



The Knox School

CO-EDUCATIONAL | ELC TO VCE

Annual
Report

2018



The Knox School

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CRICOS Provider No. 00151G
The Knox School Limited
Registered School No. 1841
A.B.N. 16 095 158 222



The programs of, and teaching at The Knox School, support and promote the principles and practice of Australian democracy, including a commitment to:

Elected Government

The rule of law

Equal rights for all before the law

Freedom of religion

Freedom of speech and association

The values of openness and tolerance

OUR MISSION

To equip students to be the architects of, and advocates for, their learning through their lives.

THE PRINCIPAL'S MESSAGE



We strive to ACT (Advocate, Contribute, Thrive) out our lives.

As a community, our collective core purpose remains the raising and education of children to become fine young adults, positioned for success in the adult world with a growth mindset. Success for students at The Knox School will see them able to advocate for themselves and worthy causes, contribute to their family and community and thus thrive in a complex and changing world. That purpose remains our focus and in 2018 success has been gained.

We now collect a suite of data each year to assist in meeting the needs of our community. Headline results provide good data (more on this topic later), as does our annual parent satisfaction surveys. We also gather data from a health and wellbeing survey of students in Years 5-12 and an array of more targeted and smaller scale data collection tools.

Our parent survey data in 2018 again shows further improvement in how the school meets the expectations of parents. The survey benchmarks The Knox School against many independent schools across the country and discernible improvements can be seen in all areas of operation. Our challenge now is to move from a good school to a great school, and the first steps have now been taken successfully.

Our student wellbeing survey data shows a positive student culture in absolute terms and as measured against the survey benchmarks. Yet we find there are issues for some students at school and out of school. Those in school are ours to address and we do so, working in partnership with parents.

Of concern is the tendency of some students to have their sleep disturbed by mobile devices and social media during the night. Disturbances of sleep patterns on a regular basis can have devastating effects on emotional wellbeing, physical health and academic success.

I strongly urge parents to protect the sleep patterns of their children. There is little staff at school can do about this other than provide advice and support to parents.

Headline results in 2018 were as our predictive data suggested. Our in-depth analysis of the 2018 NAPLAN results and VCE results shows a steady and continued development of a stronger academic culture as we define it through our core value of achievement, that is, the striving for and attainment of a personal best. Using student ATARs as the measure, 2018 Year 12 results were the best in a decade.

This additional strength made the superb job that Ms Jacky Burton does each year of positioning students for the next part of their life's journey just that much easier. We keep in mind our primary goal is positioning students to be able to pursue their first choice in determining their next step in life.

Our wellbeing structures and processes function well with class teachers, tutors, Heads of House and Heads of School working in partnership with parents and students.

Governance is a continuing strength of The Knox School. The work of the Board of Directors is seldom noticed in a school unless it goes awry. As a leader with twenty years of experience of dealing with directors and boards, I can attest to the professionalism and skill of The Knox School Directors. They govern well, setting direction in accordance with our core values, providing the resources required and then monitoring and evaluating our success.

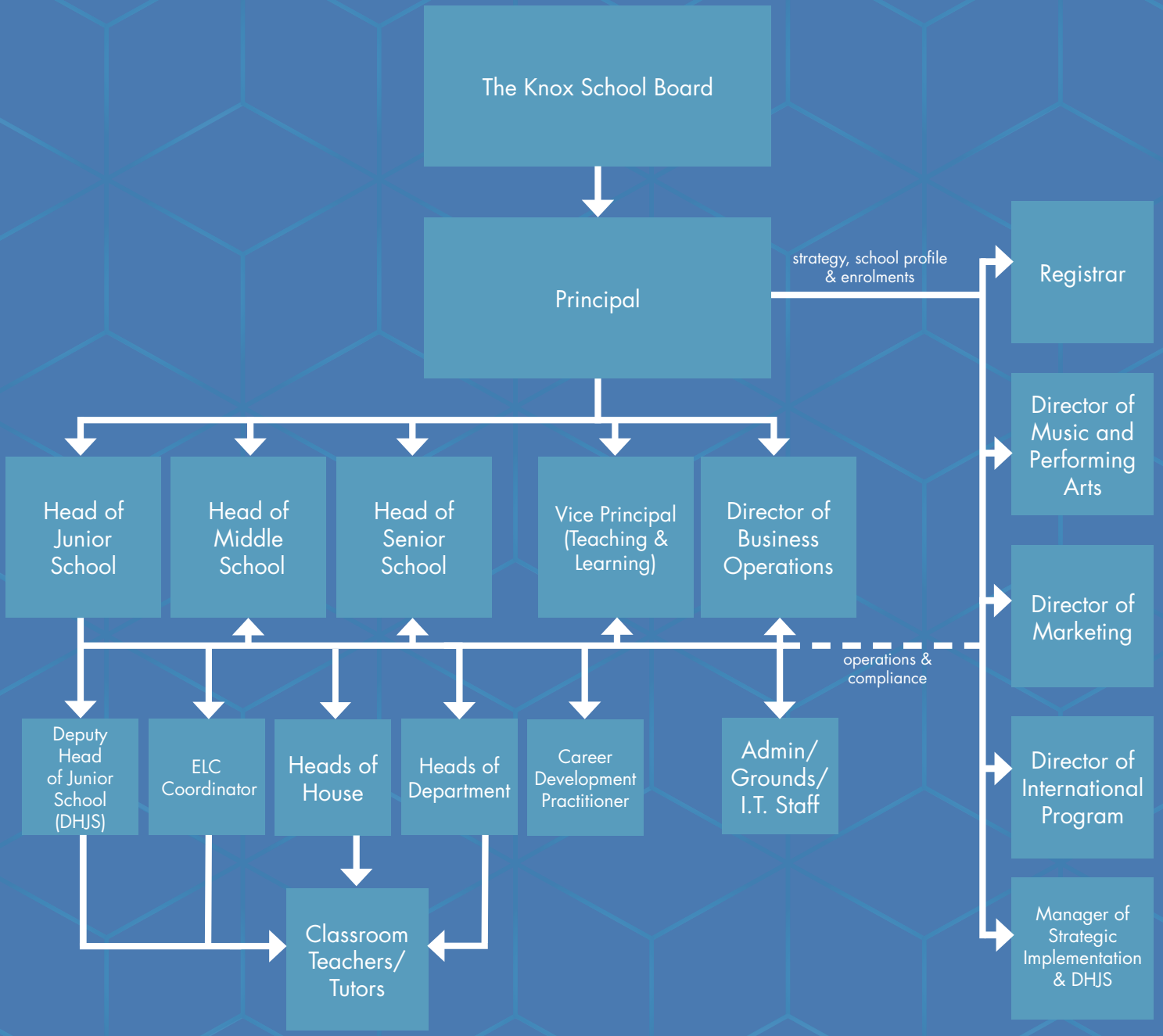
The Board approves the ongoing refurbishment program in accordance with our architectural Master Plan; the Signage Master Plan is nearing completion and the Landscape Masterplan has been commenced. These three plans, working together will ensure the continuation of a superb suite of facilities and the entire site over time. The Board has ensured that the school is in a strong financial position and as enrolment growth continues they will oversee the implementation of the larger Master Plan projects beginning in 2021.

Our strategy of personalising the learning of your children, our students, and developing a strong, personalised culture through the community is developing well and as planned. This is a long term strategy that sits comfortably alongside continued success in VCE and NAPLAN.

We take a long-term view preparing students for adult, life-long success in a complex and changing world, as well as positioning them well for their first steps beyond school. This provides us with a complex challenge, one many schools eschew. In this sense we are a leading school.

Allan Shaw
Principal and Chief Executive

ORGANISATIONAL STRUCTURE



THE KNOX SCHOOL BOARD

WENDY LEWIS (CHAIR OF THE BOARD)



Wendy is Chair of The Knox School Limited.

With over 35 years' experience she has worked in manufacturing, accounting services, independent schools and tertiary colleges and has qualifications in accountancy,

education and philanthropy.

Wendy's experience includes financial management, strategic planning, risk management and governance. She is the Chair of the Invergowrie Foundation, a philanthropic Foundation focused on advancing the education of girls and women within Victoria.

Previously Wendy was CEO of Girl Guides Victoria from 2004 – 2014 and is now Executive Officer of the Collier Charitable Fund.

SANDRA BALL



Sandra was invited to join The Australian Ballet School staff in 1997 as lecturer in Anatomy following a successful year as dux of the inaugural 1996 Advanced Diploma of Dance Teaching at The Australian Ballet School. From 1997 to 2008, her managerial

and administrative skills were also employed in the role of Office Manager and then Administrator.

In 2008, Sandra was appointed as The Australian Ballet School's General Manager and in that time has completed further studies in Business Management, Human Resources, Education Law, Registered Training Organisation (RTO) legislation, compliancy, and Training and Assessment in the Vocational Education and Training (VET) sector.

Sandra's first contact with The Knox School was in 2001 when her daughter and son commenced at TKS. Both of her children have been enriched so far in the journey; her daughter now at university.

TED GALE



Ted is an independent Information Technology (IT) consultant. His primary focus extends across a diverse range of IT requirements for business sectors including Education, Federal, State & Local Government and Utilities throughout Australia and New Zealand.

Ted's background covers more than 30 years of Executive Management roles in the ICT industry. His experience covers leading-edge technology including software

development, software requirements, business application consulting, plus technical & infrastructure consulting and strategic ICT consulting.

Ted's first contact with The Knox School was in 1997 when his son and daughter commenced in Years 7 and 5 respectively. In 2000 Ted joined the School Council and was Chair of the School Council from 2003 to 2007. Ted commenced as a member of the Board in August 2007.

THE KNOX SCHOOL BOARD CONT'D

GENIA JANOVER



For 20 years, Genia was Principal of Bialik College. She is one of Australia's outstanding educational leaders, driven by her passion for educating children and maximising their talents and potential. She has demonstrated creative and inspiring leadership

over a sustained period and led the way in educational innovation in a number of areas.

Genia is an ambassador for Independent Schools Victoria; a member of Council at Geelong Grammar School; Fellow of the Australian College of Educators and Fellow of the

Australian College of Educational Leaders.

CRAIG SPAGNOL



Craig is a Solicitor and Notary Public and is Principal of Spagnol Legal, a city-based legal practice.

Before taking up the law, Craig was a teacher at The Knox School from 1989 to 1999 and held the

positions of House Coordinator and Head of the Commerce and Humanities Faculties.

SARAH SPENCER



Sarah is a former student of The Knox School having attended the school from 1988 to 1995. Sarah returned to the school in 1999 to form the Alumni Association and in 2001 she joined the school council for 4 years until 2005

when she resigned to relocate to London to work at one of the Magic Circle law firms.

Sarah returned from London in 2009 and is currently a Senior Lawyer at ANZ.

ANDREW WILSON



Andrew, a qualified chartered accountant, joined the Board in January 2017. Over the past decade, Andrew has had extensive experience in the position of Chief Financial Officer and Company Secretary with leading consumer businesses.

He is currently the Chief Financial Officer and Company Secretary of Fun Lab Pty Ltd, an international and leading entertainment and leisure company based in Melbourne. Secretary of Fun Lab Pty Ltd, a leading entertainment and leisure company based in Melbourne.

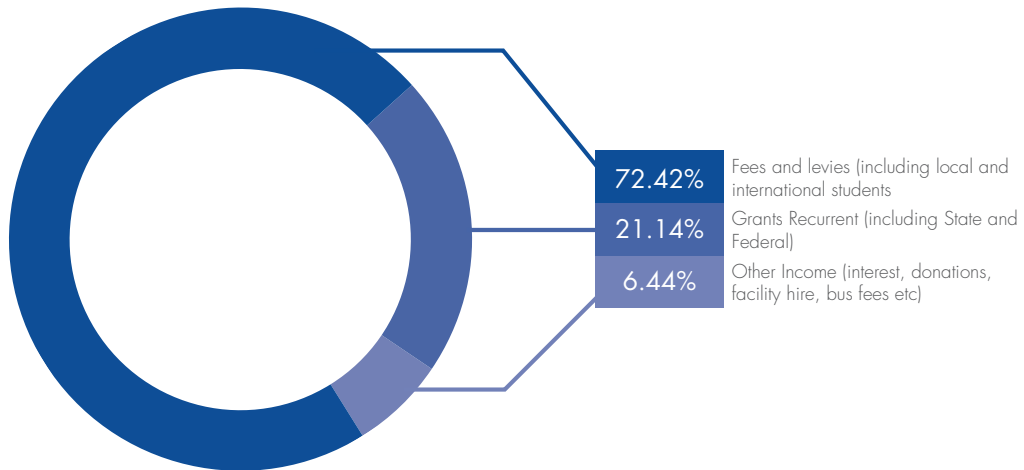
Andrew has been on Boards with several organisations in the retail and entertainment sectors and has been involved with business strategy and development, project management, risk management, capital management and mergers and acquisitions.



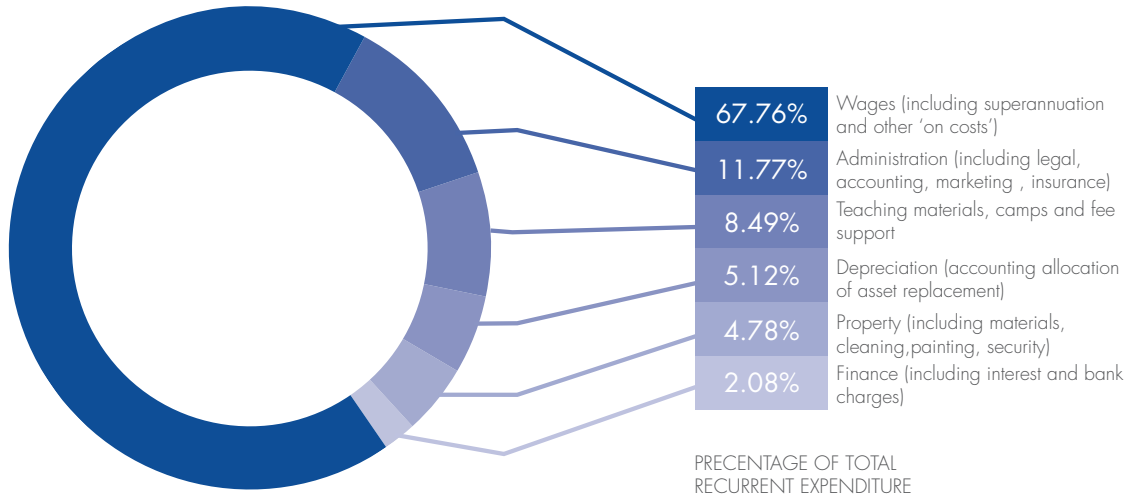
FINANCIAL ANALYSIS

The Knox School Limited is a not-for-profit company, limited by guarantee. All funds generated by the School are used to continually reinvest in both physical and human resources in a responsible and sustainable manner to ensure ongoing improvement and success for students. The School is in a sound financial position.

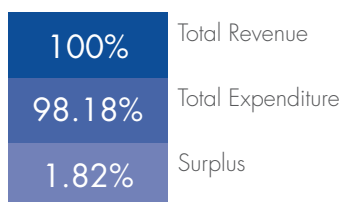
MAJOR INCOME AREAS 2018



MAJOR RECURRENT EXPENDITURE 2018



SUMMARY OF FINANCIAL PERFORMANCE 2018



ACADEMIC RESULTS

VCE RESULTS

The number of students who completed VCE Unit 3 and 4 or Vocational Education and Training (VET) Units was 67

ENTRANCE RANKINGS

- Our median ATAR score was 79.18
- Our median study score was 32
- Our top student received an ATAR score of 98.7
- 24.2% of students were in the top 10% in the State with an ATAR score above 90
- 48.5% of students were in the top 20% in the State with an ATAR score above 80
- 8.5% of students received a study score over 40

ATAR = Australian Tertiary Admission Rank



ACADEMIC RESULTS

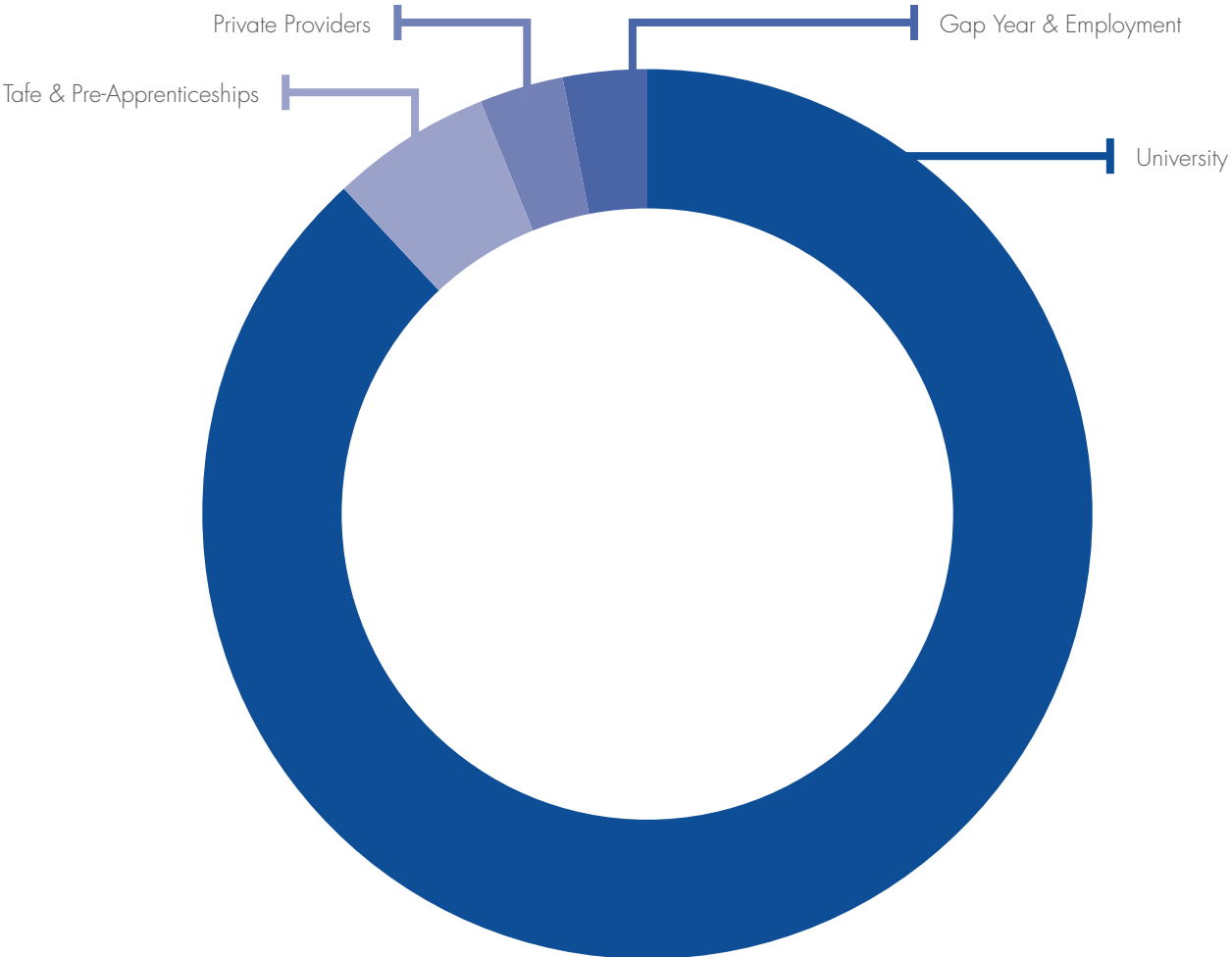
YEAR 12 STUDENT PERFORMANCE

Academic and non-academic pathways

- 67 students completed the year, all successfully attaining their VCE certificates.
- 65 students applied for tertiary study; of the remaining two, 1 chose to take up a building and construction apprenticeship, and 1 chose to take up full time employment on completion of his VCE.
- All 65 students who applied for tertiary study applied for courses through VTAC (Victorian Tertiary Admissions Centre); 2 also applied directly to Victorian tertiary institutions; and 4 students applied to interstate institutions too.
- Of all the applicants, 7 students gained offers in double degrees.
- 59 (88%) students received offers to enter a Bachelor Degree or an Associate Degree, with 7 (9%) students receiving offers of Diploma or Advanced Diploma - pathway courses to bachelor degrees. 1 (3%) student is entering a Certificate course leading to an apprenticeship. In all, 66 of the 67 graduates have continued on to tertiary study.
- Four students were awarded academic scholarships: one student received a one-off payment of \$6,000; another student received over \$20,000 to study in the USA – sporting and academic; an international student received a 25% fee discount per annum over four years, equating to approximately \$35,000, and the Dux of the school was awarded the Vice Chancellor’s award from Deakin University, valued at over \$35,000.
- Two students have deferred enrolling in their university courses until 2020: one student has been accepted on a GAP placement with Camp USA, and the other student is completing a special-effects in make-up short course.

ACADEMIC RESULTS

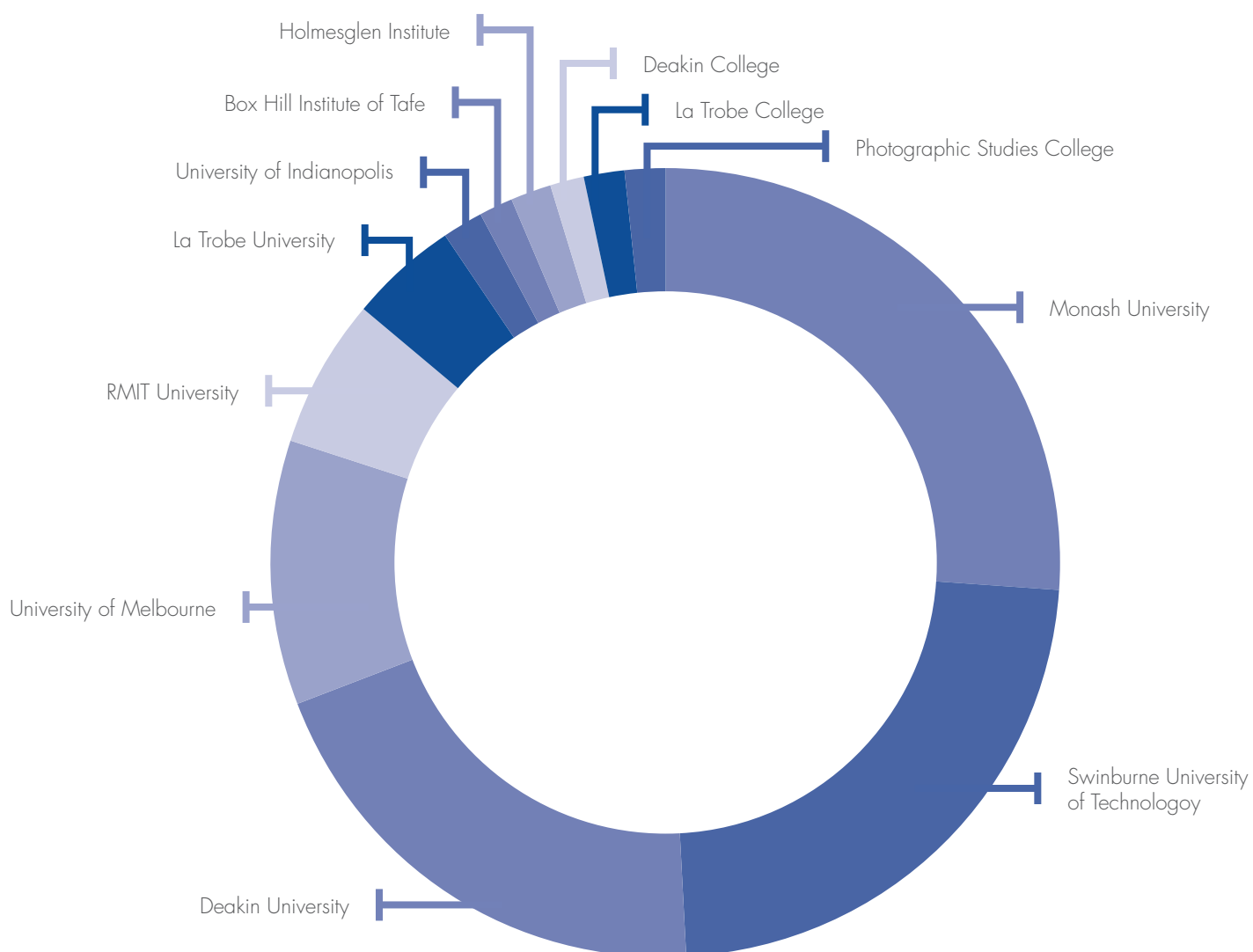
2019 Destinations	No. of students	Percentage %
University	59	88
TAFE and Pre-Apprenticeships	4	6
Private Providers	2	3
GAP Year and Employment	2	3
Total	67	100



ACADEMIC RESULTS

The anticipated post-school destinations of the 2018 Year 12 Cohort

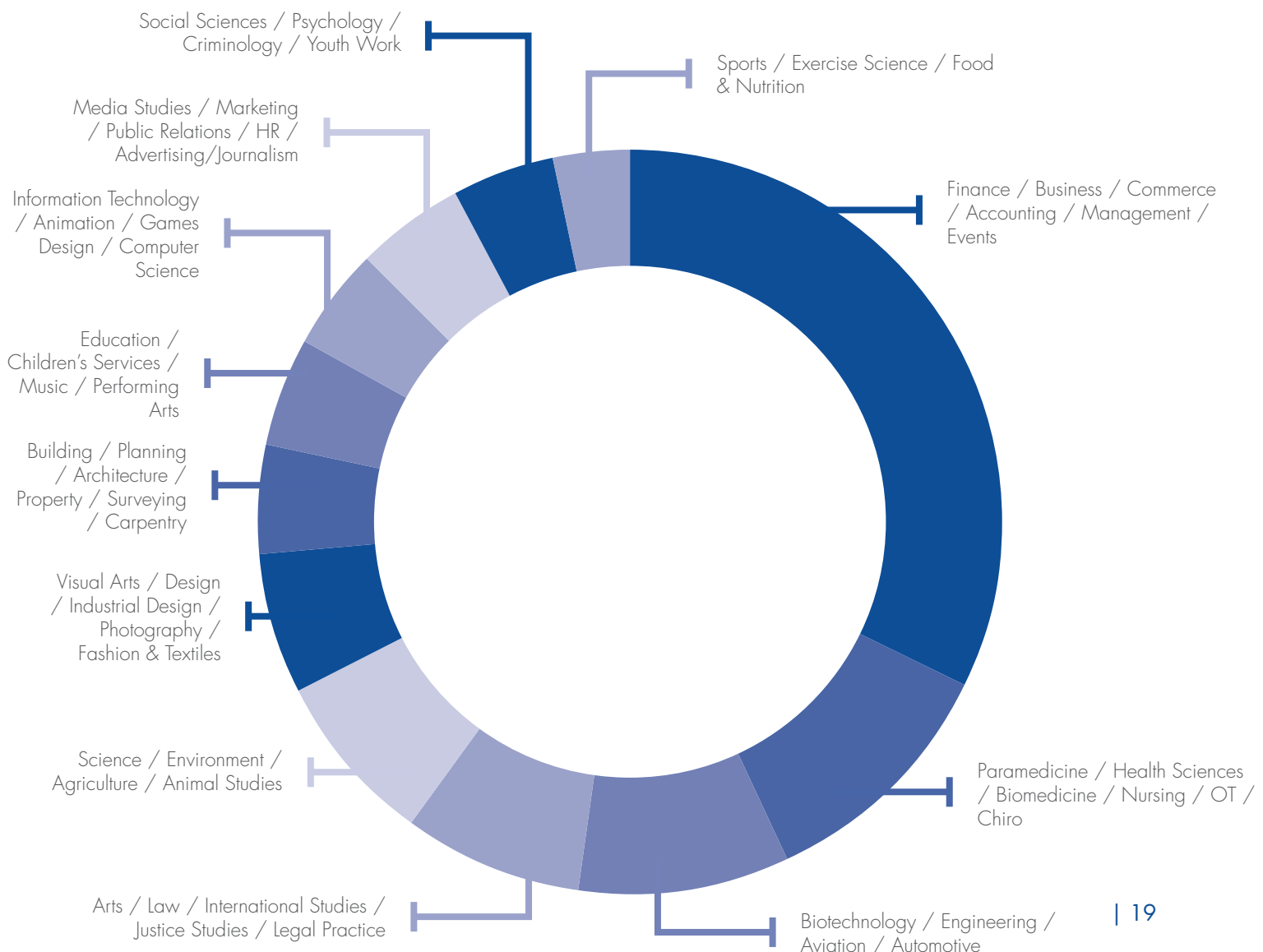
2019 Destinations	No. of students	Percentage %
Monash University	17	26.2
Swinburne University of Technology	15	23.1
Deakin University	13	20
University of Melbourne (The)	7	10.8
RMIT University	4	6.2
La Trobe University	3	4.6
University of Indianapolis (USA)	1	1.5
Box Hill Institute of TAFE	1	1.5
Holmesglen Institute	1	1.5
Deakin College	1	1.5
La Trobe College	1	1.5
Photographic Studies College	1	1.5
Total	65	100



ACADEMIC RESULTS

The anticipated post-school studies of the 2018 Year 12 Cohort

Tertiary Destinations – Courses	No. of students	Percentage %
Finance / Business / Commerce / Accounting / Management / Events	21	32
Paramedicine / Health Sciences / Biomedicine / Nursing / OT / Chiro	7	11
Biotechnology / Engineering / Aviation / Automotive	6	9
Arts / Law / International Studies / Justice Studies / Legal Practice	5	8
Science / Environment / Agriculture / Animal Studies	5	8
Visual Arts / Design / Industrial Design / Photography / Fashion & Textiles	4	6
Building / Planning / Architecture / Property / Surveying / Carpentry	3	5
Education / Children’s Services / Music / Performing Arts	3	5
Information Technology / Animation / Games Design / Computer Science	3	5
Media Studies / Marketing / Public Relations / HR /Advertising/Journalism	3	5
Social Sciences / Psychology / Criminology / Youth Work	3	5
Sports / Exercise Science / Food & Nutrition	2	3
Total	65	100



ACADEMIC RESULTS

NAPLAN TEST RESULTS

The NAPLAN test (National Assessment Program - Literacy and Numeracy) measures the percentage of students in Years 3, 5, 7 and 9 achieving the national literacy and numeracy benchmarks for their Year level.

Year 3

- 100% of students above the minimum standard in Reading.
- 100% of Students above the minimum standard in Writing.
- 100% of students above the minimum standard in Spelling.
- 100% of Students above the minimum standard in Grammar and Punctuation.
- 100% of students above the minimum standard in Numeracy.

Year 7

- 95% of students above the minimum standard in Reading.
- 86% of students above the minimum standard in Writing.
- 93% of students above the minimum standard in Spelling.
- 93% of students above the minimum standard in Grammar and Punctuation.
- 98% of students above the minimum standard in Numeracy.

Year 5

- 100% of students above the minimum standard in Reading.
- 94% of students above the minimum standard in Writing.
- 94% of students above the minimum standard in Spelling.
- 100% of students above the minimum standard in Grammar and Punctuation.
- 100% of students above the minimum standard in Numeracy.

Year 9

- 85% of students above the minimum standard in Reading.
- 85% of students above the minimum standard in Writing.
- 93% of students above the minimum standard in Spelling.
- 84% of students above the minimum standard in Grammar and Punctuation.
- 87% of students above the minimum standard in Numeracy.



STUDENT ATTENDANCE AND RETENTION

STUDENT ATTENDANCE

Year Level	Attendance
Junior School	
Prep	95.96
Year 1	95.14
Year 2	94.61
Year 3	93.24
Year 4	93.17
Year 5	95.17
Year 6	94.75
Middle School	
Year 7	95.78
Year 8	94.59
Year 9	93.38
Senior School	
Year 10	93.20
Year 11	92.87
Year 12	94.75
Whole School	
Prep to Year 12	94.36

STUDENT RETENTION

Year 9 to Year 12

In 2015, 73 students were enrolled at The Knox School at Year 9, of those, 58 continued through and completed Year 12 in 2018. This represents a retention rate of 79%.

Absentee and Reporting Process

Attendance is a priority at The Knox School. Attendance records are kept for all students and the roll is marked regularly. The rolls are marked each period and entered on the electronic recording system. This enables teachers to keep a very accurate record of attendance for certifying authorities such as the Victorian Curriculum and Assessment Authority. Our roll marking system is also helpful for parent and teachers interviews and for use in counselling.

If the School has not already been notified of an absence, the Assistants to the Heads of School will send a text message (SMS) to the parent requesting an immediate response. The reason for absence is then entered against the students' details. Students who are absent without explanation are subject to the School's normal disciplinary procedures.

Continuous Online Reporting is available to parents of students in Year 7 and above. Comprehensive reports are distributed to parents and guardians at the completion of each semester. Reports outline gradings in each subject as well as general and constructive comments by teachers on a student's progress. Parents are invited to follow up with the teacher or Head of School. Parent/Teacher interviews are held at different times during the academic year.

PARENT SATISFACTION

PARENT & YEAR 12 STUDENT SATISFACTION

In devising plans for this year, I revisited the data drawn from the parent survey from 2018. I was pleased to be reminded and re-read of good response rates and the care and attention provided by the parents in the feedback provided.

Each year, we survey the parents of students in Years 2, 5, 8 and 12 and conduct an exit survey of Year 12 students.

Thank you to all who have helped us with feedback. Your views are appreciated and welcomed, whether they be affirming or critical. There is a certain sense of the bitter/sweet in that it is often negative feedback that provides the best opportunities from which our continued growth and improvement emanates.

Some of the top level results from the parent survey from 2018 follow.

Allan Shaw,
Principal and Chief Executive

The Knox School is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2018, 131 parents from Years 2, 5, 8 and 12 and 61 students from Year 12 participated in surveys and provided views on such areas as academic performance, pastoral care, extra-curricular, sport, communications, reputation and facilities.

Years 2, 5, 8 & 12 Parents

A selection of the parent top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child. In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 89% of parents' expectations were met or exceeded in relation to the quality of teaching
- 93% of parents' expectations were met or exceeded in relation to the focus on student wellbeing
- 95% of parents' expectations were met or exceeded in relation to a balanced education
- 82% of parents' expectations were met or exceeded in relation to quality education at a reasonable expense
- 93% of parents' expectations were met or exceeded in relation to the School's values

Years 12 Students

A selection of the Year 12 student top level findings are detailed below. In relation to the top five areas students noted as most important, expectations met/exceeded are:

- 89% of students' expectations were met or exceeded in relation to the quality of teaching
- 83% of students' expectations were met or exceeded in relation to the focus on student wellbeing
- 87% of students' expectations were met or exceeded in relation to a balanced education
- 91% of students' expectations were met or exceeded in relation to the School's values
- 83% of students' expectations were met or exceeded in relation to the academic standards

THE KNOX SCHOOL STAFF 2018

THE KNOX SCHOOL STAFF 2018

Board of The Knox School Limited

Wendy Lewis, Chair
Sandra Ball
Ted Gale
Genia Janover
Craig Spagnol
Sarah Spencer
Andrew Wilson

Executive

Principal & Chief Executive
Allan Shaw
Asscshp.Dip.Art., Grad.Dip. Ed., M.Ed., FACEL

Vice Principal - Teaching and Learning
Cameron Bachelor
MBA(MBS), B.A.(Hons), B.Teach., M.Ed.

Director of Business Operations
Ian Foster
B Bus; Dip Adv Bus: Mgt Cert.

Head of Senior School
Suzanne van Strien
B.Ed.

Head of Middle School
Toni-Ann Bright
B.Mus.Ed., Dip.Ed.

Head of Junior School
Heather Ablett
Dip.Teach.(Primary), Grad.DipEd., Dip.Contact Leadership (ACEI), MACE,

Head of Flinders
Julia Stoppa
B.Ed.Mus., A.Mus.A., L.Mus.A., M.Mus.(Perf).

Head of Chisholm
Andrew Ferguson
M.Ed., B.Sc., Dip.Ed.

Head of Paterson
Travis Parker
B.Comp., Dip.Ed., Cert.IV Training & Assessment

Head of Lawrence
Robert Malpeli
B.Sc., Dip.Ed.

Head of Science, Teaching and Learning Coordinator
Kim Hepworth
B.Sc.(Hons), Dip.Ed.

Director of Music & Performing Arts
Julia Stoppa
B.Ed.Mus., A.Mus.A., L.Mus.A., M.Mus.(Perf).

Head of Sport, Health and Physical Education
Alex Wilson
M.Ed.Mgmt., B.Ed.

Director of International Program
Jingjing Wang
Ph.D., M.Ed., M.A., B.A.

Director of Marketing
Barrye Dickinson
DipSchMkt.(CMS), IRSM., ATCL., ITCL., A.Mus.A., L.Mus.A., M.Edplus.

Registrar & Administrative Manager
Tania Castles
M.Edplus.

Manager of Technology Services
Michael Elphinstone
Adv.Dip.Mgt., Adv.Dip.Bus., Cert.II IT(DSSS)

Teaching Staff

Sameena Ali
Grad.Dip.Ed.

Lynne Ansons
Dip.Teach.(Primary), B.Ed.(Primary)

Sharmila Ashok
B.Sc., M.Sc., B.Ed.

Cassandra Beveridge
B.A., B.Ed.

Richard Black
B.Ed.(Primary)

Chris Brand
B.Sc., Grad.Dip.Ed.

Joanne Brooke
Dip.Teach.(Primary), B.Ed.

Carol Cartwright
B.Ed.(Sec), Dip.Teach.(Sec)

Joanne Chan
B.Com., B.Sc., Grad.Dip.Ed.

Linda Cheng
M.Teach.

Lindi Chiu
Head of PEAK/EAL
M.Ed.(TESOL), B.A.(Acc.), CA.

Wendy Church
Ph.D., B.A., Dip.Ed., M.Ed.

Tina Cimino
ELC Coordinator
Dip.Early Childhood, Cert.Children's Lit.

Bronwyn Cook
B.A., Dip.Ed. Dip.Lang.

Tiffany Droge
B.App.Sc.(PE)

Melany Eastwood
Dip.Children's Services B.Early Childhood Ed.

Tim Edmonds
Deputy Head of Junior School
B.Ed.

Peter Esdaile
B.Sc., Dip.Ed.

Kylie Field
B.Ed.(Primary).

Katherine Fitzgerald
B.Sc., Grad.Dip.Ed., M.Couns.

Sue Freemantle
B.A., Dip.Teach.(Primary), Grad.Dip.(Psych)

Zhou Guo (Zoe)
B.Ed., M.Ed., M.Educational Management, Grad.Cert.Languages

Brooke Henderson
B.App.Sc., Grad.Dip.Ed.

Christopher Hilton
B.A.(Sec)

Ashleigh Holland
M.Teach., B.Sc.,

Emma Kenny
Head of English
B.A., B.Teach. (Primary/Secondary).

Con Koumouris
B.Ed.

Susan Lane
Head of Junior Curriculum
B.Ed., TTC.

Jane Lawrence
Head of Differentiated Learning
Ed.D., M.Ed. (Special Ed.), B.App.Sc., Grad.Dip.Ed., Grad.Dip.RE., Grad.Dip.Curric., Cert II IT

Eleanor Lehmann
TPTC., T.Sp. T.C., B.Ed. (Spec.Ed)

Paul Lewry
B.App.Sc.(PE)

Shuang Liu (Ben)
B.A., M.Teach.

Shelley Lloyd-Smith
Head of Primary Sport
B.Ed.(PE), B.Sc., Dip.Fitness Leader, Dip.Mgt.

Irene Lu
B.Ed., M.Ed.

Karen Lucas
B.Sc.(Hons), M.Sc., Dip.Ed.

Melodie Matheson
B.A., Grad.Dip.Ed.

Sandra Mattison
B.Ed.(Primary)

Amanda McCleery
Head of Languages
B.A.(Hons), Dip.Ed., Grad.Dip.

Michelle Mitchell
Manager Strategic Implementation
B.Ed.

Brenden Morris
Head of Mathematics
B.Sc., Grad.Dip.Ed.(Sec)

Alexandra Nelson
B.A., B.Ed.

Kris Paterson
B.Ed., Grad.Dip.CompEd., MBiT.

Sue Preston
Dip.Teach., Grad.Dip.Ed.

Jack Reed
B.A., M.Teach.(Sec)

Annette Reid
B.Econ., Grad.Dip.Ed.

Michelle Richardson
B.Early Childhood.

Ben Ritchie
Head of The Humanities
B.Com., B.A., Dip.Ed.

Liesl Schultz
B.A., Dip.Ed.

Brigitte Spiller
B.Early Childhood

Deborah Tan
B.A., M.TESOL.

Lana Turner
B.A., Grad.Dip.Ed.

Birgit Verhagen
Head of Technology, Art and Design
B.Ed., Dip.Teach.(Primary)

Catherine Walton
B.Ed.(Primary)

Teena Weaver
B.Teach., B.Ed.(Primary)

Nick Weiler
Dip.Teach., Grad.Dip.Tech.Ed. Cert IV Training & Assessment, M.Ed.Policy, Adv.Dip.Hosp.

Boyd Williams
Dip.Teach.(Primary), B.Ed.

THE KNOX SCHOOL STAFF 2018 (CONT.)

Music Teaching Staff

Erin Brown	<i>B.Mus.(Hons), A.Mus.A.</i>
Natalie Carolan	<i>B.Mus.</i>
James Carter	<i>B.Mus.(Hons) M.Arts (Mus.Perf.)</i>
Eric Di Florio	<i>B.Mus.</i>
Nico Di Stefano	<i>B.Mus., B.Cont.Mus., Grad.Dip.Ed.</i>
David Farrands	<i>Dip.Mus.(VCA) Dist. A.Mus.A., L.Mus.A.</i>
Erin Kersing	<i>B.Mus., A.Mus.A., M.Mus. (Perf.Teaching)</i>
Geoffrey Hall	<i>B.Mus.(Hons), B.A.(Mus), B.Sc.</i>
Keryn Lientschnig	<i>Dip.Arts(Mus), A.Mus.A., Grad.Dip.Ed.</i>
Gideon Marcus	<i>M.Mus.(GSMD), Grad.Dip. Mus., Cert.HE.Psych.</i>
Karman Melitsis	<i>B.Mus., M.Mus. (Perf.), Grad.Dip.Ed.</i>
Rosemary Savage	<i>M.Mus.(Perf.), B.Mus.(Hons)</i>
Patrick Schmidli	<i>B.Mus.</i>
Adrian Szondy	<i>Adv.Dip.Aud.Eng.</i>
Hannah Trewartha	<i>B.Mus., Grad.Dip.Ed. B.App.Sc., Dip.Ed. Kodaly1</i>

Support Staff

Daily Organiser	Beth Higgs <i>Cert.III Accounting Dip. Project Mgt.</i>
Laboratory Technicians	Lynette Vaelioja <i>B.App.Sc.</i> Rebecca Heasman <i>B.App.Sc., Dip.App.Sc.</i> Sulo Dissanayake <i>B.Sc.</i>
School Archivist	Frank Reid <i>M.Ed.Studies, B.A.</i>
Pre-Prep Aides	Michelle McDonald <i>Dip.Early Childhood</i> Nikki Nikias <i>Adv.Dip.Children's Services</i> Kate Husband <i>Dip.Children's Services</i>
Pre-Prep Specialist	Lisa Hossari <i>B.A., Grad.Dip.Early Childhood, M.Ed., Dip. Teach.</i>
Multimedia Studio Manager	Stephen Fitchett <i>Dip.Television Production</i>
Head of Resource Centre	Maree Barter <i>B.A., Grad.Cert.App.Sc., AALLA</i>
Library Technicians	Laurice Davis Rhonda Marchione <i>ALIATec.</i> Marianne Ettery <i>Cert.IV Library</i> Julie Lingard

Integration Aide

Carrie Reynolds <i>B.A.</i>
Mary Clark <i>B.Ed., Cert IV Training</i>

Finance and Administration

Accounts	Matthew Shaw <i>M.Comm., FIPA., FFA.</i> Jenny Crampton <i>Cert.IV Bookkeeping</i> Jenny Perera <i>B.Com., Grad.Dip.Sport Mgt., CPA.</i>
Payroll/HR	Hinke Spiekman-Kampf Jenny Lutz
EA to the Principal & Director of Business Operations	Tracey Conway <i>B.A., Grad.Dip.Tch.Ln.</i> Nicola Thomas
EA to the Vice Principal	Claudia Chialastri <i>Cert.IV A&WT, Dip.Sec.Studies</i>
EA to Head of Junior School	Sonia Sutherland <i>Cert.IV Bus.Admin.</i>
EA to Head of Middle School	Michelle Ozcan <i>Cert.IV Training & Assessment, Cer.III Hosp., Dip.Bus.Programming</i>
EA to Head of Senior School	Liam Anderson <i>Adv.Dip.Graphic Design</i>
Secretary to the Director of Music & Performing Arts	Michelle Lu
Graphic Designer & Marketing Support Officer	Carol Gardiner Colleen McHendrie
Enrolment and International Program Admin Officer	Colleen Norvill <i>Div.1 Reg.Nurse, Immunisation Accredited</i>
Front Desk Managers	Jacky Burton <i>B.Ed., Grad.Cert.Careers</i>
School Nurse	Maria Dhroso <i>B.Sc.(Beh.)Hons., M.Psych(Ed.&Dev.), MAPS., Registered Psychologist (AHPRA)</i>
Career Development Practitioner & VET Coordinator	Gavan Woinarski
School Counsellor	

Philanthropy Advisor

Information Technology

Systems and Development Officer	Cameron Andrews <i>Dip.IT, MCP</i>
Support	Denis Cugnetto <i>Dip.Bus., Cert.IV.(IT), MCSA:Sql.</i> Dush Kombala <i>Adv.Dip.Comp.Sc.</i>

Grounds and Maintenance

Manager	Wayne Greig <i>Cert. Horticulture</i> Shaun Colenso Brooke Jeffs Leigh Rigby <i>Cert.IV Turf Management</i>
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Bus Drivers

Jay Kumarage
Juliana Moore
Corinne Tucker
Sam Peluso







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