



PERFORMANCE  
REPORT  
**2019**



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## FROM THE PRINCIPAL

...Still other seed fell on good soil. It came up, grew and produced a crop, some multiplying thirty, some sixty, some a hundred times.....

This passage from the book of Mark tells a story of a sower sowing his seed. Depending on where it fell, it either withered and died or flourished and produced grain. It was used as the theme for the Appreciative Inquiry summit held in April of 2019, where for the second time in five years we gathered staff, parents and students to collectively discover and then design our 'Future Perfect' for the College. From these discussions, our Strategic Plan for 2020-2024 was written.

At the other bookend of the year, the Awards and Year 12 Graduation Service, I reflected on the words of Greta Thunberg 'Right here, right now is where we draw the line. The world is waking up. Change is coming.' As a College we are vehicles for this change, it is our approach to learning and wellbeing that is preparing our students for their challenges and changes. They are our future; the future of our world, and we must ensure that we provide the very best soil in which they can flourish. Through the year they rose to this; through acts of service, commitment to learning and through reflection and inquiry they developed the skills of 21<sup>st</sup> Century learners, creative, decisive, problem solvers, relational and adaptive.

Service, a core pillar of the College, the reason why we learn, so that we can continue to prepare the soil for others in which to flourish, was evident in students' participation in events such as Bald Hair for Bethany, ANZAC Day ceremonies, the outreach work with Bethany Home, bake sales for various charities, buddy programs between classes and the Year 8 Community Project.

Other highlights of the year included the Junior School Spectacular, which was truly spectacular. The students, and staff, practised long and hard to ensure that the evening was full of dazzling talent, smiles and laughter, and appreciation of having the opportunity to perform in front of parents, grandparents and friends. A huge thank you to all involved, staff, parents and importantly our Junior School students. We were also entertained by our Middle and Senior students at our ARTiculate evenings. The dance, drama, design and music on display were testament to the talents of our staff in these areas and the commitment of our students to be the best they can be. Listening to duets and solo performances, watching dancers gracefully perform and being mesmerised by students in a totally different light in taking on the persona of characters never fails to leave me saying, 'this is the best year yet'! It just happens that every year is the 'best year' and our students are growing into wonderful performers and designers.

This year we reflected upon the way in which our Year 5 and 6 students were approaching their learning and asked the question, "Is this preparing them for the type of learning they will need for the rest of their lives"? After researching what effective contemporary and

innovative learning in Years 5 and 6 looked like internationally, we embarked upon CAFÉ 5 at Palmerston Campus and CAFÉ 6 at Howard Springs Campus as pilot programs. CAFÉ being an acronym for Creative, Active, Flourishing, Empowering – all the attributes of what learning must be in the 21<sup>st</sup> Century to prepare young people for the future world of employment and service. Both programs had extremely positive results; the PYP Exhibition at Palmerston Campus demonstrated the resiliency of our students, who despite being flooded out in the most torrential storm, all supported each other and were able to discuss what they had learnt with parents and visitors at such a level of complexity that many were left in awe of what learning can look like when students are given autonomy and provided with support. At other campuses the Exhibitions were of a high quality and reflected all the students had learnt about being learners during their PYP years.

Good Shepherd is committed to a rigorous, continuous improvement agenda. It is with this positive mindset that the College is committed over the next five years to the following:

- Embracing our Christ Centre
- Developing a positive organisation
- Implementing a culture of wellbeing
- Enriching student learning
- Enriching staff learning
- Developing partnerships
- Sharing our College
- Growing our Future

This comes from our collective voice, and at the heart of all we do at the College we have our Christian mission and our community. Building a strong community that supports all those within it is our aim; it is through this that our students will flourish. There have been many moments in 2019 where this has been evident and we are very grateful for all who have contributed - our community is our strength.

## **2020 - THE YEAR AHEAD**

As we look forward into next year we know there will be challenges and blessings, opportunities to develop our College and continue to improve in providing learning that equips our students for their future.

All this we will do with those who God has provided us with, our staff, our parents and our community. Thank you all for being with us and trusting us with the education of your children.

**Rachel Boyce**

**Principal**

**MEd, BEd, GradDip Theol.**



## CONTEXTUAL INFORMATION

### About Good Shepherd Lutheran College

Good Shepherd Lutheran College is a leading, independent Northern Territory school with campuses in Leanyer, Palmerston and Howard Springs. It provides exceptional learning experiences and opportunities for students from Early Learning Centre (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 rigour 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.

### Our Values - Identity Service Respect



### 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’.**

As an International Baccalaureate Organisation (IBO) World School we also embrace the Mission Statement of the IBO.

#### The IBO Mission Statement

*‘The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right’.*

## Our Values

Our values are our guide to how we interact, show love and compassion to all within our community, and define how we learn.

### IDENTITY

*I chose you. And I gave you this work: to go and produce fruit—fruit that will last. Then the Father will give you anything you ask for in my name. John 15:16*

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

*Be sincere in your love for others. Hate everything that is evil and hold tight to everything that is good. Love each other as brothers and sisters and honor others more than you do yourself. Never give up. Romans 12:9-11*

Respect for self, the College community, all those who live in this world, and the planet upon which we live are core to how we approach our learning at the College. At the College we see ourselves as 'good neighbours' to those we share our planet with. There are five tenets based on scripture of what constitutes being a good neighbour.

- A neighbour loves personally.
- A neighbour's love is not based on worthiness.
- A neighbour's love is open to be vulnerable.
- A neighbour's love is costly – it is not limited to what is easy.
- A neighbour's love is comprehensive and ongoing.



## 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



## COLLEGE LEADERSHIP

Under the leadership of the Principal, the Senior Leadership Team is responsible for the strategic development of an innovative and contemporary approach to educational policies and procedures.



**Rachel Boyce**

College Principal

MEd BEd GradDip Theo



**Elsabe Bott**

Deputy Principal

MAEdStudies BEd



**Bernard Ho**

Director of Business Operations

BCommAcc CPA CertGovPractices



**Darren Boyce**

Head of Positive Education

MAPP, MEd, BEd, GradCertTheol



**Lynne Pokela**

Head of Junior School

Howard Springs Campus

MEdStud DipT GradDipEdStud



**Cheryl Gunn**

Head of Junior School

Leanyer Campus

DipT BEd GradDipEdLead MEdLead



**Dean Cummins**

Head of Senior Years

Howard Springs Campus

BEcon GradDipEd(Sec)



**James Faraone**

Head of Middle Years

Howard Springs Campus

BA GradDipEd MEd



**Vicki Trathen**

Head of Junior School

Palmerston Campus

BEd(Prim)



**Tara Errity**

Director of Development

BEd GradDipEdAdmin

## GOVERNANCE

Good Shepherd Lutheran College NT Incorporated is an education institution of the Lutheran Church of Australia South Australia District Incorporated (LCA SA/NT District).

The Board is comprised of up to nine voting members endorsed by the Lutheran Schools Association (LSA), and two non-voting executive staff. Six of these nine members come from the St Andrew and Good Shepherd Lutheran Church congregations, a number of whom have been or are parents of the College. The College Principal and Director of Business Operations are non-voting members of the Board. The College Board acknowledges the Principal as the College's educational and spiritual leader. The Board's role is to ensure planning is strategic and linked to the College's vision and mission.

The Board met on ten occasions with eight meetings being reporting and two meetings being Strategic Planning meetings.

### Members

Maja Van Bruggen (Chair)  
Sam Bakara (Vice Chair)  
Karen Cheal (Secretary)  
David Alm  
Helen Taylor

### Non-Voting Members

Rachel Boyce (Principal)  
Bernard Ho (Director of Business Operations)



*Good Shepherd Lutheran College – Appreciative Inquiry Summit #2  
(Left to right) - Darren Boyce, Maja van Bruggen, Rachel Boyce, Elsabe Bott, Steve Zolezzi*

## OUR STUDENTS

Students travel from across Darwin and the rural area to attend the College. In 2019 there were approximately 1160 students at the College across the three campuses, ranging in age from 3 years at the ELC to 18 years in Year 12. The student population at the College reflects the multicultural diversity of Darwin with close to 20 Languages other than English being spoken by students at the College, with students coming from a number of different countries. The student cohort includes Indigenous students, students from Defence families, and students with learning support needs.

Good Shepherd strives to meet the needs of all students at the College; and there is considerable support for students with a variety of specific needs including physical, emotional, behavioural and intellectual. The school has an excellent reputation for supporting both students and their families.

### Student Enrolment and Attendance

#### Enrolment

The table below (Figure 1) shows enrolment figures as at Census Date 2 August 2019. These numbers include 81 Indigenous students. The male to female ratio is approximately 1:1 for the Junior, Middle and Senior Schools.

	Total
Transition	75
Year 1	93
Year 2	89
Year 3	85
Year 4	83
Year 5	112
Year 6	95
Year 7	125
Year 8	115
Year 9	93
Year 10	62
Year 11	86
Year 12	56
<b>Total</b>	<b>1168</b>

Figure 1: Enrolment as at Census Date 2 August 2019

## Attendance

The table below (Figure 2) shows the student attendance rate and student attendance level for students from Year 1 to Year 10 for Semester 1 2019, by Indigenous status. (Data source: My School website).

All students	91%
Indigenous Students	87%
Non-Indigenous Students	91%

*Figure 2: Student Attendance Rate*

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.

## The College Curricula

The College offers three curricula frameworks which guide the learning students undertake at the College. The junior campuses offer the International Baccalaureate (IB) Primary Years Programme to all students in the ELC- Year 5, students in Years 6-10 in the Middle School continue with this international approach to learning through the Middle Years Programme of the IB. The Northern Territory Certificate of Education and Training is offered to all students in Year 11 and 12 with some students opting to complete the Career Acceleration Pathway program which offers both the NTCET and work based learning and Certificate I-III courses.

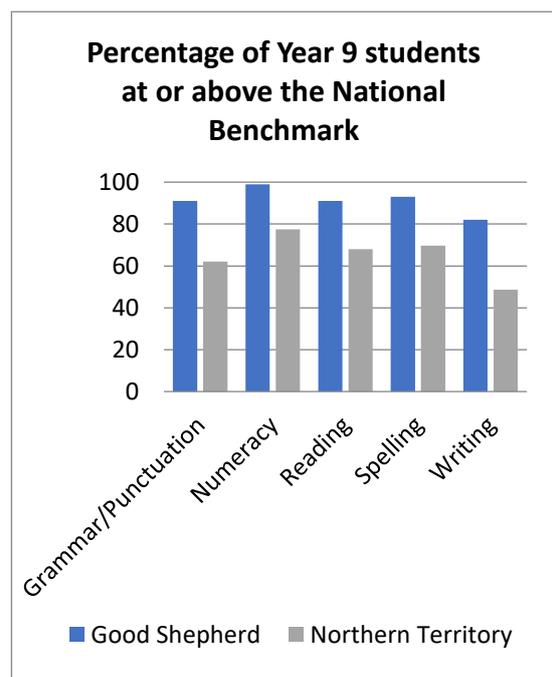
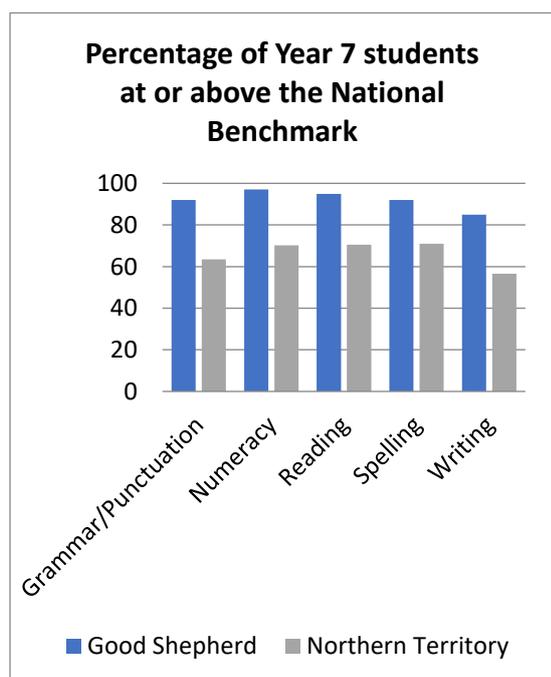
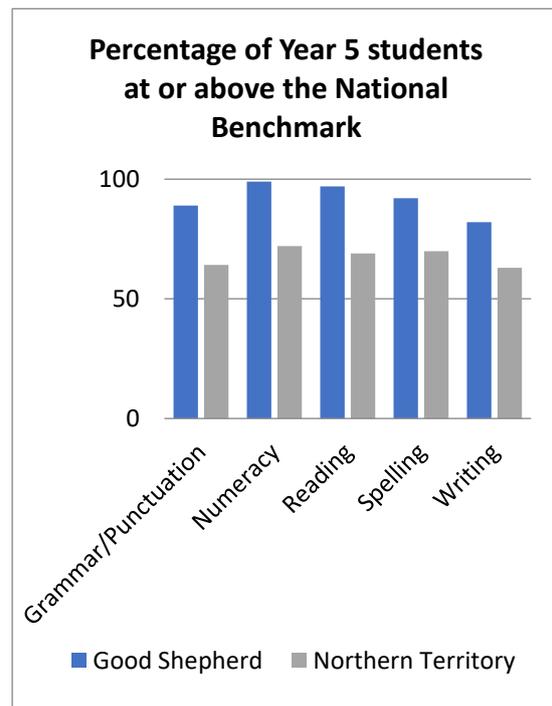
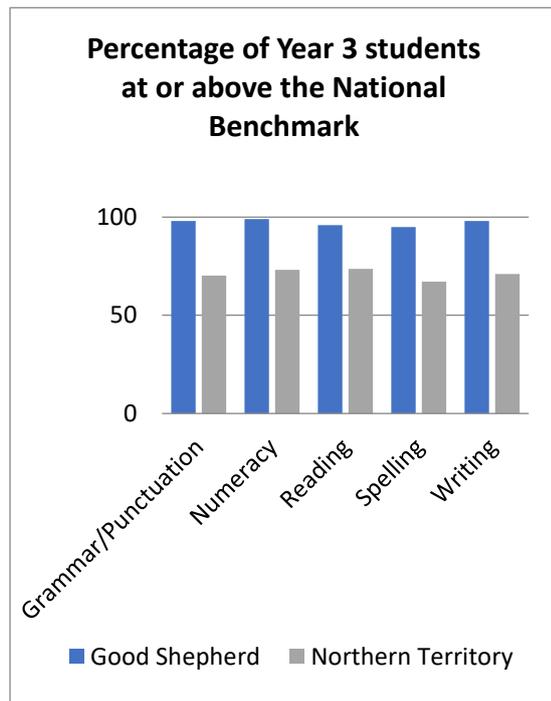
The IB Primary and Middle Years Programmes are recognised by ACARA\* (Australian Curriculum Assessment Reporting Authority) as approved International curriculums. These are used alongside the Australian Curriculum, to ensure students at the College are receiving an International standard of education in line with the curriculum put in place by the Australian Government.

\*[acara.edu.au](http://acara.edu.au)

## Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2019 all students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) Online testing for the first time. The available preliminary results continue to show improvement with strong results in most areas when compared against the National Benchmark.

Areas of strength are clearly in Numeracy and Reading while the area of focus requiring further work is writing. Strategies to continue to work on this are in place across the Junior Schools.



## Senior Secondary Academic Outcomes

### Northern Territory Certificate of Education and Training

Number of Year 12 students completing the NTCET	56
% of eligible students completing the NTCET	100%
% of NTCET grades in the A band	18.27%
% of NTCET grades in the B band	53.43%

Figure 3: Year 12 Completion Rates

It is pleasing to note that Year 11 and 12 students at the College achieved higher than average Subject Grades as compared to other Year 11 and 12 students in the Northern Territory.

In addition comparative data for the same cohort of students in Year 11 demonstrates an increase in the percentage of A and B grades they have achieved in their Year 12 results.

### Vocational Education and Training

	Number	% of School
Students with completed VET Qualifications	30	21%
Students who completed the NTCET and would not have without VET	14	25%
Students with a school-based apprenticeship or traineeship	6	3%
Students who completed the NTCET and studied VET	37	66%

Figure 4: VET Completion Rates



Career Acceleration Pathway students

(Left to right) - Cameron Brodie, Taylah Rasmussen and Jack Cameron

## Post College Destinations

In 2019 there were 56 students in the Year 12 cohort, all of whom completed their NTCET. This was achieved through the College’s Pre-Tertiary Pathway, Career Acceleration Pathway and alternate subjects.

Of the top five ATARs, three students used a Certificate III to contribute to their ATAR.

Of this cohort, 30 students (54%), chose to pursue a University pathway, which is significantly higher than the national average of 31%. Students have been accepted into universities across seven of the States and Territories.

	Number	% of School
<b>Students accepted into University degrees</b>	<b>30</b>	<b>54%</b>
<b>Students entering the workforce (excludes Defence and Police Service)</b>	14	25%
<b>Students successful in securing an Apprenticeship / Traineeship</b>	5	9%
<b>Students accepted in Defence and Policing</b>	<b>3</b>	<b>5%</b>

Figure 5: Post College Destinations

Health Services including Psychology, Nursing, Midwifery, Occupational Therapy and Medicine was the leading Post School Career choice of 2019 Year 12 students with 33% of the cohort pursuing this industry, an increase of 13% from the previous year. Education, Law, Science and Creative Industries are also strong areas of interest for the students. In comparison to past years, our students are pursuing a wider range of career options. We also have students pursuing Industrial Design and 3D Animation which is a change from previous years. Of the 54% students planning to attend University, 43% are taking a Gap Year in 2020. For most students, this is due to financial reasons.

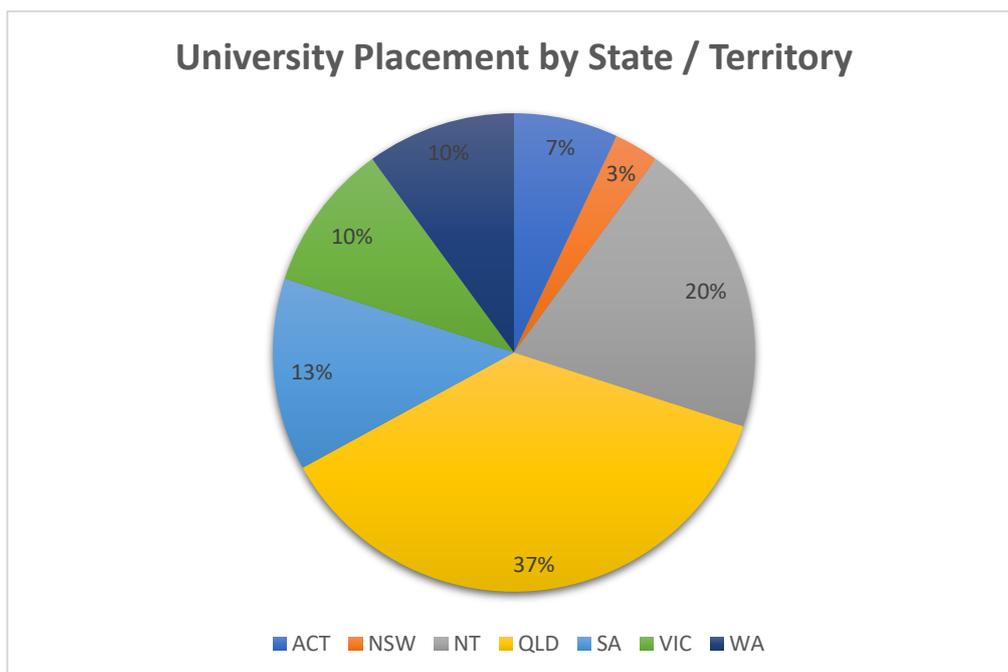


Figure 6: University Placement

## Extra and Co-curricular Programs

Students at Good Shepherd Lutheran College are offered many opportunities to engage in and continue their learning 'outside' the classroom. Learning in a classroom is an important component of developing a knowledgeable child, in addition involvement and participation in activities outside the classroom enriches the growth of students and develops compassionate and flourishing children who are equipped to meet the challenges of life beyond school. These experiences include sport, music, community service, student leadership, and camps and excursions. A selection of programs are listed below:

Art Workshops for students and parents
Arts and Technology Exhibition – ARTiculate
Camps and Stay-up nights
Christian Studies lessons
College and campus choirs
College Representative sporting teams
Duke of Edinburgh Award
Endeavour Week Outdoor Education camps
Inter-house Debating
Inter-school sporting and House Carnivals
Junior School spectacular
Language Exchange trips
Mathematics Enrichment Camp
Musical recitals
Participation in representative events e.g. Bombing of Darwin, ANZAC day
Pedal Prix Fundraising
Peer Support program
Questacon
Science and Engineering Challenge
Science competitions
Service activities – local and international
Social Emotional Learning program including Pastoral Care time in small mentor groups to develop personal capabilities
Student leadership meetings cross campuses
Tournament of the Minds Challenge
Weekly worship services
World Challenge
Writer's club
Year 5 Instrumental Music program

## OUR STAFF

Spanning across all campuses the College has a diverse staff, with a College Principal, Deputy Principal, Head of Positive Education, five Heads of School and six other supportive senior leadership positions. In total, the College has 189 staff, 97.2 full time equivalent teachers and 41.4 full time equivalent administrative and support positions. In 2019 there were two Indigenous staff members employed at the College.

All teaching staff have the necessary qualifications for teacher registration in the Northern Territory. In addition to 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 development within their fields to develop and maintain the necessary skills to provide quality education to the students at the College. Support/Administration staff have completed a Criminal History Check.

### Staffing Statistics

Staff	
Full Time Equivalent Teachers	97.2
Full Time Equivalent Non-Teaching Staff	41.4
Total FTE	138.6
Total No of Staff	189

Figure 7: Staffing

### Qualifications of Academic Staff

Number of Academic Staff with PhD's	2
Number of Academic Staff with Masters	23
Number of Academic Staff with Post Graduates (not including Masters)	39
Number of Academic Staff with Degrees	109
Number of Academic Staff with Diploma in Education	2
Number of Highly Accomplished or Lead Teachers	4

Figure 8: Staffing Qualifications

## Professional Learning

Professional Learning is actively encouraged and supported by the College. Teaching and all staff are supported to develop and enhance their skills to ensure that all students at the College receive a quality holistic education. Through the implementation of the College Strategic Plan a supportive and nurturing environment exists, supported by wellbeing and Positive Psychology approaches to staff development and organisational culture. This culture has driven initiatives promoting staff and student learning and inquiry.

Professional learning at the College includes:

- IB specific conferences/workshops
- Visible Wellbeing training
- School-based professional learning teams by year level, learning area or cross-curricula
- Mentoring/coaching (both formal and informal programs)
- Accredited courses (e.g. first aid, asthma training, IB PYP/ MYP and NTCET workshops)
- Assessment and moderation meetings
- Classroom observations and feedback
- External workshops/conferences
- School visits
- Online learning
- Personal professional reading
- Meetings of professional associations
- Lutheran Schools specific training e.g.: Connect, Equip, Valuing Safe Communities

### Professional Learning Expenditure

<b>Total expenditure</b>	<b>\$83,518</b>
Total expenditure on Professional Learning: teaching staff members	\$81,081
<i>Average PD expenditure - teaching staff member</i>	<i>\$834</i>
Total expenditure on Professional Learning: non- teaching staff members	\$2437
<i>Average PD expenditure - non-teaching staff member</i>	<i>\$59</i>

Figure 9: Professional Learning

## COLLEGE INCOME/EXPENDITURE

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 expenditure is presented below.

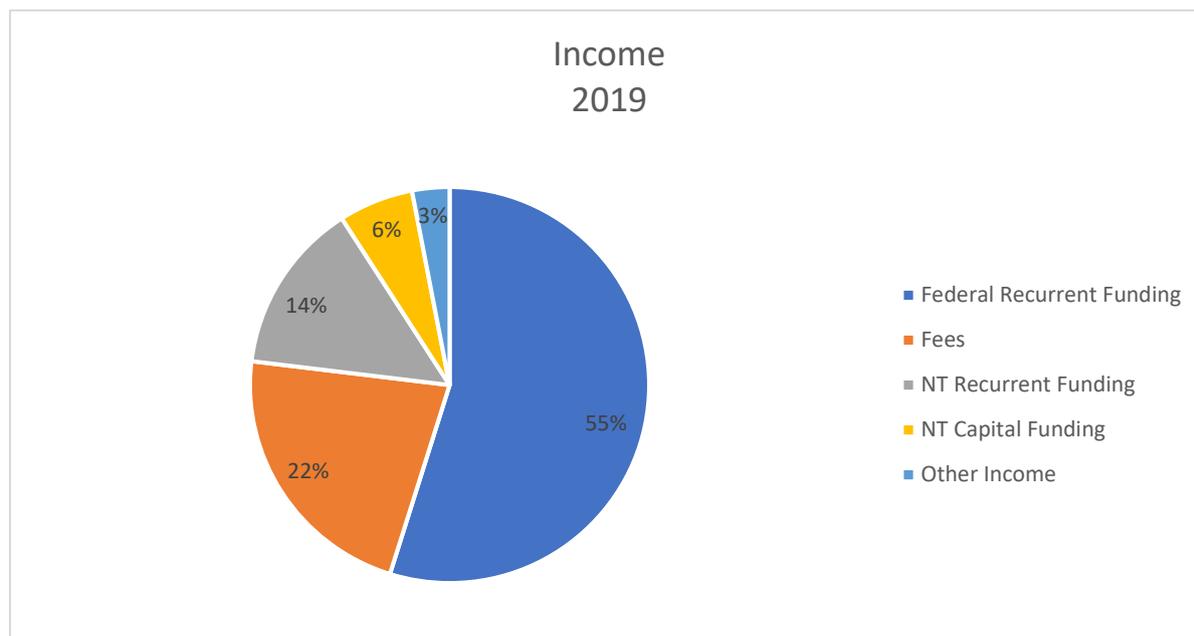


Figure 10: College Income

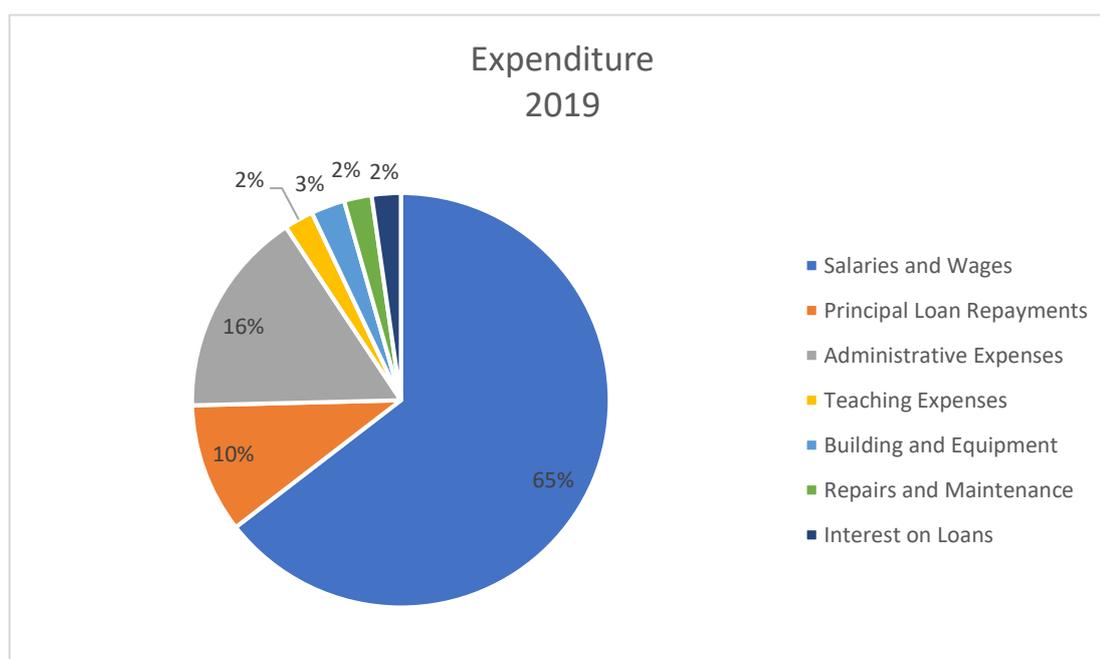


Figure 11: College Expenditure

## COLLEGE FACILITIES

The College continues to invest in the upkeep and upgrades of buildings and grounds to create rich learning environment inside and outside of the classrooms. At the commencement of 2019 the Year 3 classroom block was opened at Howard Springs Junior campus. This new classroom block brought with it exciting new contemporary learning spaces and new classroom furniture to support flexible learning environments facilitating student engagement and learning.

Good Shepherd Lutheran College is conscious of reducing our impact on the environment and continues to invest in technologies to reduce global carbon emissions. This is assisted by student initiatives in recycling and sustainability practices.

We were assisted through a grant received by the Block Grant Authority to construct a perimeter fence around the Palmerston campus ensuring the campus is much better secured against intruders.

Looking forward to 2020, we are very excited that there will be two playgrounds erected on the Howard Springs Middle/Senior campus.



## ANNUAL SELF ASSESSMENT

The College Board, Principal and staff have worked together to determine the College's areas of strength, where levels of performance need to be maintained and reviewed; and those areas to be given priority for development or improvement. In deciding on priorities for improvement, the College has taken into account;

- Previously identified strengths and areas for improvement;
- Areas for improvement identified from the Lutheran Education Australia (LEA) Quality Schools Survey data;
- Areas relating to national and local data such as NAPLAN and Australian Council for Educational Research (ACER) testing
- Areas of particular interest to College families as evidenced in parent surveys

The College has implemented a cyclic approach to School Improvement which occurs continuously over four years and is underpinned by careful monitoring and rigorous inquiry.

In 2019 the focus areas of strategic development as published in the College Strategic Plan were Strengthening Student Culture and Wellbeing and Enhancing Professional Practice and Wellbeing.

Partnering with Professor Lea Waters from Melbourne University, staff completed the two year Visible Wellbeing training commenced in 2018. This not only assisted staff greatly in their own understanding of wellbeing but provided valuable opportunities to ensure wellbeing practices are both visible and explicitly taught as skills to students in all lessons.



*Visible Wellbeing Professional Development – January 2019*

*Left to right – Elysia Tranter, Professor Lea Waters and Laura Brady*

## COMMUNITY SATISFACTION

In 2019 Good Shepherd had a high retention rate of staff, both teachers and support staff.

Community functions at the College continue to be well attended, particularly the curriculum information evenings and family events.

Friends of Good Shepherd (FoGS) continued to grow in members with representatives nominated at each campus to assist with campus-specific events and fundraising.

Support from parents at working bees and other events is invaluable and 2019 again saw a large number of parents helping out with their time and donated resources across all the campuses.

The College welcomes feedback in a variety of forms, both through direct contact with Heads of School and other leadership positions, and indirectly through FoGS parent forums.

Community involvement is core to the success of the College and the support of parents in promoting the College in the wider community is greatly appreciated.

Some of the events parents and the wider community are involved with at the College include:

- Student-led / Three-way and Parent Teacher Conferences
- Curriculum Information sessions
- Careers and Work. University Pathway sessions
- Guest Speaker Program
- Worship and Devotions
- College Graduation and Awards Services
- PYP/MYP Exhibitions and Presentation evenings
- Performing and Visual Arts Exhibitions
- College Extra Curricular events (camps and excursions)
- Valuing Safe Community Workshops
- Community Garden
- Mother's and Father's Day stalls and BBQs
- Movie Nights and Discos
- Art Workshops for parents / families
- Parent / family Welcome Evenings
- Grandparents and Special Friends days
- Class Carers

## APPENDIX 1: 2019 Staff List

Alain	Bouchard	Gabrielle	Kaoustos
Alexa	Johnson	Gemma	Berrill
Alexis	Miller	Georgia	Kelly
Amanda	Petersen	Glenda	Bortoli
Andrea	Heenan	Gregory	St Vincent
Anna	Seidl	Hailey	Quick
Anna	Hind	Hannah	Loveday
Avgi	Koutzi	Holly	Smith
Balin	Powardy	Imelda	George
Belinda	Norfolk	Imogen	McLennan
Benjamin	Bradtke	Jacinta	Martins
Bernard	Holland	Jacinta	Martins
Bernard	Ho	Jade	Briscoe
Blessing	Izuchukwu	Jalal	Volker
Bronwyn	Stanborough	James	Faraone
Caroline	Barker	Jana	Sajtos-Hobbs
Carrie	Griffiths	Jane	Edwards
Casey	Manson	Jarrad	Lawrence
Cassandra	Holland	Javkhlán	Tsogttsembel
Catherine	Sansom	Jeannie	Cook
Chelsey	Tolhurst	Jessica	Keogh
Cheryl	Gunn	Jessica	Neilsen
Christina	McCarthy	Joanita	van Wyk
Cliff	Reeves	Joanne	Thickbroom
Daniel	O'Connor	Judith	Morrow
Darren	Boyce	Julie	Hearnden
Dean	Cummins	June	Owili
Donna	Sudana	Karli	Moulston
Elizabeth	Walker	Kathrin	Dixon
Elizabeth	Baff	Kathryn	Cummins
Emma	Salmic	Kevin	Anderson
Fleur	Sharp	Kieran	Parsons
Frederique	Saltmarsh	Kristine	Laube
Kristyn	Andt	Kristy	Teunissen
Kylee	Wood	Rebecca	Seidl
Lara	Whitehouse	Rebecca	Fletcher
Laura	Warrender	Rebecca	O'Brien-Devine
Laura	England	Rebecca	Davis
Laura	Mau	Rebecca	Carpenter
Learne	Benson	Richard	Carter
Lochlan	Godber	Robyn	McMeikan
Lola	Sleep	Roslyn	Peters
Lubomir	Bisevac	Roslyn	Peters
Lydia	McCarron	Rowena	Kalikajaros
Lynda	Kennedy	Sabine	Gonelli

Lyndal	England	Sally	Peart
Lynne	Pokela	Samantha	Galletly
Marie	O'Callaghan Robertson	Sandra	Beardmore
Matthew	Duffy	Sara	Martin
Megan	Kitely	Sarah	Fuller
Megan	Pearn	Sarah	Davis
Melisa	Williams	Shiann	Paterson
Monique	Brown	Shona	Ford
Nancy	Juan	Silke	Highet
Natalie	Plesky	Sonya	Batten
Nathan	Batten	Sophie	Blake
Olga	Aryan	Stacey-Jane	Thompson
Olivera	Bisevac	Susannah	Freer
Paige	Humm	Talitha	Schweikert
Patricia	Espinoza	Tamara	Brock
Paulo	Abrantes	Tania	Haynes
Peta	Trahair	Toshio	Nishimoto
Peter	Vella	Trisha	Dowling
Peter	Lehman	Vivonne	Short
Rachel	Wood	William	Janssen
Rachel	Atkins	Wolfgang	Woerner
Rebecca	Davis	Yvonne	McDonnell