



2014 ANNUAL REPORT

CamREVIEW

EDUCATING
TOMORROW'S
WOMAN 

Camberwell Girls
Grammar School
An Anglican School



CONTENTS

Introduction	03
Governance	04
Academic Excellence	05
Naplan Results	06
Teaching & Learning	07
Next Generation Learning	08
Classroom Highlights	09
Belonging Matters	18
Contributing Citizens	19
Staying Connected	20
Staff	22



INTRODUCTION



[The Year In Review is our way of showcasing to the community the 2014 school year.](#)

From Early Learning to Year 12, Camberwell Girls Grammar School is committed to Educating Tomorrow's Woman. Our Anglican School was founded in 1920 in the Hall of St Mark's Church, Camberwell. This rich heritage and strong Christian foundation remains a cornerstone of our School today. We are extremely proud of our diverse, multicultural and highly inclusive community. Our girls, staff, old grammarians and families all actively participate in the life of this fine School and as a community we wholeheartedly live the School's values of integrity, commitment and respect.

First impressions always give you an important insight into an organisation. Commencing at Camberwell Girls in April 2014, I was immediately struck by the connectedness and warmth of those I met from all areas of our community. This was only reinforced by the reassurance given to me by many new Year 7 students that: "CGGS is a very easy school to settle into."

As first impressions grew into experience, I have felt very fortunate to be given the opportunity to lead such a rigorous, connected and caring community. It is wonderful to experience such a strong culture of striving for excellence. I am also struck by the genuine appreciation shown for all opportunities and support offered.

This past year was a very significant year as Mrs Anne Feehan concluded her service as Principal of the School at the end of Term 1. As a community we are very grateful for her dedication and commitment to CGGS. The many highlights of her leadership include the development of internationally recognised learning spaces, engaging curriculum and pastoral care programs, and the establishment of CGGS as a Cisco

Exemplar School. In February the Hon Josh Frydenberg MP opened our new Parents' and Friends' Sports Field and Sports Science Academy. We also celebrated the opening of the Fig Tree Café at the Family Fair and Open Day.

Throughout the year we worked closely with Woods Bagot Architects to undertake the Master Planning process. During the process, feedback was gained from staff, students and parents. The community will be updated on priorities during 2015.

Importantly, our Year 12 students also achieved outstanding academic results, enabling them to enter into courses and pathways of their choice. Continuing in the tradition of a consistent pattern of excellence, one of our students Rebecca Ong received the highest possible ATAR of 99.95 and two VCE Premier's Awards. Six perfect study scores of 50 were achieved and the 8 year Median ATAR is proudly retained as a score of 92.

During 2014, students engaged in opportunities to learn with external national and international communities through video conferencing and WebEx seminars. This included writers, marine biologists, archaeologists, physiology experts, CEOs and other schools, which enabled students to deepen their understanding in specific areas of investigation. Both students and teachers were creators of exciting interactive learning materials. 2014 also saw the introduction of the iPad program into Years 5 and 6.

Staff were introduced to the study of Positive Psychology through the work of Dr Martin Seligman and a number were trained in the implementation of Positive Education Programs. Teachers and Professional Services Staff attended professional learning opportunities and a program was trialled with Year 7 students. This will be implemented

across the whole school from Early Learning through to Year 12 during 2015.

A number of new co-curricular clubs were introduced including Book Clubs and a Swimming Club for students at both Ormiston and Senior School.

The School worked closely with the Parents' Auxiliary to transfer the ownership of the Uniform Shop to the School. Once again the Parents' Association provided financial assistance on a number of projects. They made a significant contribution to the development of the sporting fields, the new piano in the Mountfield Chapel, books and resources for the libraries, and sponsored the attendance of Year 12 students at the Valedictory Dinner. The Parents' Auxiliary also sponsored a major archives project that will be implemented in 2015.

Our commitment to Social Justice was illustrated by involvement in the Winter Sleep Out event, Anglican Winter Warmth Appeal and organisation of a Hagar Benefit Concert.

Our relationship with St Mark's Church continued to strengthen with the introduction of a weekly Conversation Hour for EAL students.

These wide-ranging opportunities and outstanding academic results are a reflection of the passion, care and commitment of all our staff. They inspire our students to be the best they can be, set high expectations and provide them with foundations for exciting pathways ahead. They are dedicated to developing each individual and valuing the development of each individual's character and I thank them most sincerely.

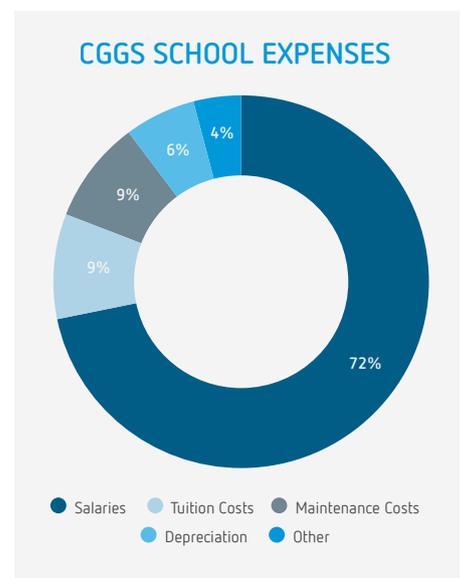
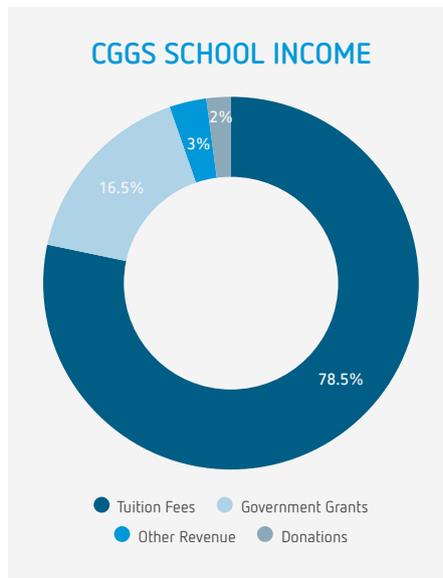
During 2015 we look forward to continuing to guide our students to shape their futures.

Debbie Dunwoody
Principal

GOVERNANCE

The School Council is empowered to set the strategic direction of Camberwell Girls Grammar School and to position the School as a leader in the provision of education for girls.

- > 2014 was a year of immense change as we farewelled Principal Anne Feehan at the end of Term 1 after 13 years of dedicated service.
- > We warmly welcomed Debbie Dunwoody as the sixth Principal in Term 2. Debbie was officially commissioned as Principal by The Most Reverend Dr Philip Freier, Archbishop of Melbourne at a service in the Barbara Sutton Hall in May.
- > At the end of Term 1 we also farewelled Glenda Bushell as Head of Junior School. Paul Donohue was promoted to this position.
- > The School also farewelled Business Manager Michael Arceri in Term 4. Stephen Cuddon was promoted to this position.
- > Significant investment was allocated to ensure the School remains at the forefront in the delivery of a 21st Century education. The foundations were laid for the full implementation of the CGGS Next Generation Learning Program - a truly innovative initiative in the education of our students which saw the School partner with Cisco, and recognised as a Cisco Exemplar School.
- > Council also focussed on the School's building program. Plans for the Years 7 and 8 Building were finalised and the development of a new Master Plan progressed. The School worked closely with Woods Bagot Architects and a list of projects was developed to meet the collective needs of the community.



Council looks forward to sharing the details of our Master Plan roadmap that will define our building priorities for the next 10 year period.

- > The School continued to be managed wisely in all areas.



ACADEMIC EXCELLENCE

We know when our girls graduate they leave as global citizens who are lifelong passionate learners, empathic leaders and catalysts for change in the world. Our students once again distinguished themselves throughout the year and the Class of 2014 left the School with global perspectives and a determination to pursue their dreams.

MEDIAN ATAR OF **92**

● CGGG
● STATE



VCE RESULTS

The VCE results for 2014 maintained the outstanding tradition of excellence.

LOUISA TAYLOR AWARD / DUX OF SCHOOL

Rebecca Ong
Perfect ATAR score of 99.95

GD LAWRENCE AWARD / 2ND HIGHEST SCORE

Maggie Du

RM WESTCOTT AWARD / 3RD HIGHEST SCORE

Crystal Nguyen

OTTO YUNCKEN AWARD / 4TH HIGHEST SCORE

Claudia Ho

THE FOLLOWING STUDENTS ACHIEVED ATAR SCORES

ABOVE **97**

THAT'S PLACED IN THE STATES TOP

3%

Iman Balla
Vicky Chen
Jennifer Chow
Daphne Ding
Lydia Horman
Tess Huang
Gihani Jayasinghe

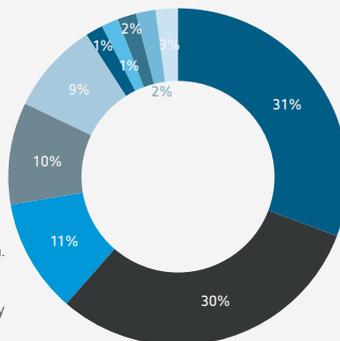
Michelle Lau
Octavia Nakos
Carina Rae
Leni Schiller Ampt
Emma Schumann
Yu Ting Lin
Qiuting Sun

Emily Tang
Miki Wada
Melody Wong
Grace Yang
Marina Yu
Jessica Zhuang
Jodie Zou

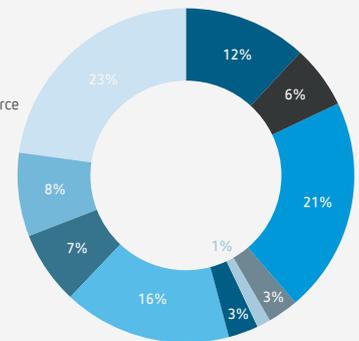
TERTIARY DESTINATIONS

The Class of 2014 received offers to the following institutions for a wide variety of courses.

- University of Melbourne
- Monash University
- RMIT University
- Deakin University
- La Trobe University
- Other
- Victoria University
- Swinburne University of Tech.
- Holmesglen
- Australian Catholic University



- Arts
- Art & Design
- Business / Commerce
- Education
- Engineering
- Environments
- Health Sciences
- Law
- Other
- Science



NAPLAN RESULTS

Results were again first rate and our girls excelled in the annual NAPLAN tests.

CGGS/NATIONAL MEDIAN 2014

YEAR	READING		WRITING		SPELLING		G&P		NUMERACY	
3	479	431	466	428	462	421	481	431	439	416
5	590	506	546	477	585	500	592	497	560	490
7	603	548	583	523	602	554	627	545	625	543
9	648	590	623	558	658	591	683	581	681	558
	CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State

CGGS/NATIONAL MEDIAN 2012/2013

	YEAR	READING		WRITING		SPELLING		G&P		NUMERACY	
2012	3	498	421	489	423	479	415	554	427	477	397
2013	3	513	435	489	441	484	422	500	436	475	406
2012	5	566	496	558	479	573	496	565	492	571	487
2013	5	562	505	558	489	554	497	598	500	571	492
2012	7	611	542	595	517	600	545	623	546	631	533
2013	7	599	551	583	523	613	551	621	534	624	541
2012	9	634	575	629	554	643	579	643	572	661	576
2013	9	618	586	629	570	630	588	654	578	676	585
		CGGS	State	CGGS	State	CGGS	State	CGGS	State	CGGS	State

TEACHING & LEARNING

The focus of 2014 was to extend the School's teaching and learning practices by ensuring that students were receiving a true 21st Century education. An education that focuses on the development of the vital skills needed for success both now and in the future.

In a rapidly changing world, our girls are becoming highly-connected global citizens and the School is responsible for ensuring that our girls are fully prepared for their futures. In 2014, we focussed on engaging our students with:

- > new technologies
- > formative learning methods
- > creative thinking strategies
- > collaborative work practices
- > personalised learning

These key initiatives all worked in alignment with the implementation of the School's Next Generation Learning Program.



NEXT GENERATION LEARNING

The evolution of the use of technology at Camberwell Girls was momentous in 2014. Our Next Generation Learning Program underpins all that we do. It is a style of teaching and learning that encourages our girls to collaborate to extend their understanding in our technological and information-rich world. We are focussed on preparing our students for their futures.

As part of the Cisco Exemplar Program, the School deployed a number of leading initiatives:

- > The entire server infrastructure was replaced and substantially upgraded. Based on the latest generation Cisco Blade server infrastructure, the entire communication, file storage and backup system was replaced.
- > Cisco's Video Conferencing, Webex and Show and Share were installed, and programs based around collaboration, communication and information sharing were integrated into both the Junior and Senior School curriculum.
- > The School invested substantially in training our teachers in the use of contemporary educational technologies.
- > Teachers empowered their students to assume greater responsibility for their own learning using digital resources and encouraged student collaboration and creativity when learning with technology.
- > Students became creators of their own learning content.
- > Seven high definition video conferencing suites were installed at both the Junior and Senior Schools.
- > Junior School students participated in video conferences with schools and organisations in both Australia and the USA. A major highlight was a session to Reef HQ, the Great Barrier Reef Aquarium, where students were taken on an under water tour of the reefs ecosystem by a diver. Students were able to ask the diver questions and direct the exploration.
- > Junior students also participated in a conference with staff from the United States Army Women's Museum as part of their studies on World War One. A live Science lesson with a practicing scientist was also a highlight.
- > Senior School students participated in several video conferences. A highlight included a session with an archaeologist who discussed archaeological digs with Year 7 History students.
- > A number of parent and staff video conferences also took place.
- > Webex, the collaboration tool that allows students and staff to interact via video and share on-screen information was used extensively.
- > Webex was used to enable students to attend classes or excursions that they couldn't physically be at. A Year 12 student joined her classmates on a camp at the Australian Institute of Sport in Canberra. From the comfort of her own home she was able to participate in the vital lectures and workshops of this camp.
- > Senior School teachers utilised Webex to conduct VCE revision sessions in a secure and collaborative environment.
- > The Professional Services Staff used Webex as part of the recruitment process and also, as a professional development portal.
- > Show and Share, the video storage and streaming system was extensively used by Senior School students and staff.
- > Camberwell Girls is truly leading the way in the use of student authored video content and sharing. Students across numerous subject areas researched, edited and shared learning content through this system. Teachers also recorded and uploaded study videos reinforcing concepts covered in class.
- > 2014 also saw the implementation of the Years 5-9 iPad program and the BYOD (Bring Your Own Device) program in Years 10-12. Students and teachers integrated the use of iPads and other devices to not only consume information but also as a tool to create content.

CLASSROOM HIGHLIGHTS

Camberwell girls develop a passion for learning from the earliest years. They are academically motivated and hold depth of knowledge in many areas. They know how to think critically and creatively and are highly competent in research, writing, communication and the use of ICT.

ART & DESIGN

- > A culture of project-based learning and collaboration enabled students to approach all learning with an inquiry-based approach.
- > A focus of Years 7, 8 and 10 was the integration of Art and Design History and Theory, allowing the students to take ownership of their learning and learning outcomes.
- > There was a focus on the implementation of ICT documentation and integrated technology, with a focus of self reflection at Year 9.
- > Opportunities to engage students in a variety of exhibitions and competitions continued.
- > 15 students participated in the Art in Camberwell Exhibition which provided an opportunity to exhibit, market and sell their artworks in a public arena.

Angela Li (Year 12) was awarded First Prize in the Most Popular Vote

Alanna Chew (Year 8) was awarded Third Prize in the Most Popular Vote

Merryn Dickinson (Year 8) was the recipient of the Youth Encouragement Award

COMMERCE

- > As an extension to prescribed course work, Year 11 Legal Studies students researched and created impressive Human Rights magazines for the School Library. This initiative generated fruitful robust debate and a collaborative learning environment amongst the students, many of whom were quite unaware of the seriousness of these global issues and their impact on women in particular.
- > Year 11 Accounting students produced Show and Share videos to demonstrate key accounting principles.
- > The Year 10 Business Management course raised over \$1,000 for a range of Social Justice initiatives.

DRAMA & THEATRE STUDIES

- > A focus of the year was implementing the new VCAA Theatre Studies curriculum. Placing greater weight on stagecraft roles other than acting, it seeks to build a comprehensive theatre practitioner, well versed in all areas of performance making. These skills were embedded into the curriculum of all year levels.
- > New Media and Video Artist Rhian Hinkley worked as a mentor to both staff and Theatre Studies students to explore Theatre Technologies - a new stagecraft.
- > In the Year 9 curriculum the concept of animation was explored through the traditional live theatre medium of

puppetry, in experimental conjunction with several animation iPad apps.

- > As part of the implementation of Next Generation Learning, the Department made multimedia and sound and lighting the focus of 2014 as both areas are of most relevance to the discipline of future theatre practitioners.
- > A result of our technology-rich environment is that students have less of a need to commit to memorisation, specifically to the art of learning lines and remembering blocking. Through technological solutions, rather than human based performance answers, the team focussed on helping students to develop an appreciation for what the 'live' theatre performer can do.
- > The annual House Dance and Drama event continued to grow with a record number of students participating.
- > The Year 9 Suitcase Series project at the Malthouse Theatre was also substantially student driven and deepened confidence in performance.
- > The School Musical, Guys and Dolls saw over 130 girls participate. The intention to build stronger collaborative bonds across the year levels and implement a more subtle mentorship of the younger year levels was stronger than ever.
- > Olivia Staaf (Year 11) was selected to be a Melbourne Theatre Company Ambassador.

ENGLISH

- > A digital approach to the Year 7 Current Affairs Unit saw students scripting, recording, editing and presenting news programs in the TV studio.
- > Using iPads in Year 9, students produced a short TV news segment based on their novel study, *Animal Farm*. They had responsibility for scripting, filming, acting, editing and presenting their programs. The results varied from serious and informative to highly entertaining and humorous.
- > The concept of 'Dream Writing' was introduced at Year 7. Also known as Stream-of-Consciousness or Free Writing, the students were encouraged to write freely, as a way of aiding imagination and creativity.
- > Bell Shakespeare's annual visit was once again a highlight. The Actors at Work entertained the Year 10s with excerpts from *Romeo and Juliet*, whilst the Year 8s were treated to a short performance of scenes from the enduringly popular comedy, *A Midsummer Night's Dream*.
- > The Year 11s visited the Arts Centre to see Bell Shakespeare's production of *Macbeth*.
- > A highlight for the Year 11 Literature class was attending a performance of the musical, *Wicked* as part of their Alternative Viewpoints SAC, which required students to develop an interpretation of the play and to measure this against published reviews.
- > English staff collaborated with volunteers from St Mark's Church to roll out a new initiative for our Years 7-11 EAL students. A weekly Conversation Hour provided girls with an opportunity to engage in discussions on a variety of topics to build confidence to communicate in English.
- > Students from Years 9-11 participated in the Debating Association of Victoria's inter-school debating competition. Once again, the Camberwell girls passionately argued their viewpoints on a wide range of subjects.

Rebecca Waldron (Year 9) was awarded Best Speaker in her grade and region at the inter-school debating competition.

- > The School had great success at the Boroondara Literary Awards:

Annie Zhang and Emma Wang (Year 9) were recipients of the 1st and 2nd prizes respectively in the Young Writers Middle Prose section.

Megan Liew (Year 11) won 2nd prize in the Young Writers Senior Prose section.

English teacher Dr Duncan Reid was awarded 1st place in the Open Short Story category, themed 'Courage in Adversity'.

- > Madeleine Tse (Year 11) and Maggie Du (Year 12) represented the School in the VCAA Plain English Speaking Awards, delivering speeches on the impact of digital technology on the lives of teenagers.
- > Janice Soo, Ashika Mapa, Kate Sturzaker and Alanna Chew Lee (Year 8) participated in the annual Legacy Public Speaking Competition, giving speeches on the pressing need for service within our community and its importance in melding together all generations and all cultures.

GEOGRAPHY

- > Fieldwork is an integral part of the Geography curriculum. Years 7, 8 and 9 students experienced learning outside the classroom at Gunnamatta Beach, Cape Schanck, Toolangi State Forest, Melbourne Zoo, the Docklands, Beckett Park and a VCE overnight trip to the Murray-Darling Basin, including a boat trip on the Murray River and through the Barmah-Millewa Forest.
- > Spatial technologies were used by the Year 8 and Year 9 students to create choropleth maps of indicators of Melbourne's livability, and to explore cities at risk in the Ring of Fire.
- > Google Earth enabled Year 10 students to explore environments and spatial patterns, and develop understanding of geospatial

concepts. Scripting, filming and editing short movies on their research findings were also a highlight for this group.

- > 'Visible Thinking' routines and formative assessment strategies were embedded into the curriculum to engage students. A variety of apps, programs and new activities were implemented.
- > Year 7 students created Endangered Species Magazines and shared them with Junior School students.
- > iPads were used for research, to collect fieldwork data and to create presentations using a variety of apps.
- > Year 9 students worked in small groups to conduct research to create an engaging video tutorial to share with their peers and to teach new concepts. Topics included Poverty and the Poverty Cycle, the Millennium Development Goals, the United Nations and Population Pyramids. The tutorials were uploaded to Show and Share to build a library of learning resources.
- > Guest speakers Jason Kimberley from Cool Australia spoke to the Year 7s about Antarctica and Sarah Prescott from Thank You Water spoke to the Year 9s about improving the lives of overseas people by providing access to safe water.

- > An initiative led by our FROGGIES Environment Group was the 'Paper Project'. This project aimed to achieve a 50% reduction in paper use, through printing and photocopying at the School, and to switch to using recycled photocopy paper.
- > The FROGGIES also enjoyed a video conference with Rebecca Cuthill from the University of Tasmania - Save the Tassie Devil Appeal. This conference prompted them to fundraise to help this worthy cause.

HISTORY

- > A new Year 10 elective, Big History was introduced. Students studied the 'big picture' of human civilisation, investigating key ideas and technologies which led to the increasing size and complexity of human societies over time, and how these made possible the world we live in today.
- > A new Year 10 Core History program was also introduced, focusing on the nature of government and conflict in the modern world.
- > Authentic, hands-on historical learning continued to be a big focus of teaching in 2014:

On 'Ancient Day', all Year 7 students participated in workshops focussed on rulers and subjects, warriors, sports and archery in the ancient world.

On 'Medieval Day', the Year 8s participated in workshops on crime and punishment, knights, troubadours, and games in medieval Europe.

While studying Australian involvement in World War I, our Year 9s spoke to Lambis Englezos, who led a 2008 archaeological expedition which successfully recovered the bodies of 250 Australian and English servicemen who went missing in the Battle of Fromelles in July 1916.

Year 10 students visited the Jewish Holocaust Centre where they spoke to survivors of the holocaust about their experiences.

Year 11s visited the State Library to help build their independent research skills.

A video conference between our Year 7 students and Dr Alan Cadwallar from the Australian Catholic University was a highlight. Students received the chance to ask Dr Cadwallar questions about his work as an archaeologist, and learnt about his research into Colossae, in modern-day Turkey.

- > Our Year 10 Big History class also completed the School's first completely digital course, with rich internet resources loaded on to Moodle and digital devices replacing the textbook.
- > Student and staff achievements in History were tremendous:

Lydia Baird and Carina Chen (Year 8) achieved High Distinctions in the examination-based Australian History Competition.

Samantha Wong, Lydia Baird and Chloe Wu (Year 8) were State Winners in the research-based National History Challenge.



Anita Karanasio, Zoe Tang-Chong and Rachel Hall (Year 9) were all selected as finalists in the Premier's Spirit of ANZAC Prize.

Megan Liew (Year 11) and History teacher Karin Lemanis were both selected to represent Victoria at the 2015 ANZAC Day commemoration in Gallipoli, Turkey.

LIBRARY

- > A range of visiting authors and illustrators worked with students and staff at both the Junior and Senior Schools.
- > Book Clubs commenced at both Schools and were well accepted by students.
- > The Storytime program continued to attract prospective families to the School.
- > An eBook borrowing system was rolled out in both Libraries.
- > A new system providing opportunities for students to review and promote books was implemented.
- > As part of the implementation of the School's new Positive Education Program, a variety of resources were purchased to support staff and students.



LOTE

The LOTE Department was busy learning both inside and outside the classroom. The team also placed particular emphasis on putting a more technological spin on learning activities, taking advantage of the virtual yet authentic cultural experience the internet provides.

Chinese

- > The Discovering Chinese iPad app was successfully introduced in Year 8 and it incorporates all four skill areas (listening, reading, speaking and writing) as well as online homework.
- > The Year 9s and 10s attended the Chinese Cultural Day Forum at Melbourne Town Hall. This event provided participants with a greater awareness of the value of further developing their communication skills with the Chinese language and a greater understanding of the Chinese culture.
- > Working with iPads, the Year 7 students used Book Creator to design a Chinese eBook and Year 9 students produced a short movie about the Chinese community.
- > 11 students travelled with 2 teachers to China for a 2 week study tour.

French

- > Miyara Perera (Year 11) and Amanda Tan (Year 11) participated in the UN Association Convention on Refugees.

This simulation was conducted entirely in French and the girls made a short presentation, representing the Canadian position. It was a very challenging but rewarding experience, both in terms of language development and social justice awareness.

- > The School entered students in the Alliance Française poetry competition. Many of our students qualified for the finals. Miyara Perera was awarded First Prize in the Year 11 category.

- > French exchange students were welcomed into the Year 10 and 11 classrooms.
- > Senior School students used Language Perfect for vocabulary learning and revision, and used a range of websites and apps for a more authentic language learning experience.
- > Year 7 students produced videos about their pets and incorporated documentary style voice-overs, subtitles, animation and music.
- > Year 8 students used Weebly to make a fashion website and also produced a promotional video of their 'ideal' school.
- > Staff implemented the utilisation of a new rubric to provide students in Years 7-10 with detailed feedback after topic tests. Year 11 and Year 12 classes trialed a VCE version, allowing students to recognise specific areas needing improvement.
- > Staff employed a range of technology options in Maths. Included in this was the creation of videos to support the girls in understanding mathematical processes. These have been linked to test questions and homework sheets to allow students access to correct mathematical processes when not at school.
- > Simulation software was also introduced to the classroom to demonstrate and investigate concepts.

German

- > In Year 9 and 11, Language Perfect was integrated into the teaching and learning program so that students could test themselves, compete against each other and have their progress monitored by their teacher.

MATHEMATICS

- > Effective differentiation was a key focus for the department. Increased rigour and development of a variety of assessment tasks for each topic, ensuring students of all learning styles are catered for was also an area of focus.



MUSIC

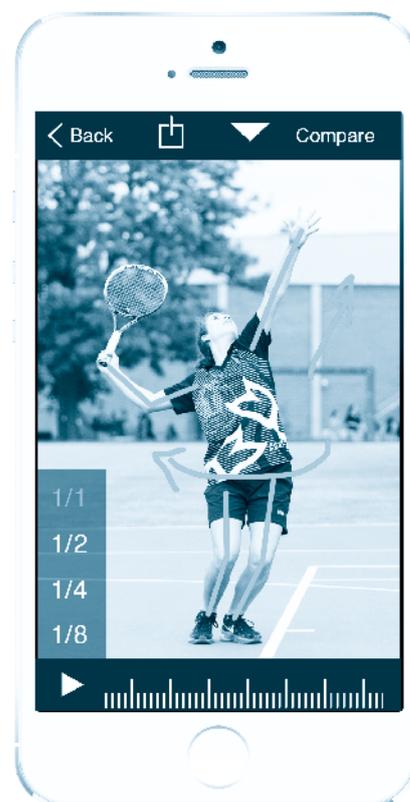
- > Garage Band was used throughout the year to produce various music compositions. The Year 7s created 'spooky' themed compositions, while the Year 8s produced short movie soundtracks to the animated movie, Ice Age. As part of their Music In Advertising unit, the Year 9 students created pop songs to accompany commercials.
- > A highlight of the Year 9 elective class was devising and creating Opera libretto and scores. This unit of work culminated in a live performance.
- > The Year 10 elective class used the Sibelius software to develop original compositions and arrangements. Students performed their chosen repertoire at full school assemblies.
- > Cort McClaren, an international guest percussionist and clinician from the United States led 2 workshops with all of the percussion students in Years 5 -12. CGGS was one of only a small handful of schools to have Cort host a workshop whilst visiting Australia.
- > A record number of 124 girls, each of whom is involved in music ensembles, enjoyed a weekend away at Music Camp early in the year where they worked closely with music staff and specialist tutors. The result was a weekend of wonderful music making.
- > Students were provided with many opportunities to participate in live performances throughout the year. In-house highlights included: Cabaret Night, Principal Commissioning Service, annual House Music Competition, annual Festival of Music, Senior School Production of Guys and Dolls, the Junior School Mountfield Maestros evenings, Family Fair and Open Day, Super Strings Concert, Presentation Evening, Year 12 Leavers' Service, Valedictory Dinner, Christmas Church Service and Carols at Camberwell with guest artist Trevor Jones.

Offsite highlights included: Melbourne Schools String Festival, Patronal Service at St George's Church, the Boroondara Eisteddfod, a corporate function at Parliament House and the annual Old Grammarians' Afternoon Tea.

PHYSICAL EDUCATION & HEALTH

- > Years 7 and 8 students used the iPad app Ubersense to assess and review their throwing and catching technique. This video analysis program allowed the girls to film and analyse their technique in slow motion, comparing their videos with their own previous attempts or to those of professional athletes. Each student received constructive feedback which led to improved performance.
- > The Year 8s developed this project further, completing an online analysis of their technique. This was achieved by recording an audio commentary evaluating their skills and using the analysis tools available through the program. The second part of this project involved reviewing their performance during a small-sided game, whereby they evaluated their ability to execute correct throwing and catching technique when in pressure situations.
- > The Year 9 students completed a number of tasks using Moodle, the School's online Learning Management System. They used a 'Personalised System of Instruction' model to complete a Dance Unit, whereby they downloaded and were responsible for learning and teaching a range of choreographed dance routines.
- > The Year 11 Health and Human Development students all produced their own news reports on a health issue facing Australia's youth by a recording and editing sessions in the TV studio.
- > The automated pitching machines were particularly beneficial during the Striking Unit, in which the Years 7 and 8 students developed their ability to consistently hit a moving ball in both softball and cricket.

- > The Year 10 Peer Teaching Unit was a highlight with students running their own training sessions for the class and receiving both peer and teacher feedback.
- > Our Year 10 Health students warmly welcomed representatives from Family Planning Victoria to conduct a workshop addressing healthy relationships, and the issues of consent for young girls.
- > La Trobe University ran the 'Happy Being Me' program, as part of the Year 7 Healthy Living classes. The program formed part of a research project investigating healthy body image in young women.
- > Years 7 and 8 Health students were introduced to two new programs. The Drug & Alcohol - Get Ready Program and the Positive Behaviors Program were very well received and both aimed at promoting open discussion and thorough understanding.





RELIGIOUS EDUCATION & FAITH

- > Jeanette Ackland, a Godly play practitioner visited the Year 9 students to share stories of different religious traditions. Her session was extremely well received and enjoyed by all.
- > Short films were introduced to supplement units of work which are often regarded as difficult topics. Themes included Aboriginal Perspectives and Media, Religion and Society.
- > Staff conducted a major review of the Year 7-9 curriculum in preparation for implementation in 2015.
- > Inter-faith exchanges continued with the Australian International Academy.
- > Morning Prayer was held once a week throughout each term.

- > 3 staff Eucharists and 46 acts of Communion were undertaken throughout the year.
- > A variety of special services to celebrate major Christian festivals were held throughout the year. Services included 'When Our Life Began' Easter service and 'Stars, Lights, Angels and the Prince of Peace' Christmas service.
- > Religion teacher Duncan Reid took part in the Anglican- Orthodox exchange, and also presented at the Synod of Melbourne Diocese.

SCIENCE

- > Participation rates in Physics increased significantly in 2014. This is contrary to the state wide trend for participation in the subject, particularly for girls.

- > Science participation rates at VCE level were strong. 70% of Year 11 and 12 students undertook at least one science subject.
- > The Year 9 program was reviewed to emphasise greater collaborative opportunities and improve student connections with their surrounding world.
- > ICAS Science Competition Results for 2014 for once again strong. Yesenia Chang-Gonzalez (Year 7) and Lucy Goss (Year 10) both received High Distinctions. These students' results placed them in the top 1% of participants around Australia and the Asia-Pacific region. A large number of students also received Distinctions.

SPORT

- > Many enthusiastic students participated in House Athletics, Cross Country, Swimming, weekly Girls Sport Victoria (GSV) competitions and other carnivals.
- > Record numbers of students participated in the skill development and fitness programs offered before and after school.
- > Under the guidance of our dedicated coaches, students continued to achieve success and develop invaluable skills in various sports.
- > The Swimming Team experienced great success. They qualified first for the Division 3 Swimming Carnival and placed third overall on the day. The Year 9 and 10 students won the Intermediate section and five girls competed in the GSV Swimming Finals Carnival against the top swimmers from 23 GSV schools.
- > Under the guidance of our new Head Swimming coach, Peter Kitney, participation at morning training sessions increased significantly and the profile of swimming at CGGS continued to grow.
- > The Athletics Team is also to be commended for qualifying for the Division 2 Championship Carnival. The result was a fitting reward for months of dedication. We had a record number of girls qualifying for the GSV Finals Evening and CGGS finished 5th overall out of 23 schools.
- > Once again CGGS asserted its dominance in GSV Weekly Sport, with many teams undefeated and qualifying for the finals.
- > CGGS teams qualified for finals in Indoor Cricket, Tennis, Netball, Volleyball, Badminton, Athletics, Basketball and Swimming.
- > In addition to the GSV Carnivals and Weekly Sport, CGGS competed in a variety of sports tournaments including the Victorian College Basketball, 5-a-side Soccer and Milo T20 Cricket.
- > A major highlight of the year was the National Basketball Competition in which 8 CGGS girls from Years 7 - 11 competed against the top teams from Australia. These girls displayed outstanding skills and teamwork to progress through the tournament undefeated, ultimately winning the Grand Final and returning home with an impressive gold medal.
- > The dedication of a group of student coaches was admirable. A number of senior students coached younger girls throughout the year - passing on knowledge and skills in many areas.
- > 70 students attended the 2014 Fitness Camp at Lorne and everyone made the most of the variety of opportunities available.
- > 17 teams were entered into the Boroondara Netball Competition and four won Grand Finals.
- > The year culminated with our Annual Celebration of Sport where Australian Netballer, Bianca Chatfield attended as guest speaker.
- > The Special Achievement Award was presented to Tiarnie Ellingworth and Emma Pearce for their ongoing commitment to the development of the CGGS Basketball program.
- > The Sportsman of the Year Award was presented to Caroline Gray and Cara Ellis.



FOUNDATION - YEAR 2

- > To assist with a positive transition into school life, our Foundation students participated in Fivedation - a cross age program which saw each Foundation student buddied with a Year 5 student. Throughout the year, Foundation students participated in various creative activities with their buddy. A highlight being the creation of a digital claymation movie where students wrote, recorded, edited and shared their story.
- > Students in Foundation - Year 2 regularly used their iPads to complete reflection activities, particularly in numeracy.
- > The girls completed pre and post assessment activities through the recording feature of the apps Show Me and Screen Chomp.
- > Apple TV was used extensively in the Foundation rooms and the ability to model from any point in the classroom proved very powerful.
- > Each Foundation - Year 2 class participated in a virtual excursion which related to their inquiry unit.
- > Play, Learn, Discover is a cross-age program that was developed to support the transition from Early Learning into the main Junior School. Each fortnight, the students in Foundation and Early Learning 4 met to complete a literacy activity and play based experience.

YEARS 3 - 4

- > A program called Circle Time was introduced to students in Years 3 and 4. The new program provided opportunities for students to focus on their relationships and to discuss ideas in a safe and supportive environment with their peers.
- > It also provided another mode of support for students during recess and lunch times.
- > In Maths, students used their iPads to create procedural texts. Educational apps were used to create short videos to explain concepts such as addition. This bank of knowledge became a powerful learning tool for students.
- > Virtual excursions were enjoyed by students throughout the year.
- > Laptops continued to be utilised for Maths and Literacy lessons.

YEARS 5 - 6

- > From the beginning of the year, teachers focussed on integrating iPads into the Years 5 - 6 curriculum.
- > Throughout the year, iPads were used by students for research purposes, displaying learning creatively, creating visual organisers, making videos and

reflecting on learning. The students responded very well to this program and their independence in their learning and time management skills has increased as a result.

- > A major focus for the Years 5 - 6 teachers was team teaching and collaborative learning. In Year 6, the classes combined to allow team teaching for reading, problem solving, inquiry and RAVE.
- > Leadership was a major focus for students in Year 6 and throughout the year, all students held one leadership position.
- > Year 6 students completed a number of Inquiry projects that enabled them to consolidate their understandings of the various topics studied. A highlight of the year was Day of the Notables, where students researched, dressed up and became a famous leader for the day.
- > Whilst studying the Australian Government, the students took their learning further and in groups sought to make a difference to the community. They wrote letters to local MPs, conducted surveys and researched the issues surrounding the local area, seeking to make a difference.
- > Year 6 students used the Film and TV Studio to produce their own Natural Disaster Current Affair videos. The girls had to research, script, storyboard and film and edit their own video.
- > Year 5 students were responsible for leading the Green Team. Students cared for the vegetable garden, collected recyclable paper and ran student competitions. Students created short videos which were shown at assembly to share their goals with the Junior School community.
- > The Year 5 and 6 students and teachers embraced Next Generation Learning technologies, participating in a number of video conferences, virtual excursions and collaborations. Highlights included:





A virtual excursion of the Great Barrier Reef where students followed a diver as he explored the reef. Asking questions whilst he was under water, they learnt about the digestive system of starfish, the growth patterns of coral and they even came face-to-face with a number of sharks.

Participating in an Aboriginal Smoking Ceremony at Mungo National Park via video conference.

Participating in a virtual science lesson with a real-world scientist who led the girls through a variety of experiments.

The Junior School students were certainly kept busy with a number of activities taking place outside of the classroom.

Highlights included:

- > Father / Daughter Camp was attended by over 140 families.
- > Grandparents and Special Friends Day was enjoyed by all year levels.
- > The Winter Warmth Appeal, an annual Social Justice Initiative.
- > Ormiston Alive, a Musical titled Myrtle saw all students from EL3 - Year 6 perform.
- > Inter-school Girls Chess Tournament was attend by over 150 students from Melbourne.
- > Annual Choral and Ensemble Concert performed by students in all year levels.
- > Annual Ormiston Art Exhibition with works on display by every student in EL3 - Year 6.
- > Book Clubs for students in Years 3 - 6.
- > Swimming, Water Polo, Running and Netball Squads each had record participants.
- > Symphonia, Chamber Strings, Junior Strings, Quartets, Vocal Express, Vivace, Piccola Voce and Middle School Choir were all popular instrumental and choral ensembles.
- > Mountfield Maestro Concerts took place each term, providing opportunities for students to perform in an intimate setting.

BELONGING MATTERS

Our Pastoral Care and Wellbeing Team have specifically developed a unique series of programs to ensure that each of our girls can establish her own identity, meet challenges confidently and find purpose and joy in all she does. This leads to the building of quality relationships which in turn creates an extremely inclusive, connected and respectful community.

- > Our unique SHINE Program continued throughout the year. The SHINE Program aims to:

Develop a strong approach to academic learning.

Prepare students for leadership responsibility.

Encourage service and citizenship.

Create participation in all School activities.

- > The Mentor Program was further developed and successfully ran throughout the year.

Under the guidance of our Year 11 and 12 Mentor Captains, students of Years 7 - 10 participated in fortnightly sessions.

Group discussions included goal setting, friendship, organisation, confidence, motivation and cybersafety.

- > As a result of both the SHINE and Mentoring Programs, many cross-age friendships developed and participation in School and House activities was at an all time high. Students were completely immersed in the life of School which resulted in the continuation of our strong culture.
- > The Education Outdoors Program was a highlight for the girls. Students challenged themselves both physically and mentally throughout the year at a number of camps.
- > An ongoing commitment from staff to continually identify alternative ways of engaging and scaffolding students' learning was evident in 2014. In consultation with classroom teachers, the Learning Support Team implemented a variety of initiatives to provide support for students in a visual and meaningful way.

- > The Pastoral Care and Wellbeing Team ensured the holistic care of all our students and their hard work is reflected in our student satisfaction results:

92.7% of students agree that they feel safe at School.

91.5% of students agree that they feel like part of a caring environment.

93.9% of students agree that they always strive to achieve their personal best.

- > At Senior School attendance is recorded in every lesson of every day. At Junior School attendance is recorded 3 times throughout the day. 2014 saw excellent student attendance rates:

95.4% of Junior students attended school every day.

96.7% of Senior students attended school every day.



CONTRIBUTING CITIZENS

SOCIAL JUSTICE

OVER **17.5K** RAISED IN 2014

Camberwell girls know that their education empowers them to lead with humility and inspires them to contribute to build a better world. We're proud to see our students live the School's motto - Utilis in Ministerium and embracing the ideal of helping others.

OVER \$17,500 WAS RAISED BY CGGS STUDENTS THROUGHOUT THE YEAR. FUNDS RAISED WERE DONATED TO A VARIETY OF ORGANISATIONS AND CHARITIES INCLUDING:

- > Thank You Water
- > Royal Children's Hospital
- > Juvenile Diabetes Research Foundation
- > World Vision
- > RSPCA
- > Hagar International
- > UNICEF
- > Deafness Foundation
- > MND Australia
- > 40 Hour Famine
- > Indigenous Literacy Foundation
- > Save a Child's Heart

Other student-led initiatives throughout the year included:

- > Inspired by an old grammarian, a new student group called VGen was formed. VGen is the youth movement of World Vision which aims to inspire, educate and empower young people in the fight against poverty and injustice. Through VGen, a Fairtrade Stall was organised, a Fairtrade Morning Tea was held and VGen members visited the Federal Member for Kooyong, The Hon Josh Frydenberg, to discuss the issue of Child Labour, ahead of the 2014 G20 Summit.
- > In conjunction with the Library, the first Great Book Swap was held. Students were encouraged to bring their pre-loved books and swap them for another book with a gold coin donation. All proceeds were donated to the Indigenous Literacy Foundation to purchase 10,000 new books for Indigenous children.
- > The Year 11 students prepared Zonta Birthing Kits for mothers in Kenya and Nigeria. These kits, which included gloves, soap and gauze were provided to women who are at risk of infection and disease and assist in alleviating high child mortality rates.
- > A Loose Change initiative was established, where students and teachers kindly donated spare coins to their House Box, with the winning House choosing to donate the funds to a worthy charity.
- > Inspired by the work of another old grammarian, an enthusiastic team of Year 11 students organised and coordinated a benefit concert in order to raise funds and awareness of the Australian based organisation, Hagar International. Hagar is a non-for-profit organisation that is committed to protecting and assisting



women and children all around the world who have suffered severe human rights abuses. The event, which included a variety of acts from schools around Melbourne, raised substantial funds.

- > The annual Winter Sleepout was held, with students from Years 9 - 12 sleeping outside for one night to raise awareness about homelessness.
- > The CGGS community supported the work of World Vision by participating in the 40 Hour Famine with all funds raised going towards the 2014 focus country - Rwanda.
- > The Year 8 students played a simulation game based on the situation in Rwanda to raise awareness about the issue of global hunger.

THE DUKE OF EDINBURGH'S AWARD

- > 1 student received a Gold Award
- > 9 students received a Silver Award
- > 20 students received a Bronze Award

STAYING CONNECTED

The Foundation exists to provide opportunities for the community, both present and past to actively participate in the life of the School. Participation in your child's education is of great benefit and results in students and families wanting to remain connected with the School long after their school days.

> 88.5% of parents agreed that the CGGS values are reflected in the behaviour of staff and students and 92.5% of CGGS parents agreed that the School has a welcoming and supportive culture. This can be reflected in the involvement of parents throughout 2014.

The School is indebted to our parents who give so generously of their time and energy to serve as members of the Parents' Association, Parents' Auxiliary, Class Representatives and Friends' of Sport groups.

> **The Parents' Association** is extremely proud to have raised over \$48,000 in fundraising endeavors and initiatives.

> Funds accrued over the past 3 years enabled a donation of \$100,000 towards the Parents' & Friends' Sports Field.

> \$21,780 funded a new piano in Mountfield Chapel; guest speaker Paul Dillon to conduct drug and alcohol workshops in 2015; subsidising Year 12 students Valedictory Dinner; supporting the Year 6 Graduation Luncheon and sending the 2015 School Captains to the yLead Conference at Melbourne University.

> This group continued to help foster friendships by providing Pre-Show Refreshments at various events throughout the year as well as support the breakfasts for Father's and Mother's Day.



- > **The Parents' Auxiliary** had a successful year fulfilling responsibilities for the operations of the Uniform Shop and the Book Exchange Program, as well as social and fund raising activities that provide opportunities to enrich and enhance the experiences of students, parents and the School community.
- > Fundraising initiatives and donations in excess of \$21,000 were directed towards Christmas Carols, staff lunches, photocopiers/printers for students, heaters for the Mountfield Boardroom, catering for CamART, Valedictory Dinner and Senior School Orientation events.
- > The Uniform Shop was seamlessly handed over in July and has contributed in excess of \$140,000 of stocks and assets to the School.
- > The International Parents Program continued. This initiative provided parents with an opportunity to connect with other international families at a series of morning and afternoon tea functions.

- > In its 18th year, the Book Exchange was highly successful, generating \$9,000. All surplus was contributed to enhance the School's library facilities.
- > The Parents' Auxiliary agreed to fund the School's Archive Project with funding in excess of \$100,000. This project will officially commence in 2015.

The Foundation would like to publicly thank all parents who gave of their time and especially wish to thank members of our Parent Groups for constantly supporting the School and making valuable donations towards activities, projects and facilities. To the Committee Chairs, Mr John Downes (Parents' Association), Mrs Christina Chia (Parents' Auxiliary), Mrs Joanne Ellingworth (Friends' of Sport), we thank you for going above and beyond.

- > **The Old Grammarians' Association** held a number of themed reunions throughout the year and it was a delight to witness former students from the classes of 1964, 1989, 1994, 1999, 2004 and 2013 reunite once again at CGGS.

- > The classes of 1984, 1979 and 2005 each joined together off site at private functions.
- > The Pre-1980 Afternoon Tea was a special event with over 80 former Grammarians attending.
- > The Year 10's enjoyed breakfast with OGA mentors and valued the opportunity to learn and hear from former Grammarians.
- > The Letters of Encouragement Program was well subscribed with Old Grammarians writing to all Year 12 girls to wish them luck for their final exams and future.

The Foundation thanks President, Cara Davey and all committee members for their continued commitment and dedication to the Old Grammarians' Association.

SCHOOL FOUNDERS

The Revd Hubert Brooksbank
 Mr George Lawrence
 The Revd James Schofield
 Dr Walter Summons

LIFE GOVERNORS

Mr Anthony Cant
 Mr John Crow
 Mrs Roma Drummond OAM
 Dr Barbara Fary OAM
 Mrs Anne Feehan
 Dr Anne Goodrich
 Mr William Hanscombe
 Mr Alan Hawkes
 Mr Paul Howard
 Dr Irene Irvine
 The Revd Gerald Wall

SCHOOL COUNCIL

Chair
 Mr Anthony Cant
 B Com CA

Deputy Chair
 Ms Chris Swan
 JD, BA (Hons)

Mr Peter Slifirski
 FRAIA

Treasurer
 Mr Russell Munday
 B Com, FCA, F Fin

Members
 Ven Greg Allinson
 B Ed (Melb), A Mus A, B Th (Hons)
 (Ridley), Dip Min

Dr Fionna Chia
 B DSc (Hons), GDBM

Ms Christine Cussen
 Grad Dip Mktg

Miss Cara Davey
 B Bus (Mktg/Mgt)

Mr David Kollmorgen
 B Bus (Acc) CA CFP

Dr Nigel Simpson
 MA (Oxon), D Phil

STAFF

The key to a world class education is innovative and passionate teachers. We have a team of highly qualified professionals who have a genuine passion for education and a true understanding of how girls learn best. Our Professional Services Staff are a hard working, dedicated and cohesive team who manage all operational and administrative facets of the School.

92.6% of all staff believe that their work in the School is important and 90.1% of teaching staff believe that their work in the School makes a difference to our students. The staff attendance rate of 98.7% is an indication of the dedication and commitment of all CGGS staff.

SENIOR MANAGEMENT TEAM

Principal

Mrs Debbie Dunwoody
BSc, Dip Ed, Grad Dip Curr Admin, MACE,
MACEL, MAICD

Deputy Principal

Mrs Trena Jolly
B Sc (Hons), B Ed

Head of Senior School

Mrs Cathy Poyser
B Sc Ed

Head of Junior School

Mr Paul Donohue
B Ed, Dip Ed, M Ed (PE), M Ed (Ed Ld & Admin)

Director of School Operations

Mr Mark Corrie
B Ed, Grad Cert Acct

Director of Teaching, Learning & Innovation

Mr Ben Jenkinson
B Ap Sc, B Ed, M Ed (SL)

School Chaplain

The Revd Helen Creed
BA (Hons), Dip Ed (Mon), BD, M Theol (Coll Div)

Chief Financial & Operating Officer

Mr Michael Arceri (until November)
B Bus (Acc), MBA, ACA, CPA

Mr Stephen Cuddon (from November)
B Bus, CA, GIA (Cert)

Head of Digital Learning

Mr Kim Perkins
B Ed (Sec)

Director of Admissions

Mrs Jacqui Woodbridge
BA, Dip Bus, Cert Sch Mktg

Director of Human Resources

Mrs Erin Colwell
B Des, Cert IV HRM, G Dip HRM

Marketing & Communications Manager

Mrs Belinda Kranjcic
B Bus (Mktg /HRM), Cert Sch Mktg

Foundation Manager

Mrs Hayley Galloway
Dip HRM, Adv Dip EM/HM, Dip App Des

TEACHING & PROFESSIONAL SERVICES STAFF

Ms Helena Abela

Mrs Karen Anderson
B Sc Ed

Mrs Meg Anderson
B Sc, Dip Ed

Ms Chrisoula Anton
B Bus (Hons), B Bus (Mgmt), Grad Dip (Ed),
M Ed

Mr Mark Barnett
BA FA (Hons), Adv Dip EDIM, Grad Dip Ed
(Sec), Cert III Outdoor Ed

Mrs Karen Bartram
Cert II Bus

Miss Emily Batty
BA, B Ed (Sec)

Mr Ian Bennett
B Ec, Dip Ed, G Dip Sec

Miss Jillian Berchtenbreiter

Ms Jane Bergamin
B Eng, MBA, Dip Ed

Mr Simon Bourke

Miss Jesscia Brady
B PE

Mrs Alice Broadbridge
BA, Dip Ed

Mrs Kath Buckingham
Dip T, B Ed, Dip Ed Admin

Mrs Rachel Bugden
B Bus

Mrs Glenda Bushell
BA, Dip T (Prim)

Mrs Russell Butcher

Mrs Genevieve Cain

Mrs Melissa Campbell
B Vis Art, Dip Ed

Miss Jane Cameron
BA, Dip Ed

Mrs Emma Carbone

Mrs Louise Carroll
B Com, Dip Ed

Mrs Pamela Chaikin-Badoer
BA, Dip Ed

Miss Katrina Cheong
BA, M Teach

Mrs Justine Clancy
B Hlth Sc

Mrs Ronette Clark
BA, Dip Ed

Mr Matthew Clarkson

Ms Angela Columbine
Grad Dip Ed (Prim), B App Sc

Mr Martin Conlon
Dip Orn Hort, Cert IV Hort

Mrs Shirley Cooper

Miss Catherine Daniel

Ms Anjali de Quadros
B Ed (Prim)

Ms Anne Devenish
B Ed (Librarianship)

Mrs Trish Dolan
B Sc, Grad Dip Ed, Grad Dip (Voc Couns)

Mrs Samantha Easton

Mrs Maxine Ewens
BECE

Mrs Melissa Field
BECS

Ms Angela Follacchio
Dip T, B Ed, M Ed

Mrs Cathy Georgiev
B Mus Ed

Mrs Fiona Gibson
B Ed, Dip Ed

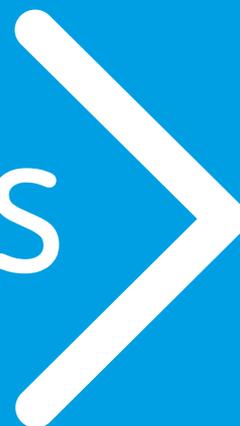
Miss Kate Giles
B Ed

Mrs Lynne Gleeson

Mr Craig Goodwin
BA, Dip Ed

Mr Robert Gossip	Ms Giselle Lobo B Eng (Hons) (Elec), Dip Ed	Ms Beth Sarlos B Soc Wk, B Beh Sc, Dip Ed Psych, Dip Fam Ther
Mr John Gowdie B Sc, M Ed	Mrs Debra Lowden Dip Ed Early Childhood, B App Sc	Ms Kate Savige B Mus Ed
Mr Hayden Gyles BA, Grad Dip Ed (Sec), Cert III Bus, IB (German B)	Ms Dan Xue Lu B Intl Bus, Dip Ed (Prim), M Ed	Mrs Heather Scarff Dip T (Prim)
Mrs Serena Hayes	Mr Derek Luo B Sc & Tech, ME	Ms Kate Schie
Mr Andrew Hester BC SE (Hons), Dip Ed	Mr Ian Lyell BA, Dip Ed (Sec)	Ms Dianne Schiller BA, Dip Ed
Mrs Beth Higgs Cert IV Acc	Ms Keira Lyons BA, Dip Ed (Prim), P Cert Ed	Mrs Lynette Shires
Mr Stuart Hill Dip Acc	Mrs Eleanor Macaro B Sc (Hons), Grad Dip (Ed)	Ms Sally Staddon BA, MA, Dip Ed
Miss Emma Hinchliffe B Ed (Prim) (Hons)	Mr Rohan Mack B Mus Ed	Ms Liza Stevens BSc (Hons), B App Sc (Hons)
Mrs Miriam Hoffman BA, Dip Ed	Mrs Jennifer Meachem B Mus Ed	Mr Andrew Stringer BA, Dip Teach (Sec), M Teach (Sec)
Mr Warwick Hoffman B Eng (Hons), Post Grad Dip Mgmt (Tech), M Teaching (Sec)	Mr Keith Melder Dip VA Comm	Mrs Jennifer Sui B Comp Sc, Dip Eng, Dip Ed
Mr Graham Humphrey	Mrs Andrea Mitchell	Mrs Janne Symons B Sc, Dip Ed
Mrs Vicki Ibbott	Mr Robert Nicoll B Sc (Hons), Dip T, M Ed	Miss Amy Tong Dip ComServ, Cert Child Min
Mrs Danielle Jackman BA (Hons), Grad Dip Ed (Sec)	Mr Chris Nicholls	Ms Avril Vandersay
Miss Michelle Kalus BA (Media&Comms), M Teach (Prim)	Mrs Maria Nigro Dip App Sc	Ms Toni Vernon MA, Dip Ed
Miss Jorgia Kelly	Mrs Kerry O'Callaghan Dip Prim Ed, Grad Dip Ed	Mrs Joan Vida B Ed
Mrs Elizabeth Kettle BA, PCE	Mrs Kim Packham BA, B Ed	Mrs Jenny Walsh B Ed, Dip Teach
Miss Carena Khoo B Mus, Dip Ed	Mrs Helen Pappas B Sc (Hons), Dip Ed	Miss Laura Washington BA, Dip Ed (Sec)
Mrs Belinda Kinnane B Sc, B Ed	Mrs Lorraine Peterson B Sc, Dip Ed	Ms Sara Wasmer
Mrs Effie Kitsiris Dip Children Services	Mrs Roseanna Petticrew	Mrs Joanne Whiffin B Ed (Prim)
Ms Wiebke Kleine Prim/Sec Cert (Germany)	Mr Peter Phillips BA (Hons), PGCE	Miss Michelle Wong BA, M Teach (Prim)
Mrs Paula Kolivas BA, BSW, Dip Ed	Mrs Purnima Reddy	Mrs Meagan Wilson B Physio, Dip Ed
Ms Lauren Law B PE	The Revd Dr Duncan Reid BA, M Ed, Dr Theol	Miss Katherine Woolcock B Ed
Mr Peter Lawrance B Arts (Hons), Dip Ed	Mrs Virginia Richardson Grad Dip (Special Ed), Dip Teach	Mr Asher Zhang M IT, B IS, B IM
Ms Taren Lawrence B Bus Acc	Mrs Kathryn Rigopoulos B App Sc	Mrs Lin Zhang BA, Dip Ed
Mrs Karin Lemanis MA, Dip Ed	Mrs Patricia Ritter BA, B Ed	
Mrs Suzanne Lennie BA, Dip Ed, B Ed	Dr Jo Rittey Dip Ed, PhD French	
Ms Peipei Liu Dip Ed, M Ed	Mr Laurie Robbins B Ed, B Sc, Dip Ed	
	Mr Gavin Rogers B Com, M Teach, FIAA, CFA	

EDUCATING TOMORROW'S WOMAN



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