

2017 ANNUAL REPORT



KOROWA
ANGLICAN GIRLS' SCHOOL



We are committed to providing opportunities for girls to excel in whichever field they desire.

Our broad curriculum encourages all students to achieve their personal best, by identifying their unique talents and ambitions.

Together, we value courage, respect, integrity and service.

Korowa Anglican Girls' School was Victoria's top Independent Girls' School in 2017, and has been at the forefront of girls' education since 1890.

At Korowa, we have created an environment where girls are empowered to become leaders, to express their talents and individuality and to feel confident in their ability to make a positive contribution to the world. We offer small class sizes so that each girl is supported by staff to achieve her own individual goals.

Korowa girls are resilient and well-rounded students who are supported by a connected, engaged and welcoming community of staff, alumni and families. The strong sense of community at Korowa means that, as Korowa students embrace their adult life, they take with them both confidence and companionship.

Our Early Learning Centre welcomes 3 and 4-year-old girls and boys, then from Prep – Year 12 we offer a specialised all-girls environment. We cater for a range of learning styles and offer a broad curriculum to ensure that the individual interests of every student are nurtured. Teaching is student-centred, drawing on the natural curiosity and interests of students to engage them in the learning process.





‘Palma Non Sine Pulvere.’ No palms without dust.

Helen Carmody
Principal

Korowa has a long history of principals, graduates and community members whose combined efforts have forged the spirit that is unique to Korowa. Our founding Principals Henrietta and Ethel Akehurst wanted to create not just a school but a community. It is a privilege to serve our school and beyond.

In 2017, we added new projects as part of our commitment to student experience and leadership through service. Our Year 10 girls raised more than \$4,500 for the Cambodian Children's Fund and the Treak Community Centre in Siem Reap as part of the Cambodia Service Learning program, and I shared the experience of travelling and working with the girls in Cambodia.

House Special Efforts, Big Day In and the Year 12 Leadership theme of 'Dare to be You' engaged our whole school, and the Walkathon for Water was a wonderful new initiative entirely coordinated by our girls, involving everyone from ELC upwards. We plan to make this an annual student-led experience linked to our new celebration of Founders Day, commencing in 2018.

The spirit of excellence is evident in the performance and achievements of all our girls and notably by the VCE class of 2017. The Class of 2017 achieved the best VCE results since 2012, enabling Korowa to be named as the top performing Independent Girls' School in Victoria.

We improved the retention of students, and achieved a 10% increase in enrolments, with improved student engagement, increased positive feedback from parents, effective whole school staff, student and parent consultation and more community involvement. Increased opportunities for whole school professional learning, refurbished classrooms and facilities means that we are well positioned to achieve the targets of our strategic plan for achieving excellence over the next five years.

Spirit comes from a true sense of commitment, connection and vision. The Korowa Spirit is defined by ambition. We have grown Korowa to be a confident, optimistic, energetic, down-to-earth and inclusive school. We now have record enrolments, outstanding academic results and a secure financial position that will see us commence a \$28 million plus capital project in 2019.

Our broad offering includes new programs, elective subjects, school and staffing structures, and career and professional learning opportunities for teachers. In addition, new pastoral care models, experiential learning programs and a defined scope and sequence for wellbeing, leadership and service have been introduced. New partnerships with schools, universities and industry and not for profits, and academic programs that focus on skills progression - whether that relates to team work and social skills or the skills of literacy and numeracy - have all driven the school-wide improvement that now sees us as a school of choice.

Staff and students now ask, "what can we do to keep improving?" Our conversations talk about "next level excellence". What does that look like and what does it take to get there? In just over two years we've shaped a new bold and courageous identity regarding who we are, and what we stand for. We now have the confidence to develop a blue sky vision of where, and who we can be, in the future.

Korowa's school motto *Palma Non Sine Pulvere*, translates to "No Reward Without Effort". We will continue to be driven by the pursuit of excellence, and our passion for girls' education energises and motivates us to aim high and achieve our best.



John Harker
Chair of Council

The performance of our 2017 VCE students was the best for a long time by any measure. This was the culmination of the long-term efforts by the girls and academic staff, in a school that treasures not just academic achievement but the many characteristics concerning the all-round development of women who will be outstanding contributors to future society.

It was with some pride that we have been able to say that Korowa was "the top performing independent girls' school in Victoria in 2017".

Extensive work was undertaken in 2017 to introduce new education initiatives at Korowa. These included broadening the curriculum in the areas of STEAM, intensive work in continuing professional development for staff, and an increased sensitivity to the social and personal development outcomes of our students. This ongoing work is bringing new, relevant and effective educational programs and teaching systems into the school, recognising the changing world that awaits our students beyond the Korowa gates.

The School also undertook an extensive refurbishment of the Library. The new 'Learning Commons' is a bright, spacious centre which seamlessly incorporates technology into the girls' learning. The space is used daily by students and staff for a diverse range of activities: small group lessons, study and research, student club meetings and lunchtime reading. Members of our community have benefited from this new events space, with reunions, Open Mornings and staff presentations held there.

Adjacent to the Learning Commons is the brand new Science, Technology, Engineering, Arts and Mathematics (STEAM) Lab. Virtual reality headsets, a 3D printer and robotics are some of the technologies which students can now incorporate into their learning in the STEAM Lab. A breakout space for Years 9 and 10 completes the Learning Commons.

Facility improvements continued throughout the School, bringing new technology and services to many of our older buildings. These included Junior School technology upgrades, updated Japanese Courtyard, updates for the Staff Centre, air conditioning installed in more areas of the School and the reconfiguration and renovation of the Cripps Centre (including a 'digital wall').

Our near-term plans are equally exciting, and include a Media Lab incorporating sophisticated technology for digital film production and a health and wellness centre within a new state-of-the-art Sport Centre. These facilities will provide more opportunities for students to explore digital careers and digital skills, and offer a space for our expanding wellness team to provide their services.

In 2017, our retiring Directors Roger Church and Glenn Carmody completed their time on the School Council. Korowa acknowledges their leadership and service to our School and its community.

Korowa Anglican Girls' School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Korowa has zero tolerance for child abuse. Korowa is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Korowa Anglican Girls' School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Korowa Anglican Girls' School will:

1. Take a preventative, proactive and participatory approach to child safety
2. Value and empower children to participate in decisions which affect their lives
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount
5. Provide written guidance on appropriate conduct and behaviour towards children
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk
10. Value the input of and communicate regularly with families and carers

Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence.

Korowa has zero tolerance for child abuse and is committed to the protection of all children from all forms of child abuse. At Korowa, a child includes Korowa Students, visiting students and exchange students.

Korowa has in place work systems, practices, policies and procedures designed to maintain a child safe environment and to embed an organisational culture of child safety within the School community. The Program deals specifically with child protection issues and is designed to ensure compliance with the Victorian Child Safe Standards and related child protection laws.



Every teacher is great,
and I hope I will have a
bright future here. I am
proud to be a Korowa girl!

A diverse and inclusive student population

At Korowa we celebrate every child as an individual. We cherish our students' unique attributes and welcome the diverse backgrounds and experiences they bring to our School.

- Our students speak more than 20 languages at home. They were born in more than 18 countries. Their parents have come from even more countries.
- Our students travel from more than 60 postcodes across Melbourne to come to Korowa each day.
- Just under 10% of our students are children and/or grandchildren of Korowa alumni.

Student Attendance

Around 670 students attend Korowa each day. Attendance is recorded and managed by teachers in the Synergetic attendance management system.

In the Junior School, teachers record Junior School student attendance at the beginning of the day and after lunch. If a student is absent from School and the School has not been informed of the reason for the absence, the student's parents/guardians are contacted.

In Years 6 –12, teachers record student attendance each lesson, including during Advisory Time, which takes place at the beginning of the day. If a student is marked absent from Advisory Time and Period 1 and the School has not been informed of the reason for the student's absence, then the student's parents/guardians are contacted. Absences that occur after this time are managed on a case by case basis.

All late arrivals and early leavers sign in or out at Junior School Reception (Junior School students) or Student Services (Years 6-12 students). Parents of students who are leaving early must notify the School before the student can sign out of the School. Alternatively, students can be in the presence of a parent/guardian when signing out of the School. Students who are unwell are assessed by the School Nurse, who determines whether the student should be collected by a parent/guardian.

Students who demonstrate persistent absence and/or lateness are supported by the relevant staff member, according to principles outlined in the Korowa Student Behavior Management Policy.

2017 attendance rate

	% of Attendance
Prep	92%
Year 1	93%
Year 2	94%
Year 3	95%
Year 4	96%
Year 5	96%
Year 6	95%
Year 7	94%
Year 8	95%
Year 9	95%
Year 10	95%
Year 11	95%
Year 12	95%
TOTAL	95%

Student Satisfaction

Students across the school were offered both informal and formal opportunities to share their voice and impressions of their Korowa experience. Primarily, this took place as part of a School-wide survey, the LEAD School Effectiveness Survey, administered by Independent Schools Victoria (ISV). The information gathered from students, parents, staff and council members informed the continued implementation of Korowa's 'Towards 2020' Strategic Plan which in 2018 is in its second year of implementation.

In addition, all girls from Years 3 - 12 participated in the 'Resilient Youth – Resilience Survey' administered by Stonnington Council, championed by well-known adolescent psychologist Andrew Fuller. The girls' thoughtful responses informed the development of a K-12 Wellbeing Curriculum delivered across the School in 2017.

Parent Satisfaction

High parent satisfaction occurs when parents feel that their child is safe; where parents are welcome, engaged and supported; and where teachers provide help and support for all students, catering for all abilities. They also seek a school where their children are provided with good levels of resources, including ICT, and appropriate preparation for the transition to the next school year.

Parents were offered the opportunity to share their views as part of a School-wide survey, the Lead School Effectiveness Survey, administered by Independent Schools Victoria (ISV). Via the online survey, parents shared their views on all elements of the student and parent experience at Korowa. The information gathered from students, parents, staff and council members informed the continued implementation of Korowa's 'Towards 2020' Strategic Plan which in 2018 is in its second year of implementation.



We have the chance to make lifelong friends. This school is a lovely school to be at.

Community Engagement and Feedback

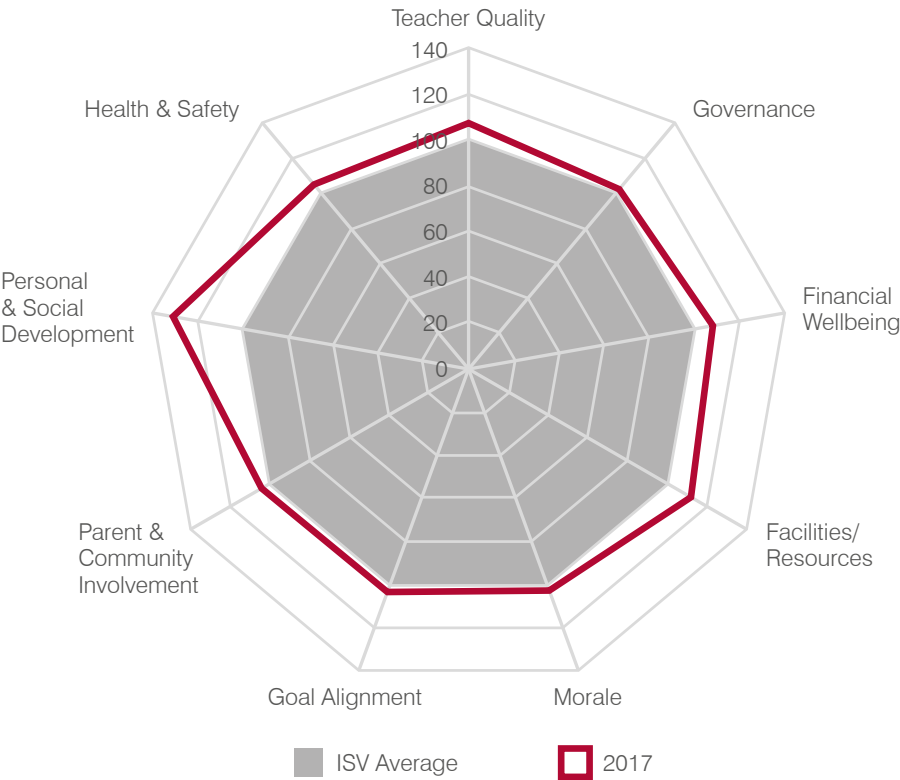
The aggregated ISV LEAD surveys were undertaken in 2017. The School Performance data presents subjective and objective data together. Subjective data are perceptions-based data drawn from Independent Schools Victoria's stakeholder surveys including:

- Student Satisfaction Survey
 - Year 12 Exit Students Satisfaction Survey
 - Parent Satisfaction Survey
 - Governance Survey
 - Staff Satisfaction Survey (teachers and School Leaders)
- Objective data is 'hard' data drawn from various sources such as:
- Australian DET Financial Questionnaire
 - NAPLAN
 - VCAA results
 - VTAC Tertiary Admissions
 - Participating LEAD school

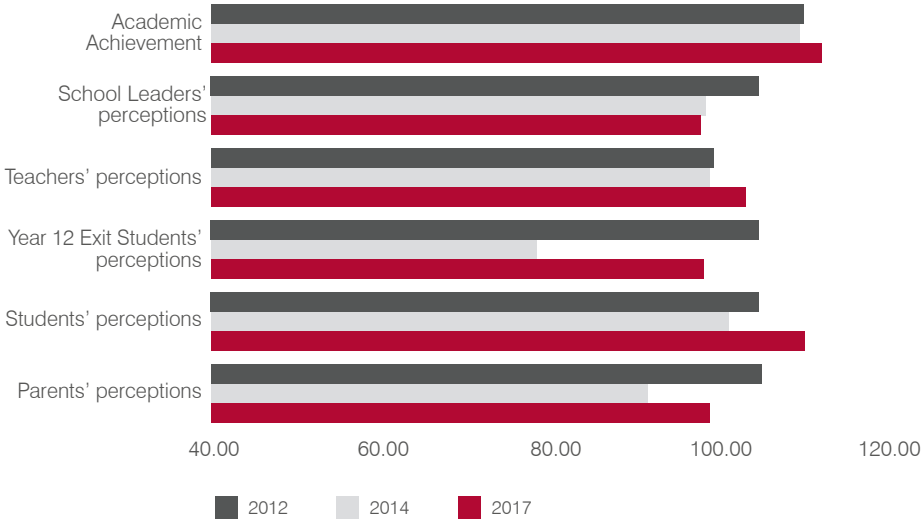
Overall School Performance

The first chart shows a summary of the indicators, while the following charts show the school's position in a quartile distribution of the data and longitudinal performance (where available).

School Level Results



The following chart is a breakdown of perception by stakeholder group.



Longitudinal data for Korowa Anglican Girls' School (if available), showing average scores for indicators of Overall Performance. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

The Academic Achievement item aggregates subjective data from surveys with actual data from NAPLAN, VCE and tertiary offers.

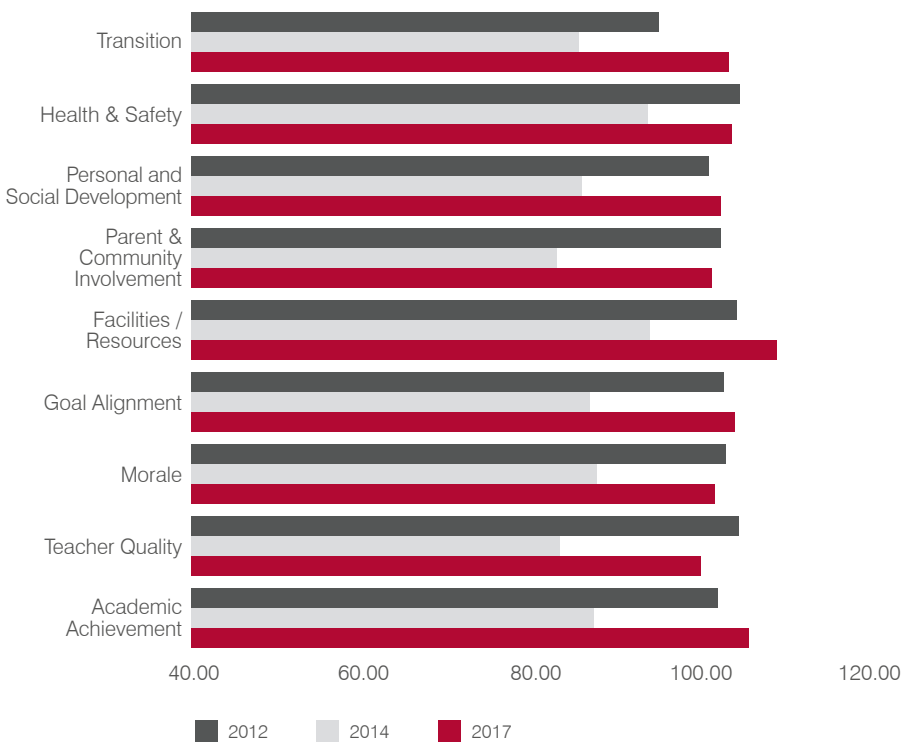
It is positive to see significant gains in academic achievement and improved student perceptions.



Year 12 Exit Survey

A total of 54 Year 12 students from Korowa Anglican Girls' School completed the Year 12 Exit Survey in 2017. From the estimated population of 61, this equates to a margin of error (with a confidence level of 95 per cent) of 5 per cent.

The longitudinal comparison from this survey is particularly pleasing indicating a significant improvement from perceptions in 2014 with some results now exceeding the 2012 levels, notably Facilities/Resources and Academic Achievement, and most items at or above the ISV mean of 100. This supports the impact of many improvements for the Year 12 students. Further actions have been implemented in 2018 to continue this improvement.



Longitudinal data for Korowa Anglican Girls' School (if available), showing average scores for Year 12 Exit Student Perceptions. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

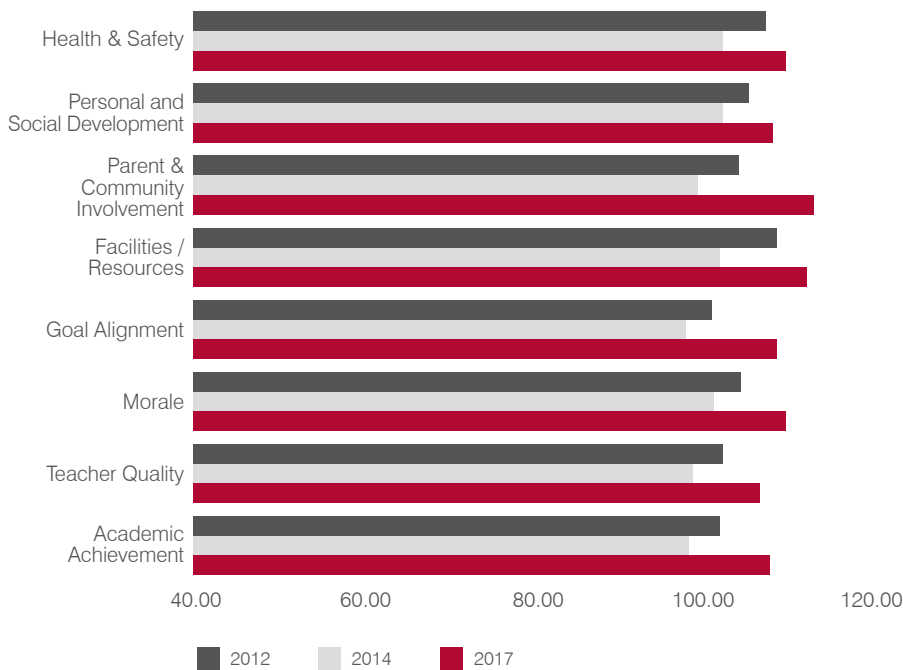
Student Survey

The student survey gives powerful insights into student views of the school that can lead to informed action. We know that students now exercise significant influence over the choice of school.

The best schools promote student agency, which has significant influence in continuous school improvement.

A total of 437 students from Korowa Anglican Girls' School completed the Student Satisfaction survey in 2017. From the estimated population of 473, this equates to a margin of error (with a confidence level of 95 per cent) of 1 per cent.

These results are particularly affirming of our commitment to place our girls at the centre of all decisions and improvement actions.



Longitudinal data for Korowa Anglican Girls' School (if available), showing average scores for Student Perceptions. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

Parent Survey

A total of 160 parents from Korowa Anglican Girls' School completed the Parent Satisfaction Survey in 2017 from the estimated population of 570, this equates to a margin of error (with a confidence level of 95 per cent) of 7 per cent. This is a poor response rate considering it represents only 28% of all parents.

The trend is improving, with results exceeding the 2014 levels.



Korowa’s exemplary record of academic performance places us in the top tier of schools across the state.

As a proudly non-selective School, our results attest to the fact that students with a broad range of abilities and interests have the opportunity to excel with a Korowa education. Our team of highly experienced staff know each girl by her individual goals and motivations and challenge and support girls to achieve great success.

We are equally proud of our students’ successes outside academic achievement. Korowa students have an enviable record of success across myriad areas, from the sporting field to the design studio and the stage.

These achievements include:

Premier’s VCE Awards

2017 Top All-Round VCE High Achiever

Karla Murphy

History: Revolutions

Ann Liang

Drama

Ella Markov

Victorian School Music Festival

Gold and bronze medals

Several individuals were also selected to perform with high level ensembles outside Korowa including the Australian Ballet, Opera Australia, Melbourne Strings Ensemble, 3MBS Talent Program and Vision Australia’s Carols by Candlelight.

In 2017, Korowa students had particular success in the following sports, winning as individuals or as part of a school, Victorian or Australian team:

- Swimming
- Hockey
- Rowing
- Softball
- Cross Country
- Track and Field
- Netball
- Gymnastics
- Triathlon
- Tennis

NAPLAN Results

At Korowa we firmly believe that solid literacy and numeracy skills form the basis of a sound education. Each year all students in Years 3, 5, 7 and 9 undertake the national literacy and numeracy (NAPLAN) tests which provide an indication of student achievement in these areas.

Whilst the tests are only one measure and should therefore not be considered to provide a global picture of individual achievement, it is pleasing that Korowa students perform consistently well across all parameters.

Three year trends (scaled scores)

Year 3		2015	2016	2017
Reading	State	441	439	446
	Korowa	501	511	513
Writing	State	432	436	428
	Korowa	489	490	447
Spelling	State	420	428	423
	Korowa	470	527	442
Grammar & Punctuation	State	444	448	450
	Korowa	506	543	483
Numeracy	State	411	415	421
	Korowa	448	525	464

Year 7		2015	2016	2017
Reading	State	553	547	552
	Korowa	636	615	617
Writing	State	523	530	524
	Korowa	596	594	592
Spelling	State	547	545	549
	Korowa	602	597	598
Grammar & Punctuation	State	547	545	548
	Korowa	646	624	625
Numeracy	State	550	558	562
	Korowa	639	635	625

Year 5		2015	2016	2017
Reading	State	510	512	516
	Korowa	569	579	577
Writing	State	491	491	486
	Korowa	538	550	550
Spelling	State	505	499	504
	Korowa	540	561	545
Grammar & Punctuation	State	511	510	506
	Korowa	595	599	587
Numeracy	State	504	504	503
	Korowa	538	573	562

Year 9		2015	2016	2017
Reading	State	588	586	584
	Korowa	646	634	641
Writing	State	562	564	561
	Korowa	640	626	646
Spelling	State	585	583	581
	Korowa	646	636	642
Grammar & Punctuation	State	574	575	574
	Korowa	642	642	639
Numeracy	State	600	596	597
	Korowa	671	669	678

The Top-Performing Independent Girls’ School in 2017

Korowa’s VCE Class of 2017 achieved exemplary results, placing us among the top 10 schools in Victoria.

We congratulate our Class of 2017 on their outstanding results, and we are proud of all they have achieved and the opportunities ahead of them. Our graduates continue to university level to study a broad range of fields, including medicine, law, business, science, engineering, art and design and more.

2017 Results

Korowa’s Class of 2017 achieved a median ATAR of 92.05.

Highlights of the 2017 results include:

- Eight students achieved perfect scores of 50 achieved in seven subjects, including Drama, English, English EAL, History (Revolutions), Literature, Chinese 1st Language, German
- Korowa’s three duces achieved an outstanding 99.70 ATAR

Post-school destinations

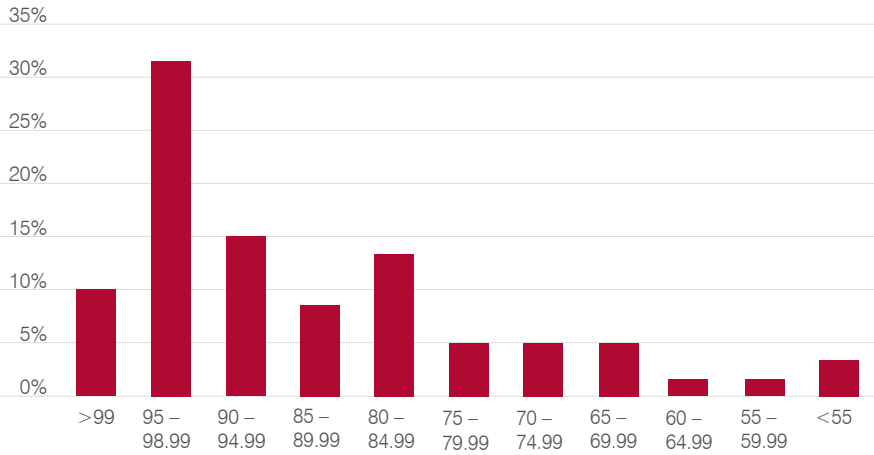
Korowa’s VCE class received first round university offers for degrees from Melbourne’s most prestigious universities, including The University of Melbourne and Monash University. 98% of students received a first round university offer, with 90% receiving their first or second preference offer.

Demonstrating a real interest in the opportunities available within the STEM industries, nearly a third of the cohort received offers for courses in Engineering, Information Technology and Natural & Physical Sciences.

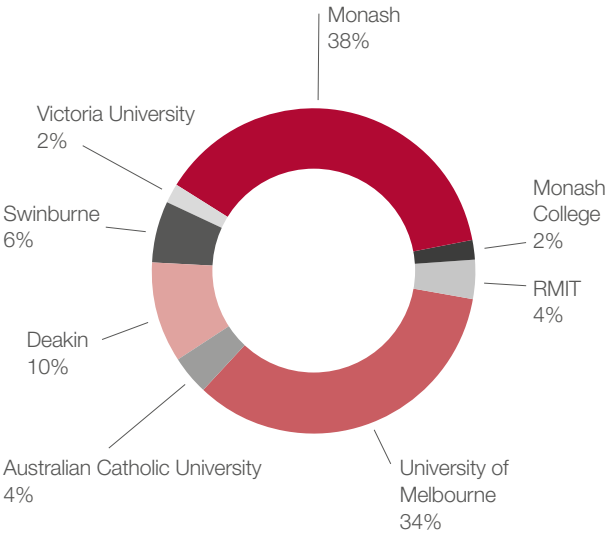
VCE Results at a glance

- 10% ranked in the top 1% of the state with an ATAR of 99 or higher
- 42% ranked in the top 5% of the state with an ATAR of 95 or higher
- 57% ranked in the top 10% of the state with an ATAR of 90 or higher

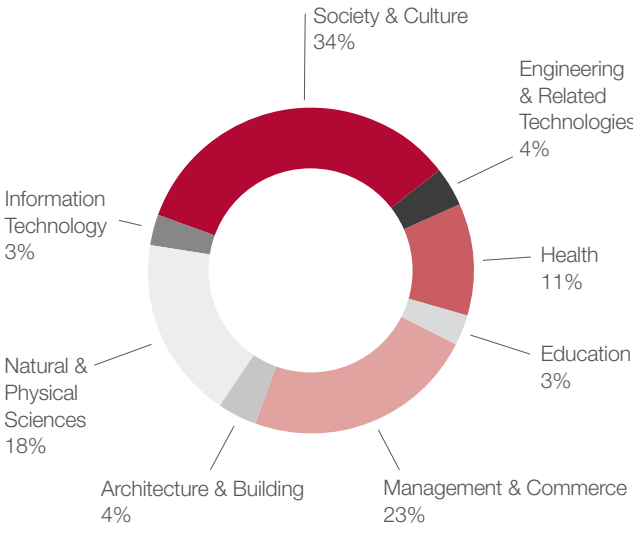
2017 ATAR Results



First Round Offers Based on Institution



First Round Offers by Field of Education*

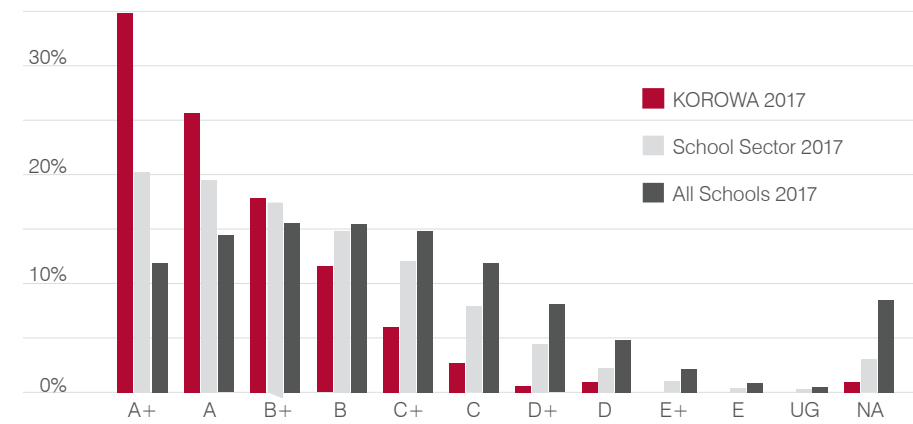


* Offers may be for double degree courses which cover more than one field of education



2017 Grade Comparisons

The following information is a comparison between Korowa's 2017 VCE results and those of Victoria as a whole. The results for Korowa's school sector (schools with similar characteristics) are also shown.



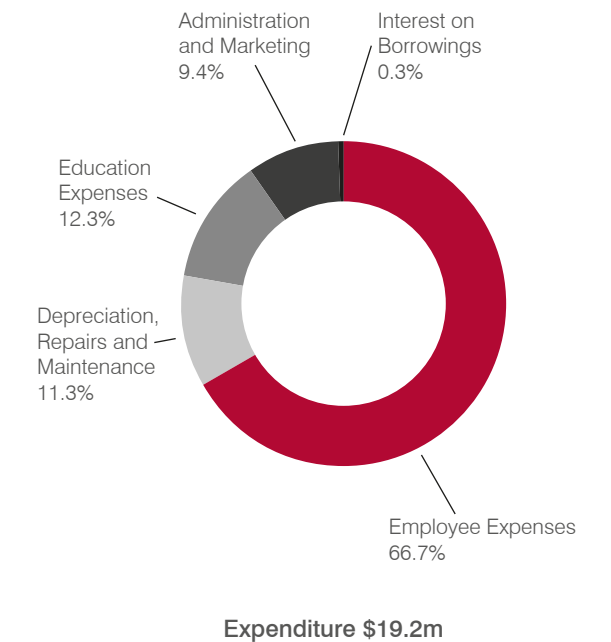
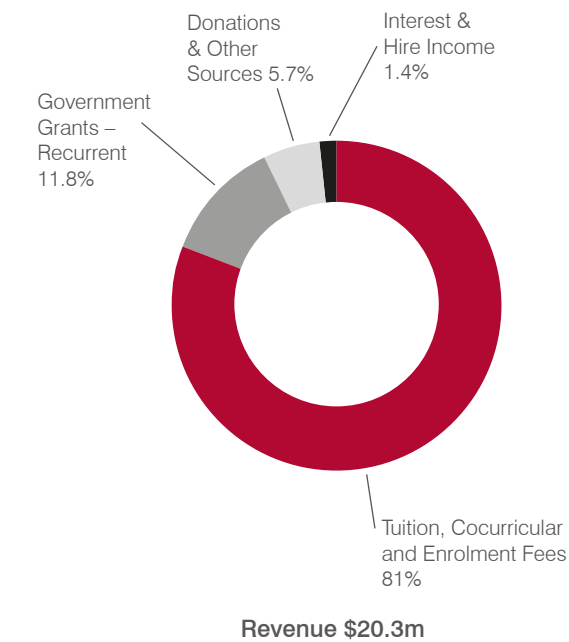
Expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA

Korowa is an amazing school that caters for a variety of students with diverse learning needs. The teachers are committed to ensuring students achieve their fullest potential.

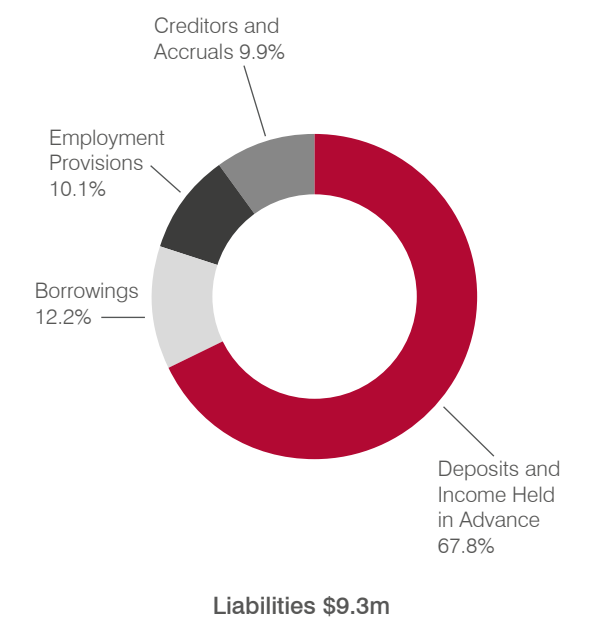
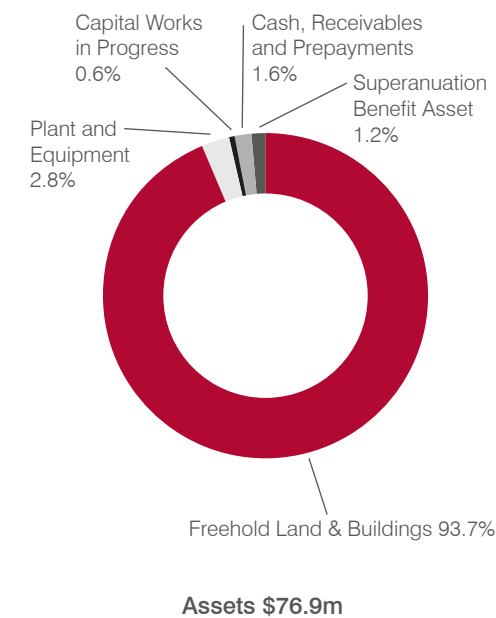
LEAD Community Surveys: Parent Feedback

Korowa Anglican Girls' School Consolidated Accounts

Revenue and Expenditure for the Year Ended 31 December 2017



Assets and Liabilities as at 31 December 2017



Korowa is proud of its teaching staff and the dedication and professionalism they demonstrate every day.

In 2017 our teaching workforce composition comprised:

	No. Male	No. Female	Totals
Full Time	9	51	60 (76.9%)
Part Time	1	17	18 (23.1%)
Totals	10 (12.8%)	68 (87.18%)	78 (100%)

Our commitment to attracting and retaining quality teachers is a core focus in our strategic plan. Staff were surveyed in 2017 and the School saw improvement in all areas. Korowa began the implementation of 360 degree reviews for all staff, with trials in 2017.

EXECUTIVE

Principal

Mrs H Carmody DipTeach, GradDipEd(Comp), MA(eLearn), MACE, MACEL, GAICD

Deputy Principal Student Wellbeing

Mrs K Lyneham BA, GradCertEd(TESOL), GradDipEd

Director of Business

Mr R Konoroth Cert(Governance), Dip(Accounting), BBus, CPA

Director of People and Culture

Mrs S Coates BAppMan, CertIVTAE, DipHRM, DipMan, AdvDipMan

Director of Technology and Innovation

Mr N Hutchings BArts, GradDipElctComm, BEd, Med(Leadership)

Dean of Studies

Mrs G Kinch BEd, GradDip(Careers), Med, MACE, MACEL

Head of Junior School

Ms J BarkerDipTeach, BEd (Primary)

LEADERSHIP

Marketing Manager

Ms D Butler BBus, BMediaComms

Enrolments Manager

Mrs M Andrews Cert(HRTrain), CertIV(BusAdmin), Dip(HotelMan)

Risk and Compliance Co-ordinator

Ms J Forsyth BLaw, BA

Head of Cripps/Head of Year 8

Ms K Stocker BPhysEd

Head of Student Experience

Ms E Reilly MEd(Student Wellbeing), BEd(Psych&Politics), GradDipEd, GradDipChildPS

Director of Community and Marketing

Mrs S Hanly

HEADS OF YEAR

Head of Year 12

Miss N Cook BA(Hons), DipEd

Head of Year 11

Mrs X Pappas Bed, GradDipEd(Gifted)

Head of Year 10

Ms A Scott BEd, GradDip(Technology)

Head of Year 9

Mrs E Moffatt BA, BEd(Secondary)

Head of Year 7

Mrs C Servadei BMus(Hons) BA BTchg(Hons)

Head of Year 6

Mrs S McLean BA, GradDipEd

HEADS OF DEPARTMENT

Head of Food Technology

Ms L Backholer DipDomesticArts, TSTCDomesticArts, CertIIIHosp(Ops), CertIIIFoodSafety

Director of Music

Mrs O Bryant BMusEd

Head of Mathematics

Mrs A Carter BSciEd, GradDipEd(PolicyMan)

Shared Head of English

Ms S Cusack BA, GradDipEd

Head of Humanities

Ms N Devlin BA, Bcommerce, Bteach, CertClinicalTchingAssessment

Head of Art

Ms A Domoney BA(FineArt), Dip(FineArt), MCounselling

Academic Support

Mrs K Ryan BA, MEd, GradDip), GradDipEd(Secondary)

Head of Religious Education

Mrs M Hale BA(Hons), DipEd, GradDipTheol, MCD

Head of Science

Mrs M Ryan BEd(Secondary)

Shared Head of English

Ms A Sanciolo DipEd, BA, BEd, GradDipMan

Head of Drama

Mr A Starr BA, BTeaching

Head of LOTE

Mrs D Tamburro BA, DipEd, GradDipAppLing

Head of Physical & Outdoor Education

Mrs P Yeo BSocSci(PE), GradDipEd

KEY ROLES

Head of Planning

Ms S Stockdale BSc, DipEd, GradDip

Property Manager

Mr D Dwyer Carpentry

International Student Co-ordinator

Ms A Jackson DipTeach

Head of GSV

Mr R Bromley BAppSci(PE), GradDipEd

Head of Learning Technologies

Mr H McGregor BAppSc(PhysEd), GradCert(CompEd)

Lead Librarian

Ms N Elliott BInfoStud(Librarianship)

School Counsellor

Ms E Spurling BA, BSocialWork

Careers Teacher

Ms K Ward BSc, GradDipEd, GradCert(CareersEd), GradDip(CareersEd)

Head of Rowing

Ms S Nuttall BA, GradDipEd(Secondary)

Chaplain

Rev F Raike BA(Hons), DipEd, BLit, MA, GradDipLib, BTheo

Deputy Head of Junior School

Mr B Garland BA, BTeach, MEd

Early Learning Centre Co-ordinator

Mrs L McGregor DipTeach, BEd(EarlyChildhoodEducation)

Accountant

Mrs D Abadilla BSci(Commerce), CPA

Head of Sports Performance

Miss N Lath BPrimEd, Bsport(OutdoorRecreation)

Archivist

Mrs S Turner BA, DipEd, GradDip(Archives & RecMgt), MInfoMmt&Sys(Reckkeep)

Head of Houses

Miss S Versa BTchg(Secondary), BA

Asst International Student Co-ordinator

Mr K Zou BA, MTeach

EAL Support Teacher

Ms R Gillies BBusSt, CertIVTAE, GradDipEd

Finance Manager

Mr Chris Mara BComm, CPA

Careers Counsellor

Ms Emma Nelson GradCertCarEd&Dev, DipAdvHlthSc

TEACHING STAFF

Mrs E Agenbag BAccSci, GradDipEd

Mrs K Alexander BA, GradDipEd(Prim), BA(Dance)

Ms R Austin DipTeach, BEd

Ms J Beer BBus, GradDipTeach(Primary), MTeach

Ms E Cameron BA, BEd, GradDipAJL, DipEd

Miss C Dabner BAppSci(PE)

Mr T Davis BSED, BSc

Ms F Dawod BA, DipEd, MA

Mrs S Downie DipTeach (Early Learning)

Ms A Ee BA, GradDipEd

Mr C Ellison DipTeach, BEd, MEdLeadership

Mrs K Guagas BEc, DipEd

Ms K Graham BEd

Ms C Han MEd, BA, BEng(Civil)

Ms K HarrisDipTchg, BEd(Psych)

Ms N Harrison DipPrimTchg, GradDip(SpecEd), MEd

Miss L Hatton BEd(Prim), GradDip(Early Childhood)

Mr D Hobbs CertIVBuild, DipProMan, DipEd, BSci

Miss K Irvine BTchg, GradDip(SpecEd)

Ms A Jackson DipTeach

Mrs E Joyce DipTchg, GradDip(EarlyChildhood)

Mrs L Karasavvidis MTchg, BFineArt, DipVisualArts

Mr M Key BSc, GradDipTeach(Sec)

Ms V Killackey BMusArts, GradDipEd, AsDipMusA(Piano)

Ms M Kobayashi BA, GradDipEd, MEd

Ms C Leahy BBus, GradDipTeach(Primary)

Ms J Lombardo BEd(ArtCraft), DipIllusPhoto(FineArt), AdvDip(DesIntMed), CertIII(Media)

Ms V Lynch BSc(Hons) DipEd

Miss S McKenzie BEd(EC), DipChildServ

Mrs J McPherson DipEd, BA

Miss A Mein BA, BEd(Hons)

Ms T Nguyen BSc, BEd, BComm

Ms A Norton DPhil, GradDip (Philosophy), BSc

Ms Z O'Neill BEd(Science)

Mrs M Popa BEd, DipEd

Ms J Richards BA(BiolSc), DipEd

Ms H Rivers BText, DipVisArt, MTeach

Miss R Rosbiffi Med(EC), BEd(Primary)

Mrs E Ryan BEd(Primary)

Ms M Sanders BA, MA(Teach)

Mrs E Vakhnin BSc, GradDipEd(Secondary), Dip(Business)

Mrs G Weghorn BA, DipTchg, BSpEd, MEd

Ms A Werkmeister Bdesign, MTeach(EarlyChildhoodPrim)

Mr C White MTch(Secondary), BEd(PE)

Mrs S Whithouse BEd

Mr D Wilkie BSci, GradDipEd, MEdPolicy, MBA

Miss K Wipfli BA, MTchg(Primary)

Ms A Wraith BSc, DipEd

Mrs B Yue BA(Hons), GradDipEd

SCHOOL ASSISTANTS

Library Technician

Ms K Nolan BPrimEdDSt, BA(LibInfoSci), AsDip(SocSci), GradCert(CathStud)

GradCert(EarlyLitInt)

Library Assistant

Mrs M Wildie BEd(EnvSci)

ELC Assistant

Ms S Stubbs BEarlyChild

ELC Assistant

Ms J Stewart AssocDipSocSc

ELC Assistant

Ms D Korman DipChildServ(EarlyChildEd)

ELC Assistant

Ms P Martin-Nathaniel Cert(PreSchoolTeach), Dip(EarlyChildStud), BEarlyChild

ELC Assistant

Ms A Roberts CertIII(ChildCare)

Art Technician

Mr D Smith BA, Cert(TrainTeach)

Library Assistant

Miss C Beuermann

Library Assistant

Mrs P Streets

Integration Aide

Ms J Wong BSocSci, MEd

Food Technology Assistant

Ms P Roche DipAppSc(HmEc), GradDip(HlthEd), CertIVTAE, Cert(FoodHand)

Laboratory Manager

Mrs B Samuel BSc(Hons), DipEd, BEdStuds

ELC Assistant

Ms J Harvey CertIII Education Support

ELC Assistant

Miss K Rivers DipECCare

SUPPORT SERVICES

Health Carer

Ms R Maier RegNurseDiv2, DipTchg(Primary)

Health Carer

Ms B Linsell BLaw, GradDipLegal, GradDip(Peri-operative), BA, Midwifery, RN

Personal Trainer

Mr J French CertIV Personal Training, Dip Public Service (Fire Brigade)

Language Assistant

Ms AS Desprets MSLT (French)

INFORMATION TECHNOLOGY

Software Developer

Mr L Yudko BEng, MCompSci

IT Desk Support

Mr N Atkins CertIV(Networking)

Multimedia Technician

Mr T Grant CertIVMultiMedia, GradDipMultimedia

Computer Technician

Mr J Attwell DipNetEng

ADMINISTRATION

Enrolments Officer

Ms L Gu BBusMan(Marketing), MMan(Marketing)

Enrolments Officer

Ms M Chandler

Enrolments Officer

Ms S Renfrey CPA, BComm, LLB

Communications and Marketing Officer

Ms S Giam BA, MComm

Development Officer

Mrs S Brook BA, ADAPEF, CertGov(Prac)

Executive Assistant to the Principal

Ms N Lloyd

Payroll Officer

Mrs N Brown CertIIIBus, CertIIIBus

Sports Administrator

Ms N Boemo BBus (Sports Management)

PA to Director of People and Culture

Ms C McCormick CertIVBusAdmin

Accounts Assistant

Mrs T Rodgers

Personal Assistant to Deputy Principal

Ms K Reid BA

Accounts Payable Officer

Mrs P Lee

Operations Administrator

Ms M Skehan

Administrative Assistant - Junior School

Mrs L Crouch DipSecStud

Administrative Assistant - Music School

Ms S Morgan BA(Hons), PhD

Receptionist

Ms M Ferguson-Wren

Database Administrator

Ms M Vinarskaya BSc (Psychology), M Ed (Psycholinguistics, Teaching TESOL)

Administration Assistant Student Services

Ms G Timm BAppSc

Receptionist

Ms J Hughes

Web Developer

Mr D Leeding BSc (Hons), DipComp, DipAdvTechWriting

Payroll Officer

Mrs L Carroll

MAINTENANCE SERVICES

Maintenance Officer

Mr J Bosnich

Maintenance Officer

Mr G Levens CertIIIIHort

CATERING SERVICES

Chef

Ms C Holland CertIVTAE, Cert(Cooking), DipVocEd,

Catering Assistant

Ms A Perry

Catering Assistant

Ms C Dipierdomenico

Catering and Functions Assistant

Mrs A Schwab

Catering Assistant

Mrs E Wells

MUSIC DEPARTMENT

Piano Accompanist

Ms K Cole Bmus, BEd, ATCL AMusA



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