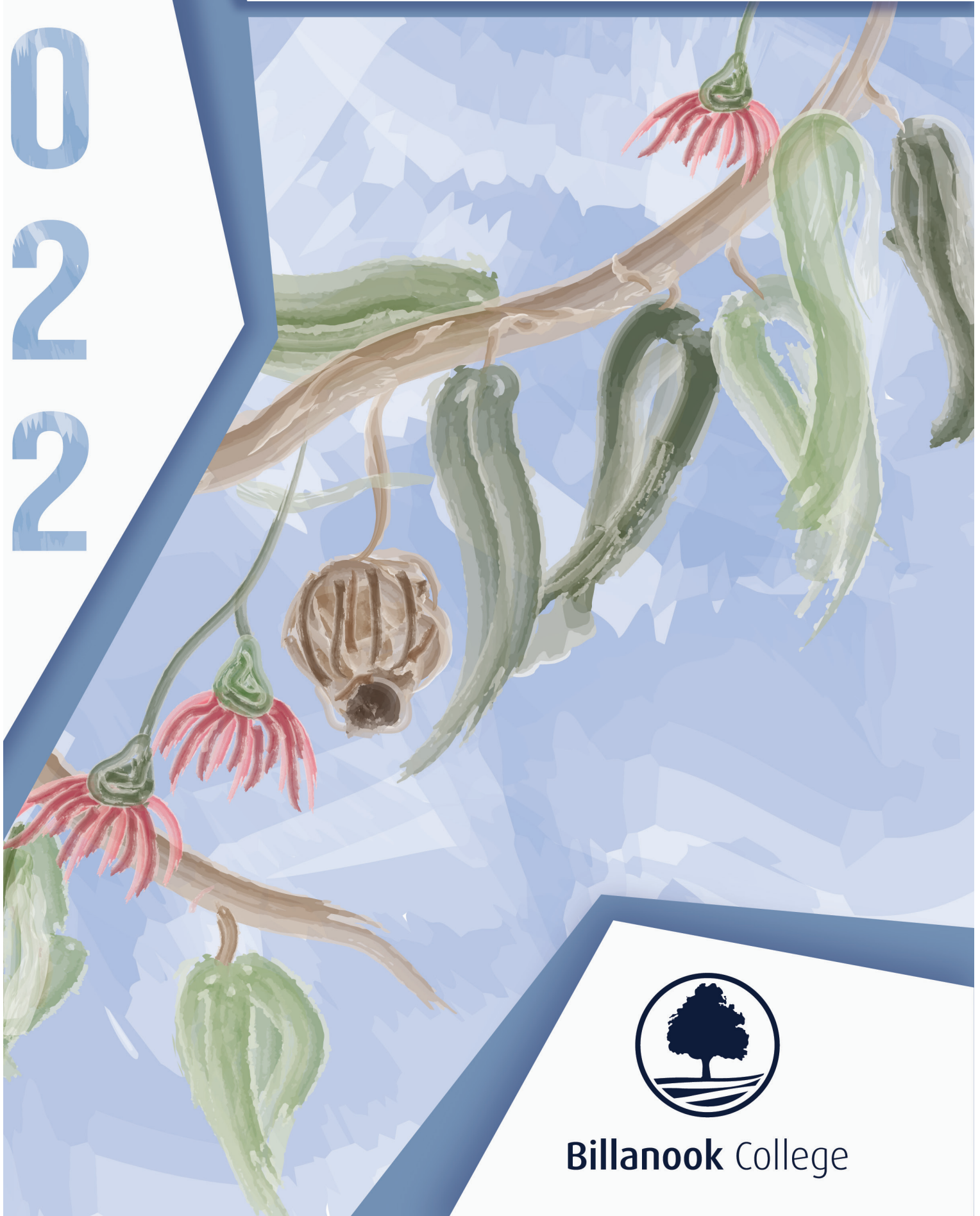


2
0
2
2

Annual Report

Year ending 31 December 2022



Billanook College

PRINCIPAL'S REPORT

Our Annual Report aims to provide an understanding of our Billanook College Community. Billanook values the individual and provides every opportunity to support personal development for each member of our Community. This report provides an insight to the achievements of our students, Staff, Community and operations during 2022. Of importance are our key indicators of success, including student learning outcomes, post school destinations, our financial performance and the development and support provided to our Staff.

The Report also acts as a record of compliance and provides information on School performance as required under the Australian Education Act (2013) and in accordance with the Victorian Registration and Qualifications Authority (VRQA) guidelines.

The Billanook College Community is substantial and varied with 609 families contributing to the total enrolment of 818 students as of December 2022. The Billanook Alumni now comprises more than 8000 past students and is a vibrant and active body.

During 2022 the College returned to pre-COVID-19 operations. The regaining of normalcy was palpable throughout our Community. The continuing success of our Simplified Fee Model and an influx of 'tree-change' families to the area has contributed to enrolment growth through 2022. As a result, the Year 7 2023 cohort was confirmed by September 2022. We will welcome 107 Year 7 students in five Homegroups, at the commencement of 2023.

The positions of Head of Primary School and Head of Senior School were filled by new staff members this year, bringing fresh ideas and knowledge to the College and the College Leadership Team. Subsequently the Leadership model in the Primary School was revised, which saw the development of a new model in preparation for 2023 which will include an Assistant Head of Primary, Heads of Sections for Early Learning, Junior, Middle and Senior Primary.

2022 saw the completion of our Senior Learning Precinct, the next stage in our Capital Development Plan. Opening on 28 April, the much-anticipated precinct provides our Year 10 to 12 students and Staff with contemporary classrooms and multiple flexible learning spaces.

The resulting hard work and dedication of our Staff and Community along with strong financial outcomes has enabled the College to continue to provide a superior offering for families whilst planning for the future development of the School.

CHAIRMAN'S REPORT

2022 saw the opening of our splendid new Senior School Precinct, as well as the laying of plans for our next building project, a new Primary school. It was also an important year for realising the key objectives of our 10-year Strategic Plan Towards 2030. Our students all returned to on-site learning after the two pandemic years, pleased to be back with their friends and familiar Staff, although the aftermath of the lockdowns continued to impact many aspects of Billanook life. The College again endeavoured to limit its fee increases, but the impact of Federal Government funding cuts and rising costs present considerable challenges to us in the coming years and going forward the Board is unlikely to be able to constrain fees as much as it has in the recent past. The Audited Accounts gives our financial performance for 2022 and the Review of Operations contained within sets out the year's program.

I would like to thank the Billanook Principal and his Staff for their dedication, as well as students and parents for their continued pride in the College and its close-knit community. I would also like to thank my colleagues on the Board for sharing their wisdom and ongoing commitment to the Billanook vision.

Prof Warren Bebbington AM
Chair
Board of Directors

GOVERNANCE

Billanook College Ltd is a public company limited by guarantee and its Directors form the College Board, which provides the overall governance of the School and sets the strategic direction. Operational matters are delegated to the Principal. The College Board comprises the following members:

Group A

Constituent Body Representatives

Ms D Charter (Friends of Billanook)
Mr M Wood (Staff Representative)
Mr R Oates (Principal)

Group B

Board Nominees

Prof W Bebbington AM (Chair)
Mr R Dicello (Vice Chair)
Mr P Westley
Assoc Prof K Seemann
(retired 31 May 2022)
Ms C Lindsay-Johns
(appointed 14 September 2022)

Group C

Elected Members

Ms M Handbury
Ms R Kennedy
Ms T Rose (Company Secretary/Treasurer) *(appointed 23 February 2022)*
Ms A Swinburne-Jones
Mr J Thwaites
Mr D Dixon (Company Secretary/Treasurer) *(retired 18 February 2022)*

CORPORATE STRUCTURE

The School is managed on a daily basis by the College Leadership Team, which comprised the following members in 2022:

Roger Oates	<i>Principal</i>
Belinda Verriest	<i>Deputy Principal</i>
Tony Sheppard	<i>Chief Financial Officer</i>
Matthew Wood	<i>Director of Learning</i>
Lucy Lyford	<i>Head of Senior School</i>
Nick Owen	<i>Head of Middle School</i>
Georgina Mullarvey	<i>Head of Primary School</i>

CAPITAL PROJECTS

The Senior Learning Precinct was completed and opened in 2022, an exciting and significant achievement for the College. This building had been delayed due to the effects on construction of the COVID-19 pandemic, but has been warmly embraced by our community, specifically the Staff and Senior students experiencing on a daily basis this wonderful facility.

There has also been a clear focus on improving the facilities and environment of Billanook College during the year. Capital purchases included new external lighting around the School, replacement of School furniture and equipment, new carpet, roof safety access equipment installed, and replaced and upgraded IT equipment.



YEAR 12 LEARNING OUTCOMES AND POST SECONDARY DESTINATIONS

2022 VCE Results

In 2022, 11% of Year 12 students achieved an ATAR of 90 or above, which places them in the top 10% of the State. 45% of Year 12 students achieved an ATAR of 80 or above, which places them in the top 20% of the State.

100% of Year 12 students attained a Year 12 certificate or equivalent VET qualification.

VCE Results Summary	2022	2021	2020
Students with an ATAR of 90 and above	11%	12%	20%
Students with an ATAR of 80 and above	45%	40%	34%
Individual Study score of 40 and above	9%	5%	10%
Students attained a Year 12 certificate/equivalent VET qualification	100%	100%	100%

Perfect Scores (Study Score of 50)

There was one perfect study score achieved in the following subject:

- Business Management

The Dux for 2022 was **Tessa Phan**, with an ATAR of **97.75**



Listed below are the study scores attained for individual subjects which are greater than 45 and greater than 40. A study score of 30 is considered to be the State average, with a score of 50 being the highest score:

Scores of 40 and 45 and above	2022	2021	2020
Number of students	74	82	79
% of 45+ Study scores	1.0%	0.5%	1.5%
% of 40 + Study scores	9.1%	5.4%	9.6%

ATAR (Australian Tertiary Admissions Rank) Data by Range (%)

ATAR Range	2022	2021	2020
95+	5.4%	2.4%	5.1%
90+	10.8%	12.2%	20.3%
80+	44.6%	40.0%	34.1%
70+	60.8%	61.0%	53.2%
60+	73.0%	75.6%	72.2%
50+	86.5%	91.5%	84.8%
40+	94.6%	97.6%	93.7%
30+	98.7%	100.0%	100.0%
TOTAL number	100.0%	100.0%	100.0%

Median ATAR

Year	2022	2021	2020
Median ATAR	78.9	75.8	74.5
TOTAL number	100.0	100.0	100.0

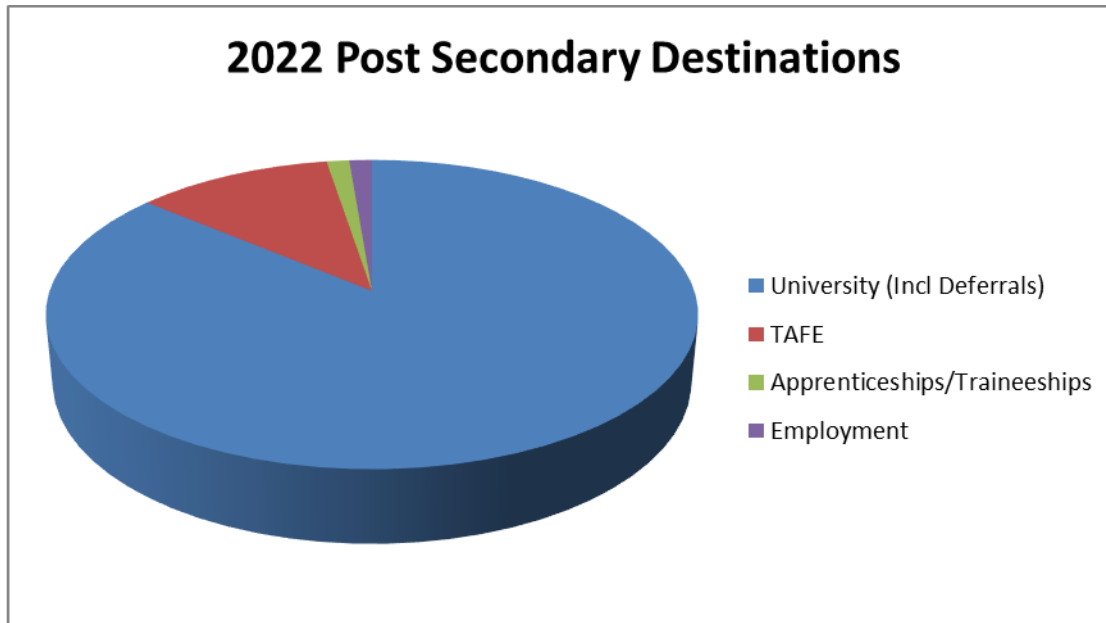
Summary of key data

Statistics	2022	2021	2020
Count	74	82	79
Mean	71.5	73.1	70.9
Standard Deviation	17.8	17.9	17.8
Maximum ATAR	97.8	96.5	98.8
Minimum ATAR	23.9	35.9	32.5
Male Average	71.2	73.2	67.4
Female Average	72.9	73.0	74.1

POST SECONDARY DESTINATIONS

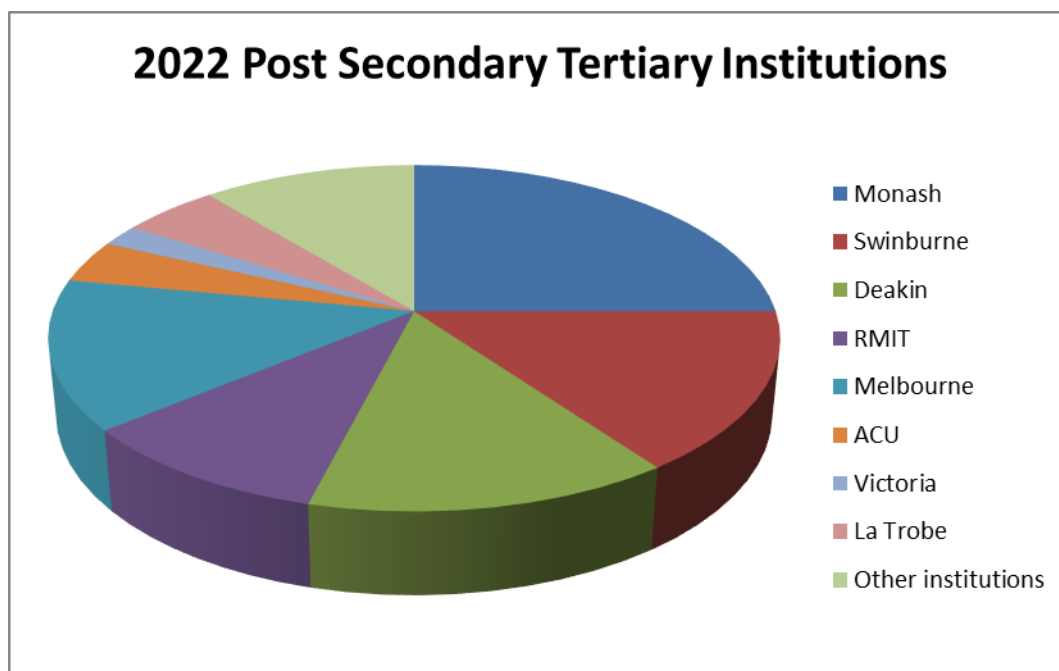
The College prides itself on providing a quality and well-rounded education for young adults.

The greater majority of the 2022 Year 12 students have selected University level courses (86.1%) as their post-secondary destination, with a smaller group of students seeking either TAFE courses, apprenticeships or full-time employment (13.9%).



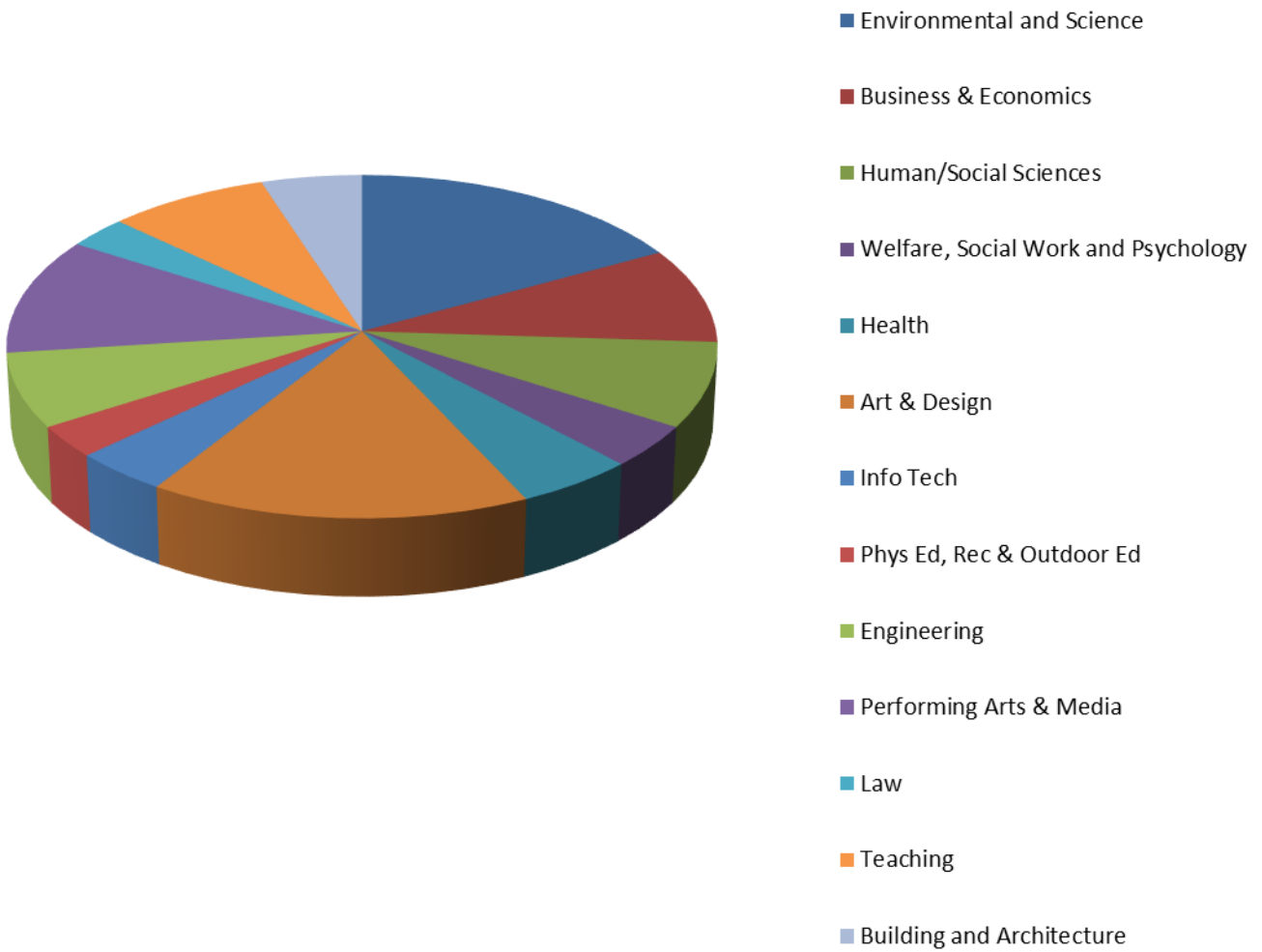
Offers by Tertiary Institution

Monash University and Swinburne University remain the two preferred institutions, but this is not surprising considering the residential location of our cohort.



Offers by Occupational Groups

2022 Post Secondary Tertiary Study Field



STUDENT LEARNING OUTCOMES

National Assessment Program Literacy and Numeracy (NAPLAN) (Standard Assessment) Reports

This report shows standard levels of Billanook College students as compared to the State in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

NAPLAN results for Year 3 students - showing the percentage of students who met the national benchmark

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2022	100%	94%	100%	100%	100%
2021	100%	94%	94%	100%	100%
2020	NO NAPLAN TESTING TOOK PLACE				

NAPLAN results for Year 5 students - showing the percentage of students who met the national benchmark

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2022	96%	96%	92%	96%	100%
2021	100%	100%	100%	94%	94%
2020	NO NAPLAN TESTING TOOK PLACE				

NAPLAN results for Year 7 students - showing the percentage of students who met the national benchmark

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2022	100%	97%	93%	98%	99%
2021	100%	99%	97%	99%	99%
2020	NO NAPLAN TESTING TOOK PLACE				

NAPLAN results for Year 9 students - showing the percentage of students who met the national benchmark

Year	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
2022	95%	97%	100%	95%	99%
2021	99%	98%	99%	99%	100%
2020	NO NAPLAN TESTING TOOK PLACE				

STUDENT ATTENDANCE AT SCHOOL

The average student attendance rates for 2022 were:

Prep	86.25%	Year 7	86.52%
Year 1	89.90%	Year 8	86.74%
Year 2	86.69%	Year 9	87.40%
Year 3	86.06%	Year 10	88.69%
Year 4	85.73%	Year 11	91.49%
Year 5	88.59%	Year 12	92.80%
Year 6	84.22%		

The College records and checks student attendances daily, a process managed by the relevant School office. Additionally, teachers mark the student roll in each class and any absences or changes to attendance are noted.

In relation to non-attendance, parents of absent students are required to contact the attendance phone line by 10.00am on the day of absence. Parents are contacted via SMS text if there is an unexplained absence and this enquiry is followed up until a parental response is received.

CHILD SAFETY

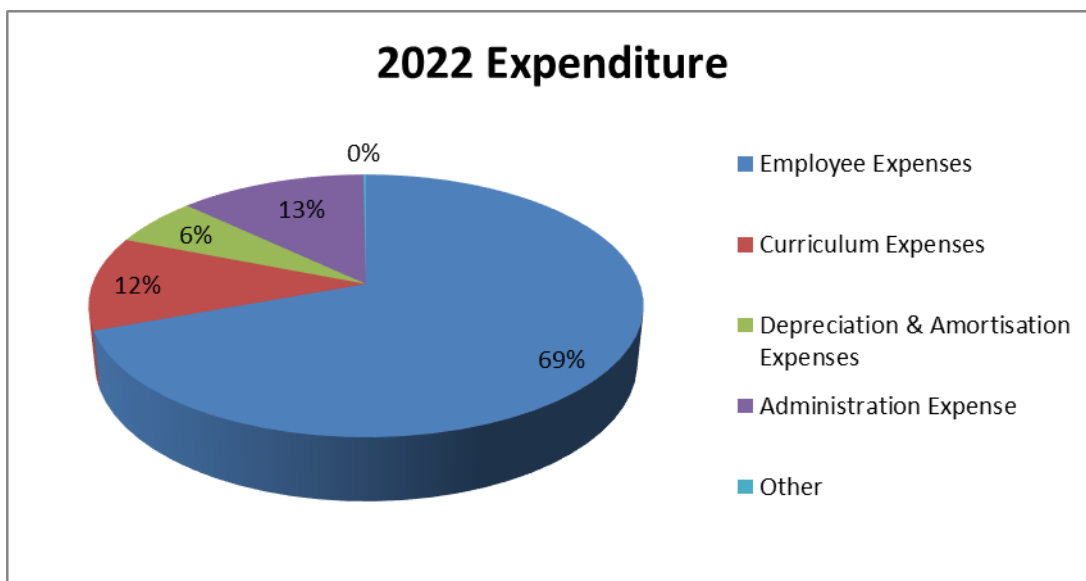
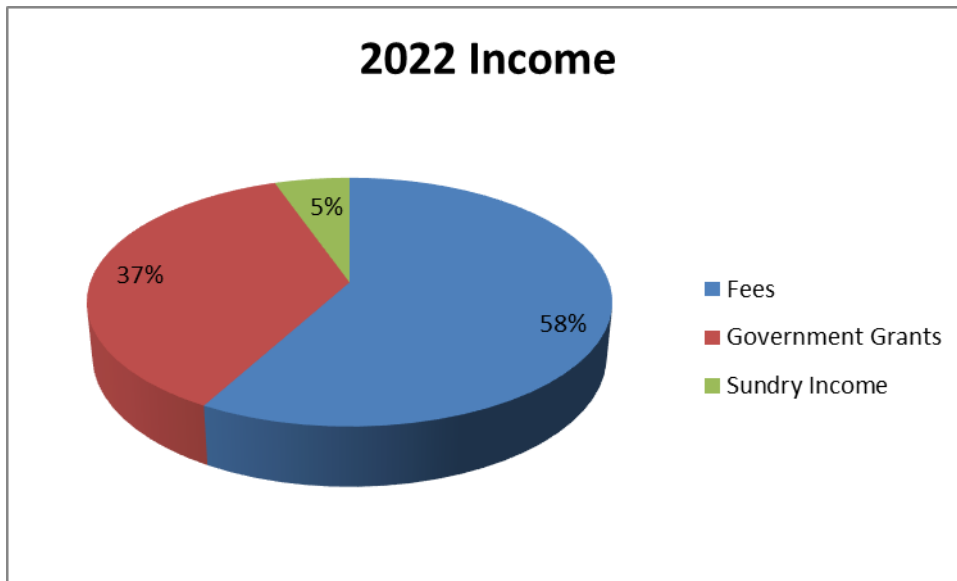
Billanook College is committed to promoting and protecting the interests and safety of children, and to ensuring that those people who care for our students act in their best interests and take all reasonable steps to provide a safe and secure School environment. We have zero tolerance for child abuse. The College has dedicated extensive resources and training to ensuring we are compliant with the mandatory Child Safe Standards implemented by the Victorian Government in 2016 and updated in 2022.

The College will continue to work with our Staff, students, parents and the wider School community to promote and enhance the importance and understanding of the child safe program we have developed, to provide the safest and most supportive learning and living environment for the children and young people under our care.

In 2022 the College maintained its strong focus on promoting a culture of child safety within the School. A review was conducted of our child safety programs to verify our ongoing compliance with the Standards and to continuously promote a culture of child safety. Staff training in child safety is an annual compliance expectation and the College conducted training sessions for current and new Staff during the year. With the announcement of the implementation of an updated set of Child Safe Standards by the Victorian Government coming into effect 1 July 2022, extensive work was undertaken by College Staff during the year to ensure compliance with the new requirements.

FINANCES

Sources of income and expenditure for 2022



PARENT, STUDENT AND TEACHER SATISFACTION

Billanook College is very proud of its 'open door policy' with parent involvement being encouraged. The Friends of Billanook Association meets regularly during term time and provides one of a number of avenues for parents to express their level of satisfaction. The School maintains communication with its community through its website and publications such as the Harvest year book and regular electronic newsletters and correspondence. In addition, parents have access to School programs and student progress and activities through the College's intranet MyConnect. Information evenings and parent forums are held throughout the year and our Marketing and Community Relations department maintain a close working relationship with our current parents and our Past Student Association.

The College undertakes regular surveys of our current and exiting students, parents and Staff which provides valuable feedback and identifies ways for the School to continue to aspire to deliver a unique, high quality experience. The survey results also enable us to acknowledge and celebrate the many positive impacts we have on our community members during their time with us.

The College operates a wide range of support programs that provide students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution. The College gathers data (both anecdotal, formative and summative) from a wide range of programs and the vast majority of students indicate satisfaction with regard to their feelings of belonging and safety within the College environment.

Communication with our staff members is free and open, with scheduled meetings conducted regularly. Professional development days provide opportunities to Staff for the sharing and absorbing of new advances in teaching and learning. Informal feedback from teachers and discussions with Learning Leaders, Heads of Year and other members of the College Leadership Team indicates Staff were generally satisfied in all areas of our School, particularly in terms of relationships, Staff morale, School operations, work roles and work value and recognition.

STAFFING

In 2022 Billanook College employed 116.66 full time equivalent teaching and support staff and there were no Indigenous or Torres Strait Islander Staff employed at the College during the year.

The proportion of Staff retained in 2022 was 83.89%.

The average attendance rate for Staff in 2022 was 92.63% (includes teaching and support staff average).

STAFF PARTICIPATION IN PROFESSIONAL LEARNING

The College actively encourages all Staff to engage in ongoing learning as part of a learning community. As such, learning opportunities are provided for personal and professional learning through School based, online and external programs.

2022 saw a return to pre-Covid opportunities for Staff to grow their Professional Learning, these offerings were varied, such as;

- online training courses, seminars and conferences both internal and external
- face-to-face courses, conferences, seminars and workshops
- *Breakfast Pop-Up PLs* organised by the DPFC team
- speakers, workshops and training held within the School during Commencement and PL Weeks
- compliance training to maintain levels of professional accreditation

At the completion of their Professional Learning session Staff are asked to report back and share their learnings with their relevant Learning Area.

It is expected Staff will also contribute to their own professional and personal learning. This may be through attendance of courses outside school hours and professional reading, whether that be during the evening, weekends or during school holidays.

COMMENCEMENT WEEK – JANUARY 2022

Our Commencement Week for 2022 ran over two days and was largely focused on Staff preparation for the year ahead. Pastoral Team meetings and curriculum briefings played an important basis. Time was limited during these days, as our Year 7 cohort had commenced 2022 at the same time.

PROFESSIONAL LEARNING WEEK – July 2022 – “*Seek First to Understand*”

The theme of ‘Seek First to Understand’ arose from our Child Safety and Wellbeing Policy. Addressing diversity and inclusion, leading to a better understanding of the needs of Aboriginal and Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, International students, students with disabilities and children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+).

FACILITATORS

Tarina Fanning – Aboriginal Consultant

Tarina is a proud Larrakia and Tiwi woman who is passionate about providing education and training by sharing her extensive knowledge and expertise.

Having worked in government organisations across Australia – including as the first female Aboriginal police officer in Victoria, Tarina Fanning has dedicated her career to supporting and building Aboriginal Cultural Awareness, Competence and Capability within workplaces and communities.

It is through walking in both of these worlds that Tarina has gained her passion, drive and commitment to create a world whereby acknowledging history and sharing stories leads to the path of understanding and reconciliation.

Tessa Carmaine – MINUS 18 – LGBTQIA+ Guest Speaker

Tessa (she/her) is a queer second-generation Australian-Italian woman who is deeply passionate about championing the needs of the LGBTQIA+ community and teaching people to foster respectful relationships.

Having worked with not-for-profits both in Australia and overseas for more than a decade, Tessa's passion for social change, relentless optimism and warm and empathetic approach to others has made her a highly valued member of the Minus18 team

Isabelle Langley – Trans Gender Advocate – Class of 2021 In conversation with Belinda Verriest

Isabelle shared her journey as a Trans Gender person. With the support of her family, friends and the wider Billanook Community she has advocated for her own rights and by extension, is a strong advocate for other trans-sexual young people.

Deb Kane – International Student Officer Inclusivity - Internationalism

This presentation regarded our International students who are part of the School community. This session highlighted how we as Staff support the International student cohort by understanding their reasons to come to Australia, background in their home country and motivation to study abroad.

The discussion focused on how we can provide greater clarity with written and spoken format. A few quirks and cultural habits to enhance relatability were also discussed.

Lisa Giancola – Learning Leader, Support Education The Neurodivergent Learner

Inclusiveness, diversity, and neurodiversity is about respecting and valuing the differing backgrounds, skills and experience that all students bring to our Community.

To prepare young people to lead rewarding and productive lives in a complex and evolving world, we must be truly inclusive and embrace differences, so we can ensure that every student is valued, respected and cared for.

Madeleine Robinson – Communication Skills Consultant Understanding and Enhancing our Listening Skills

Madeleine's aim was to create a safe and supportive space for our Staff, that encourages personal motivation, self-awareness and an understanding of where they are now and where they want to go.

Other Workshops and Professional Learning Initiatives undertaken during 2022

- Office 365 Workshop
- Consent Education Workshops
- Various TASS courses (College Student and Community Management software)
- Building Resilience courses
- SMART Spelling Online Primary Program
- Child Safe Seminars – New Standards and International Education Programs
- Protecting Children - Mandatory Reporting and other Obligations
- Indigenous Cultural Competency
- Various courses designed to support VCE Teachers
- Various courses designed to support Staff in the pastoral care of students

Compliance training is essential in terms of risk management and meeting the responsibilities of the College to our Staff in providing the skills and knowledge required for duty of care and OH&S. The following courses, workshops and briefings were held:

- First Aid Training
- Asthma Training
- Fire Hydrant Training
- Anaphylaxis Training
- CPR Updates
- Pool Lifeguard Course
- Diabetes Training
- Emergency Control and Warden Training

TEACHING STAFF PROFESSIONAL GROWTH MODEL IMPLEMENTATION

2022 saw the implementation of the Teaching Staff Professional Growth Model.

The foundation of this model emerged from Staff workshops where the question posed was what does it mean 'Being a Great Teacher at Billanook'? One of the five key principles that came from this study was "We embrace Professional Learning for continual growth as individuals, supported by our peers and the College. Our Growth Mindset requires this nourishment".

This two-year rolling program asked all Teaching Staff to first submit a 'Reflection' of their Staff Professional Growth. Staff were then invited to meet with Belinda Verriest, Deputy Principal to further develop their individual plan. These plans were then documented, forming a guide of professional learning for each staff member for the following year.

All Teaching Staff have received this new Professional Growth Model in a positive light and have benefitted from investigating resources, seminars and workshops that will meet their objectives.

BREAKFAST POP UP PLs – DPFC TEAM

This initiative was developed by Lisa Giancola, Learning Leader, Support Education and the DPFC Team. These 30-minute sessions ran before school and covered many different topics to support our students both neurodiverse and neurotypical.

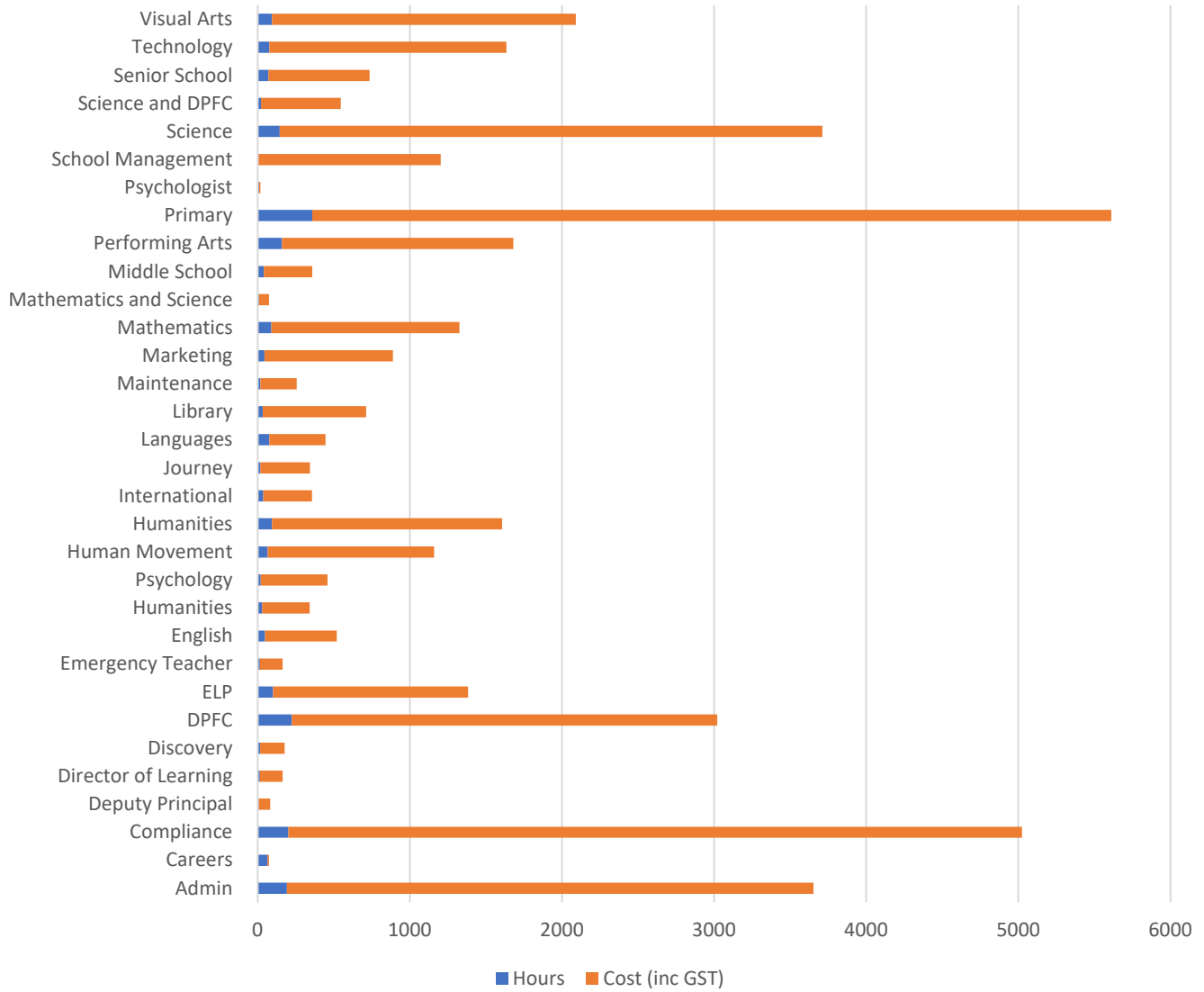
EARLY LEARNING PROGRAM – SPECIALIST CONSULTANT WORKSHOPS

Twice during 2022 Kirsty Liljegren, Educational Consultant was engaged to work with the ELP Team. These day long sessions included class observation and development of philosophy and implementation of new teaching methods.

SUMMARY

A graphic summary below indicates the number of Professional Learning hours and cost by Learning Area for 2022.

2022 Professional Learning Budget



TEACHING STAFF QUALIFICATIONS

All teaching staff at Billanook College hold current registration with the Victorian Institute of Teaching (VIT).

Abbey, Rosslyn	Degree	Bachelor of Science	Monash University	Canty, Melissa	Degree	Bachelor of Arts	Monash University
	Diploma	Diploma of Education	Monash University		Graduate Diploma	Graduate Diploma of Education	University of Melbourne
Ashton, Leah	Degree	Bachelor of Education (Primary)	Deakin University		Graduate Diploma	Graduate Diploma of Educational Psychology	Monash University
Baird, Nathan	Certificate	TAA40110 Certificate IV in Workplace Training & Assessment	TAFE Development Centre	Carnell, Fiona	Certificate	TAA40104 Certificate IV in Workplace Training & Assessment	MBG Education
	Degree	Bachelor of Music	Newcastle University		Degree	Bachelor of Arts	La Trobe University
	Diploma	LMusA (Music Performance)	Australian Music Examinations Board (AMEB)		Diploma	Associate Diploma (Asian Studies)	La Trobe University
	Graduate Diploma	Graduate Diploma (Music Technology)	La Trobe University	Carroll, Louise	Degree	Bachelor of Education (Primary)	Deakin University
	Graduate Diploma	Graduate Diploma of Education	Monash University		Degree	Bachelor of Education (Secondary)	Victoria College
	Higher Degree	Masters (Music)	Monash University	Citler, Ildi	Degree	Bachelor of Health Sciences	Deakin University
Baker, Brett	Degree	Bachelor of IT and Systems	Monash University		Degree	Bachelor of Teaching (Secondary)	Deakin University
	Higher Degree	Master of Teaching	Excelsior College	Clarkson, Peter	Degree	Bachelor of Arts	Monash University
Barclay, Kathryn	Degree	Bachelor of Early Childhood Studies	University of Melbourne		Graduate Diploma	Graduate Diploma of Education	Monash University
Baum, Timothy	Degree	Bachelor of Business	Swinburne University	Coffey, Jacqueline	Degree	Bachelor of Teaching/Bachelor of Arts	Australian Catholic University (ACU)
	Diploma	Diploma of Education	Charles Darwin University		Higher Degree	Master of Education	University of Melbourne
Bennett, Sarah	Degree	Bachelor of Education	Massey University (NZ)	Collins, Jonathan	Degree	Bachelor of Commerce	Deakin University
Boucher, Maria	Degree	Bachelor of Arts	University of Melbourne		Degree	Bachelor of Science	Deakin University
	Graduate Diploma	Graduate Diploma of Education	University of Melbourne		Degree	Master of Teaching (Secondary)	University of Melbourne
Bowen, Katie	Degree	Bachelor of Early Childhood Education	Deakin University	Cotton, Paul	Certificate	TAE40110 Certificate IV in Workplace Training & Assessment	MBG Education
Brkic, Alana	Degree	Bachelor of Visual Arts (Graphic Design & Multimedia)	University of Ballarat		Degree	Bachelor of Education	University of Melbourne
	Graduate Diploma	Graduate Diploma of Education	Monash University		Graduate Diploma	Graduate Diploma (Media)	Rusden College
Brzezek, Bianca	Degree	Bachelor of Education (Secondary)/Bachelor of Arts	Swinburne University	Crome, Leanne	Degree	Bachelor of Education	Victoria College
	Diploma	Diploma of Visual Art	Swinburne University		Graduate Diploma	Graduate Diploma of Adolescent Health & Welfare	University of Melbourne
Burke, Andrea	Degree	Bachelor of Education	Deakin University	Curcio, Benjamin	Degree	Bachelor of Education (Primary)	University of Melbourne
				Davies, Kathryn	Degree	Bachelor of Arts (Honours)	Monash University
					Degree	Bachelor of Education (Secondary)	Monash University

TEACHING STAFF QUALIFICATIONS

All teaching staff at Billanook College hold current registration with the Victorian Institute of Teaching (VIT).

De Clercq, Martin	Advanced Diploma	Advanced Diploma (Music)	Box Hill College	Flegeltaub, Mark	Degree	Bachelor of Biological Sciences	La Trobe University
	Degree	Bachelor of Teaching	University of Melbourne		Higher Degree	Honours of Science	Deakin University
					Higher Degree	Masters of Teaching (Secondary)	Monash University
de Guzman, Gabriel	Certificate	Certificate I Mediation	Monash University	Freitas, Emma	Degree	Bachelor of Early Childhood Studies	University of Melbourne
	Degree	Bachelor of Arts	Monash University				
	Diploma	Diploma Logistics Management	Northern Metropolitan of TAFE (NMIT)	Frost, Callan	Degree	Bachelor Arts and Science	Deakin University
	Graduate Diploma	Graduate Diploma Education (Secondary)	Australian Catholic University (ACU)		Degree	Bachelor of Teaching (Primary & Secondary)	Deakin University
Devine, Kristene	Degree	Bachelor of Arts	Monash University	George, Murray	Degree	Bachelor of Education	Massey University (NZ)
	Graduate Diploma	Graduate Diploma of Education (Early Childhood)	Monash University		Diploma	Diploma of Education	Massey University (NZ)
Dichtl, Beatriz (Nina)	Certificate	International Baccalaureate	Awty International School, Houston (USA)		Diploma	Diploma of Teaching	Palmerston North Teachers College (NZ)
	Certificate	Post-Baccalaureate Teacher Certification	Drexel University, Philadelphia (USA)	Giancola, Lisa	Degree	Bachelor of Education	RMIT
	Degree	Bachelor of Science	University of Houston (USA)		Degree	Master of Education (Special Education)	Deakin University
	Doctorate	PhD (Molecular and Cellular Biology)	University of Houston (USA)	Goeree, Katherine	Degree	Bachelor of Arts	University of Tasmania
	Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University		Diploma	Diploma of Education	Monash University
Downs, Tanya	Certificate	Graduate Certificate of STEM Education	Monash University	Harvey, Jemima	Degree	Bachelor of Education (Primary)	Deakin University
	Degree	Bachelor of Education (Primary)	Curtin University	Hawley, Casey	Degree	Bachelor of Exercise Science	Australian Catholic University (ACU)
Duerkop, Eliza	Degree	Bachelor of Primary Education	Deakin University		Graduate Diploma	Post Graduate Diploma of Teaching	University of Melbourne
Eefting, Rowena	Degree	Bachelor of Business	La Trobe University		Higher Degree	Master of Teaching	University of Melbourne
	Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University	Hocking, Kylie	Degree	Bachelor of Science	University of Melbourne
Essaghir, Noah	Degree	Bachelor of Education (Human Movement and Health Education)	Sydney University		Diploma	Diploma of Education	University of New South Wales
					Higher Degree	Masters of Gifted Education	University of New South Wales
Ferry, Brett	Advanced Diploma	Advanced Diploma of Visual Arts	TAFE	James, Brooke	Degree	Bachelor of Education (Primary)	University of Melbourne
	Degree	Bachelor of Fine Arts	University of Melbourne	Judd, Alexander	Degree	Bachelor of Education (Secondary)	Victoria College
	Diploma	Diploma of Education	University of Melbourne	Koles, Nava	Degree	Bachelor of Science	University of Melbourne
Ferry, Victoria	Degree	Bachelor of Commerce	University of Melbourne		Degree	Masters of Teaching (Primary)	University of Melbourne
	Degree	Bachelor of Laws	University of Melbourne				
	Graduate Diploma	Postgraduate Diploma in Teaching (Secondary)	University of Melbourne				

TEACHING STAFF QUALIFICATIONS

All teaching staff at Billanook College hold current registration with the Victorian Institute of Teaching (VIT).

Lyford, Lucy			Mummert, Stefan		
Degree	Bachelor of Education (Physical Education)	Federation University	Degree	Teaching/Education Degree (German, History, Psychology, Literature and Culture)	University of Regensburg (Germany)
Higher Degree	Master of Education (Leading Education)	Edith Cowan University			
Graduate Diploma	Graduate Diploma (Religious Education)	Australian Catholic University (ACU)	Higher Degree	Postgraduate Degree - German as a Foreign/ Second/Additional Language	University of Leipzig (Germany)
Mackenzie, Gayle					
Certificate	Certificate II in IT	Outer Eastern TAFE			
Certificate	TAE40110 Certificate IV in Workplace Training & Assessment	MBG Education	Nation, Vicki		
Degree	Bachelor of Education (Secondary)	Gippsland Institute of Advanced Education	Degree	Bachelor of Applied Science (Maths & Computer Science)	Swinburne University
			Diploma	Diploma of Education (Secondary)	Monash University
Marriott, Colin					
Degree	Bachelor of Education	Monash University	Oates, Roger		
Degree	Bachelor of Science	University of Melbourne	Degree	Bachelor of Science	James Cook University
Graduate Diploma	Graduate Diploma (Computer Education)	University of Melbourne	Graduate Diploma	Graduate Diploma of Teaching	James Cook University
			Higher Degree	Masters of Education	James Cook University
Mc Cormack, Susan					
Degree	Bachelor of Arts	Deakin University	O'Callaghan, Ashley		
Degree	Bachelor of Education (Secondary)	Deakin University	Degree	Bachelor of Applied Science (Physical Education)	Victoria University
			Graduate Diploma	Graduate Diploma of Secondary Education	Victoria University
Mc Dermott, Bernadette					
Certificate	Certificate of Applied Media	Swinburne University	O'Connell, Megan		
Certificate	Postgraduate Certificate of TESOL	Australian Catholic University (ACU)	Degree	Master of Teaching (Secondary)	La Trobe University
Degree	Bachelor of Arts (Social Science)	Monash University			
Graduate Diploma	Postgraduate Diploma of Education	Monash University	O'Rielly, Joanne		
			Degree	Bachelor Applied Science (Hons)	University of Melbourne
Mikkelsen, Gemma			Graduate Diploma	Graduate Diploma Education	Monash University
Degree	Bachelor of Arts (Theatre Performance)	University of Ballarat			
Graduate Diploma	Graduate Diploma of Education	La Trobe University	Owen, Nicholas		
			Degree	Bachelor of Science	Monash University
Millar, John (Sam)			Diploma	Diploma of Education	University of Melbourne
Degree	Bachelor of Applied Science	University of South Australia	Graduate Diploma	Graduate Diploma of Outdoor Education	La Trobe University
Graduate Diploma	Graduate Diploma of Education	Monash University			
Higher Degree	Masters of Science	Victoria University of Technology	Pointon, Jamie		
			Degree	Bachelor of Music	Overseas
Miller, Michael			Graduate Diploma	Graduate Diploma of Education	Overseas
Diploma	Diploma of Education	Victoria College			
Graduate Diploma	Graduate Diploma of Education Administration	Deakin University	Prior, Katherine		
			Certificate	Certificate II in Fitness Instruction	Box Hill Institute
Mullarvey, Georgina			Certificate	Certificate II and III in Sport and Recreation	Victorian University of Technology
Degree	Bachelor of Health Science (Applied Science)	Deakin University	Degree	Bachelor of Exercise Science	Australian Catholic University (ACU)
Degree	Bachelor of Teaching (Secondary)	Deakin University	Diploma	Diploma of Education	Monash University
Higher Degree	Masters of Education (Special Emotional Needs)	Deakin University	Rulach, Candice		
			Degree	Bachelor of Business	Victoria University of Technology
			Graduate Diploma	Graduate Diploma of Education (Secondary)	Monash University
			Higher Degree	Masters in Education (Student Wellbeing)	University of Melbourne

TEACHING STAFF QUALIFICATIONS

All teaching staff at Billanook College hold current registration with the Victorian Institute of Teaching (VIT).

Scarlata, Helen	Degree	Bachelor of Art (Fine Art)	RMIT	Tomietto, Mark	Degree	Bachelor of Education	Deakin University
	Degree	Bachelor of Science (Nursing)	Monash University		Diploma	Diploma of Education (Primary)	Ballarat College of Advanced Education
	Degree	Masters of Secondary Teacher (Visual Arts)	Monash University		Higher Degree	Master of Education (Curriculum and Administration)	Deakin University
	Higher Degree	Honours in Fine Art	RMIT				
Schiller, Christine	Degree	Bachelor of Education (Primary)	Monash University	Tringas, Heidi	Diploma	Diploma of Teaching (Primary)	University of Melbourne
					Graduate Diploma	Graduate Diploma of Librarianship and Information Management	University of Melbourne
Schirmer, Laura	Degree	Bachelor of Education /Bachelor of Arts	Monash University	Turner, Annalie	Degree	Bachelor of Fine Arts	University of Melbourne
	Higher Degree	Masters in Education	University of Melbourne		Diploma	Diploma of Education (Secondary)	Monash University
Seeney, Sherrie	Degree	Bachelor of Fine Arts	Overseas		Diploma	Diploma of Visual Arts	Northern Metropolitan of TAFE (NMIT)
	Graduate Diploma	Graduate Diploma of Education	Deakin University	Verriest, Belinda	Degree	Bachelor of Arts	Monash University
Shannon, Jacinta	Degree	Bachelor of Music	University of Melbourne		Graduate Diploma	Graduate Diploma of Education (Secondary)	Australian Catholic University (ACU)
Sloan, Amy	Degree	Bachelor of Education (ECE)	Curtin University	Volombello, Anita	Degree	Bachelor of Speech Pathology	La Trobe University
					Degree	Master of Teaching (Primary)	Deakin University
Smith, Gareth	Degree	Bachelor of Science	Deakin University	Walter, Blake	Degree	Bachelor of Applied Science (Physical Education)	Victoria University
	Diploma	Diploma of Education	Monash University				
Smith, Hollie	Degree	Bachelor of Early Childhood Studies	Monash University	White, Lauren	Degree	Bachelor of Education	Deakin University
	Diploma	Diploma of Children Services	Swinburne University				
	Graduate Diploma	Graduate Diploma of Teaching (Primary)	La Trobe University	Wood, Martyn	Advanced Diploma	Advanced Diploma in Special Education	University of London (UK)
Stocks, Matthew	Degree	Bachelor of Education (Primary)	Swinburne University		Certificate	Post Graduate Certificate of Education	University of Lancaster (UK)
Swift, Jacqueline	Degree	Bachelor of Arts	Monash University		Higher Degree	Joint Honours (Maths & Physics)	University of Leeds (UK)
	Graduate Diploma	Graduate Diploma of Education	Monash University	Wood, Matthew	Certificate	Certificate IV TAA	Aspin Training
Tait, Kirilly	Advanced Diploma	Advanced Diploma of Steiner Education	Other		Degree	Bachelor of Science	Monash University
	Certificate	Certificate III in Children's Services	Other		Graduate Diploma	Graduate Diploma Education (Secondary)	Australian Catholic University (ACU)
	Certificate	Certificate III in Commercial Cookery	Swinburne University		Higher Degree	Master of Educational Leadership	Australian Catholic University (ACU)
	Degree	Bachelor of Education P-12	Victoria University	Worley, Amy	Degree	Bachelor of Arts	University of Melbourne
Thorne, Amelia	Degree	Bachelor of Education (Hons)	University of Melbourne		Degree	Masters of Teaching (Secondary)	University of Melbourne
	Higher Degree	Masters of Learning Intervention	University of Melbourne	Young, Michael (Wayne)	Degree	Bachelor of Education (Environmental Science)	University of Melbourne

A School associated with the Uniting Church.
197-199 Cardigan Road,
Mooroolbark, 3138, Victoria, Australia
Web: www.billanook.vic.edu.au
Tel: +61 3 9725 5388
Fax: +61 3 9725 8556
Email: contact@billanook.vic.edu.au ACN 005 705 555
ABN 37 005 705 555

