the results which provide clear evidence of the satisfaction of our parents.

- > 98% felt comfortable to express their opinions relating to the educational progress of their child
- > 95% agreed that CGGS has a very welcoming and supportive culture
- > 95% agreed that the classrooms and physical environment are conducive to learning
- > 95% felt that the buildings and grounds are well presented
- > 94% respect the leadership team at CGGS
- > 92% felt that staff were accessible and responsive to their concerns
- > 91% agreed that CGGS values are reflected in the behaviour of staff and students
- > 90% felt that their children felt valued and respected to CGGS
- > 86% agreed that CGGS consistently strives to improve its educational offer to students



Mothers and daughters enjoy the annual Mother's Day Breakfast

STAFF

We have a team of dedicated educators and Professional Services Staff who are all committed to their roles at CGGS. In 2022 we employed 164 staff, of which 73% were educators and 27% Professional Services.

Our education professionals are all registered with the Victorian Institute of Teaching and have a genuine passion for education. Our Professional Services Staff bring a high level of experience to their roles and ensure that the operational and administrative facets of the school are well managed. Rich with experience, CGGS staff bring energy and excitement to the school and create a highly positive, collaborative and enjoyable environment.

In 2022 the staff attendance rate was 97% and our workforce comprised of 80% female staff and 20% male staff. Employees departed CGGS for a number of reasons including retirement, relocation, alternative employment closer to home, end of contract and change of role. As a result 80% of staff were retained into 2023.

Our annual survey revealed that our staff enjoy their work at CGGS.

96%
felt their work is
important

96%
felt their work makes
a difference to the
students

93%
understood what
is expected of them

89%
received job
satisfaction



Senior School teachers
Kim Perkins & Jo Rittey

Staff

Below is a list of permanent staff employed by CGGS in 2022.

School Management Team

- Principal**
Debbie Dunwoody
BSc, Dip Ed, Grad Dip Curr Admin, MACE, FACEL Vic
- Deputy Principal / Head of Senior School**
Cathy Poyser
B Sc Ed, Prof Cert Adolescent Counselling
- Head of Junior School**
Paul Donohue
B Ed, Dip Ed, M Ed (PE), M Ed (Ed Ld & Admin)
- Chief Financial & Operating Officer**
Stephen Cuddon
B Bus, MBA, CA, MAICD
- Director of Learning Design & Development**
Charlotte Forwood
PhD, MTeach, BAppSci(SpPath), DipEd(Prim), TTC, CPSP
- Director of School Operations**
James Henderson
B Teach (Sec), B App Sci (Health Sciences)

School Chaplain
Helen Creed
BA (Hons), Dip Ed (Mon), BD, M Theol (Melb Coll Div)

Director of Human Resources
Erin Colwell
B Des, Cert IV HRM, Grad Dip HRM

Director of Human Resources
Fiona Lear
RN, Grad Dip Bus (HRM)

Marketing & Communications Manager
Belinda Kranjcic
B Bus (Mktg / HRM), Cert Sch Mktg

Director of Community Engagement
Andrew Burnell
B Ed, Grad Dip SS, Grad Dip SW, M Ed

Head of Strategic Initiatives
Kate Manners
B Arts, Grad Dip Ed

Head of Digital Learning
Kim Perkins
B Ed (Sec)

Head of Digital Learning & Innovation
Micah Wilkins
BA, Grad Dip Teach, M Teach (Sec), M Ed

IT Operations Manager
Nathan Campbell
B InfTech

Professional Learning Coordinator
Felicity Carroll
B Ed (Sec), M Instructional Leadership

Teaching & Professional Services Staff

- Helena Abela
- Nichole Adams
B Mus, Grad Dip (Ed)
- Stefanie Allinson
B InfTech, A InfTech

- Karen Anderson
B Sc Ed
- Chrisoula Anton
B Bus (Hons), B Bus (Mgmt), Grad Dip (Ed), M Ed
- Ritsa Athanasiadis
B Sc Ed
- Katherine Barbadonis
B App Sc (MedRad) BSc MTeach
- Kim Bailey
- Karen Bartram
Cert II Bus
- Ingrid Beck
BA, Grad Dip (Ed)
- Ron Bell
Dip Ed, B Arts (Hons)
- Georgia Bennett
B Comms (PR)
- Jane Bergamin
B Eng, MBA, Dip Ed
- Georgia Biggs
BA, B Teach (Sec)
- Jennifer Bignold
B Sc
- Neroli Bowyer-Smyth
BECS, Dip Sc
- Hannah Brooksbank
MTeach, MArts (CulMan), BFineArt
- Samantha Bullen
Dip Travel & Tourism, Cert Small Bus Mgmt
- Yuriy Burunov
Dip Sport & Dev, Dip Sport
- Russell Butcher
- Penny Byrne
B Mus, Dip Pianoforte (A.Mus.A), Dip Ed
- Ainslie Cameron
B Com, CA
- Philippa Campbell
M Ed (Early Childhood)
- Anna Clarkson
B App Sci, Grad Cert Ed, Grad Dip Ed (Sec)
- Andrea Carter
BSc, PGrad Dip Ed St, M Ed
- Claire Colthup
B Arts, Post Grad Cert Ed (Drama)
- Katrina Cheong-Vadnal
B Arts (Psych), M Teach (Early Years)
- Tom Clark
B Arts (French & Geog), Grad Dip Ed (Sec)
- Anna Clarkson
B App Sc, G Dip Ed, G Cert Ed (Maths)
- Clare Colthup
P Grad Cert Ed (Drama), BA (Hons)
- Angela Columbine
Grad Dip Ed (Prim), B App Sc
- Martin Conlon
Dip Orn Hort, Cert IV Hort
- Christa Cook
B Arts, B Ed (Sec)
- Kate Daffy
B Arts, B Comm, Grad Dip Mktg
- Catherine Daniel
Dip Lib InfSer
- Melinda de Haan
B Arts, Grad Dip Ed (Sec), M LI
- Anjali de Quadros
B Ed (Prim)

- Anne Devenish
B Ed (Librarianship)
- Trish Dolan
B B Sc, Grad Dip Ed, Grad Dip (Voc Couns)
- Melissa Donelly
B Ed (Prim)
- Nina D’Souza
B Arts (Gender Studies)
- Penny Dumsday
B Arts (Hons), BSc, Dip Ed, M Ed
- Mathew Duniam
B Mus, Grad Dip Ed (Sec)
- Vicky-June Ellis
B Sc, D Psych, Grad Dip Teach (Sec)
- John Efthimiadis
Licensed Carpenter
- Emma Ford
B Arts, M Teach, M Ed (Student Wellbeing)
- Angela Follacchio
Dip T, B Ed, M Ed
- Jessica Friend
B App Sc, M Teach
- Nuwan Gamage
B Sc, CCNA, MCTS, MCSE
- Dot Georgiou
B App Sc, Grad Cert Careers Ed
- Cathy Georgiev
B Mus Ed
- Fiona Gibson
B Ed, Dip Ed
- Jasvindar Gill
M Teach (Prim)
- Lynne Gleeson
- Jennie Goad
B Home Ec
- Craig Goodwin
B Arts, Dip Ed
- Jennifer Gordon
B Arts, Grad Dip Ed (Sec), Grad Dip Div
- Dianna Gui
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- Lindsay Hill
B Eng (Hons Chemical), M Teach (Sec)
- Stuart Hill
Dip Acc
- Emma Hinchliffe
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B Arts, Dip Ed
- Cathy Horskins
- Fiona Hughes
B Ed, Dip Bus
- Jessica Huggett
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- Melissa Iaucone
B Soc Sci
- Vicki Ibbott
Cert IV Bus Admin

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- Kimberley James
Grad Cert Early Childhood, B Teach, B App Sci
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B App Sc, B PE
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B Arts, Dip Ed (Prim), P Cert Ed
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B Ed (Sec Sc)
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