



# College Performance Report 2018



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# Principal's Report

It brings me great pleasure to present the Good Shepherd Lutheran College Annual Report for 2018.

Once again upon reflecting back on a year filled with joy, sadness, challenges and opportunities I am struck by the wonderful sense of community which exists at the College and the genuine care and concern those within our community demonstrate towards each other.

Our vision for a flourishing community, a place of grace where all members are nurtured in their unique gifts and embrace the future with confidence is realised in so many ways. Our classrooms are places where our students are encouraged to strive for excellence, find unique solutions to problems and are called to serve in ways that utilise their strengths. Our staff are enthusiastic in their pursuit for the students to flourish, to be empowered and want to make a difference in the lives of others, and our parents provide exceptional support in all areas of the life of the College.

In keeping with our values of Identity, Service and Respect, 2018 held two major areas of development for staff and students. We focussed on optimising our wellbeing through our Visible Wellbeing program, in order that the conditions for exceptional learning could be created - an ongoing major focus of our College's pursuit for excellence in all we offer our students.

## **Introduction of Visible Wellbeing**

After a number of years exploring the study of Positive Psychology and its role in education, in 2018 the College commenced as a Visible Wellbeing school, working in partnership with Professor Lea Waters of Melbourne University to integrate the latest research and practice in Positive Psychology and education in all aspects of the College's operation.

Visible Wellbeing is built on three core pillars. The first is to enhance staff knowledge of the latest psychological research into when humans operate at their best. Staff were trained through a number of workshops over the course of the year to ensure that they were operating with the most up-to-date psychological knowledge and how to apply this to teaching. The second pillar is to integrate strategies and activities that have been shown to enhance wellbeing into our daily practices. The third pillar is to establish processes by which we set clear wellbeing goals, choose evidence based activities to enhance wellbeing and the third is to evaluate how effective these have been. The overall aim of the Visible Wellbeing approach is to make wellbeing an intentional and explicit part of our thinking, language and practice. As evidenced in the classroom this approach is making a difference in the effectiveness of learning in our classrooms.

As a Visible Wellbeing school we join a community of over 100 schools in Australia, Canada, Asia and North America who are leading an important change in the way schools operate.

## **International Baccalaureate**

Across the three Junior campuses the Primary Years Programme continued to thrive. Students have been inspired by the small and yet significant ways they can take action throughout and at the close of each Unit of Inquiry. The Year 5 Exhibitions were again a highlight for students, staff and parents with the students taking full responsibility for the organisation and format of the evening. The connections made through the transdisciplinary learning approach of the PYP were clearly evident as was the students' enthusiasm and zest for learning.

In 2018 the College, in response to current educational research, placed much greater emphasis on learner agency (voice) in the Middle Years Programme of the International Baccalaureate.

To ensure that the students we are teaching today are equipped for a fast and ever changing employment market, with '21st century skills' we put much time, effort and dialogue into ensuring our units of work provided students with the opportunities to be creative, collaborative, adaptable and autonomous. The result in 2018 was encouraging with more student led investigations, text productions and learning journals being used across our Middle Years' classes and subjects.

### **Northern Territory Certificate of Education**

Exceptional results for both students and staff were recognised in 2018 in the NTCET. We are tremendously proud to have achieved a 100% NTCET completion rate for our Stage 2 cohort of students. In addition, 2018 saw a Good Shepherd student achieve the 'Top NTCET student in the Northern Territory', a first for the College in its 8 years of offering the NTCET. The College also had 4 A+ merits achieved by students.

A large number of NTCET teachers were again called on to be markers and moderators of Year 12 subjects with many travelling to Adelaide to complete this work.

The Career Acceleration Pathway program offered by the College to Year 11 and 12 students had students place as finalists in the NT Training Awards.

### **College Community**

There were a number of opportunities in 2018 for our College community to celebrate the generosity of those within it. In response to Cyclone Marcus

a large number of volunteers across all three campuses came together to provide much needed on the ground support in the immediate clean up efforts.

Later in the year the College Fete, organised and supported by 'Friends of Good Shepherd', was a resounding success. Volunteers from across the College community were involved through the provision of stalls, catering, entertainment and the organisation of such a large undertaking.

I would like to thank those who volunteer to be on the College Board, their support and work is invaluable and is at the core of the high quality education we offer our students.

I would also like to thank our exceptional teaching, administration and support staff for all they do to ensure we continue to be a leading school in the Northern Territory in both our Wellbeing approach and the exceptional learning opportunities we provide to our students.

Lastly a huge thank you to our students who make working at our College such a pleasure. Your enthusiasm and service to others is an inspiration, you each enrich our College in so many ways.

I look forward to the year ahead and all the opportunities it presents us to grow in our Identity, our Service and our Respect for ourselves and others.

### **Mrs Rachel Boyce**

*Principal*



# College Information

Good Shepherd Lutheran College is a leading Northern Territory school with campuses in Leanyer, Palmerston and Howard Springs. The College provides exceptional learning experiences and opportunities for students from ELC to Year 12.

The College is the only Northern Territory school to offer the International Baccalaureate, with the Primary Years Programme for students in ELC-Year 5, the International Baccalaureate Middle Years Programme for students in Years 6-10 and the Northern Territory Certificate of Education Training for students in Years 11-12. The flexibility, internationalism and rigor of these programs provides students with a breadth and depth of learning which equips them for a life of learning and work, whichever pathway they choose.

## A Lutheran School Community

Lutheran schools provide caring environments for the students who attend them and embrace high standards of teaching and learning.

### As a Lutheran school:

- We believe that each student is a unique person created by God. All of them have their own strengths and have the potential to live useful and fulfilled lives in the world.
- We believe that knowledge and learning is a gift of God for the wellbeing of human beings.
- We believe it is important to develop a spirit of service in each of our students so that their lives, learning, relationships, ambitions, values and attitudes reflect a commitment to living lives for the good of others.
- We believe that our acceptance by God does not depend on our own worth, but on the unconditional love and commitment of God. We reciprocate this in our relationships with each other, forgiving mistakes and working to restore relationships which are broken.
- We believe that the support and growth of each student is best achieved when the school and parents are working as a team.

As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview; living in community and reflecting characteristics of God through core values. These are especially; love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation, contributing to communities by being:

- self-directed, insightful investigators and learners
- discerning, resourceful problem solvers and implementers
- adept, creative producers and contributors
- open, responsive communicators and facilitators
- principled, resilient leaders and collaborators
- caring, steadfast supporters and advocates

## Our Mission

**‘With Christ at our centre, we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart’.**

## Our Vision

The College remains true to its purpose and mission, and all are integral to the co-creation of a flourishing community. As a place of grace – all members are nurtured in their unique gifts and embrace the future with confidence.

## Our Values

### IDENTITY

The Good Shepherd Way

*The Lord is my shepherd; I have everything I need. He lets me rest in fields of green grass and leads me to quiet pools of fresh water. He gives me new strength. He guides me in the right paths, as he has promised.*

*Psalm 23:1-3*

Lutheran schools are strongly linked by a common ethos, aiming to provide quality education in which the gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities. Support of this ethos by all members of the College community is what keeps our Identity strong. We believe the best student learning occurs with a strong focus on their holistic wellbeing. Strength based approaches to work and life provide the environment and encouragement for all our students to thrive and flourish.

### SERVICE

*Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms. 1 Peter 4:10*

Service is a fundamental pillar of the College. We believe that service is our response to the gift of grace offered to us by Christ. It involves selfless giving and loving of others, and is about making a positive difference in the lives of others.

### RESPECT

A supportive and caring community.

The following tenets provide the College with a framework for decision making and agreements about how we interact with each other to create a support and caring community::

Build positive relationships

Create a community where all feel they belong

Collaborate to utilise our strengths

Respect self and others

Be inclusive and open-minded

Pursue growth and learning

Be passionate and seize opportunities



## Our Impact

We build flourishing students who:

- Are knowledgeable and caring and use this knowledge to help create a better world
- Believe service is a fundamental part of their life
- Gain an understanding of their own and other's wellbeing

## Our Goals

Within the College 2016-2019 strategic plan our goals are:

- Embracing our College ethos and purpose
- Developing a positive organisation
- Enriching learning outcomes
- Strengthening student culture and wellbeing
- Enhancing professional practice and wellbeing
- Expanding parent and community engagement
- Sharing our College
- Growing our future



# Distinguishing Opportunities

## College Structure

The College embraces the specific needs of each age group within the College and caters for students from the Early Years through to Year 12. Students enter our College at 3 years in the Early Learning Centres and continue through the Primary Years, Middle Years and Senior Years at one of the three campuses of the College.

The curriculum, pastoral and extracurricular opportunities at each of the campuses reflect a targeted and seamless approach to holistic learning.

## Curriculum

The Primary Years Programme (PYP) of the International Baccalaureate is implemented across all three campuses and provides a safe and nurturing environment for students to acquire the basic cognitive skills in their early years of school. As a Christian school, much emphasis is placed on developing students with a holistic approach to learning. Staff provide opportunities for growth academically, spiritually, socially and emotionally. With inquiry as the key foundation of the PYP students are encouraged to explore, imagine, create and problem solve for themselves as they begin the process of becoming self directed learners.

Explicit teaching within the PYP focuses on the development of literacy and numeracy concepts and skills, and the programs in place challenge students to take the responsibility for their learning. In addition to the Units of Inquiry, Literacy and Numeracy programs the College also offers specialist subjects of Language (German and Japanese), Art (Music and Visual) and Physical Education.

The Middle Years Programme (MYP) of the In-

ternational Baccalaureate, for students in Years 6-10, caters for young adolescents who are endeavouring to make sense of the world around them and their place within it. Students are exposed to a broad range of subjects and as they progress through the Middle School have the opportunity to tailor their choices in the Arts, Design and Physical Education subjects around areas of interest and possible future study within the Senior Years. In addition to the MYP subjects completed, students also complete studies through both a Social Emotional Learning program and Christian Studies. In these programs students are encouraged to develop interpersonal skills and a strength based way of thinking, and are provided with opportunities to learn how to use these approaches in developing and maintaining positive relationships and developing a growth mindset.

Students in Year 11 and 12 complete the Northern Territory Certificate of Education and Training (NTCET). This is a two year course which upon completion provides an entry point to university, other further study and employment. A number of pathways exist for students to complete their NTCET, through both the Career Acceleration Pathways which incorporates school-based traineeships, and through Pre-Tertiary study.

Underpinning all programs offered at the College is a Visible Wellbeing approach which, through its six pathways of Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits, allows students to develop an approach to wellbeing which builds resilience and positive wellbeing.

## Leadership

There are numerous opportunities for students to develop and learn about leadership at the College. These include; College Captains, College Senior Leaders, College House Captains, Middle Year Captains and House Captains, Junior School Captains and House Captains and leadership through sporting teams and College events.

## Community Service

In 2018 students at the College were involved in a number of community and service activities. These included;

- ◆ Bethany Home Service Residential
- ◆ Harmony Day
- ◆ Community fundraising via student run stalls and events
- ◆ Clean-up Australia Day
- ◆ Working Bes
- ◆ Bombing of Darwin service
- ◆ Community festivals
- ◆ Volunteering

## Overseas Tours and Exchanges

Students travelled to various locations for both curricular and service projects. The College be-

lieves that these experiences provide students with the opportunity for personal growth and global awareness. Locations travelled to include Japan and Germany for Language exchanges, Singapore for Geography, New Zealand for an outdoor education camp and Malaysia for a service residential.

## Competitions

During 2018 students were involved in a number of sporting and curriculum based competitions. These included Tournament of the Minds, Debating, mathematics and science competitions, literacy and writing competitions, STEM and robotics events. Many students were involved in sporting events through the local School Sport network and Interschool sport. A number of students from the College were selected at both a Territory and National level.

## Engaging with the Wider Community

Students across the College were engaged in learning opportunities outside the College and through visiting guests to the College. Through PYP Units of Inquiry and MYP Interdisciplinary units students travelled to a number of locations to gain a better understanding of how knowledge and skills are applied in the workplace.



# Community Environment

## Pastoral Care

The College's Pastoral Care program is based on the premise that all staff at the College have a responsibility of pastoral care for all students, for parents and for each other. Positive interpersonal relationships are highly valued and the College's Social Emotional Learning program and Pastoral Care program aim to develop in all students an understanding for their unique strengths and how to use these to build a community where all are valued and cared for.

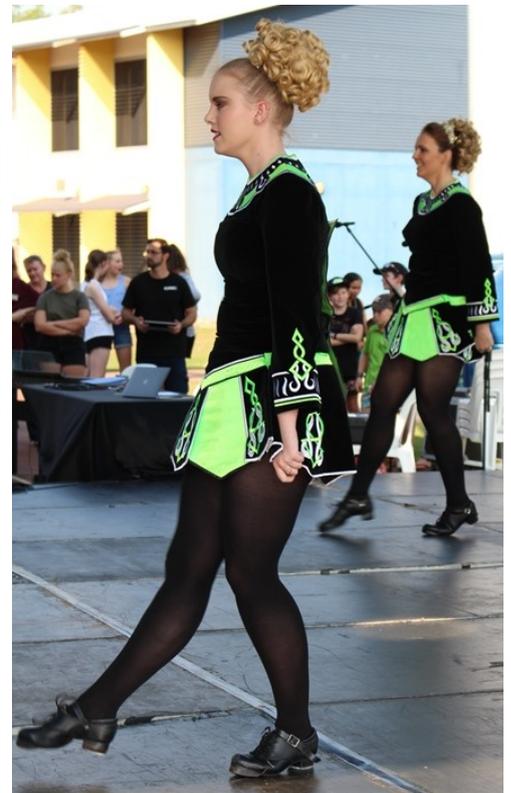
## Valuing Safe Communities/Child Protection

We are committed to providing a safe environment. All staff and volunteers undertake relevant training in Child Protection under the Lutheran Church of Australia's Valuing Safe Communities Program.

## Friends of Good Shepherd

Parents are encouraged to contribute to the community life of the College and the College is very grateful for the support it receives from the parents and broader community. The Friends of Good Shepherd (FoGS) group is a group of volunteers who, in a variety of ways, help with fundraising, class activities, the College Fete and other social activities.

All parents at the College have the opportunity to discuss their child's learning through Student Led Conferences and Parent Teacher Interviews. A number of information sessions are held during the year for parents.



# Academic Results

## Literacy and Numeracy

In 2018 all students in Years 3, 5, 7 and 9 completed NAPLAN testing in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The percentage of students achieving the national benchmark in 2018 are:

	Year 3	Year 5	Year 7	Year 9
Reading	95	98	94	93
Writing	93	80	84	65
Spelling	99	95	94	86
Grammar and Punctuation	93	88	92	89
Numeracy	100	96	98	99

## Senior Secondary Outcomes

The 2018 NTCET Stage 2 Class was consisted of 76 students. Of these 53 students completed a Pre-Tertiary Pathway and 23 students completed a VET Pathway.

Outcomes for Year 2018, 12 Cohort	
% of eligible students completing the NTCET	100%
Number of students eligible for an ATAR	50
% of NTCET grades in the A band	16%
% of NTCET grades in the B band	50%
% of students with an ATAR over 90	16%
% of students with an ATAR over 80	31%
% of students awarded one or more VET qualifications	30%
Number of students who completed a school based traineeship	4

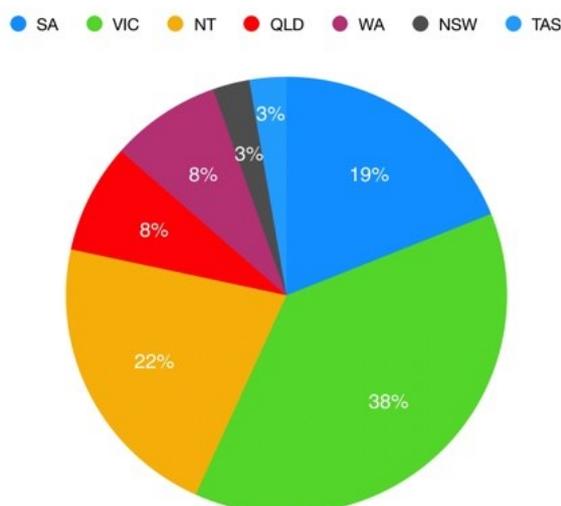
## Year 12 Post School Destinations

This table provides a summary of main destinations of students from the 2018 year 12 cohort. It also includes those who have elected to take a GAP year or who have deferred a University offer.

Destination choice	Number	Percentage
University Degree (Northern Territory)	8	11%
University Degree (Interstate)	29	42%
Continuing VET (Cert IV, III, apprenticeship, traineeship)	12	17%
Working	21	30%
Looking for work or other study opportunities	0	0

## Further Study Destinations

Students from the College chose to study in a number of locations across Australia. The graph below shows the States and Territories students are studying at:



# Student Attendance

## Student attendance

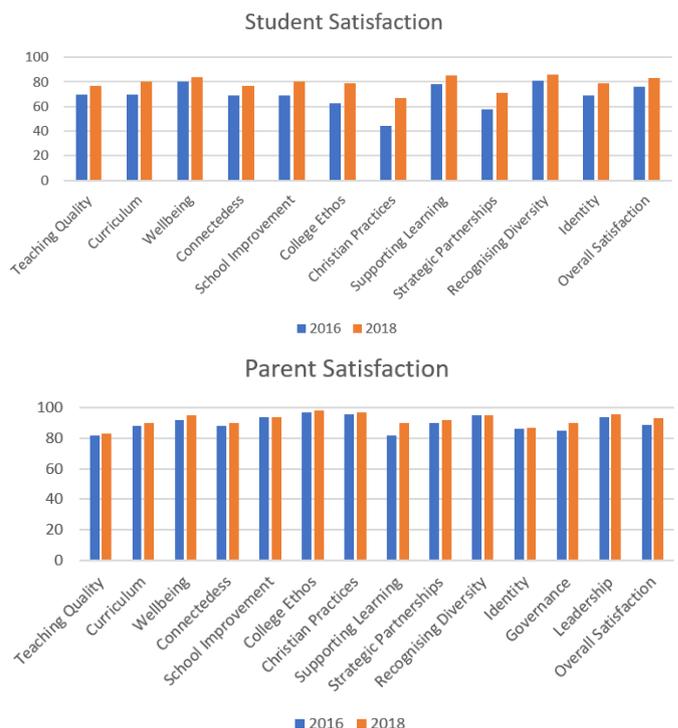
The average student attendance rate for students from Year 1 to Year 10 for Semester 1 2018, by Indigenous status (Data Source: My School website)

Student Attendance Rate	
All students	92%
Indigenous students	90%
Non-Indigenous students	92%

Attendance is taken twice a day in the Junior Schools and each lesson in the Middle and Senior School and is electronically recorded. An automated SMS message is sent to parents to notify of an absence and follow up phone contact is made if there is no response. Meetings are arranged with parents if there is prolonged or a pattern of absences to negotiate a supported return to school, in order to minimise the impact of a student's absence on their learning.

# Parent and Student Satisfaction

In 2018 the College surveyed parents, students and staff through the Lutheran Education Australia, Quality Schools Survey. The data from this survey indicates a very high overall satisfaction rating by parents and students for the College both in relation to the learning needs and in the progress of their child(ren). Many of the ratings across a number of dimensions indicate a satisfaction rating of over 90%. There was an increase in satisfaction level across most categories when compared to the 2016 data. Particular strengths of the College are perceived to be in the attention to the wellbeing of students, recognising student diversity, the Christian Ethos of the College and the leadership of the College.



# Staffing

## Teacher Qualifications

All teaching staff have the necessary qualifications for teacher registration in the Northern Territory, these are checked through a rigorous process of recruitment and registration checks. In addition to their teaching qualifications all staff have participated in Lutheran Education Australia - Valuing Safe Communities training and hold a Northern Territory Ochre Card. Staff undertake regular professional learning within their fields to develop and maintain the necessary skills to provide quality education to the students at the College. Support and Administration staff have completed a Criminal History Check.

## Staff Composition

Spanning across all campuses, the College has a diverse staff, with a College Principal, Deputy Principal, Head of Positive Education, five Heads of School (3 Junior Years, 1 Middle Years and 1 Senior Years), College Pastor and six other supportive senior leadership positions. In total the College has 178 staff, 94.3 full time equivalent teachers and 52.3 full time equivalent administrative and support positions. In 2018 there was one Indigenous staff member employed at the College.

In 2018 the qualifications of all teaching and support staff is as follows:

Doctorate	2
Masters	25
Graduate Diploma/Diploma	59
Graduate Certificate	24
Bachelor Degree	90

## Professional Learning

Professional Learning is actively encouraged and supported by the College. Teaching and non-teaching staff are supported to develop and enhance their skills to ensure that all students at the College receive a quality education. The College has fostered a supportive and nurturing environment, supported by wellbeing and Positive Psychology approaches to staff development and organisation culture, which has driven initiatives promoting student learning and inquiry.

Professional learning at the College includes:

- IB specific conferences/workshops
- Visible Wellbeing
- School-based professional learning teams by year level, learning area or cross-curricula
- Coaching (both formal and informal programs)
- Supporting Students with Diverse Needs
- Accredited courses (e.g. first aid, asthma training)
- Clarifying and moderation of assessment meetings
- Classroom observations and feedback
- External workshops/conferences
- Online learning
- Personal professional reading
- Lutheran Schools specific training e.g.: Pathways, Equip, Valuing Safe Communities

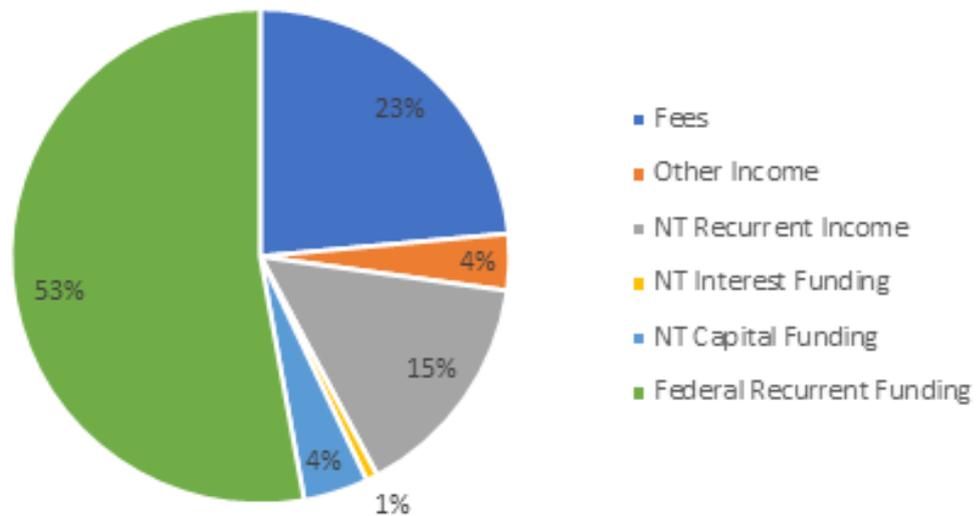
## Professional Learning Expenditure

<b>Total expenditure</b>	<b>\$103,860</b>
Total expenditure on Professional Learning: teaching staff members	\$80,486
Total expenditure on Professional Learning: non-teaching staff members	\$23,374

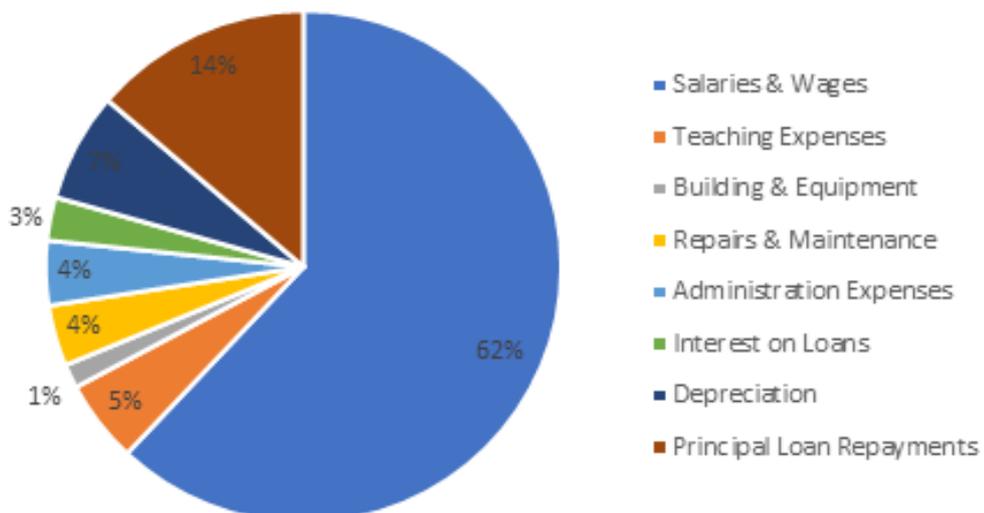
# Finance

The College is incorporated as the Good Shepherd Lutheran College NT Inc, and is managed under the auspices of the Good Shepherd Lutheran Church, (Palmerston) congregation. Good Shepherd Lutheran Church is a member congregation of the parish of the Top End Lutheran Church, which is itself part of the Lutheran Church of Australia. The College income, broken down by funding source, and College spending is presented below.

### Income 2018



### Expenditure 2018



# Major Works

With the steady increase in enrolments at the Howard Springs Junior School, the Board approved the self-funded development of an architecturally designed classroom building. The structure incorporates the principles of learning-friendly design with eco-friendly technology to ensure a sustainable operation. The building was completed in December, ready for classes in 2019.

A key element of the College Strategic Plan is the continual development of modern indoor and outdoor learning spaces by creating a vibrant relationship between pedagogy, classrooms, outdoor spaces and access to technology. From the grounds perspective, in addition to the investment in new classrooms, playground equipment was erected, shade sails were replaced and improvements made to the landscape and greening of the College with the addition of over 100 trees planted at the Palmerston Campus and over 200 trees and at the Howard Springs Campus.

Mid year, the College submitted a Block Grant Authority application for security perimeter fencing at the Palmerston Campus. Unfortunately, the Palmerston Campus was persistently targeted for break and enter and malicious damage which disrupted classes, and consumed time and resources to bring the affected areas back to normal. Working with the local Police, strengthening crime prevention strategies and upgrading security measures brought the situation under control. In November, the College was informed the application was successful with the BGA grant substantially funded for the erection of security fencing which will significantly reduce incidences in the future and we are thankful for BGA's decision to approve this capital grant.

The College continually expended resources into technology to facilitate effective deployment of mobile technology into the classroom. In Term 2, we finalised the upgrade of Wireless Access Points across the campuses to improve network stability, increase bandwidth ensuring better connectivity and enhanced user outcomes. In November we were thrilled by the announcement from Area 9 that Good Shepherd had won the "Win a HP Sprout with Area 9" competition. The HP Sprout integrates multiple advanced technologies into an all in one solution making it a 'ready to go' tool for group research, creating media rich projects and presenting school work.



# Listing of Staff

ANTHONY, TERENCE  
ABRANTES, PAULO  
ALLAN, TYLA  
ANDT, KRISTYN  
ARCHIBALD, KAREN  
ARYAN, OLGA  
ATKINS, RACHEL  
ATKINSON, CAROLYN  
BAFF, ELIZABETH  
BARKER, CAROLINE  
BATTEN, NATHAN  
BATTEN, SONYA  
BAYLY, MELLS  
BELL, CLAIRE  
BENNETT, JACK  
BENSON, LEARNE  
BIBBY, KARON  
BISEVAC, LUBOMIR  
BISEVAC, OLIVERA  
BLAKE, SOPHIE  
BLOMELEY, MARIA  
BOAKES, DEBRA  
BOHN-NIKOLAEV, ARITE  
BORTOLI, GLENDA  
BOTT, ELSABE  
BOYCE, DARREN  
BOYCE, JANET  
BOYCE, RACHEL  
BRADLEY, NATALIE  
BRADSHAW, TROY  
BRADTKE, BENJAMIN  
BROCK, TAMARA  
BUGLASS, NICOLA  
BURTON, AMANDA  
CARPENTER, REBECCA  
CARROLL, MARGARET  
CARTER, RICHARD  
CHOUDHARY, PUSHPA  
CLARK, JESSICA  
COOK, JEANNIE  
CUMMINS, DEAN  
CUMMINS, KATHRYN  
CURTIS, REBECCA  
DAVIS, REBECCA  
DAVIS, SARAH  
DE CASTRO, JOSE  
DEAN, SANDIE  
DICKSON, GEORGIA  
DIXON, KATHRIN  
DOWLING, TRISHA  
DUFFY, MATTHEW  
DUNHAM, LEE  
DUNLOP, KATHLEEN  
EDWARDS, JANE  
EICHE, REELIKA  
ENGLAND, LAURA  
ENGLAND, LYNDAL  
ENRIGHT, PAUL  
ENRIGHT, YUMI

ERRITY, TARA  
EVERETT, DIANNE  
EWERS, ANDREA  
FAJZULLIN, JACOB  
FARAONE, JAMES  
FLETCHER, REBECCA  
FORD, SHONA  
FREER, SUSANNAH  
FULLER, SARAH  
GABOLINSCY, ANGELA  
GALLETLY, SAMANTHA  
GANEWATTAGE, NAMAL  
GEORGE, IMELDA  
GHOSN, KAREN  
GHOSN, MARIAM  
GRECH, DEBORAH  
GRIFFIN, AMANDA  
GRIGGS, MELISSA  
GUNN, CHERYL  
HADDON, KERRY  
HAM, TANYA  
HAMILTON, MATTHEW  
HANTON, KYLIE  
HAYNES, TANIA  
HEARNDEN, JULIE  
HEENAN, ANDREA  
HO, BERNARD  
HOLLAND, BERNARD  
HOLLAND, CASSANDRA  
HOWES, SUSAN  
HUGHES, KATE  
JOHNSON, ALEXA  
JUAN, NANCY  
KALIKAJAROS, ROWENA  
KANYILMAZ, NICOLE  
KAUSTOS, GABRIELLE  
KELLY, LEAH  
KENNEDY, LYNDA  
KIRKHAM, BARRY  
KITSOS, IRENE  
KLAU, LEANNE  
KOEHLER, ANDREW  
KOEHLER, KAREN  
KOUTZI, AVGI  
KOZAK, STANLEY  
LAMECH, DIANNE  
LANGDON, JANET  
LAUBE, KRISTINE  
LEEK, CAMERON  
LEHMAN, PETER  
LOVEDAY, HANNAH  
LOVELL, KATHLEEN  
LOWERSON, MARGARET  
MANSON, CASEY  
MARSHALL, MICHELLE  
MARTINS, JACINTA  
MCCARTHY, CHRISTINA  
MCLENNAN, IMOGEN  
MCMEIKAN, ROBYN

MILES, CASSIE  
MONTGOMERY, MICHELLE  
MORGAN, COURTNEY  
MORROW, JUDITH  
MRVELJ, SIMONE  
NALDER, SUSAN  
NEILSEN, JESSICA  
NEUPANE, CHIRANJIBI  
NORFOLK, BELINDA  
ROBERTSON, MARIE  
O'KEEFE, KYLIE  
OPIE, ELIZABETH  
OTTO, SUZANNE  
OWILI, JUNE  
PARSONS, KIERAN  
PATERSON, SHIANN  
PEARN, MEGAN  
PEART, SALLY  
PETERS, ROSLYN  
PETERSEN, AMANDA  
PETERSEN, JULIA  
PETERSEN, PETER  
POKELA, LYNNE  
REEVES, CLIFF  
RODDA, MELANIE  
SAJTOS-HOBBS, JANA  
SALMIC, EMMA  
SALTMARSH, FREDERIQUE  
SANSOM, CATHERINE  
SCHUBERT, PETER  
SEE KEE, PAUL  
SEIDL, ANNA  
SHORT, VIVONNE  
SIMPSON, FRANCES  
SLEEP, LOLA  
ST VINCENT, GREGORY  
SUDANA, DONNA  
SWANSON, LIBBY  
SYNNOTT, ANITA  
SYNNOTT, SEAN  
TALBOT, JONATHAN  
TEUNISSEN, KRISTY  
THICKBROOM, JOANNE  
TOLHURST, CHELSEY  
TOMES, SUZANNE  
TRAHAIR, PETA  
TRATHEN, VICKI  
USSHER, MICHELLE  
VETTER, MARISSA  
WALKER, ELIZABETH  
WALKER, RACHEL  
WARRENDER, LAURA  
WATT, NGAIRE  
WEIER, KAREN  
WHITE, CHARLOTTE  
WHITTINGTON, JUSTINE  
WILLIAMS, LEANNE  
WILLIAMS, MELINDA  
WOOD, RACHEL