

# Annual Report 2021

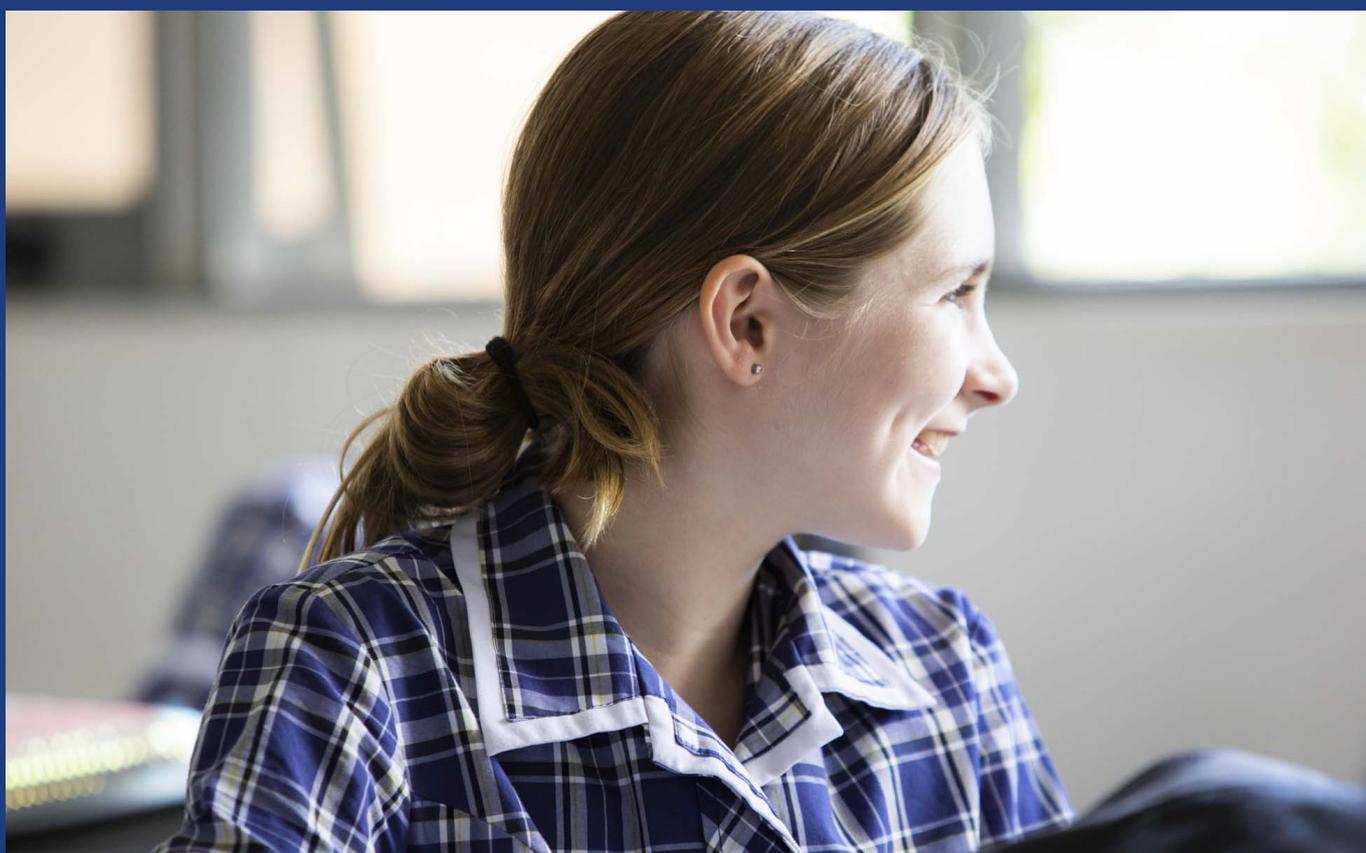
147th Edition



*Presbyterian Ladies' College*

MELBOURNE





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# Introduction

PLC is well recognised as one of Australia's finest schools for girls. It is an exciting and dynamic learning community, where staff and girls are engaged in their learning and in life itself. It is a nurturing community where girls and young women are given every opportunity to grow and develop, to explore their interests, pursue their passions and develop their talents in a stimulating, safe and supportive environment. Our commitment is to ensuring that the girls of PLC, both today and in the future, are given every opportunity and are challenged and supported to achieve their best, both personally and academically, across all fields of endeavour, empowering them to live meaningful and fulfilled lives as responsible global citizens. PLC is a school at the forefront of educational thinking and practice for girls.

There are many tenets that are foundational to a PLC education: the traditions laid down in PLC's earliest days; a commitment and belief in the capacity and strength of women; the development of the whole person; the pursuit of personal and academic excellence; a belief that education transforms lives and brings with it a responsibility to use one's education to make a difference; a commitment to equipping young women to be leaders in their world; an international outlook and the promotion of respect, encouragement, understanding, equity, justice and compassion; a strong focus on looking beyond oneself and to the service of others in need; a clear Christian foundation promoting Christian values and faith, and encouraging a sense of responsibility for oneself, for one another and for the world.

As a Christian independent girls' school, Presbyterian Ladies' College aims to provide breadth, strength, balance and quality of education in both the national and international context for the purpose of encouraging leadership, service and life-long personal development and learning. Founded in 1875, PLC's students consistently achieve the highest of academic standards within an encouraging Christian environment that welcomes girls and their families who represent a diverse range of cultural backgrounds and abilities. The College adopts an internationally minded approach to studies by drawing on the diversity that exists within a community that includes over 40 different nationalities.

Starting in pre-school, students ultimately have access to either VCE or IB Diploma programs in their final two years. Since 2010, approximately two-thirds of all final year students have had ATAR scores greater than 90.00, data that positions PLC as one of Australia's leading schools. Over 98% of all students who graduate in Year 12 from PLC will proceed to university, either immediately or after a year of deferral to explore other interests. The tertiary courses that our graduates enrol in are many and extremely varied, a reflection of the thorough and outstanding careers counselling they have had during their final years at school. Most of our graduates will enrol in universities within Victoria, whilst some will study interstate and internationally. A significant proportion of PLC's graduates will subsequently study a second degree or seek higher-level degrees in their area of training.

Extensive opportunities in language and cultural exchanges, music, drama, sport (over 30 are offered as interschool competition), outdoor education, leadership and service, contribute to a balanced education and give every girl the opportunity to explore and develop her own talents and interests. In a range of individual and team sports, as well as in academic and cultural competitions, PLC students consistently enjoy success at state and national levels.

Recent facility developments at PLC have included a new Learning Resource Centre (2012), a Year 7 Centre (2013), redeveloped science laboratories (2014), the Performing Arts Centre (2017) and a new Year 11 Centre (2018) and Year 12 Centre (2019). In addition, a significant refurbishment program for all classrooms and offices in the Senior School will be completed in 2023.

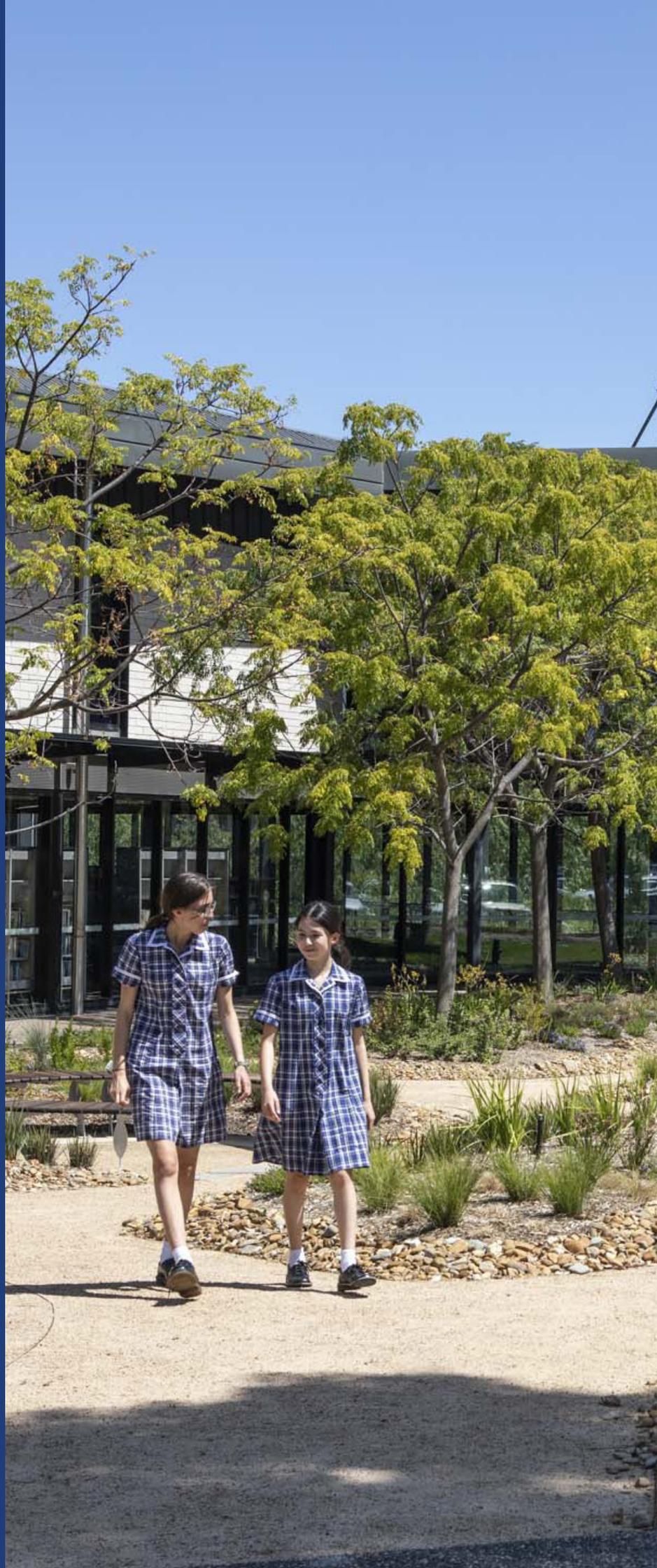
## PLC's Mission

As a Christian Independent girls' school, Presbyterian Ladies' College aims to provide breadth, strength, balance and quality of education in both the national and international context for the purpose of encouraging leadership, service and life-long personal development and learning.

## Cultural Statement

PLC's Christian ethos and education mission are the foundation of its culture. It informs the shared values which shape the common life of our community and the behaviour of those who belong to it.

At PLC, we work within a culture of truth seeking, character building, service to others and respect for all people as we strive to build a caring, learning community that encourages our students to embrace their futures with confidence and compassion.





## Shared Values

### **Truth and excellence**

Wisdom, a love of learning and the pursuit of academic excellence are fostered by a commitment to discover truth and understanding in all areas of knowledge.

### **Character and integrity**

Success in life is measured not just by what we achieve, but who we are as people. Strength of character and virtue are developed through perseverance, courage and self-discipline.

### **Service**

Satisfaction in life comes where we live for the wellbeing and benefit of others. Those who rise to leadership are called to use their position in the service of others.

### **Care and respect**

Prosperity in community comes when we care for and respect one another and harness the different strengths, perspectives and ideas of individuals for the common good of the community.



## From the Chairman Rev Mark Chew

I take great pleasure in bringing to you, on behalf of the College Council, a report on the affairs of Presbyterian Ladies' College for the year 2021.

Like 2020, it has been another year where the pervasive shadow of the pandemic hung over the life and activities of the College. Sadly for the staff and students, lengthy periods of lockdown and online learning had to be endured, and many of the College's treasured events, like the Twilight Picnic, Gala Speech Night, annual musical or play and concerts have had to be cancelled, or severely altered.

However, both our staff and students, with the support of the entire community showed exceptional resilience to persevere with the important tasks of teaching and learning and made the extra effort to attend to the wellbeing of one another.

I wish to thank our Principal, Mrs Cheryl Penberthy, and her entire team at the College, for the amazing work that they have put in to ensure the smooth and effective running of the College. The College community has stayed cohesive, and has been able to maintain its work of providing the best education to its girls, and developing them to be critical thinkers, servant-hearted leaders, resilient in character and respectful of all. The Christian Gospel continues to be at the heart of the College, influencing its strategy and shaping the culture of the College.

At the end of 2020, the previous chair, Mr Russell Walley, stepped down after a service of 11 years on Council, nine of which was as its Chair. We thank Mr Walley for his sacrificial leadership and the wisdom with which he has led the Council and the College. At the same time, we also farewelled a number of other long-serving Council Members: Mrs Catherine O'Leary, Mrs Jan Markham and Dr Greg Barton; their service and contribution to Council and the College is likewise acknowledged with thankfulness and gratitude.

Early in 2021, the College Council made the decision to offer Mrs Penberthy a two-year extension to her initial two-year term as Principal until the end of 2023. Her commissioning as the twelfth Principal of our esteemed College on 28 April 2021 was a joyous occasion which we were able to hold in person at the Performing Arts Centre. Since that day, she has continued to serve the College with great energy and thoughtful wisdom, motivating both staff and students alike, to bring out the best in their endeavours.

On 24 June 2021, the Members of PLC approved the College's updated Constitution (Memorandum and Articles of Association) following the introduction of new minimum standards required by the Victorian Registration and Qualifications Authority (VRQA). Since the adoption of the College Constitution over 40 years ago, several key legislative and regulatory frameworks governing the conduct and operation of not-for-profit entities have significantly changed. The changes that have been made to the College Constitution now enable PLC to comply with those requirements, maintain good governance and preserve the core principles and mechanisms contained in the original document.



Despite the challenges of the pandemic for day-to-day operations, the College continues to make good progress in the implementation of its Strategic Plan, “Towards 2023 and Beyond”. This is being led ably by Mrs Penberthy, and we are anticipating the lasting fruit of that labour in its successful implementation. Consistent with the delivery of the Strategic Plan, the College has also continued to invest in its facilities and to undertake the necessary feasibility and scoping work to deliver the proposed Sports Aquatic and Fitness Centre as envisaged in the Master Plan.

Such ongoing investment is only made possible by the careful and prudent stewardship of the College’s finances, and we are pleased to report that the College continues to maintain an operating surplus despite the financial pressures placed on the College as a result of the pandemic, which impacted on income from the Boarding House and the Early Learning Centre. We are pleased to also report that we have been able to support parents during the pandemic through targeted assistance for those significantly impacted

by the pandemic as well as more general relief owing to the length of lockdowns and online learning.

We are looking forward to a better year in 2022, where the life of the school can return to normal, and the girls of our College are able to enjoy the activities traditionally available to them in an uninterrupted fashion. Despite the ongoing challenges and changing circumstances in the world, PLC has continued to thrive and excel under the blessing and providence of God. The quality and strength of its community, the strong leadership of the Principal and its staff, and the enduring Christian heritage and culture are gifts from God which enable the College and the students who come under its tutelage to thrive and prosper. Long may He prosper and bless our College!



## From the Principal Mrs Cheryl Penberthy

The start of 2021 held great optimism for us all as we had endured the lockdowns in the year prior. Albeit with no live audiences, House Concerts progressed at the start of the year and parents and friends were able to engage through live streaming whilst they sat in the Performing Arts Centre or at home. We carefully navigated through how we might adapt a play or a concert to give the girls the best chance to perform and enjoy the wide variety of activities they always look forward to.

In Term 2 we were blessed to be able to proceed with my formal commissioning as Principal. I personally was so touched by the warmth and support I received from the entire PLC family on this occasion on 28 April as the twelfth Principal of PLC. It was a joyful, historic day and I was moved by the public vows of support and encouragement I received.

The Year 12 Formal was a highlight. Held at Leonda, the girls enjoyed getting dressed up for an evening of dancing and just being together. It is always a much-anticipated occasion and this one seemed even more special for our senior students given the restrictions we've all faced.

Then COVID-19 advanced again in mid Term 3 and everything stopped on-site! We were poised ready to open our Biennial College Art Show and that event was obliged to be presented online. Our much-anticipated Gala had to be cancelled for the second year in a row along with many other events.

In the face of this ongoing crisis and disappointment, the girls and staff went seamlessly back to the model of learning from home. To be a part of all of this is simply a great privilege. The endless focus and enthusiasm the students and teachers from the Early Learning Centre, Junior and Senior Schools demonstrated, in making the best of things and ensuring that learning continued unabated across

the whole College, was superb. Equally as inspiring was to see how the staff supported the girls and how the girls supported one another through all the changes. Indeed, the wellbeing of our girls and staff as we faced the challenges of 2021 together was always at the forefront of our minds and actions.

At the start of Term 4 our Year 12 girls were the priority as they sat the GAT and then returned to classes on-site with some Year 11s. As the term progressed more year levels returned but to a very different school experience. We continued to navigate the very different environment of school where year groups were not allowed to mix, sport and face-to-face co-curricular activities were almost non-existent and chapel and assemblies were held via Zoom. Yet our girls and staff were incredibly resilient and made the best of all circumstances. They navigated the rules and were creative, innovative and determined in their approach to making the best of every different situation.

At PLC, we greatly value special events, particularly those at the end of the year. It is through events such as the Year 12 Leavers', our annual Carols Service and Junior School Speech Night to name a few, that we celebrate our students and create a sense of belonging. COVIDSafe events were designed and run; end-of-year events with a difference went ahead.

Furthermore, despite the perpetual worry of what might happen in relation to the end-of-year examinations our girls remained focused and, always determined to do their personal best, they adapted to new learning styles and situations and worked extremely hard. The girls sat the examinations under special COVID-19 rules and did not miss a beat.

2021 was a year that continued with its many challenges. Yet these challenges were accompanied by just as many

positives. The IT digital learning skills of girls and staff were enriched and enhanced exponentially; many activities that had been postponed or cancelled re-emerged in different COVIDSafe formats; parent seminars and parent-teacher interviews were held via Zoom and our whole community worked together to help the girls to get through this time.

Our School Council also worked extremely hard throughout 2021, providing excellent governance. Further, Council members gave of themselves unstintingly as they continued to look towards the future to ensure that Presbyterian Ladies' College remained in a strong position by seeking to provide the best possible learning opportunities and environment for our girls. As a result of their planning, we were able to continue preparing for new sport and aquatic facilities as well as updating the Doris Daniel Theatre and Hilda McKay change rooms. Our school community is extremely grateful for their devoted

service. Our girls will certainly benefit from this planning for the future as well as the immediacy of some of the improvements.

With the School Council, College Executive and staff, I have been working with strong commitment to develop important initiatives from the "Towards 2023 and Beyond" Strategic Plan. We have identified many strategic initiatives for 2021 and produced detailed operational plans across the different areas of our College to achieve our three strategic goals.

Our first goal is for our girls to be lifelong learners with a global perspective who are capable scholars, thinkers, citizens, advocates and leaders.

The strategy to achieve this goal is to design and implement a student-centered academic and wellbeing framework which clearly demonstrates the learning journey across the College. This reaches from the ELC to Year 12 with explicit focus

on College values and Christian ethos, student voice, graduate outcomes and capabilities, assessment and reporting, digital learning and articulation of the framework, human and physical resource use, and multiple ways of learning.

## Goal 1 2021 achievements

### Senior School

- The academic and wellbeing framework and competencies were launched.
- A refreshed digital curriculum unit planner was agreed and population has commenced.
- The Health/PE and Personal Development curriculum audit was completed.
- The design of the Student Pastoral section of Wyse has been completed.



### Junior School

- Junior School and Early Learning Centre Learning and Wellbeing Frameworks links were established.
- The Social and Emotional Wellbeing Survey and staff consultation were completed.
- The Personal and Social Learning curriculum was reviewed.
- Skilful thinking strategies and tools were developed and embedded into the curriculum.
- Revitalised transition processes between Prep and the ELC were implemented.
- Revitalised transition processes from Year 6 to Year 7 are nearing completion.

### Early Learning Centre

- An 'exceeding' rating for all ACECQA quality areas was awarded.
- Rear playground consultation (Children's Voice) was designed and planning is complete.
- All staff participated in a series of professional learning sessions focused on 'The Curious Child' as part of the Early Learning Centre philosophy.

Our second goal is that PLC will be recognised as a leading Christian independent girls' school with a focus on educating, developing and inspiring girls to thrive.

The strategies to achieve this goal are to develop and implement a stakeholder engagement plan that communicates our educational identity to our community; to review and refresh the admissions plan, processes, trend analysis and reporting; and to refresh and innovate the PLC brand and value proposition.

### Goal 2 2021 achievements

- The PLC brand has been repositioned with new digital, print and billboard collateral and associated materials were launched.
- The Curious video brand campaign is live in market.
- Market research was conducted and stakeholder surveys have been completed.
- New Boarding video collateral was launched.

- The CRM tool was implemented and is on the PLC website to gather enquiries.
- Event registration pages were finalised and these are now ready for when tours re-open.

Our third goal seeks to maximise conditions for success through continuous improvement with explicit focus on operational excellence and assurance and people, culture and strategy.

The strategies to achieve this goal are to: identify and improve business and operational planning, practices and processes; develop and implement a College-wide digital strategy and supporting IT roadmap that fully enables all strategic initiatives; establish an enterprise risk management framework supported by strong compliance controls and policies; implement Council's staged Master Plan that supports the needs and future development of the College; develop and implement a College-wide workforce plan; develop and implement a staged People Strategy with explicit focus on job design, alignment and accountability, staff selection and induction, professional and career development, recognition and retention, leadership and performance, talent and succession, values and behaviours, and change management; create a culture of employee safety, wellbeing and respect; and develop and implement agreed PLC high impact teaching strategies to build common practice.

### Goal 3 2021 achievements

- The 2021 Operational and Departmental Plans and reporting structures was executed and a digital strategy platform implemented for 2022.
- The five-year business plan (2022 - 2026) was prepared and financial reporting updated (based on the Somerset Financial model).
- Stage 1 of Enterprise Management Risk Framework (EMRF) was completed including renewed Constitution, committee charters and governance policies.
- A School Council Board Portal was implemented.
- The ICT Disaster Recovery Plan was completed.

- The Major Capital Works gateway policy and process was reviewed and an Aquatic and Fitness Centre (SAFC) Steering Committee established.
- A succession plan for Principal and Executive roles was developed.
- A College-wide Workforce Planning framework and practices were implemented.
- Talent and recruitment processes were streamlined and digitised.
- Our Employee Relations framework was implemented.
- The PLC Staff Values and Behaviours were published and embedded.
- The staff wellbeing survey was completed and online wellbeing tools made available to all staff.
- A College-wide Staff Development and Performance framework and professional development programs were implemented for teaching staff, general staff and leaders.
- The PLC High Impact Teaching Strategies were identified and documentation commenced.
- The Occupational Health and Safety compliance improvement program was completed.
- The Occupational Health and Safety risk register (including hazards, controls, tasks and accountability) was developed and aligned to our Enterprise Management Risk Framework.
- The COVIDSafe, Air Quality, Ventilation and Mandatory Vaccination Policies were developed and implemented.
- A Mandatory Vaccination dashboard was implemented.
- A Ventilation study and Risk Assessment framework were implemented and actioned.

I have been continually amazed by our inspiring, warm, supportive and engaging Christian learning community. No matter what the circumstance, there is an abiding commitment to excellence in thinking, learning, care and service. These pillars of wellbeing and learning, underpinned by a firm Christian foundation and culture of excellence, are clearly hallmarks of our College. PLC continues to aspire to nurture and develop young women of influence and to equip them to flourish in every aspect of their lives as they serve and shape Christ's world.





## Year 12 Results

The Year 12 results of our PLC graduates over the past three years demonstrated our continued focus on academic excellence as an important part of the PLC student experience. The girls continued to focus on their learning in 2021 despite the rolling lockdowns in Melbourne which necessitated long periods of distance learning. Our girls see their academic studies as the foundation for diverse and enriching pathways in their life beyond school which extend them personally and enable them to pursue their passions and interests.

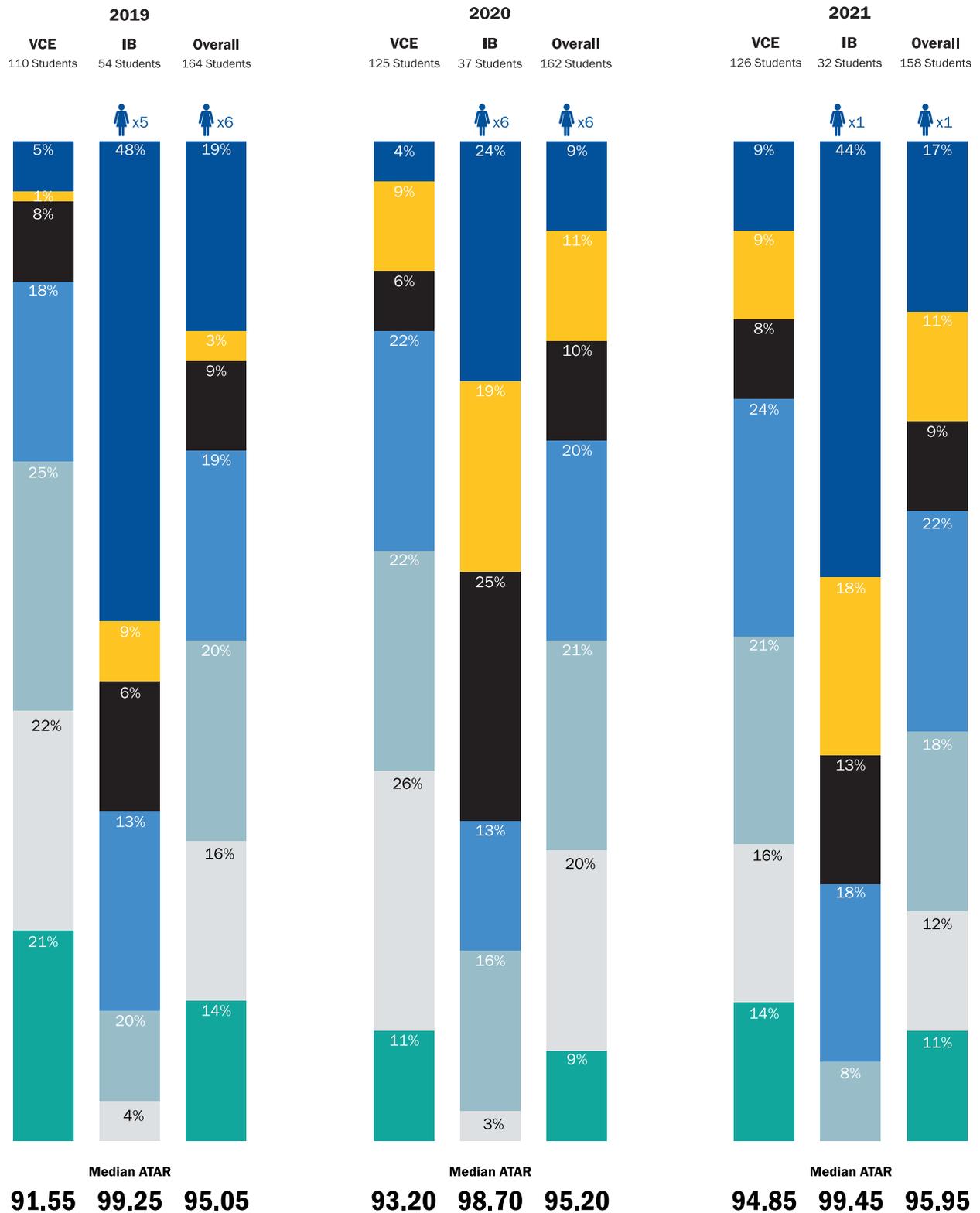
A combined median ATAR above 95 for the past three years is a truly outstanding achievement. The students continued to choose their personal pathway of program and subjects to meet their needs and interests. Solid foundations built through their education at PLC ensure the girls are all well prepared to pursue either the VCE or IB Diploma and to be extremely successful in whichever program they choose.

Their journey is strongly supported through expert teaching and wellbeing support, and the love and care of families who prioritise the wellbeing of their daughters and the rich education PLC provides.

Our Year 12 girls were also highly successful in establishing new ways to support their peers and the voice of younger students. They were also active in the local and global community with support for health care workers and others experiencing difficulties as a result of the COVID-19 pandemic.

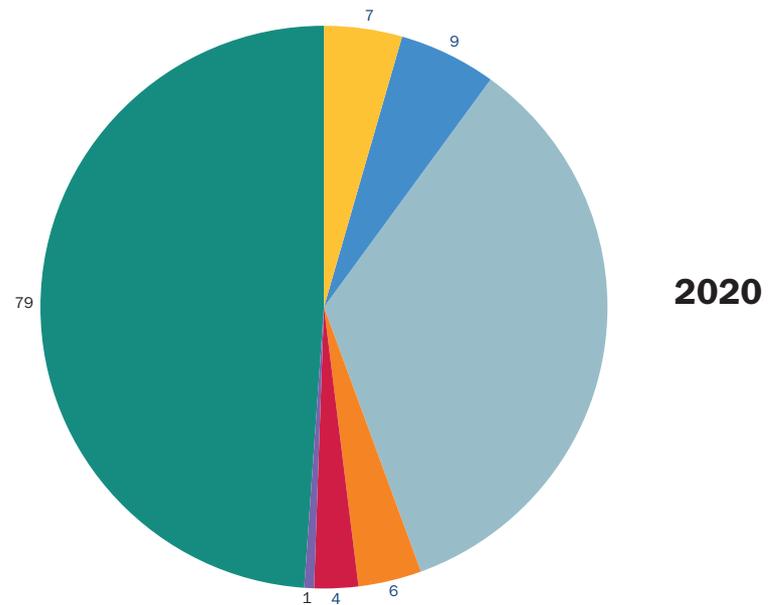
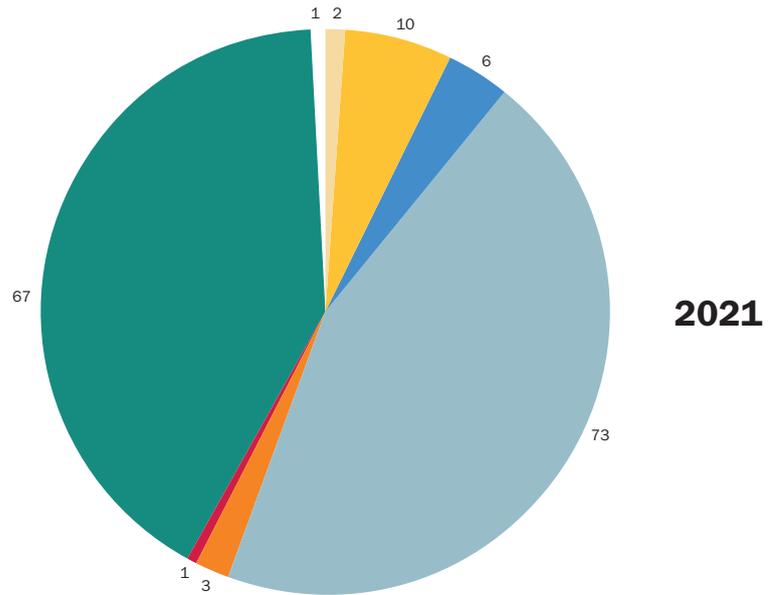
The Year 12 PLC students of 2021 made us all very proud as they exemplified the graduate outcomes of Scholar, Thinker, Citizen, Advocate and Leader and stepped out into 2022 as confident young women who are keen to use their knowledge and experiences to make a difference to the lives of others.

# Year 12 ATAR Results



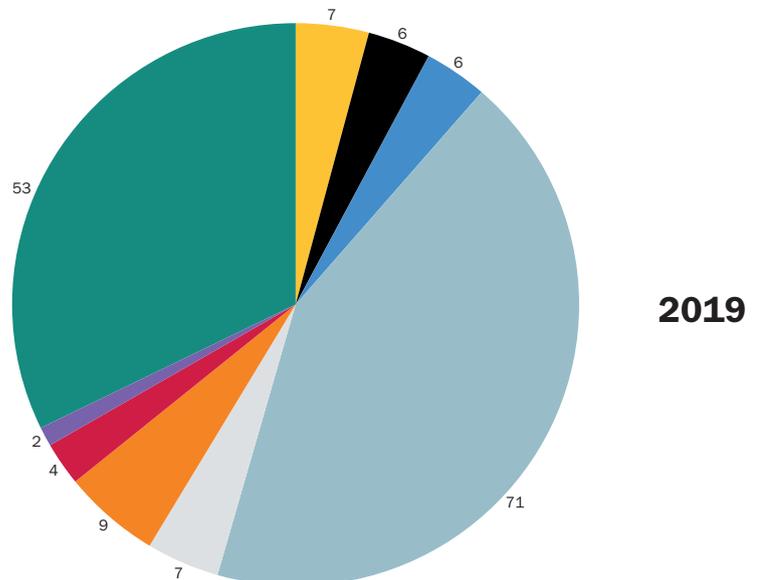
# Destinations

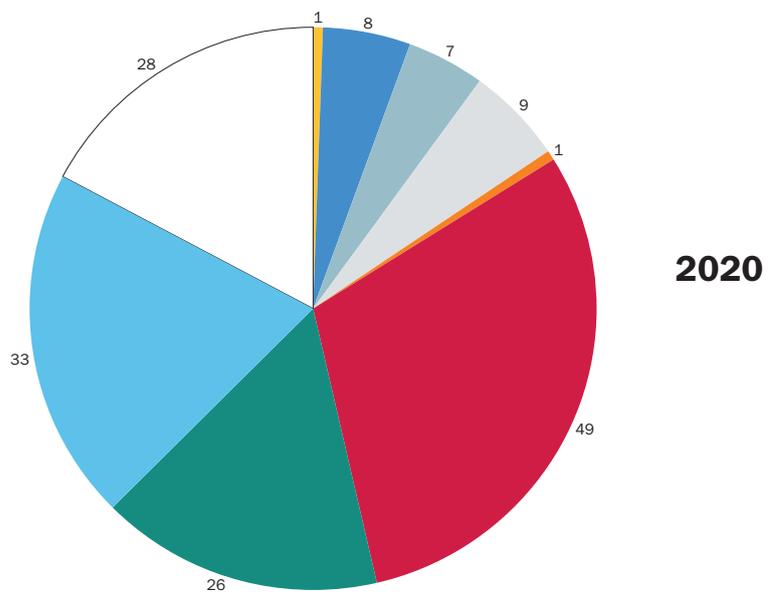
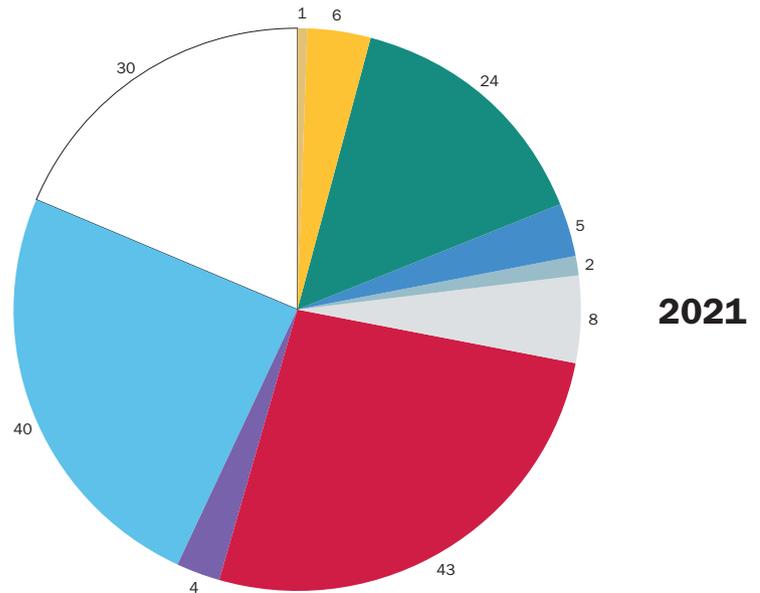
100% of the Year 12 students in 2019 - 2021 completed the Victorian Certificate of Education or the International Baccalaureate Diploma. No students included VET qualifications as part of their certificate.



# Institutions

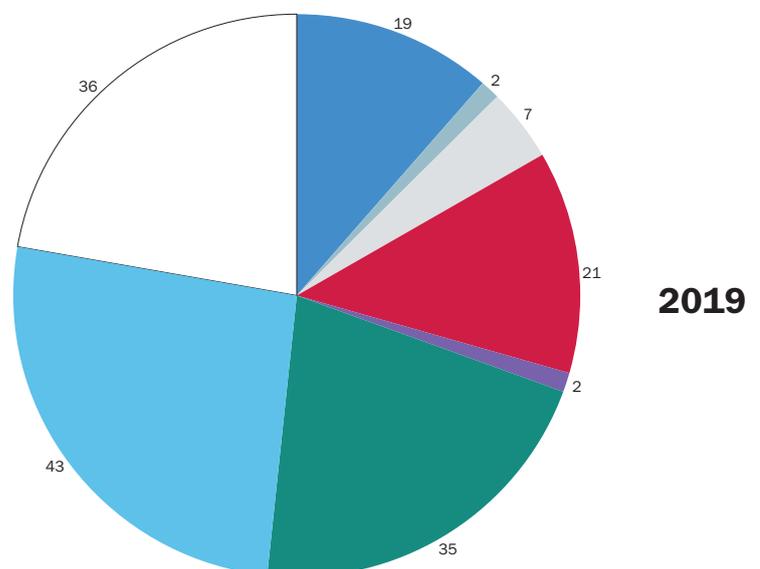
- ACU
- Deakin University
- Interstate
- La Trobe University
- Monash University
- Overseas
- RMIT University
- Swinburne University
- Tafe
- The University of Melbourne
- Tafe
- Without Offer





**Areas of Study**

- Agriculture
- Architecture & Design
- Creative Arts
- Education
- Engineering
- Food/Hospitality
- Health (incl. Biomed Science)
- Information Technology
- Management & Commerce
- Natural & Physical Sciences
- Society & Culture (incl. Law)



# From the Director of Christian Ministries Rev Nick Curtis



Did 2021 feel like 'Groundhog Day' to anyone? By that I mean, didn't 2021 feel a lot like 2020 in many ways? Who would have thought after such a trying year as 2020 that we would go on to repeat it all again in 2021? Our seven-day, snap lockdowns once again turned into Melbourne gaining the reputation as the world's most locked down city.

What was the result of the pandemic and the resulting lockdowns and where does this leave us in terms of ministry?

Let me try and share some thoughts and observations on the damage, the need in how we share in ministry and the hope of healing for the road ahead.

## The Damage

On a positive note, at PLC we are fortunate to be such a well-resourced school, something we should not take for granted or without gratitude. So, when we were all locked up again, education was able to continue through the use of Zoom.

Not every school had that luxury. As the days turned into months, it was noticeable in both students and teachers that there was much fatigue. The novelty of learning in your tracksuit pants or being at home seemed to have worn off. This was especially noticeable in the sixth major lockdown.

Isolation led to loneliness. When I asked one class to give me a word for how they were feeling about the last two years they responded in the following ways: "tired, upset, confused, exhausted, lonely, afraid, angry, stressed, distrustful." Being away from community for such a long period of time has had some major impacts that will take quite some time to heal.

Apart from the isolation and loneliness, there has been an absence of joy with things such as musicals, gathering with friends to mark special occasions and

being helped in person. There has also been an absence of certainty. Never before in this generation has such a time of uncertainty been felt.

Fear. Fear for some of getting the virus and fear for some of getting the vaccine. Fear for some of being closely scrutinised by the government. Fear or disunity in families and in the difference of opinion on how we act and react to the many things unfolding that we are now faced with.

Anger for some doesn't appear to be too much below the surface. There is an anger at things that have been lost, perhaps missed occasions to celebrate. There is the anger of some people feeling like they don't have a choice with some things. There is an anger for time lost being locked up. And there seems to be an anger for some at feeling like they had their voice taken away in being able to express themselves.

Well, if these are some of the negatives, what has the ministry looked like?

## The Ministry of Hope

Each week a devotion is sent out; "a verse for your encouragement" goes out to all staff and students. This is in the form of a practical devotion based on a verse in the Bible. One of the beautiful things about the Bible is that God still speaks through what God spoke through. In a world of information saturation, where there is so much noise but not much wisdom, isn't it wonderful to be able to hear from God?

Through the Bible we can learn that we are known by God and we can know God. Through the Bible we can learn that "you are fearfully and wonderfully made." Through the Bible you can come to know Jesus and enter into a relationship with him that will give you a hope that will never fade.

As well as the weekly devotions we went back to having a weekly whole school chapel. Some of these chapels worked with recent themes such as an 'Olympic chapel'. As Lockdown 6 dragged on, themes such as "chapels from around the world" were presented to help take our mind beyond the four walls of the living room.

Ministry was also felt in walking alongside those who were grieving. We said farewell to much-loved Junior School staff member, Mrs Napier, much-loved wife of Mike, mother to Phoebe and Lily. Her warm smile and friendly sense of humour is missed by many.

We were fortunate in between lockdowns to have our PLC Prayer Breakfast. At the Prayer Breakfast we heard from Rev Christie Buckingham who was the chaplain to the 'Bali 9'. This was an amazing opportunity to hear from such an inspirational speaker with such a powerful story of grace, forgiveness, and courage. Over 150 people were able to gather and pray for our school community.

In between lockdowns the Junior School was fortunate to be able to run the JOYCE camp. Mrs Catchpoole does an amazing job organising this camp and speaking hope into the lives of the Junior School girls through her commitment to the gospel, deep reflection, and fun engagement with the girls. This was a great time for the girls to enjoy the beauty of God's creation in the majestic Yarra Valley. A time to be immersed in outdoor activities and fun, to hear about the life-changing experience of meeting Jesus. It was also a time to hear Mr Williams' great campfire story of how he fell into a wombat hole! A warning to us all. Weekly student groups such as CU and Mustard student meetings continued over Zoom each week, though there was a noticeable drop in numbers as students battled 'Zoom fatigue' – too much time in front of a screen. It will be a noticeable prayer point to pray for the refreshing and rebuilding of CU as people get used to

meeting together again, hungry to learn more about God.

Pastoral care with staff and students continued, relating to a range of issues, heartache and pain, joy and celebration. It was a time to walk alongside people. In a busy school such as PLC, when off-site learning was taking place, this was experienced through phone conversations, checking in with people. When on-site learning resumed, this took place in corridor conversations, meetings and walks.

Moving into 2022 there is a change taking place in the Christian Ministry Team. Mrs Perri Winter-Barry will step down as Student Ministry Co-ordinator and into the role of Student Ministry Assistant. She will still be leading the girls in worship at chapels with her beautiful music and staying involved in Boarders' chapels. We thank her for her service and commitment over many years. Mrs Kate Stanton will take on the role of Student Ministry Co-ordinator, being involved with chapels and leading CU. We welcome her into this position.

Sadly, this year due to COVID-19, we were unable to visit our sister school, Neno, in Malawi. Some financial contributions were given early in the year to help the school. We keep the fine work that Esther, Neno's Principal, and Edwin, Neno's Deputy Principal, do in our prayers, along with the amazing staff and students.

At the time of writing school has returned to on-site learning. Students and teachers are frantically running around finishing off work and stepping into some fun celebrations.

We have our Empty Christmas Tree set up where students across the College are encouraged to give generously to support disadvantaged Indigenous youth, refugees and families of prisoners.

As we move towards the end of the year and look forward to celebrating Christmas, let us be reminded of the words from Isaiah:

The people walking in darkness have seen a great light, on those living in the land of deep darkness a light has dawned... For unto us a child is born, to us a son is given, and the government will be on his shoulders. And He will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace.

May you know this peace in your life this Christmas. This Christmas, come and see what God has done, may you meet this Prince of Peace, Wonderful Counsellor, Mighty God. His name is Jesus, and he loves you dearly.

## Early Learning Centre



The end of another year – another wonderful group of eager, young individuals who have been keen to take on board new challenges and new possibilities. Being part of the PLC community provides endless opportunities for our youngest members and all aspects of College life is embraced for the benefit of every child.

Right from the start, the children are encouraged to share their world with each other and become active communicators. Strong relationships are forged and it is these relationships that provide the foundation for learning. At the ELC we are thinking about how to think; learning about how to learn. We believe that the children are already rich and strong and resourceful, natural thinkers with much to contribute. The early years are crucial learning years, for it is in this period that children form conceptions of themselves as users of language, as thinkers and as social beings. Their imagination, their curiosity and their inventiveness enables them to test out their ideas and build on their understanding. Each group of children is different and each group undertakes learning in different ways. It is not so much what children know that is important, but how they are developing their thought processes and understandings. They are continually formulating theories and reaching satisfying conclusions, which they can then test according to their life experiences.

Building a community involves getting to know each other. Learning who we are – what makes us excited, happy, sad, delighted. What talents do we have that we bring to our community? How are we the same and different? How can we help each other along our life journey? What will we take along with us at the end of our year together?

It is with this knowledge and understanding that our ELC community came together this year. Every experience and encounter

was created in the context of loving and trusting relationships. The continuation of COVID-19 strengthened our resolve to keep our community connected as we opened up many avenues of learning for our children. The possibilities of human potential are endless and we hope our intentions of adaptability, flexibility, joy and connection helped our children to thrive during this different year in their lives.

The obstacle of COVID-19 brought new avenues for helping children reach their potential this year. During this time the ELC Connect newsletter, group Zoom meetings and shared learning spaces helped to strengthen character, build resilience and provide different possibilities for learning together.

Throughout the year there have been many highlights and projects that have stimulated the children's interest. The highlight of 2021 was the virtual, biennial ELC Art Exhibition that was presented toward the end of August. The creative talents of 182 budding young artists were available online for family and friends to view and seven large group canvases were auctioned with the proceeds going to a worthwhile children's charity. This was a fabulous occasion, one that celebrated the unique abilities of pre-school children.

The ELC is fortunate to have expansive outdoor play spaces and the Big Backyard provided many opportunities during the year to discover nature, explore rocks, birds and bugs, run down the large grassy hill, and play group games in the large open space. Children were scientists, researchers, artists and gardeners as they drew, painted, observed, listened, tasted, smelt and touched nature all around. The outdoor space played a vital role in the children's program as we were very mindful of the 'indoor childhoods' that the COVID-19 restrictions placed on children.



Early in the year family involvement was encouraged with many parents attending the Easter Hat Parade and the Mother's Day Morning Teas. Further gatherings were unfortunately ceased due to the pandemic, but thankfully we were all able to come together for the Pre-Prep Sports Day and finally, our end-of-year Family Picnic. This event was a wonderful finale for the ELC community to enjoy.

Staff believe in the possibilities of all children and ensure that their rights to the best education are recognised. At the PLC Early Learning Centre the richness of different cultures and the value of each individual child's contribution is celebrated.

We thank all ELC parents and other members of the broader PLC community for joining us on this special journey. Together we have worked to provide the best learning outcomes for each and every child.



**Deb Hendren**  
**Director of Early Learning Centre**

# Information Technology

During 2021 the College was again required to spend long periods of time delivering distance learning as a consequence of the COVID-19 pandemic. Although having students and staff working from home had its challenges, the experience gained and the Information Communication Technology (ICT) system development made during 2020 continued to serve the College well.

The College again offered loan devices for any students who required them to support their learning. Devices were offered to Senior School students from the start of the year and many parents took advantage of this offer. In the Junior School, devices were prepared and set aside in case they were needed in the future. When the first lockdown for the year occurred, the Junior School was able to immediately transition to distance learning by sending students home with a loan device. Wyse is the College's Intranet, communication platform and learning management system (LMS). Long periods of distance learning has

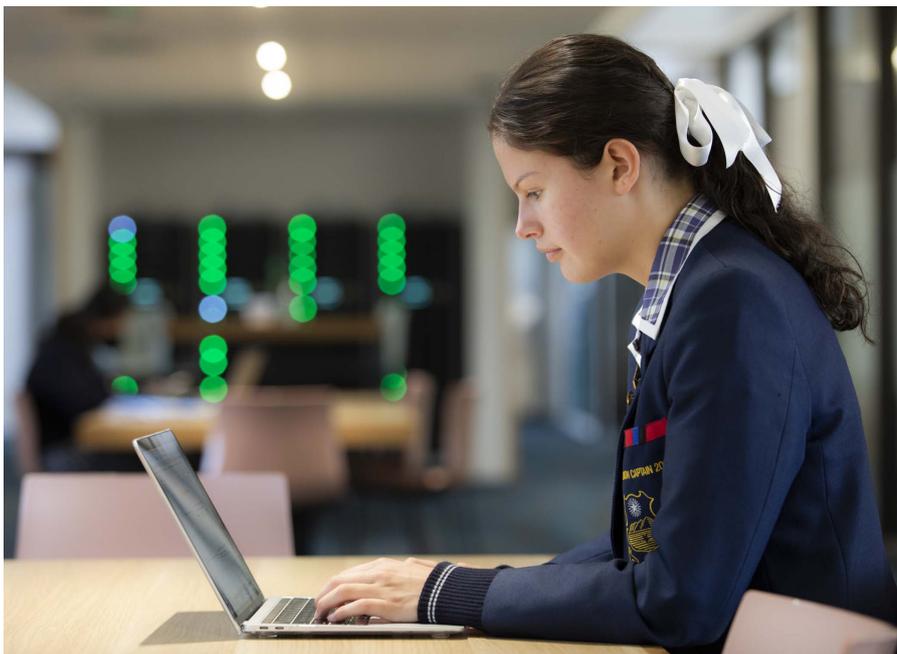
resulted in an accelerated uptake of Wyse by students and staff and the adoption of many administrative features in Wyse. The Wyse parent and future parent interfaces received an update and designs have been created to improve the Wyse student and staff interfaces in the near future.

During 2021 the threat of cybercrime continued to rise across Australian independent schools with several schools reporting they had been targeted and had suffered significant disruption. The College continues to work with security experts to harden our security and adopt practices to mitigate our risk as much as possible. Given the changing nature of this threat this work is ongoing.

A significant project during 2021 has been updating many important ICT governance documents such as our Disaster Recovery Plan (DRP). Our updated DRP has prepared the College to deal with ICT disasters so that the College can recover from an outage with minimal disruption.

An ongoing project to reduce the use of paper in our administration and to adopt digital storage and communication solutions continued in 2021. All current student records were digitised as well as a significant number of past student records. Throughout the College paper forms are gradually being converted to electronic forms (eforms). The eforms have a digital workflow which enforces the College's policies and business rules while integrating with our systems to remove manual handling. Electronic forms have allowed the College to quickly create digital solutions when required. One example was the requirement for the College to quickly obtain student COVID-19 vaccination status to allow students to attend off-site education programs.

**Brenton Harty**  
**Director of ICT and Privacy Officer**



# Junior & Senior Schools

## Student Demographics

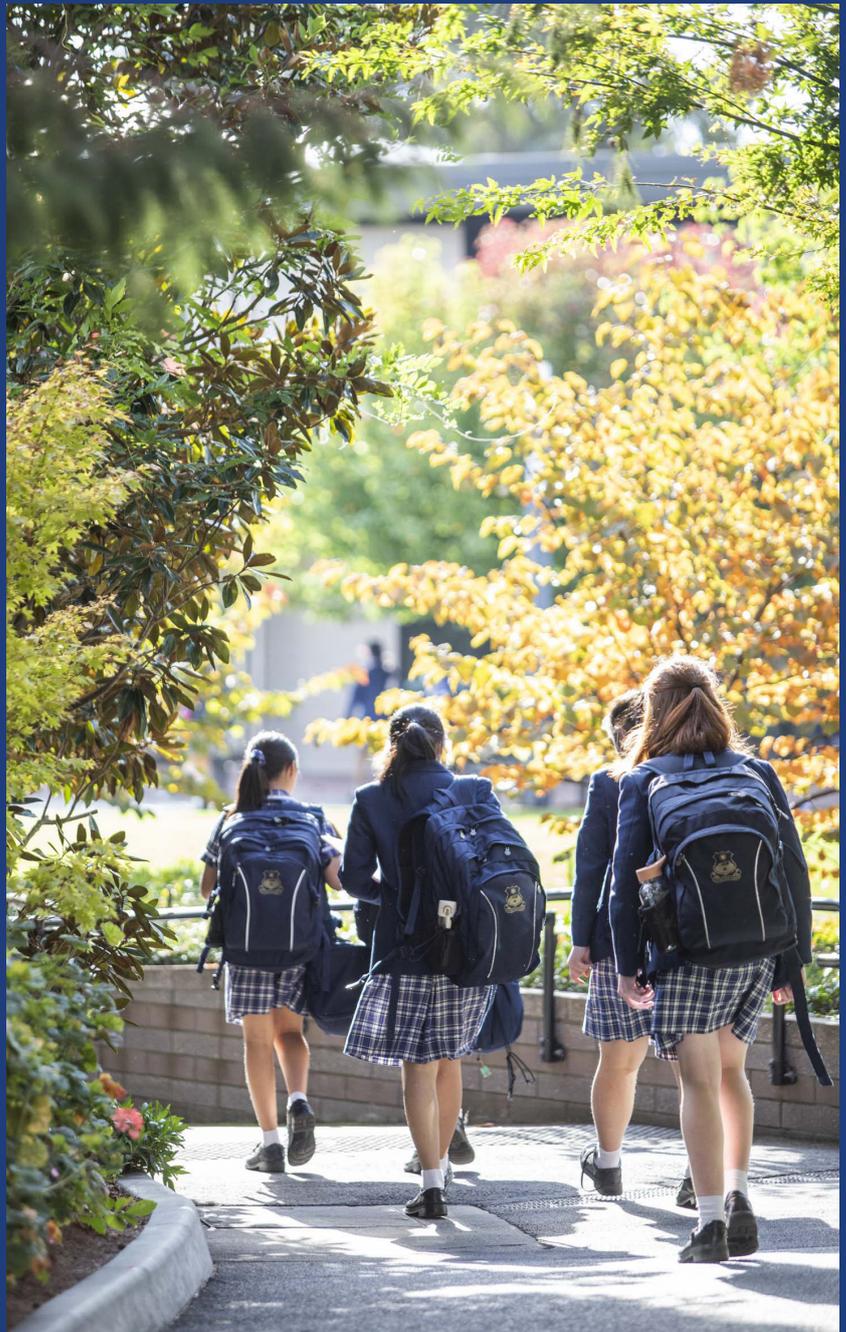
| Student Profile                   | No. of Students |
|-----------------------------------|-----------------|
| Total Students                    | 1463            |
| Funded* Students                  | 184             |
| Full-fee Paying Overseas Students | 46              |
| LBOTE^ Students                   | 923             |
| Indigenous Students               | 4               |

\* Individual students funded under Commonwealth or State Government disability grant schemes

^ Students with a language background other than English

## Student Attendance

| Year    | Attendance Rate (%) |
|---------|---------------------|
| Prep    | 97.71               |
| Year 1  | 97.12               |
| Year 2  | 97.78               |
| Year 3  | 98.09               |
| Year 4  | 97.40               |
| Year 5  | 98.41               |
| Year 6  | 97.89               |
| Year 7  | 98.51               |
| Year 8  | 97.56               |
| Year 9  | 97.79               |
| Year 10 | 96.45               |
| Year 11 | 94.02               |
| Year 12 | 94.46               |





## Junior School Report

Junior School continues to thrive. The students demonstrated ongoing growth across all areas of learning, regardless of whether experiences were delivered face-to-face, on-site, or online during the extended periods of remote learning. The Junior School staff consistently provided exceptional teaching, identifying and advancing the knowledge and skills of each student, as well as developing each girl's character.

Across all facets of life in the Junior School, Dr Michelle Cafini, staff and students have appreciated the wonderful support of the Principal, Mrs Cheryl Penberthy, who was always encouraging and supportive of all endeavours. Mrs Penberthy attended many events throughout the year and was always a strong advocate for the Junior School.

The staff also acknowledge the support and cooperation of parents throughout the year which contributed to the success of their programs.

New students were warmly welcomed at the beginning of the year. They settled quickly into life in the Junior School, readily adapting to new routines and expectations. The Year 6 students took their responsibilities as leaders of the Junior School seriously and have been excellent role models for the rest of the Junior School girls. The 2021 Junior School Captain led by example and her involvement in, and commitment to, the life of the Junior School was greatly valued.

In addition to staff continuing to work collaboratively to review and update curriculum and assessment, this year saw the launch of the Junior School's Learning and Wellbeing Framework. The framework centres around developing exceptional learners in the Junior School who are strong communicators, effective collaborators, engaged citizens, skilful thinkers and who are of good character. These five competencies are acknowledged by many researchers in the educational field as essential for students to develop

in order to thrive in their future workplaces, and for life in general in the 21st century. We believe that if these competencies become embedded in our students' behaviour and way of thinking from early in their education, they will lead to our PLC graduates to become capable scholars, thinkers, citizens, advocates and leaders with a global perspective. In 2021, the major focus has been on skilful thinking. Explicit skilful thinking experiences implemented this year have enabled students to reflect, make connections and play with ideas, ask well-considered questions, observe and analyse, formulate and justify opinions, consider different viewpoints and respectfully challenge the opinions of others. A scope and sequence for the teaching and development of skilful thinking, collaboration and communication skills has been developed, and resources created to ensure a common language is communicated across the Junior School.

Professional reflection and growth, developing one's career path and constant learning are some of the characteristics demonstrated continually by the Junior School staff. Professional Learning in the Junior School this year centred around elements of the Learning and Wellbeing Framework. Working in teams, staff participated in two Lesson Studies throughout the year which involved them engaging in pedagogical discussions, observing practice, implementing a variety of tools and strategies and then reflecting on how the implementation of different approaches to skilful thinking led to changes in pedagogical methodologies and deepened student learning.

Digital technologies continued to be at the forefront of education in 2021, especially during the ongoing COVID-19 restrictions. The Junior School's remote learning program engaged students in high quality learning activities through the use of Google Classroom, Seesaw and Zoom. These platforms provided students and teachers with a way to communicate with each other and for the students to submit

work for teachers to assess and provide feedback. The use of document cameras, video recordings and virtual excursions complemented the learning experiences of our students. Online communication, collaborating through various forms of technology, agility, adaptability, time management, problem solving, critical thinking, self-discipline and self-management were skill sets that continued to be strengthened during remote learning. These skills will stand the girls in good stead, not just for future learning at school, but for life beyond their College years.

As always, music has played an integral role in the life of the Junior School. The Junior School Music staff and students have shown adaptability and resilience during the ongoing COVID-19 pandemic, and the classroom music program has continued to deliver rigour and stimulation for all students. The Prep to Year 2 Music curriculum, with its strong Kodály focus, explored fundamental musical concepts such as pitch, rhythm and beat via the child's singing voice. Years 3 to 6 students have maintained their multiple approaches to learning via aural skill development, singing and playing, creating and composing, listening and appreciating, and Music Theory. The ever-popular recorder program has remained a fundamental component of the Years 3 to 6 Music program, having proven to be an effective means of reinforcing practical performance and musicianship skills.

In conjunction with the classroom music program, the well-established Instrumental Music and Choral programs have also continued to flourish. In 2021, the Year 3/4 Choir had a membership of 135 girls and the Year 5/6 Choir was made up of 170 girls. The various lockdowns, which have entailed switching between on-site and remote learning platforms, challenged the mode and delivery of content and instruction. However, Music programs have adapted nonetheless with pre-recorded and live instruction being delivered successfully,

as well as Music Assemblies and concerts moving efficiently to digital formats.

The Drama and Dance program gave students the opportunity to express themselves creatively and imaginatively through exploration and performance in a safe and secure environment. Students experimented with language, body movements and expression whilst being open to new ideas when working on a group task. They continued to develop their confidence to perform rehearsed and impromptu pieces in front of their peers, teachers and to a formal audience. A highlight for 2021 was the Year Five students' performance of the play, *Jungle Book*, by playwright Verna Morris, which this year was presented in individual class groups. Each student had many lines to learn and performed on stage in a costume with several set changes and hand properties to suit the scenes. The students participated in a dress rehearsal in front of Junior School classes before performing to their families in the afternoon.

Learning French through stories was an ongoing focus of 2021. Junior Primary students read popular stories together as a class, including, *Va-t'en Grand Monstre Vert*, *Go Away Big Green Monster* in Prep, *Je veux pas aller à l'école*, *I don't want to go to school* in Year 1 (of course the main message in the story is a positive one) and *Où est le mouton vert?*, *Where is the Green Sheep?* in Year 2. Girls developed their vocabulary through repetition, picture and word associations, as well as the task of reading aloud. Years 10 and 11 French students, together with a past Year 12 student, also ran the French Reading Corner, Le coin lecture, for Prep - Year 2 girls on Friday lunchtimes in Term 2 in the Junior School Library. The girls loved this opportunity to spend time with each other and learn from the older girls through reading children's books.





Girls across the Junior School engaged in a number of exciting activities to advance their French conversational skills, as well as develop an appreciation of French culture. Year 3 students held a fashion parade, entirely in French. Complete with a red carpet, their performances and their encouragement of their peers as spectators, made it feel almost like the girls had travelled to Cannes. Year 6 students connected with students from Collège Sainte Ursule, Paris, through a penpal project. The girls learnt how to write a detailed letter to describe themselves and were full of excitement when they received a colourful, handwritten letter in French in return, through which they were able to gather an insight into the lives and culture of their penpals.

French Day, held in Term 3, saw the girls dress up in traditional blue, white and red. The theme was Fairy Tales, les contes de fées. The French Captains led an assembly focusing on the well-known tales of Charles Perrault and Jeanne-Marie le Prince de Beaumont's version of *La Belle et la Bête*, *Beauty and the Beast*. The girls then participated in cultural activities and were also introduced to French improvisation through a selection of creative games and language exercises created by the French drama company, The French Loop.

Fostering a love of reading and books, as well as equipping the girls to gain knowledge of the world around them, are the foci of the Junior School Library. Reading for pleasure has many benefits for children, including enhancing emotional intelligence, social interaction and sense of connectedness to the wider community. This year a new Junior Fiction section was unveiled in the Junior School Library. This collection was intentionally curated to bridge the divide between Early Fiction and Fiction material and enabled students to easily find age-appropriate books.

We were delighted to welcome famous Australian author, Jacqueline Harvey (author of the popular Alice Miranda,

Clementine Rose, and Kensy and Max series) to PLC this year. Jacqueline selected PLC Junior School to launch her new Alice Miranda book; *Alice Miranda in Egypt* in a live Zoom presentation with Years 4 to 6 students. The Year 6 early morning book club, Reading Rap, continued this year. This club offered girls the opportunity to read and discuss a variety of books with their friends. The sessions were run by the Junior School Library staff, past Junior School Library captains and Duke of Edinburgh candidates.

The Junior School Library and ICT department held a joint presentation night for parents earlier in the year entitled, Getting Ahead with Study Skills. Topics addressed included the responsible and ethical use of information and how to use the online referencing generator to create a bibliography.

Cyber safety is an integral part of the curriculum in the Junior School, and was explicitly addressed through ICT lessons. With the large amount of time students spent online during distance learning, it was important to teach students practical skills about how to protect themselves and their families while using technology.

Some of the highlights of the ICT program this year included students from Prep to Year 2 continuing to use their iPads to enhance digital learning in the classroom. Year 1 students created a fantastic video highlighting their excursion to Mont De Lancey. Virtual excursions via video conference took our Year 4 students to the Great Barrier Reef. Access to the Green Screen Studio for all students enabled them to make special effect videos.

A wide range of activities and opportunities were provided for students to showcase their skills and outstanding sporting achievements across all areas of the PE Program. The COVID-19 pandemic meant that Physical Education and Sport bounced back and forth between on-site and online learning, however, this only proved to be a

minor hurdle for the girls who all rose to the challenge, developing some amazing skills, inventing creative games and trialling healthy recipes at home. Prep to Year 2 delved into a variety of sport units exploring isolated skill development and minor games, doing so with great enthusiasm and enjoyment. Years 3 and 4 undertook more complex skills and modified major sport units, while Years 5 and 6 continued to focus on consolidating their match play, learning the importance of tactics and teamwork.

Selected students from Years 3 to 6 represented PLC in the School Sport Victoria (SSV) Swimming and Tennis Competitions, with PLC progressing through the district, division, regional and state levels. This was a great reward for these students who worked extremely hard during training sessions. Years 5 and 6 students were also selected for the SSV Soccer, Netball and Basketball Teams where they trained hard and displayed excellent teamwork skills. Our Years 5 and 6 Soccer Teams finished second and third respectively in the district, playing some very exciting soccer matches throughout the competition.

The 2021 Visual Arts program commenced with anticipation for the Joint PLC Art Exhibition. This year's theme, Flora and Fauna, encouraged the exploration of the beautiful world around us and the importance of conserving our environment. Making connections with art history, as well as contemporary art and science, opened up many avenues of thought. The students experimented with many materials, clay being their favourite. Prep to Year 6 students, using their imagination and problem-solving abilities while developing hand building clay skills, built a variety of pieces. Learning about the process and stages in clay firing tested the students' patience. The students were excited to see the final glazed results. Items on display for the exhibition included turtles (Prep), chickens (Year 1), Monet tea cups (Year 2), coil pots inspired by nature (Year 3), seashells (Year 4), Wallys

(quirky animals), inspired by Sara Swink and bird-feeder mushrooms (Year 6).

MEGA wire insects were imagined and constructed by Year 3s using a variety of wires, glass beads and feathers. Although challenging at times, wire techniques were mastered, making sure all insect features were secured and safe. Silk painting was a favourite activity as Year 2s explored the intriguing world of sea jellies. The girls learnt scientific details about these sea creatures and used pongee silk to make silk pouches imitating the form of the sea jellies – just like fashion designers who get their inspiration from nature. Another highlight of the year was botanical printing with Year 5 using plants from the beautiful PLC gardens. The PLC gardening department supplied a range of leaves and plant life for our printing exploration. Year 5 girls were amazed at the beauty and size of these natural plant specimens.

The Personal and Social Development curriculum continued to evolve this year with the ever-changing dynamics of our society and its impact on the social and emotional needs of our students. During 2021, the Personal and Social Development program consisted of a multi-faceted approach to developing students' positive relationship skills and wellbeing. This approach included the continued use of Bounce Back: A Wellbeing and Resilience Program. In addition to this program, age-appropriate learning experiences were planned to address the subjects of child safety and consent education. There was an emphasis on collaborative learning approaches that encouraged discussions based on building positive relationships and developing resilience in our students. This was highly evident in the consistent inclusion of pastoral care and wellbeing sessions through Zoom during our remote learning program. The daily sessions were integral in supporting the students emotionally and allowing a safe cyber platform for their social interactions during the lockdown period.

In Christian Education the girls were able to participate in CE Moments each weekday in Term 2 and then on Mondays in Term 3 during periods of remote learning in 2021. Students were also able to watch a daily devotion relating to different verses in the Bible and sing along to Christian songs. This was an exciting opportunity to resource families with the Christian message in a whole new way. The annual JOYCE camp was a wonderful opportunity for Years 5 and 6 girls to strengthen their connections with each other and further explore the Christian faith.

PLC's Exploratorium represents a safe place where students meet and test new ideas, work through challenges, and get excited over solving problems. However, 2021 represented a bold step in the direction of collaborative learning and the teaching of STEM and other essential 21st century skills. A well-recognised STEM mentor was engaged to assist staff to embrace a deeper inquiry style of learning with a STEM focus. Science education moved beyond mastering content; the approach geared towards actively using knowledge to develop critical thinking and problem-solving skills. Collaboration and communication skills were also being intentionally designed into the program to reflect science in the real world. Emphasis was placed on building science inquiry skills through group participation and where applicable, engineering-based projects. This has been most successful, and consequently the level of engagement and excitement in the Exploratorium has risen noticeably.

Dr Cafini would like to sincerely thank the Junior School staff for their commitment to the College, and for the energy, intellect and enthusiasm that they bring to their role each and every day. They have provided many rich learning experiences to enable the students across the Junior School to flourish holistically.

**Michelle Cafini**  
**Head of Junior School**





## Senior School Report

### Student Wellbeing

The continuation of COVID-19 lockdowns and distance education in 2021 resulted in a strong focus on supporting student wellbeing by staff. Students were encouraged to connect regularly with their Form Teacher, Year Level Coordinator (YLC) and subject teachers, and with each other. The student wellbeing team for each year level, comprising the YLC, Director of Student Wellbeing, Head of Boarding, Counsellor and Learning Enhancement staff, met fortnightly via Zoom to share information and devise strategies to support students in need. This was supplemented by wellbeing enhancing initiatives such as shortened class times and activity days, which enabled students to take regular breaks away from their screens to relax, exercise and connect with their families and friends. Students who required assistance with their learning were invited to come to school where they could be supervised and supported.

### Student Data

Years 10 to 12 students participated in the Mission Australia Youth Survey 2021 and the results for PLC students were made available early in December.

Data from the ISV Lead Survey also provides further feedback of the effectiveness of wellbeing programs and supported the needs of stakeholders.

### Respectful Relationships & Consent

This was a very topical issue during 2021 with the media attention given to the experiences of Grace Tame and Brittany Higgins. A staff working party was established by the Director of Student Wellbeing and the Years 7 to 10 Learning Coordinator to identify possible gaps in the respectful relationships and sex education curriculum at PLC and to review scope and sequence across ELC to Year 12. Student leaders in Year 12 led a lunchtime forum for Years 10 to 12 students which

contributed important feedback on the strengths and weaknesses of PLC's relationship and sex education program, and how it could be made more inclusive. Consequently, the social and emotional learning curriculum for 2022 will reflect a greater focus on respectful relationships and understanding of consent. The new Gender Identity and Sexuality policy, which will be launched in early 2022, will provide guidance and direction on the school's approach to supporting students who are exploring their sexuality and gender.

## Student Leadership

Student-led events began well for 2021. In Term 1 the House Concerts were a great success with House Leaders enthusiastically rallying their crews to design, create, rehearse and present six magnificent plays. Following on from the House Concerts, events in Term 1 and Term 2 continued to be held with much excitement: House Athletics, Year 12 Formal and Quad Days. A Highlight of Term 2 was the return of In the Spotlight. This year all the contestants were PLC entrants and all the Senior School students and staff the audience. Holding the event during the afternoon was a great success with the whole school enjoying the talents of their peers. Term 3 saw the return to distance learning and the end of in-person school events. The portfolio captains rallied the spirits of the girls with regular Zoom meetings, House events and activities. The School Captains and the Student Leadership Team (SLT) were amazing in their organisation of online special events to buoy the spirits of the girls in their homes.

In 2021 the School Captains and SLT also undertook a review of the Student Diary. With the assistance of Form Captains, students at all year levels were consulted and their recommendations have played an important role in the development of the 2022 diary.

## School Counsellors

Student Wellbeing is supported by the School Counsellors predominantly through the provision of individual counselling for students who are referred or self-referred. With the return to distance learning this year there was an increased demand for students accessing the service via Telehealth. The School Counsellors

noticed an increase in case complexity and growth in the number of serious issues amongst students. Issues included development of friendships, academic performance, identity issues, motivation and adjustment. The psychological impacts of extended lockdowns, long periods of distance learning, social isolation and lack of opportunity to experience key developmental experiences (social/emotional as well as cognitive) have resulted in a 'shadow pandemic' of mental health and wellbeing issues in young people. This has been widely reported in the media and is evident in the increasing number and complexity of cases being managed by PLC Counsellors. There has been an increase by 86% in complex and serious cases between 2019 and 2021.

### Supporting Staff

The most common way the School Counsellors support staff is by providing information and consultation for teaching staff in their work with particular students and by sharing their knowledge and skills through presentations and other initiatives.

### Supporting Parents

The School Counsellors have initiated more general parent education offerings over the past 12 months. This has been due to the recognition that student wellbeing outcomes are further improved if parents are also involved and educated in parenting practices that enhance their daughter's wellbeing. Tuning in to Teens courses have continued all year and have been instrumental in supporting many families in further developing their parenting skills.

Online forums were also introduced for parents during Term 3. These were well attended events that enabled parents to chat together and share their experiences and advice, while also receiving guided information from College staff. The forums were conducted for each year level and gave parents an information update about the support their daughters were receiving as well as an opportunity to share experiences and ideas via discussion in breakout rooms. The forums were so well received that they have been scheduled for 2022.

### Anne-Marie Williams Deputy Principal

## Personal Development

During 2021, the Personal Development program (PD) was adjusted to meet the changing needs of the students during distance education. PD classes focused on strategies for coping with change and uncertainty, developing resilience, and expressing gratitude for the positive things in life. When students were able to return to PLC in Term 4 after an extended period of lockdown and isolation, PD programs explored strategies for successfully transitioning back into the school environment.

The PD program for Years 11 and 12 students provided study support and motivational strategies, together with career development. Year 11 students analysed the documentary, *The Social Network*, and explored the intrusive and adverse wellbeing impacts of excessive social media. As a consequence of the increased focus on consent and sex education and in response to student feedback, Family Planning Victoria presented an interactive session on Sexuality Decision Making and Consent in Practice which was well received by students.

Counsellors conducted sessions on managing anxiety and stress for all senior students.

### Kim Watkins Director of Student Wellbeing



## Curriculum & Learning

It was with much anticipation of a year with minimal COVID-19 impact that we launched into teaching in 2021, but in Week 3 we hit the first roadblock of a snap lockdown in Melbourne. The Year 7s adeptly navigated more protocols for distance learning than were familiar from their primary schooling and students were rapidly issued with laptops as needed. New teachers were supported to navigate Zoom and document cameras as they swiftly headed for the door ready to use video-conferencing tools in their classes the following day.

The year was punctuated by Lockdowns 3, 4, 5 and 6 which increased in length from five days to 52 days. We leveraged the learning from 2020 to understand the best way to provide excellent learning opportunities for the girls both inside and outside their homes. A careful balance of explicit teaching, collaborative tasks, independent inquiry and a strong focus on wellbeing strategies and physical activity provided the optimal environment for student learning. We continued to focus on belonging and connection as part of every lesson every day to ensure all students could share their story with teachers and with one another. Different emphases for different ages and stages of the students was also vital when planning engaging activities as well as academic catch-up time.

An additional academic check-in was developed for teachers to assess the progress of their Years 11 and 12 students after a disrupted 2020 that seemed about to be repeated. This proved useful to target students of concern and support them with intensive learning strategies from a team of staff.

Numerous changes were required to accommodate lockdowns including Zoom webinars for information nights, online assessment training for staff, Year 12 assessment rescheduling and management of on-site resource provision for deliveries to staff and students.

A last-minute adaptation to a Virtual Art Exhibition was a wonderful success. Field work was carried out in Geography at home and in local neighbourhoods. A large operation of postage, collection, and delivery of resource materials and supplies was carried out over holidays in preparation for teaching via distance learning. Items included clay, canvases, coloured pencils, exam revision booklets, calculators, and in some cases entire locker contents. Year 12 practice examinations were again moved to an online provision via the Learning Management System. These were then printed and delivered to staff for marking.

Amidst all of the movements on and off-site, articulating the PLC learning competencies linked to the Graduate Outcomes was pivotal work completed in 2021. A standardised approach to unit planning was developed to incorporate competencies, concepts, high impact teaching strategies, content strands and assessment approaches. Documenting the curriculum for Years 7 to 10 using the standardised unit planner was a key task for the Heads of Department after much discussion and consideration of our context for learning and the needs of our students.

With a return to school in the latter stages of October, learning through hands-on activity was a focus. Several incursions and excursions were scheduled during this time, and a revitalised Renaissance cross-curricular project for Year 8 was a great success.

2021 ended with all of us feeling great pride in the way our teachers and students thrived in the face of challenge and supported one another to achieve successful outcomes. It was a year of learning for all of us and we are richer for the experience individually and as a learning community.

**Lisa Saffin**  
**Deputy Principal**

## National Benchmarks

Annual testing at Years 3, 5, 7 and 9 assesses student levels of achievement in Reading, Writing, Spelling, Numeracy and Grammar and Punctuation, with school results being benchmarked on a National scale. The tables below summarise this data for the three years, 2018, 2019 and 2021. There was no National testing conducted in 2020 due to COVID-19.



| Percentage of students achieving at or above the National Minimum Standard |         |      |      |         |      |      |          |      |      |          |      |      |                       |      |      |
|--|---------|------|------|---------|------|------|----------|------|------|----------|------|------|-----------------------|------|------|
| Year   | Reading |      |      | Writing |      |      | Numeracy |      |      | Spelling |      |      | Grammar & Punctuation |      |      |
| -  | 2021    | 2019 | 2018 | 2021    | 2019 | 2018 | 2021     | 2019 | 2018 | 2021     | 2019 | 2018 | 2021                  | 2019 | 2018 |
| <b>3</b>   | 98      | 100  | 100  | 100     | 100  | 100  | 100      | 100  | 100  | 100      | 100  | 100  | 100                   | 100  | 100  |
| <b>5</b>   | 99      | 100  | 100  | 99      | 100  | 100  | 99       | 100  | 100  | 99       | 100  | 100  | 99                    | 100  | 100  |
| <b>7</b>   | 99      | 100  | 100  | 97      | 100  | 100  | 99       | 100  | 100  | 100      | 100  | 100  | 99                    | 100  | 100  |
| <b>9</b>   | 99      | 98   | 100  | 96      | 94   | 99   | 99       | 100  | 100  | 99       | 97   | 100  | 99                    | 98   | 98   |

| Reference Information - Performance Bands related to the National Minimal Standard |                                     |  |                                  |  |                                     |  |
|--|-------------------------------------|--|----------------------------------|--|-------------------------------------|--|
| Year   | Below the National Minimum Standard |  | At the National Minimum Standard |  | Above the National Minimum Standard |  |
| <b>3</b>   | Band 1                              |  | Band 2                           |  | Band 3, 4, 5, 6                     |  |
| <b>5</b>   | Band 3                              |  | Band 4                           |  | Band 5, 6, 7, 8                     |  |
| <b>7</b>   | Band 4                              |  | Band 5                           |  | Band 6, 7, 8, 9                     |  |
| <b>9</b>   | Band 5                              |  | Band 6                           |  | Band 7, 8, 9, 10                    |  |

| 2021 Naplan Data Comparing PLC with the Victorian State Mean Scores |        |     |        |     |        |     |        |     |
|---|--------|-----|--------|-----|--------|-----|--------|-----|
| Categories  | Year 3 |     | Year 5 |     | Year 7 |     | Year 9 |     |
| -   | PLC    | VIC | PLC    | VIC | PLC    | VIC | PLC    | VIC |
| <b>Reading</b>  | 531    | 452 | 598    | 523 | 630    | 552 | 662    | 584 |
| <b>Writing</b>  | 501    | 433 | 551    | 489 | 617    | 529 | 642    | 554 |
| <b>Numeracy</b>   | 506    | 414 | 588    | 506 | 670    | 559 | 693    | 593 |
| <b>Spelling</b>   | 539    | 431 | 588    | 506 | 662    | 552 | 674    | 586 |
| <b>Grammar &amp; Punctuation</b>                                    | 593    | 446 | 626    | 513 | 658    | 539 | 688    | 583 |

# Staff

## Staff Wellbeing - Senior School

The year began with the hope that we might avoid the COVID-19 disruptions of the previous year and to conduct College and staffroom life in a relatively normal manner. It was clear from relatively early in the year with the first three-day lockdown and a return to school with a range of tightened protocols, that these hopes were unlikely to manifest. Again, in 2021, staff rose to the challenges that the year presented to provide learning experiences of the highest standard, and to conduct themselves in the most professional, creative and flexible way, with the interests of their students at the core of their thinking.

Much had been learned from the 2020 school experience, with staff honing processes introduced successfully during lockdowns. In 2021, the first semester was a combination of on-again, off-again lockdowns and graduated returns. The third term returned staff and students to remote learning for most of the term. With this came a range of logistical and practical challenges, but also the management of the wellbeing of staff.

The importance of managing and supporting staff through this period cannot be underestimated. Concerted efforts were made to establish a program for the wellbeing of all staff. This included improving on what was already in place. With the interests of our students as their overwhelming priority, our staff responded with commendable professionalism and performed above and beyond their expected duties. This period has been a challenge and the source of considerable concern for some, as they have had to negotiate competing demands while providing the highest quality program for our students.

In response to this period, the 'Pandemic Team' was reconvened to monitor

individuals and groups of staff, which was inclusive of teachers, support staff and administration, grounds and maintenance staff. Staff value a vibrant and positive staff room culture that is a long-standing PLC tradition, where there are opportunities for celebration, sharing, collegial time, good food shared between friends and a sense of community. Processes were implemented for regular contact and feedback amongst all staff and teams. When possible, events were organised including morning teas, catch-ups, staff briefings and team meetings via Zoom.

As the year progressed, with increased restrictions and adjusted guidelines, the staff became accustomed to changes of

access and routine. To observe protocols in the work place we again adopted practices such as packaged morning teas, separated work stations, restricted social spaces and where possible, staff were encouraged to meet outside.

In 2021 staff have again responded with extraordinary flexibility, professionalism and creativity. It has been, and continues to be, so important to ensure that we manage channels of communication, nurture a sense of connectedness and maintain support systems for staff.

**Tim Joyce**  
Chief of Staff

## Resignations

| Campus             | Staff Type    | Resignations |
|--------------------|---------------|--------------|
| Senior School      | Teacher       | 17           |
| Junior School      | Teacher       | 5            |
| All                | General Staff | 19           |
| Total Resignations | All           | 41           |

## Service

| Years of Service | Staff Type |
|------------------|------------|
| 1 Year or Less   | 49.51% (8) |
| 2 - 5 Years      | 21.95% (9) |
| 6 - 9 Years      | 14.63% (6) |
| 10 - 19 Years    | 21.95% (9) |
| 20 + Years       | 21.95% (9) |

## Workforce Composition

| Staff          | Total |
|----------------|-------|
| Female Staff   | 248   |
| Male Staff     | 63    |
| Teaching Staff | 190   |
| General Staff  | 121   |

## Staff Wellbeing - Junior School

In response to the ongoing challenges presented by COVID-19 and extended remote learning periods, processes were put in place to ensure that staff were supported, especially during lockdown. The Junior School leadership team made regular contact with staff across the Junior School, checking on wellbeing. Emails and phone calls were important forms of connection. Routines were kept as regular as possible to enable staff to meet together online for whole staff, department and team meetings. Time to debrief how staff were coping with

lockdown restrictions was often factored into meetings. There were also staff social activities arranged via Zoom.

When on-site, Junior School staff made the most of opportunities to celebrate birthdays, engagements, weddings and babies. Staff enjoyed the odd treat, be it donuts, pizza, chocolates or the visit of a coffee van.

Sadly, for Junior School staff in particular, this year saw the passing of our dear friend and colleague, Mrs Napier. This had a significant impact on many of the Junior School staff who had walked the journey with Lisa through her illness. Mrs Napier had a lasting impression on all those she

worked alongside at PLC. A quiet space was designated in the Junior School for staff to visit and reflect on special memories of Lisa.

In addition, a memorial service was held in Lisa's honour. Arrangements were made for staff to virtually attend Lisa's funeral if they wished and counselling was also offered. A special tree-planting service is planned for next year to honour her commitment as a staff member, parent and valued member of the PLC community.

**Michelle Cafini**  
Head of Junior School



# Professional Learning

Professional learning continued to be an important aspect of our College life. While most external offerings moved online to webinar formats, a significant undertaking to upskill staff to work online was enabled through daily Zoom drop-in sessions for all teachers.

A summary of the professional learning undertaken in 2021 is shown below and on the following page.

## Staff Wellbeing Achievements

- Staff Values and Behaviours were developed, published and embedded into policies, processes and practices (truth & excellence, care & respect, character & integrity and service & leadership).
- The staff wellbeing survey was completed and all staff now have access to FlourishDx, an online wellbeing platform supported by Worksafe's WorkWell Mental Health Improvement initiative and the Positive Institute of Psychology. The Wellbeing Champion Group was established and a Mental Health Action Plan is in development.
- Voluntary 'Living the Values' sessions are being run within departments, with Department Charters being created to assist these departments to live the Values important to them, day to day. These sessions will continue to run in 2022.
- The Wellbeing Champion group reviewed the survey results, identified cognitive/emotional demand and workload as priority focus areas and initiated a list of possible staff wellbeing solutions. Staff consultation is in progress.

## Staff Development Achievements

- A succession plan for Principal and Executive roles was created.
- College-wide Workforce Planning procedures have been embedded.
- A College-wide staff development planning framework was launched for teachers and general staff across Senior School, Junior School and the ELC.
- 96% of staff across Senior School, Junior School and ELC completed individual staff development plans.
- All Junior School teaching staff completed two lesson studies (the second stage of the Staff Professional Growth process).
- All ELC staff participated in a series of professional learning sessions focused on The Curious Child as part of the ELC Philosophy.
- College-wide Staff Development and Performance framework and professional development programs were implemented for teaching staff, general staff and leaders.
- A Learning Needs Analysis was conducted for General Staff and tailored professional, IT and leadership development solutions were developed and offered to general staff, aspiring managers and leaders.

## Programs Offered

### Lunch and Learn Series

Interpersonal skills and effective communication.

- How to have a difficult conversation.
- How to coach and mentor others.
- How to solve everyday problems in the workplace.
- How to motivate myself and others.

### Modular program for Leaders and Aspiring Managers

Building and maintaining effective teams.

- How to reduce conflict and minimise failure.
- How to improve individual performance.
- How to plan, solve, organise and deliver results.
- How to boost team engagement, morale and commitment.



# Professional Learning Summary

| Category                                 | Number of teachers involved |               |       |
|--|-----------------------------|---------------|-------|
|  | Senior School               | Junior School | Total |
| Approaches to teaching and learning      | 160                         | 48            | 208   |
| Assessment                               | 49                          | 48            | 97    |
| Childhood Development                    |                             | 5             | 5     |
| Co-Curricular                            | 1                           |               | 1     |
| Compliance Training                      | 185                         | 48            | 233   |
| Curriculum Design and Implementation     | 1                           |               | 1     |
| Curriculum development                   | 18                          | 48            | 66    |
| Data Analysis                            | 8                           |               | 8     |
| Domain - Assessment                      | 1                           |               | 1     |
| Extra-Curricular                         | 1                           |               | 1     |
| First Aid                                | 10                          | 22            | 32    |
| Further Study                            |                             | 3             | 3     |
| ICT – Skills Development and Application | 5                           | 48            | 53    |
| Indigenous                               | 1                           |               | 1     |
| Leadership                               | 66                          | 10            | 76    |
| Learning Enhancement                     | 1                           | 4             | 5     |
| Professional (Domain) Knowledge          | 123                         | 48            | 171   |
| Staff Wellbeing                          |                             | 2             | 2     |
| Student Wellbeing                        | 218                         | 48            | 266   |
| Supporting Students with Disabilities    | 1                           | 5             | 6     |
| Team Dynamics                            | 1                           |               | 1     |

# Our Community



## Development Report

After a year that was highly impacted by COVID-19 and the decision by the College to pause its fundraising program, the PLC family was once again lightly re-engaged in 2021 to give their support to girls' education.

Some school events, particularly at the start and end of the year, were held and most, whether run by the College or by parent auxiliary groups, were well attended and in many cases completely sold out. It reflected our community's strong desire to reconnect after the previous year's period of absence due to COVID-19.

In 2021, membership of the PLC Foundation once again grew strongly as that organisation reengaged with its fundraising program after it was paused in 2020.

Many major projects facilitated by the Development Office were strongly progressed in 2021. These included the redesign of the College's academic and sports uniforms, planning for the transformation of the campus wayfinding and external signage and entrances and a range of digital, media and marketing portals, advertising campaigns and associated programs.

The Development Office facilitates Class Reunions and Old Collegian events. However, following 2020 and then again in 2021, all Class reunions were postponed as were most OCA events on campus. We look forward to 2022 when we can once again host reunions and re-connect with our Old Collegian community.

**Antony Hankin**  
Director of Development

## Foundation Report

In November, the Foundation community was delighted to celebrate the 30th Anniversary of the group's founding, following the easing of COVID-19 restrictions in Victoria for gatherings and social events.

It follows a year where the Foundation Board reactivated its Programs and Projects sub-committee to help plan, manage and support the operations of the largest range of planned Foundation events in the group's recent history.

While many events were planned for 2021, most were eventually postponed to the latter half of the year due to COVID-19 restrictions.

The group is now looking to a strong 2022 to support member engagement and fundraising in the lead-up to the next major building project at PLC – the proposed new Sports and Fitness Centre.

The group also lightly re-engaged with fundraising in 2021 and welcomed over 20 new members to the group, many of whom attended the Anniversary Cocktail Party at the end of the year.

**Julie Schroeder**  
Community Relations



## Hethersett Parent's Group

The Hethersett Group is the oldest parent group at PLC and it aims to provide an opportunity for the Senior School parents to engage, network and support various school activities during the year, in addition to fundraising activities. The committee members meet monthly to plan for events including the Athletics Carnival, Mother's Day Breakfast, Father's Day Breakfast, and the Christmas Luncheon.

In Term 2, the Hethersett Group organised the Senior School Mother's Day Breakfast. Tickets were sold out in three days and due to the record number of registrations, the event was held in Betty Caldwell Hall for the first time! PLC mothers were treated to a scrumptious buffet breakfast and wise parenting tips from distinguished guest speaker, Mrs Cheryl Penberthy. There were door prizes, a raffle and many other gifts for special mums on the day. It was a wonderful opportunity for mothers to

gather, reflect and to celebrate motherhood with all its joys and challenges in the midst of what had been a particularly difficult year for many.

Unfortunately, the Term 3 calendar did face disruptions characteristic of the up-and-down, topsy-turvy nature of this unpredictable year. A number of planned activities were cancelled, including the PLC *Tempest* rehearsal dinner and sadly, the Father's Day Breakfast.

Fortunately, the Christmas Luncheon took place without interruption in the final term. A Christmas tree adorned with baubles, a delicious buffet with turkey and glasses filled with sparkling wine provided a sense of celebration. Guests were treated to an inspirational message from 2021 *Masterchef* runner-up and old Collegian, Kishwar Chowdhury, who reflected on her time at PLC and provided an insight into her experiences in the *Masterchef* kitchen and beyond. A wonderful array of raffle prizes and a personal cooking class generously

donated by Kishwar on the day, led to an impromptu live auction that had everyone on the edge of their seats! It was a truly splendid way for parents and staff to celebrate the end of the year.

I am ever grateful for the friendship and support of the members of the Hethersett Committee who have so faithfully stayed the course through such a trying year. We are also grateful for the support of the school and the staff. Together, we look forward to 2022 with a renewed sense of hope and optimism.

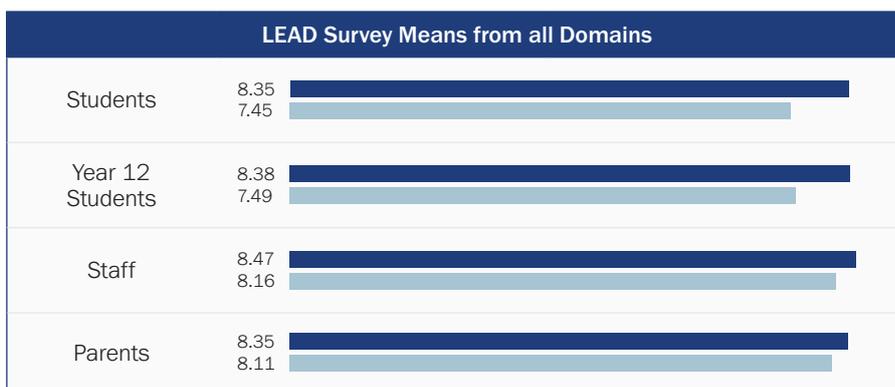
**April Lim**  
**President**

# Voice of Our Community

The Independent Schools of Victoria Listen, Educate, Act, Deliver (LEAD) Survey is undertaken by hundreds of schools across the State.

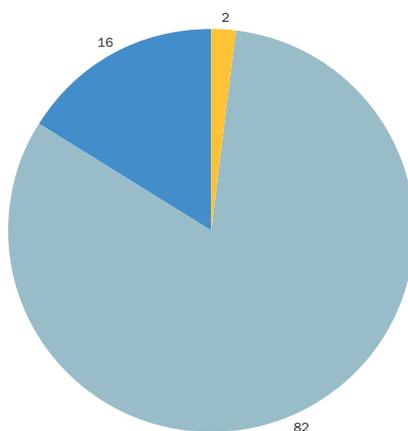
PLC results for overall satisfaction, and across every domain of learning, resources, wellbeing, leadership, and engagement indicated PLC students, staff and parents feel our College is of the highest quality.

■ PLC ■ ISV Average



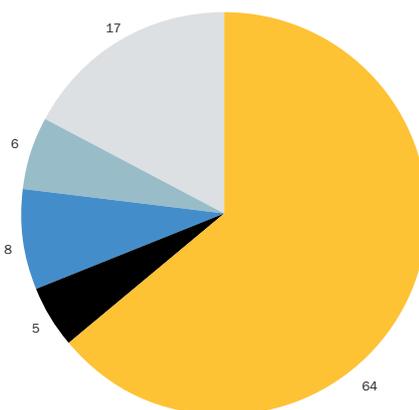
# Finance

These charts show income and expenditure by type.



## 2021

- Fees, Charges & Parent Contributions
- Government Recurrent Funding
- Other Income



## 2021

- Employee Benefits
- Tuition Expenses
- Property Expenses
- Other Expenses
- Capital Expenditure

# Staff Qualifications

## Administration & Support

Ms Maribel Arcilla  
BA Mdes

Ms Julie Bateman  
BEd

Ms Rosalie Batty  
BSc

Ms Aldana Boesley

Mrs Stacey Booth  
CertInternalAud LLB BComm CA PM

Mrs Amelia Burnet

Ms Karen Chittenden  
BA DipEventMgt

Mrs Janine Clifford  
BBus

Ms Lisa Connell  
BA BHSc MOHS

Mrs Lynnne Curtis  
BA

Mr Ben Daly  
CertIVLiveProTe

Ms Violeta Dimovski  
BASc

Ms Jane Dyer  
GradDipLib GradDipEd GradDipMusHer

Mrs Alex Gibson  
BA

Miss Emma Giessmann

Miss Lisa Grant  
BASc GrDipWomHea

Mr Talisker Grant  
GradDipMultimed

Mrs Nicole Gray  
BSocSci

Mr Chris Hallam  
CertIVAsst&Wkpl DipYouWo

Mrs Chris Hardacre

Mr Nathan Harris

ACMT

Ms Emma Harrison  
BA GradDipEd

Mr Brenton Harty  
MBIT BSc DipEd

Mrs Melissa Harvey  
GradDipProfWrtg GradDipPsych  
MPsych BA DipEd

Mrs Adele Hoffman  
CertIVHosp&Tour

Ms Jayde Hollingworth

Ms Alison House  
BSocWo

Ms Erin Hume  
MPsych PostGradDipEdSt

Mrs Caroline Johnson  
BA

Ms Emma Kogler  
BA BSc BA(Hons) MPsych

Mr Gary Lang  
BEd MEd GradDipComputIn  
GradDipEdAdmin

Mr Ramin Mehrpouya  
BElecInfSys MCSE MCSA MCP  
MCIP MCTS MCAD MCDA CIF

Mr Branko Micic  
BCompSc

Mr Simon Mills

Mrs Sally Montagu  
BBus GradDipHR

Miss Georgia Muling

Mrs Pauline Parker  
GradDipCareersE

Mr Joseph Pineda  
BCompSc MBA MCIP PM

Ms Gillian Rhodes  
CertEdSupport

Ms Kathy Richards  
BA

Mrs Melissa Rist

BBus MAA

Ms Navita Sachithananthan  
BA GradDipLibSt CertEdSupport

Ms Rachel Stephens

Mrs Helen Stewart  
BEd

Mrs Anna Taranto  
MPsych GradDipPsych BEd

Ms Elise Tims

Ms Yin Tse  
MA

Mrs Maggie Tsui  
BEd

Mrs Simone Wall  
DipSec

Ms Kylie Wealands  
BA DipTAT

Mr Nai Zhang  
BElecInfSys CCNA MCDBA  
MCSE MProfBusSys

## Admissions

Miss Lyndall Dakic  
BBus

Mrs Carol Wadsworth  
BA(Hons)

Ms Mandy Yeung  
AssDipBus

## Aquatic

Ms Clarissa Au  
BSc

Mr Damien Gogoll  
BASc

Mrs Shelly Hawkins  
GradDipEd

Miss Rachel Lee

Mr Jorgen Schelleman

## Boarding

Mr Rob Chambers  
Beng CPEng

Mrs Hayley Chambers  
BSc MaEng

Ms Cheryl Kanthiah  
CertLegPrac LLB(Hons)

Mrs Rachel Manderson  
BOccTher CertDisabilStud

Mr Stuart Manderson  
BA GradDipEd

Ms Veronique Paterson  
BA MTeach

Miss Alina Shie

Ms Rachel Whitbread  
BA(Hons) CertEd

Ms Jenni Williams  
GradDipChild&Co RN

## Business Office

Mrs Naomi Chatley  
DipAppSc

Mrs Louise Gibby  
BBus

Ms Tennille Goulding

Mrs Anne Green

Mrs Jo Harnetty  
BBus

Mrs Alison Hills  
BComm

Ms Linda Lycoudis

Mr Peter Mansell  
AssDipAppPhysic AdvDipOHS CertIVTAA

Ms Patricia McCormack

Ms Eileen Neo

Mrs Giulia Pezzimenti  
BBus

Mrs Andrea Saunders

Ms Moyra Sharp

## Development

Ms Janet Davies

Mr Antony Hankin  
BMktg

Ms Julie Schroeder

AssocDipProfWrt BA

Ms Jacky Wright

## Early Learning Centre

Mrs Elisa Barilla

Ms Theresa Bedelph  
BEd

Ms Anne Belleville  
BEChildEd

Mrs Katy Brenchley  
DipChildSer

Ms Amy Brooks  
MEd BAsc Grad Dip Educat

Mrs Bonnie Chow

Mrs Becc Christensen  
CertIIIEC

Ms Jane Corrigan  
DipCommSer

Ms Melinda Drysdale  
AdCertSocSci

Ms Leonie Ellul  
DipEChildEdCare

Mrs Jagjeet Ferdinands  
BBus PostGradDipEdSt

Ms Katina Grammatoglou  
MEd BEd CertIVAsst&Wkpl

Ms Jacinda Griffin  
DipEChildEdCare

Mrs Deborah Hendren  
BEd GradDipSpecEd

Miss Ellen Hogbin  
DipChildSer

Ms Tereza Janik  
DipEChildEdCare

Ms Kirsten McFadzean  
AssDipBus

Mrs Ashleigh Melrose  
DipEChildEdCare

Miss Kara Newton  
CertIIIEC DipChildSer

Miss Tanya Perez  
BEChildEd

Mrs Sue Pommey  
COMMIS

Ms Ling Sun  
GradDipEd

Mrs Eva Triantafyllou  
BA AssDipSS CertIVTAA

Ms Jonna Tse  
DipEChildEdCare

Ms Elian Yang

BEChildEd DipEChildEdCare CertIIIEC

Mrs Amanda McKenzie

## Executive

Mrs Rowena Beale  
BEd PostGradCertHum

Mr Hamish Blair  
BCom(Hons) FinSIA FGIA CA GAICD

Mrs Cheryl Penberthy  
BEd PostGradDipEdSt MEd

Mrs Lisa Saffin  
BSc DipEd GradDipComputIn MEd

Mrs Melissa Voce  
BMus GradDipEd LMusa LTCL

Mrs Anne-Marie Williams  
BEd

## Grounds & Maintenance

Mr Craig Burnside  
CertTurfMgt

Mr Ray Darbritz  
DipCivEng DipMgt

Mr Dale Fuhrmann

Mr Joe Germano

Mr Stephen McNamara  
CertIVAsst&Wkpl

Mr Michael Murphy

Mr Michael Pote

Mr Raymond Tabram  
TradeCert

Mr Ryan Taylor  
CertIIIHortLsca

Mr Liam Tyquin

Ms Mary Whelan

## Junior School

Ms Stephanie Ball  
BA(Hons) PGCE

Ms Hannah Bangah  
BEd(Hons)

Mrs Alison Bennett  
BEd

Mrs Carole Blanch  
BTeach BEd

Mrs Dilini Buell  
BBus

Mrs Sharon Catchpoole  
GradDipDiv BA

Miss Vikki Chan

BMus BA GradDipEd AMusA

Miss Clare Conlon  
BEd

Miss Caitlin Curran  
BAsc MTeach

Mrs Keryn D'Arcy  
BA(Hons) MA

Miss Sarah Davey

Ms Rosalind Edmanson  
BEd MEd GradDipEdAdmin

Mrs Francesca Frederic  
BEd DipT

Mrs Mariela Fuentes  
Bnurs PostGradDipComm

Ms Michelle Fulton  
BBus

Mrs Julee Gatty-Watkins  
DipEd

Mrs Kate Ginaylo

AMusA BMus GradDipEd  
Ms Megan Goodman

MEd BEd BTeach  
Mrs Kristina Guthrie

Miss Lilly Hamilton  
BachHealth&PE

Mr Paul Hamilton-Smith  
BA

Mrs Christina  
Hebden BEd

Miss Alice Hicks  
BEd

Ms Chele Howell  
BEd DipT

Mrs Aimee Johnstone  
BFilm&DigMed MTeach

Mrs Debbie Juchno  
DipT GradDipComputIn

Ms Belinda Juchno  
MTeach BHeaSci

Mrs Charmaine Kenner  
DipT

Ms Joyce Khor  
BComm BFineArt PostGradDipEdSt

Mrs Justine Lam  
GradCertTesol PostGradCertIB BEd

Mrs Carmen Lang  
BEd

Mrs Phoebe Meyer  
BPhysEd

Mrs Leticia Newell  
BEd(Hons)

Mr Ashley Newell  
BAsc BEd

Mrs Bronwyn Northfield  
BEd BEd MLEInt

Mrs Jo O'Sullivan  
BSportOutdRec BEd

Ms Nerilee Parkin  
DipT

Ms Liz Pell  
BSc DipEd

Mrs Suzanne Phillips  
PGCE DipT

Ms Elizabeth Renton  
MEd GradCertEd BEd

Mrs Marie Roberts  
BA

Mrs Katherine Roche  
BEd

Miss Alexandra Savat  
BSocSci MInMgmt

Ms Jane Summers  
BMus GradDipEd

Mrs June Tait  
BTeach BA

Mrs Di Thatcher  
DipEdSupport

Mrs Sally Tweddle  
Mphil BEd(Hons)

Mrs Jayde Viney  
BEd

Mrs Anne Walsh  
BEd MEd DipT

Mr Mark Williams  
BEd BTeach

Mrs Lohini Wilson Rajaratnam  
BA(Hons)

## Music

Mr Peter Bartels  
BMus(Hons) MMus Grad Dip Educat

Ms Gudrun Beilharz  
DipKonzertfachK BMus(Hons)

Mr Olivier Bonnici  
ARCM

Ms Rhianwen Bramble  
BMus MTeach

Ms Fiona Cross  
BEd

Ms Kerith Cummins  
BMus

Ms Julie Danaher  
MEd BMus

Ms Hildy Essex  
MMus DipModLan Grad Dip Educat  
BMus(Hons) LMusA

Ms Anne Friend  
BMusEd MA

Ms Leah Hooper  
BMus

Mr George Hronakis  
BMus MTeach

Ms Angela Huang  
MMus

Mr Ben Hudson  
DipMusPerf

Mr Ben Jones

Miss Moana Manu

Mr Timothy Phillips  
BMus(Hons) GradCertMusSt GradDipPerf  
MMus Grad Dip Educat

Ms Daphne Proietto  
LGSM

Mr Jonathan Quay  
SnrCertPiping

Mr Richard Squibb  
BPA PostGradDipEdSt

Mrs Nicole Thomson  
BA DipEd

Mr Hamish Upton  
MMus BMus(Hons)

Mr Max Walker  
BMus(Hons)

Mrs Erica Wright  
BMus(Hons) GradDipEd AMusA LMusA

## Senior School

Mrs Catherine Altmann  
MCRWrtg GradDipEd BA(Hons)

Ms Tess Anderson  
BA MTeach

Mr John Arbuckle  
Grad Dip Educat BTh

Ms Karina Archman  
BA(Hons) DipEd

Ms Freda Armstrong  
BEd BSc

Mr Victor Bao  
MBA BSc

Ms Kerry Baxter  
HDipSecArt/Craf

Ms Anne Beech  
BA(Hons) GradDipInfoMgt GradDipEd

Ms Fiona Bell-Hovjacky

**Presbyterian Ladies' College Melbourne**

|   |   |  |
|---|---|--|
| BEng(Hons) BSc GradDipEd                              | MEd BEd   | BSc DipT   |
| Mrs Alyson Brown<br>DipAppSc                          | Ms Maree Gray<br>BA DipEd GradDipTESOL  | Ms Michelle Liu<br>BSc MAsianSt                        |
| Ms Laura Brummell<br>MTeach BaPsySci BA               | Ms Sibella Guest<br>DipEd MSc   | Ms Giselle Lobo<br>GradDipEd BEng(Hons)                |
| Ms Amanda Bryant<br>BA(Hons) DipEd BSc                | Mrs Monica Guo<br>MTeach BEng(Hons)   | Mrs Kathryn Locke<br>BEd(Hons) GradDipDigDesIn         |
| Ms Julie Bryant<br>BASC                               | Mrs Annette Hall<br>BA DipEd  | Ms Meiyi Lu<br>Grad Dip Educat MA                      |
| Ms Sarah Buckman<br>BA DipEd                          | Mrs Susan Hall<br>BSc(Hons) DipEd   | Ms Genevieve Lynch<br>BEd MEd                          |
| Ms Jane Cameron<br>BA DipEd                           | Ms Louisa Hare<br>BBus GradDipCareersE MEd Grad<br>Dip Educat                             | Mr David MacGregor<br>Mcom BCom(Hons) GradDipEd        |
| Mrs Mitsui Cameron<br>BEd                             | Mr Patrick Henning  | Ms Fairlie Mackinnon<br>BA(Hons) GradCertInfoMgt DipEd |
| Dr Paula Caradoc-Davies<br>BSc(Hons) PhD              | Mrs Ann-Marie Hermans<br>BSocSci CertIVTAA GradDipEd<br>GradDipTheol MA MEdMgt CCNA CSLML | Mrs Jackie McArdle<br>GradDipEd CertHosp               |
| Mr Misja Carbo<br>BSc                                 | Ms Maria Hohlweg  | Ms Katherine McLeod<br>BA DipPhoto Grad Dip Educat     |
| Ms Marianne Caris<br>BA DipEd                         | Mrs Penny Hondrakis<br>BSc DipEd  | Dr Stacey Mendan<br>GDLT BEc PhD                       |
| Mrs Tracey Carroll<br>BEChildSt PostGradDipEdSt       | Ms Rebecca Horne  | Mr Peter Morfea<br>M Med GradDipEd LLB                 |
| Mrs Heather Carson<br>BEd                             | Mr John Howes<br>BComm BSc GradDipEd  | Mrs Tiffenny Nelson<br>BSc(Hons) PGCE                  |
| Mr Stephen Catton<br>BA(Hons) MAH PGCE                | Mrs Takako Ikegami-Lee<br>BA GradDipBUS   | Mrs Pam Newlan<br>BSc DipEd                            |
| Mr Drew Chan Beng<br>BSc(Hons) GradDipEd              | Mrs Asha Jacob<br>BSCEdu  | Ms Dominique Ng Sing Kwong<br>BA(Hons)                 |
| Ms Bronwyn Clague<br>BA BEd                           | Mr Henry Jones<br>BA(Hons) DipLang Grad Dip Educat  | Ms Sue O'Brien<br>GradDipHealthEd MEd                  |
| Ms Lesley Clark<br>BA DipEd                           | Mr Tim Joyce<br>BComm DipEd   | Mrs Rachel O'Neill<br>BASC GradDipEd                   |
| Mrs Nicola Clark<br>BEXSs BComm MTeach                | Miss Lauren Joyce<br>MGlobMedia&Comm MTeach BA(Hons)                                      | Ms Kristine Pan<br>MTeach BBioMed                      |
| Mr Nick Curtis<br>Bmin GradCertCouns DipActing BA BEd | Ms Tania Joyce<br>GradCertRE BAsc Grad Dip Educat   | Mrs Jane Payne<br>BA DipEd                             |
| Mrs Emma Davies<br>MTeach BASc                        | Ms Junko Kawabata<br>BSc GradDipTeach BEd   | Ms Estelle Payne Maitrise<br>FLE GradDipEd             |
| Mrs Rowena Day<br>BA(Hons) DipEd AMusA                | Mrs Bronwen Kellett<br>BSc DipEd  | Ms Elissa LM Payne<br>GradDipEd GradDipArtEnt          |
| Miss Stephanie Defina<br>BSc MEd                      | Mr Sheldon Kendrick<br>BScAdv(Hons) MTeach  | Ms Sally Pontifex<br>BEd                               |
| Ms Jill Detez<br>BSc DipEd                            | Ms Christie Kurrle-Faulks<br>BEd GradDipSportsSc MHlthBehavSc                             | Mrs Julie Popplestone<br>BSocSc(Hons) PGCE DipGovPoli  |
| Mrs Bernadette El Sheik<br>PGCE BCom(Hons)            | Ms Stephanie Lamont<br>BASC BTeach  | Mr Mark Poustie<br>BAAG DipTh                          |
| Mrs Stephanie Fourquet-Moylan<br>GradDipEd MA         | Mrs Lisa Lander<br>BA GradDipTeach  | Ms Philippa Purser<br>BA MTeach                        |
| Mr Peter Francis<br>Beng GradDipEd                    | Mrs Susan Le Get<br>BComm DipEd LLB(Hons)   | Ms Susie Renney<br>BEd                                 |
| Ms Cath Garrett                                       | Ms Anna Lewis   |  |

|   |  |
|---|--|
| Mrs Michele Rennie<br>BASC                            | Dr David Treeby<br>BScAdv(Hons) PhD DipEd                            |
| Mr David Renshaw<br>BSc(Hons) GradDipIS PGCE          | Ms Lucy Tucker   |
| Mrs Jen Rivett<br>GradCerteLearn GradDipComp BEd      | Ms Toni Vernon<br>BA DipEd MA  |
| Mr Andrew Rivis<br>MEdSt                              | Mrs Sally Walk<br>BA DipVisArt GradDipTeach                          |
| Mrs Michele Rochwerger<br>BA DipEd MSpEd              | Mrs Marianne Ward<br>PostGradCertGif MEd GradDipEd BA(Hons)          |
| Mr Mike Rossy<br>BA Grad Dip Educat                   | Mr Sam Warrick<br>BSc  |
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| Ms Alana Ryan<br>BA MTeach                            | Ms Ursula Wehrer<br>MBA MEdSt  |
| Mrs Jane Sharkey<br>BEd GradDipSpecEd GradCertReadInt | Ms Katherine Wells<br>LLB BA PostGradDipEdu MTeach                   |
| Mrs Patricia Shiel<br>BA DipEd GradDipEdStud          | Mrs Perri Winter-Barry<br>Bdes DipMin MEd GradDipEd                  |
| Ms Andrea Skinner<br>BSc DipEd                        | Miss Jess Yang<br>BA MTeach  |
| Ms Jody Smith<br>GradDipEdStud BEd MEd CSLML          | Ms Tian Yuan<br>BSc MTeach MSc                                       |
| Miss Lucy Smithson<br>BEd                             |  |
| Ms Amanda Snell<br>Bed GradDipFineArts HDipTch        |  |
| Mrs Robyn Speedy<br>CertIIIIGroupFit BSc DipEd        |  |
| Ms Jo Stackhouse<br>GradDipEd BA                      |  |
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| Mr Ian Taylor<br>BASC BEd                             |  |
| Mr John Taylor<br>BSc(Hons) DipEd                     |  |
| Mr Thomas Than<br>BSc PGCE                            |  |
| Ms Annette Thompson<br>BEd                            |  |
| Ms Martine Thompson<br>BA BSocSci                     |  |
| Mrs Jennifer Thomson<br>BA(Hons) DipEd                |  |
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| Mr David Travers<br>BA(Hons) MEd                      |  |

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