

TINTERN  GRAMMAR

CELEBRATING 140 YEARS

ANNUAL REPORT
2016

140
years



TINTERN GRAMMAR

EXCELLENCE & CONFIDENCE,
SIDE BY SIDE.

ABOUT THE REPORT

Federal legislation requires all schools to report on key performance indicators. The four major categories for reporting are:

KEY STUDENT OUTCOMES

- Academic performance
- Student attendance
- Proportion of Years 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks
- Senior secondary outcomes
- Proportion of Year 9 students retained in Year 12 (or equivalent)
- Post school destinations

PROFESSIONAL ENGAGEMENT

- Staff attendance
- Staff retention
- Teacher qualifications
- Expenditure and teacher participation in professional learning

COMMUNITY FEEDBACK

- Student, parent and staff satisfaction

SOURCES OF INCOME

- School income broken down by funding source

This report has been compiled not only to satisfy the requirements of this Federal legislation, but also to inform all members of the Tintern Grammar community on the performance of the school during the 2016 academic year.

SCHOOL AIM

Tintern Grammar provides educational and cultural experiences that offer each student opportunities to:

- Develop an enquiring mind;
- Find purpose and enjoyment in learning;
- Value and appreciate excellence and opportunity;
- Develop personal and professional skills for life

in the context of the dynamic and challenging environment of C21 Australia and its global context.

Students are encouraged to strive for:

- Academic, creative, spiritual and physical maturity;
- Personal excellence of endeavour;
- An ability to relate to others in a positive and affirming manner;
- Self discipline and responsible use of authority

in an environment which engages students, staff and families in cooperation and respect, and in which care, compassion, challenge, fulfilment and commitment are guiding values.

SCHOOL PRINCIPLES

The school respects, adheres to and affirms the following principles:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.



A WELCOME FROM THE PRINCIPAL

The end of 2016 marked the completion of our first year as a unified Tintern Grammar. The feeling in our community has been one of unity and celebration amongst students, staff and our broader community. The sharing of our school events, celebrations and activities has developed over the year, embraced with enthusiasm by all, and will not doubt continue over the coming months and years.

Once again our Year 12 students' results in the VCE and the IB Diploma were exceptional. While we certainly celebrated the effort, commitment and collaboration between students, teachers and families that achieved these, at Tintern Grammar, education is much more than a number at the completion of Year 12. We also enjoyed and celebrated our student's achievements in other areas including performing arts, music, equestrian trials, debating and community service. As a Principal, one of the most rewarding aspects of my role is to watch young people and staff embracing Tintern's diverse opportunities together. Similarly, seeing the breadth of talents our students and staff share, their commitment to each other and the parts they each play in our school's approach to and involvement in being part of a larger community.

Tintern Grammar remains committed to enabling all of our students the ability to identify, develop and excel in their own individual talents and interests. At Tintern Grammar we measure success by growth and improvement in our students and the engagement of the broader community and, by any measure, last year was a year of impressive growth. This is exemplified by the number of students who have been willing to step

beyond their zone of confidence and test themselves across academic and co-curricular domains, resulting in the achievements we have seen across all levels of the school. Supported and challenged by our fine staff, our students achieve their very best in their critical academic aspirations and we ensure they are authentically world ready and eager to embrace and seek challenges as they continue to grow.

As a contemporary and outward-focussed school, we develop and educate the whole person with a global perspective. More than ever, this is a key element of a high quality education. As we gaze towards the future, there is much uncertainty about what it will look like, but there is no uncertainty about the new work order and the future global nature of work, given the dissolving of distance across the globe in most current and future work environments.

Our Tintern Grammar community is marked by the profound strength of the relationships we establish, sustaining and developing a level of trust and collaboration within our school and external community. These relationships support the growth and development of our students, our school and our community, through good times and challenges. For these things to occur, we rely on trust and contribution across our community. Our teaching staff show their commitment in the 'above and beyond' way they approach the task of teaching, mentoring and supporting our students as individuals. The significant involvement of our numerous parent support groups show clearly the engagement and commitment of our parent and alumni communities, for which we are very grateful.

2017 continues our exciting phase of growth and development as Tintern Grammar. We look forward to further empowering our young men and women to develop their abilities, attributes and character through creative and innovative opportunities, curriculum, teaching practice and guidance. These reflect the progressive and adventurous attributes of Tintern Grammar's excellence in education. We want our students to achieve their best in their critical academic aspirations and also ensure they are authentically world ready in every way. As a truly 21st century school, Tintern Grammar continues to develop and educate the whole person, a unique individual with a great deal to contribute to the future.

MR BRADLEY FRY
PRINCIPAL
TINTERN GRAMMAR

TINTERN GRAMMAR EXECUTIVE 2016

Tintern Grammar is managed on a daily basis by the Tintern Grammar Executive (TGE). The TGE is responsible for the development of educational policies and practices within the school. TGE and the Principal are also responsible for the implementation of the strategic direction of the school's Board, and for all activities associated with the internal management of Tintern Grammar.

EXECUTIVE MEMBERS

Mr Bradley Fry

Principal

Mr Jason McManus

Vice Principal, Teaching and Learning

Mr Geoff Connor

Senior College, Administration & Students

Mr Adam Kenny

Head of Boys' Junior School and Boys' Education

Mrs Anna Riddell

Head of Girls' Junior School and Early Learning Centre

Ms Oriana Constable

Head of Girls' Middle School and Girls' Education

Mr Brett Trollope

Head of Boys' Middle School

Mrs Marion Cape

Director of Admissions and Marketing

Mr Damien Horman

Business Manager

GOVERNANCE

The Tintern Grammar Board is committed to ensuring that our school continue to have a reputation as an outstanding school for young people. As such, our school Board helps to set the strategic direction of the school. The school Board was comprised of the following members in 2016:



Mr Greg Hoxley - Chair



Reverend Dr John Capper



Mr Mike Blood



Mr Eric Choong



Dr Jessica Davies



Mr James Higgins



Mr Peter Reidy



Mrs Carol Robertson



Mrs Sumitra Rudra

ADMINISTRATION AND OBSERVERS



Mr Bradley Fry
Principal



Mr Jason McManus
Vice Principal, Teaching
and Learning, Ex-Officio



Mr Geoff Connor
Senior College,
Administration &
Students, Ex-Officio



Mr Damien Horman
Business Manager

KEY STUDENT OUTCOMES

Percentage of Attendance for 2016

By Year Level	Rate of Attendance
Prep	96%
1	96%
2	96%
3	97%
4	97%
5	97%
6	97%
7	95%
8	93%
9	94%
10	94%
11	94%
12	95%

Junior Student attendance is taken twice a day and recorded electronically on the school's database. Parents of children who are absent are required to phone the Absentee line to notify the school of their child's absence and the reason for their absence. Students who arrive late sign in at Reception. They list the reason for the late entry. Students leaving school before normal departure time check out at Reception, and include the reason.

Attendances in the Secondary school are checked at the beginning of each lesson. Parents of students not present during Period 1 without notice are contacted by the school to seek a reason for their child's non-attendance. Students who have been absent are required to bring a note on their return unless their parents have already explained their absence.

NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY TESTS 2016

OVERVIEW

The 2016 NAPLAN results once again show that Tintern is a top performing school. This is particularly pleasing as we are an open-entry school. Our results indicate that our percentage of students at or above the national benchmark is higher than those across the state and the country. Our staff continue to encourage all of our students to work to their full potential and the results reflect that continued help and encouragement is having a sound effect.

NATIONAL BENCHMARK COMPARISONS

The National Assessment Program - Literacy and Numeracy (NAPLAN) program assessed Years 3, 5, 7 and 9 across the nation in literacy and numeracy. Tintern Grammar students from across the four year levels performed extremely well in the NAPLAN tests and their results were excellent compared to the expectations of the State and National Benchmarks.

TINTERN GRAMMAR RESULTS

The school is provided with seven report options: School Summary Report, Group Summary Report, Assessment Area Report, Writing Criteria Report, Item Analysis report and Student Achievement level Report. The data below reflects our cohorts' performance against the National Minimal Standards at each level as a percentage and then as a distribution of students at each level across the achievement bands.

STUDENTS AT OR ABOVE NATIONAL MINIMAL STANDARD

	YEAR 3	YEAR 5	YEAR 7	YEAR 9
Reading	100	100	100	94
Writing	100	97	98	92
Spelling	100	97	98	90
Grammar and Punctuation	100	97	96	98
Numeracy	100	98	100	98

YEAR 3 SCHOOL SUMMARY

Portions in National Achievement Bands (Band 2 is at National Minimal Standard for this year level)

Reading

BAND	3	4	5	6	A	TOTAL
All	3	3	3	21	1	31
LBOTE	0	0	0	8	0	8

Writing

BAND	3	4	5	6	A	TOTAL
All	1	7	8	14	1	31
LBOTE	0	0	2	5	1	8

Spelling

BAND	3	4	5	6	A	TOTAL
All	2	7	7	13	2	31
LBOTE	0	0	1	6	1	8

Grammar and Punctuation

BAND	3	4	5	6	A	TOTAL
All	2	1	3	23	2	31
LBOTE	0	0	1	6	1	8

Numeracy

BAND	1	3	4	5	6	TOTAL
All	1	3	3	6	18	31
LBOTE	0	0	0	2	6	8

YEAR 5 SCHOOL SUMMARY

Portions in National Achievement Bands (Band 4 is at National Minimal Standard for this year level)

Reading

BAND	3	4	5	6	7	8	TOTAL
All	1	1	2	7	12	13	36
LBOTE	0	1	0	2	1	1	5

Writing

BAND	3	4	5	6	7	8	TOTAL
All	2	1	2	11	12	8	36
LBOTE	1	0	1	2	0	1	5

Spelling

BAND	3	4	5	6	7	8	TOTAL
All	1	2	5	9	7	12	36
LBOTE	1	0	1	0	1	2	5

Grammar and Punctuation

BAND	4	5	6	7	8	TOTAL
All	2	6	4	7	17	36
LBOTE	1	1	0	1	2	5

Numeracy

BAND	3	4	5	6	7	8	TOTAL
All	1	1	6	7	10	11	36
LBOTE	0	1	1	0	1	2	5

YEAR 7 SCHOOL SUMMARY

Portions in National Achievement Bands (Band 5 is at National Minimal Standard for this year level)

Reading

BAND	4	5	6	7	8	9	A	TOTAL
All	1	4	9	22	23	34	5	98
LBOTE	0	1	1	1	2	3	1	9

Writing

BAND	5	6	7	8	9	A	TOTAL
All	3	23	36	25	9	2	98
LBOTE	0	0	2	4	2	1	9

Spelling

BAND	5	6	7	8	9	A	TOTAL
All	3	17	25	25	27	1	98
LBOTE	0	1	1	0	6	1	9

Grammar and Punctuation

BAND	4	5	6	7	8	9	A	TOTAL
All	1	8	9	22	28	29	1	98
LBOTE	0	0	0	1	3	4	1	9

Numeracy

BAND	5	6	7	8	9	A	TOTAL
All	3	6	23	31	33	2	98
LBOTE	0	0	0	3	6	0	9

YEAR 9 SCHOOL SUMMARY

Portions in National Achievement Bands (Band 6 is at National Minimal Standard for this year level)

Reading

BAND	6	7	8	9	10	TOTAL
All	4	19	23	37	19	102
LBOTE	1	0	1	4	2	8

Writing

BAND	5	6	7	8	9	10	A	TOTAL
All	2	16	19	31	22	11	1	102
LBOTE	0	0	0	3	2	3	0	8

Spelling

BAND	5	6	7	8	9	10	A	TOTAL
All	2	10	27	33	27	12	1	102
LBOTE	0	0	1	1	5	1	0	8

Grammar and Punctuation

BAND	5	6	7	8	9	10	A	TOTAL
All	2	9	27	18	13	32	1	102
LBOTE	0	1	0	1	3	3	0	8

Numeracy

BAND	5	6	7	8	9	10	TOTAL
All	1	2	21	26	21	31	102
LBOTE	0	0	0	1	2	5	8



SENIOR SECONDARY OUTCOMES

Tintern Grammar class of 2016 have once again achieved exceptional academic results for the International Baccalaureate and VCE. These results firmly place Tintern Grammar as one of the top performing schools in Victoria. These results demonstrate our commitment to the Tintern parallel learning model, the success of the Tintern Grammar Senior College and the range of pathways on offer to our students.

Tintern Grammar is an open entry school and achieved a 100 per cent pass rate in both the VCE and IB.

- 13.2 per cent of students received an ATAR of 95+
- Over 30 per cent of all students were in the top 10 per cent of the state with an ATAR of 90 or more.
- 52.6 per cent of all boys and girls were in the top 20 per cent of the state with an ATAR of 80 or more.
- Median ATAR Score: 82.60

TINTERN GRAMMAR DUCES 2016

Maddy Button: IB and overall Dux (ATAR of 99.85)

Anna Harvey and Corey Robinson: VCE Duxes (ATAR of 99.5)

RESULTS BREAKDOWN

ATAR	Combined VCE and IB Results (%)
99 and above	4.0%
95 and above	13.2%
90 and above	31.2%
80 and above	52.6%

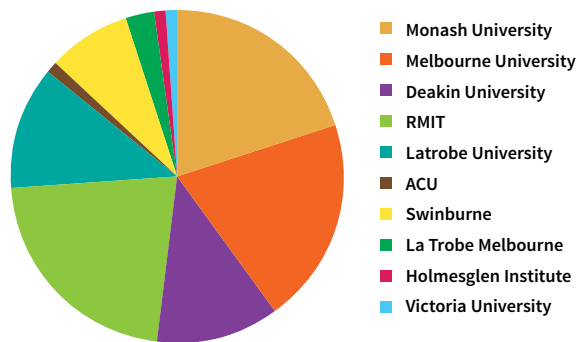
PROPORTION OF YEAR 9 STUDENTS RETAINED IN YEAR 12 (OR EQUIVALENT):

Of the students who were in Year 9 at Tintern Grammar in 2012, 81% of them remained with the school through to the completion of Year 12.

POST SCHOOL DESTINATIONS

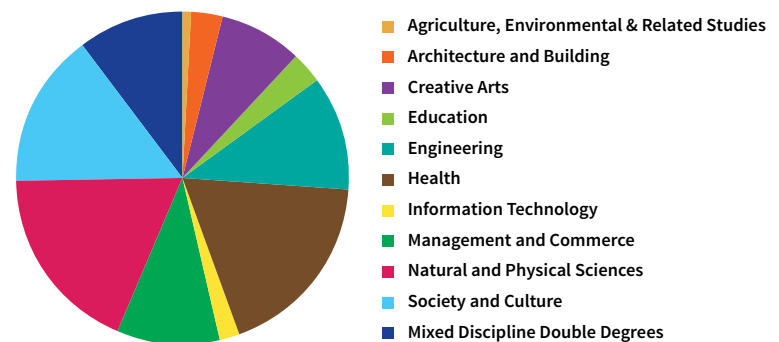
UNIVERSITY DESTINATIONS

The majority of Tintern Grammar students choose to go on to further university study. The diagram outlines their chosen tertiary institution.



CHOSEN AREAS OF UNIVERSITY STUDY

Tintern Grammar students go on to study many different subject areas. The diagram outlines the most popular choices.





PROFESSIONAL ENGAGEMENT

Research identifies that the most significant determinant of student achievement and well-being is the quality of the staff. Tintern Grammar attracts, develops and retains excellent teaching and non teaching staff and promotes staff engagement through a number of different avenues.

STAFF ATTENDANCE AND RETENTION

The average staff attendance rate for 2016 is 94.26%

The average staff retention rate for 2016 is 91.89%

BREAKDOWN OF THE WORKFORCE 2016

	Male	Female	Total
Teaching	27	80	107
Non-teaching	15	55	66

STAFF QUALIFICATIONS

Please see Appendix 1 for a list of our staff qualifications.

PROFESSIONAL DEVELOPMENT

Tintern Grammar provides a Professional Learning program that responds to the identifiable needs of the teaching and learning and teaching. It does this by creating opportunities, time and funding for the extension, renewal and growth of all staff on a professional and personal level. This enhances staff knowledge, classroom practice and leadership capacity.

In 2016 all full-time members of academic staff at Tintern Grammar participated in at least nine days of professional development. In addition to this onsite workshops supported key areas of teacher development: Literacy strategies (Junior Schools), Learning Diversity (Middle Schools); Technology (ELC, Junior,Secondary); a Pilot of our Professional Growth Partnerships implementation (Junior & Secondary). Over the course of the year, the School spent \$58,966.24.

PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION

Tintern Grammar places a great deal of importance on measuring parent satisfaction in relation to various aspects of school life. Parents are invited to provide feedback at numerous stages of the year on educational issues, co-curricular offers, and the programs in place. Most particularly, we formally survey our whole parent and staff community annually, along with students from Year 5 to Year 12, to seek their feedback on a range of aspects of the school's operations. This includes the academic, co-curricular, pastoral and administrative effectiveness of the school.

A selection of the parent top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 83% of parents' expectations were met or exceeded in relation to the quality of teaching
- 93% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
- 92% of parents' expectations were met or exceeded in relation to a balanced education
- 89% of parents' expectations were met or exceeded in relation to academic standards
- 92% of parents' expectations were met or exceeded in relation to class sizes

Our Tintern Family Association also provides vital feedback to our school management, and parent information nights are run throughout the year as a way of further garnering information. We also have a dedicated Community Relations department who work closely with our current parents and past students. Tintern will be again surveying all staff, students and parents in 2016.



STAFF SATISFACTION

The Tintern Grammar Staff Review was conducted in September 2016. The results indicate an increase in Staff Satisfaction since the previous survey report, with job satisfaction at 84%. Staff have indicated very high overall satisfaction with their experience at the School. The feedback from staff indicates a broad based improvement across key Staff related areas. In the past year, staff have been actively supported in their professional learning at Tintern. Our focus on compliance-based training has augmented staff awareness of mandatory requirements. Tintern values staff feedback through a number of forums and through promoting and encouraging staff to undertake professional learning activities both inside and outside the School. Staff also have the opportunity throughout the year to offer feedback on related matters of the School. The “School Matters” group continues to act as a communication channel between staff and the Principal, to facilitate consultation about general workplace matters.

STRATEGIC PLAN

As a thriving school with a history of over 140 years’, planning has always been important to our success.

It’s not easy to encompass all we do as a school within a Strategic Plan and then communicate that succinctly to our community. Our Strategic aspirations are informed by a five-year plan containing five key strategic pillars embodying our Vision and Mission statements. This plan contributes to the growth and success of our students, staff, school and community.

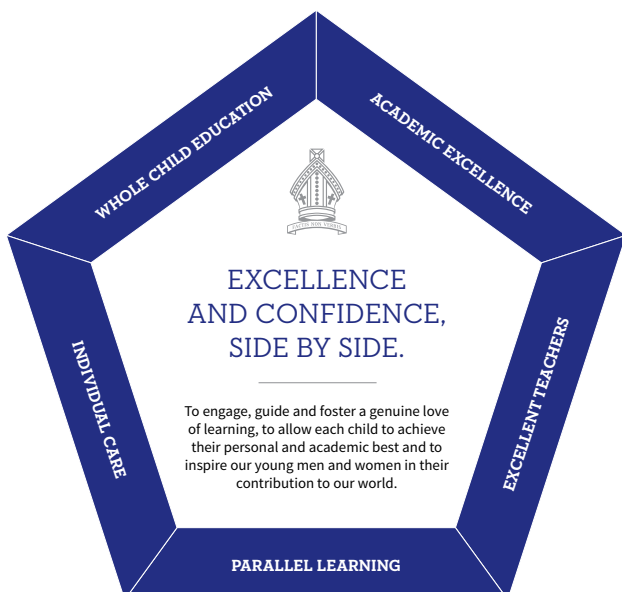
Formulating the plan has been the culmination of a great deal of work between the Board, Executive, staff, students and wider community. At times we need to move agilely within our plan to accommodate new opportunities, however as a school we always maintain clear direction and purpose to achieve our goals.

To inform, support and carry out our Strategic Plan, to keep it a living and purposeful tool devised to achieve set objectives, the Strategic Plan has in addition several “mini operational plans” that generate strategies influencing the development of our school. These mini plans provide clear set objectives and targets for all areas of the School and are constantly measured to ensure we move forward and accomplish our goals.

The following are key tactical groups that drive the Tintern Grammar’s direction ensuring we attain our strategic objectives. Each team meets on a regular basis and are enthusiastic, passionate individuals focussed on meeting their key intentions.

- Optimising Learning & Innovation
- Building Organisational Capacity & Performance
- Building Community Growth & Wellbeing
- Ensuring Legacy & Influence
- Creating the Environment

Our Strategic Plan is reviewed annually by the Board to ensure its ongoing relevance and to capitalise on any new opportunities. As a community, we welcome your thoughts and ideas that may allow us to further our strategic goals.





COMMUNITY REPORT

Tintern Grammar has a strong sense of community, with links through activities that bring the School together throughout the year. At Tintern Grammar, we appreciate the wonderful work carried out by volunteers. They give so much to our community in terms of time and resources, and major Tintern events would look very different without their friendly faces and busy hands. They help to build community spirit, assist in fundraising efforts and help make new connections to the school. In 2016, our community groups hosted several major events including our Bi Annual Movie Under the Stars, Victorian Interschool Horse Trials, Jazz Night, Spring Celebration, Presentation Ball, Annual Garden tour and Munch with the Musos. Volunteers are the backbone of some of Tintern Grammar's biggest events and we would like to applaud and congratulate them on their hard work and dedication. The School also hosted several year group reunions which assist our past students to stay connected with each other and the school.

COMMUNITY GROUP PARTICIPATION

Committee members (Parent, Special Interest Groups & Past student bodies)

Current families: 62
 Past students: 11
 Past families: 8

MAJOR COMMUNITY EVENTS FOR AND NUMBERS PARTICIPATING:

Movie under the stars: approximately 400 current community attending
FOE Horse Trials: 82 Victorian Schools, 274 Individual riders
FOM Jazz Night: 320 guests and 89 performers
New Parent Welcome: 65
Presentation Ball: 414 guests, 58 Presentees
Garden Tour: 58 Current & Past parents and past students
Reunions: Past students 228
Spring Celebration: approximately 400 current, past and future community attending

RECORDED VOLUNTEER HOURS THROUGH THE COMMUNITY RELATIONS OFFICE IN 2016

A total of 1416 hours have been recorded through the Community Relations Office in 2016. Please note these figures do not include volunteer work carried out in other areas of the school, ie junior schools, libraries, art rooms and as some official offsite events.

Following are some of the major areas where these hours have been collected:

Past student groups: 163 hours

Presentation Ball: 384 hours

Parent activities: 565 hours (including special interest groups and Fair planning)

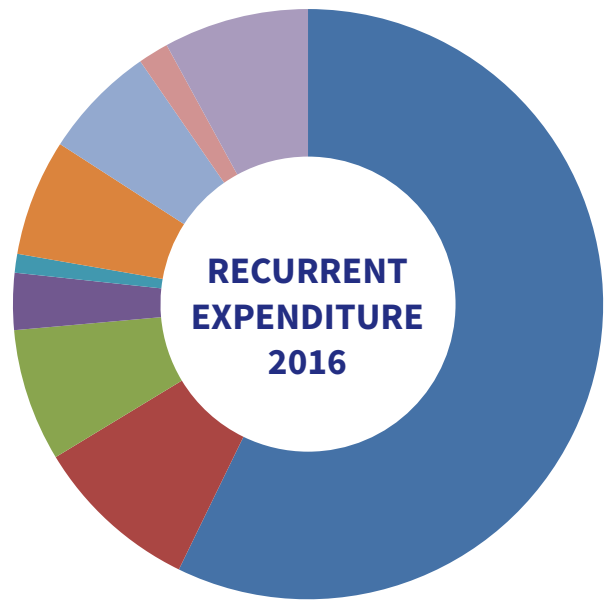
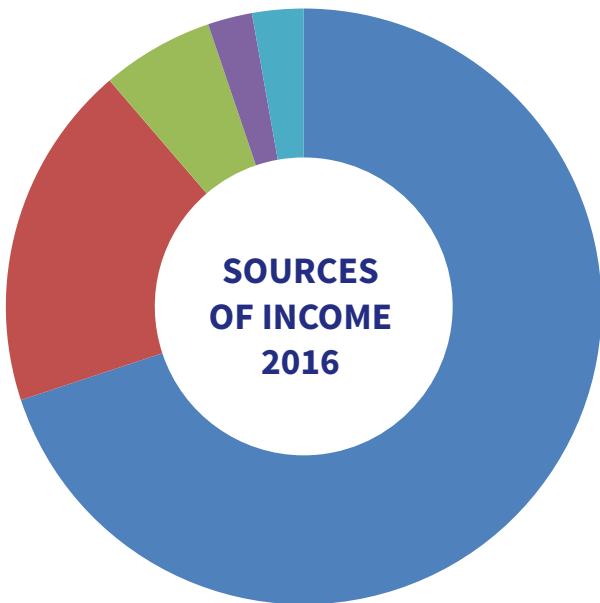
PAST STUDENT MEMBERSHIP (LIVING)

SOBA Life members	51
SOBA Non paying member	19
TOGA Life members	1560
TOGA Non paying member	263
TOGA Honorary Life Member	13
TGAA members	80

INCOME BROKEN DOWN BY FUNDING SOURCE AND EXPENDITURE

Tintern Grammar is a not-for-profit organisation. The Finance Committee (a sub-committee of the Council) oversees the financial policies. The school adopts and adheres to commercial business practices to ensure that the finances are managed in an effective and efficient manner. Any surplus that is generated is reinvested in the continuing operations of the school.

The following information is a summary based on detailed information provided by the school to the Commonwealth Government in the annual Commonwealth Financial Questionnaire for the year 2016.



- Tuition Fees
- Commonwealth Grants
- Sundry Income
- Composite Fees
- State Grants

- Salaries
- Other Staff Costs
- Tuition Expenditure
- IT & Communications
- Audit, Insurance & Legal
- General Administration
- Property & Maintenance
- Community Relations & Marketing
- Finance Costs
- Depreciation

APPENDIX 1: STAFF QUALIFICATIONS

Mr Julio Acebron	BA, GradDipEd	Mr John Holland	BAppSc, DipEd, Cert IVWT&A
Mrs Kathy Agius	BTeach, GradDipEd	Mrs Linda Hudgeell	BEEd (Hons) (Sussex), Cert Ed CCPE (Eastbourne)
Mrs Joanne Amiet	DipEd(VisArts)	Ms Patrizia Jakovljevic	BA (La Trobe), BEEd (La Trobe), DipEd (La Trobe), GradDipDrama (Melb), MEd (Melb)
Reverend Alison Andrew	BEEd	Mr Ross Jurey	BEEd, HDTS
Ms Amanda Atchison	Bdesign (Industrial), BTeach (Prim/Sec)	Mrs Sheryl Jurey	HDTS (PhysEd), BEEd (SCV Rusden)
Mr David Bathgate	BMus	Mr Adam Kenny	DipTeach, BEEd, PostGradDip (StWelfare)
Mrs Naomi Baulch	BEEd (EnvSt), MEd (Sec,Health&EnvEd), PostGradDip (Student Welfare), GradCert (ICTED), MEd (LangInt&HearImp), PGCertEdSt (SpecLearnDiff), CertIII Auslan	Mrs Jennifer Kerr	BEEd Visual Arts, BEEd
Mrs Alison Bezaire	BMusEd (Melbourne), MEd (MusEd) (Monash), AMusA	Mr Rowan A Kidd	BMus, DipOccHyg, DipEd, AMusA
Mrs Fiona Bonnyman	BA, DipEd	Ms Helen Kirkland	BAppSc (Nut), GradDipDiet, BSpEd, DipEd
Mr John Bonnyman	BA, DipEd	Mr Linden Dale Kirkwood	BEEd (Sci)
Mrs Anne Bortolussi	GradDipEd Administration, BMus (Melbourne), MMus (Melbourne), BMusEd (Melbourne)	Mr Adam Klan	Dip Outdoor Education, CertOccStud (Rec), BAAppSc (PE), Dip Ed
Mrs Nola Brotchie	BA, DipEd (Monash)	Mrs Jasna Kosovac	BA, DipTrans, PostGradEd
Mrs Christine Campbell	BA, BTeach(Primary)	Miss Jeanette Kropp	BSc, GradDipEd, GradDipMath, Med (TESOL)
Mrs Jacqueline Casey	BMusEd (Melb)	Mr Ian Lavery	HigherDipEd
Mrs Danyelle Cawood	BEEd, GradDipEdPsy, MPsy	Ms Adriana Leamon	BA, DipEd, GradCert
Ms Katharina Chitters	DipEd, BEEd	Mr Steven Lo	BA, BEEd, BLaws (Monash University)
Mr Andrew Cho	GradDipEd (Sec), Cert III Hospitality, Cert II Hospitality, BASocSc	Ms Victoria Lok	BCom, BMus (Perf)
Mrs Lisa Clarke	BMus, MPhil (Music)	Mrs Maria Lumsden	DipTeach (Prim)
Mrs Barbara Clementson	DipMus (Melb), AMusA	Ms Claire Macdonald	DipEd
Mr Gary Collins	BSc (Melb), GradDipEd (Melb), BEEd (Melb)	Mrs Rachel Macey	BAppSci, BEEd
Mr Geoff Connor	BScEd (Hons) (Melb), GradDipCompEd, MACE	Mrs Melissa Mackie	DipMus, MEd (Music), MTeach
Mrs Maria Connor	BSc (Ed) (Hons) (Melb)	Ms Mary Macmillan	BScEd, GradDipCurric, MEd, BAppSci (Medical Radiations)
Miss Oriana Constable	BSport&OutdoorRec, BEEd	Mrs Penelope Maguire	BEEd
Ms Amanda Cooke	GradDipEd, ECE, BEEd, MEd	Mr Luke Mansour	BA, BTeach
Miss Elizabeth Cutter	PostGradDipTeach	Ms Adriana Mantella	BASc (ConSc) (RMIT), DipEd (Melb)
Ms Karen Dang	BEEd (Ballarat)	Ms Maureen McCrane	BA (Skidmore Coll USA), DipEd (LaTrobe), MA (Uni of Pennsylvania)
Mrs Lanna Derry	BSc (Hons), DipEd (Melb), TMusA	Mr Jason McManus	BA (Monash), GradDipEd, GradCertRe
Mr Ryan Di Cecco	BMus (Primary, Secondary)	Ms Anne Meredith	BA (Melb), DipEd (Monash), CertFrenchLang (L'Ecole Eurocentre)
Mr Vince DiMitrio	BEEd (Rusden), MEd (Melb), PostGradEd (Melb)	Mrs Christine Millgate-Smith	BA, PGCE (Univ of Leeds)
Ms Tisha Eggleston	GradDipEd, MaHistory, BA	Ms Nicole Morphet	BCom (Honours), GradDipEd, MDip&Trade
Miss Claire Everton	Advanced Diploma of Music	Mrs Ros Neilson	DipTeach (Primary), BEEd (La Trobe)
Mrs Kalli Fern	BEEd (Melb State Coll)	Mr Matthew O'Brien	BEEd (CathAllSc), DipTeach (CathAllSc), GradDipEd (Deakin)
Mr Jean Florent	BA (Hons), DipEd, GradDipEdAdmin, GradCertESL	Mrs Wendy Oates	BEEd, DipTeach (Early Childhood)
Ms Elizabeth Fox	BAppScPsych (Monash), PostGradDip (Melbourne), PostGradDip (Psych) (Charles Sturt)	Ms Adele Oppedisano	BMus, Mteach (Sec)
Mrs Maureen Fraser	BEEd, HDE (Secondary - PE), PostGradEd (Special Education)	Ms Catrina Ord	BEEd (Deakin)
Mr Bradley Fry	BEEd (AppSci) MED, DipCoDir, MACE, MACEL	Ms Maria Pisani	BEEd (Music)
Mrs Sandra Gaskin	DipEd, BEEd	Ms Tina Pitruzzello	BA (Hons)(Melb), DipEd (Monash)
Ms Mary Glen-Norman	MA, DipArts(Music), BMus, ATCL	Mrs Carole Plumridge	BEEd (Music), AMusA, BMus, DipEd
Ms Michelle Gluskie	BEEd	Mrs Anne Potter	BA (Hons) (Melb), DipEd (Monash)
Ms Kiera Gooding	DipEd, BPhy	Ms Pamela Raines	DipPerfArts, AMusA
Ms Kelli-Jane Green	BMus, PrimTeachCert, CertMusTh, MPrimTeach	Miss Gill Ratcliffe	BA, PostGradDipEcon
Mrs Diane Grochowska	CertEd (Bristol), BEEd (TESOL) (LaTrobe)	Miss Lauren Ray	BEarlyChildSt
Ms Adeline Yoke Foong Han	DipEd (Melb), BMus (Melb), AMusA (Piano)	Ms Urho Redcliffe	BA (EngPsy), PostGradEd
Mrs Sue Healey	A (Monash), DipEd (Rusden), CCNA (Instructor), MInfoTech(RMIT), GradDipLibrarianship (Melbourne Uni), CompTIAA, CompTIANetwork	Ms Vanessa Rich	BSc (La Trobe), DipEd (Monash)
Mrs Sarah Hillier	AMusA	Mrs Anna Riddell	GradDipEd (UNE) MEd (UNE) DipMus
		Mrs Heather Ross	BEEd, MAEd
		Mrs Heather Ruckert	BA, DipEd (Monash), PostGradInfoTechCommEd (Melb), MEd Admin (Monash), PostGrad-CertCareerDev (RMIT)

APPENDIX 1: STAFF QUALIFICATIONS CONT.

Ms Nalini Scarfe	DipMusic
Mr Alexander Scherini	GradDipEd (Monash), BEco (Monash), CPA
Mrs Alice Shan	DipEd, Masters of Science
Mrs Kathryn Shearer	DipEd (Graphic Art Degree)
Mrs Jennifer Sloane	DipArt, BEd
Ms Vicki Stanko	BMus (Perf) (VCA)
Mr Nicholas Stefanac	BSci (Michigan), AssDegree Liberal Arts (Michigan), MA (RMIT)
Ms Jennifer Steffens	DipT, BEd, MEdSt
Ms Christine Stewart	BEd (Melb)
Ms Nicole Thomas	BAppSc (HumMov), BEd (Psych) (Deakin)
Mrs Fiona Thompson	AMusA, DipEd (Secondary)
Ms Julie Tillyer	DipEd, BEd
Mr Brett Trollope	BAppSci, BEd
Mrs Jennifer Tsai Bove	BAppSc, DipEd
Miss Natalie Upjohn	BCom, DipEd
Mr Timothy Veldman	DipofPerf, GradDipEd (Monash)
Mr Ashley Viney	BPhysEd
Mrs Jan Wagner	BEd (Mus) (Melb)
Miss Elizabeth Wall	BSc, PostGradDip
Ms Shirley Wang	GradDipEd, BEng Shanghai University
Mrs Wendy Waters	BSc (Hons), DipEd (Monash)
Mrs Anthea Watkins	MEd, GradDipEdAdmin, BEd
Mrs Rachel Waud	BFineArts, BTeach
Mrs Jan Wheaton	BCom (Melb), DipEd (MCAE), GradDipBus (InfoTechEd)(Deakin)
Mrs Mary Whitcher	BEd (Deakin)
Mr Alexander White	BMus, MAMusPerf
Mr Lee White	BA, BTeach
Mr Julian Woolhouse	GradDipTeach
Mrs Karen Woolsey	DipTeach (Early Childhood)
Ms Karen Worland	BEd (Secondary), MA, GradDipAppSci (Sports Coaching)
Mrs Colleen Yardley	DipTeach (Victoria College), GradDipSpecEd (Victoria College)





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