



SCOTCH OAKBURN COLLEGE

ANNUAL REPORT



2025
EDITION



Front cover image:
Gardens on Campus

Above:
Year 2 learning in Lemana

Back cover image:
Science in Helix

CRICOS provider No. 00480A

Contents

Message from the Principal	3
College Profile	4
Board of Directors	5
Mission – Vision – Values	6
Learner Attributes	7
Students	8
Staff Profile	11
Financial Analysis	15

We acknowledge the Iltirimirina tribe of the palawa/pakana people, the traditional custodians of the land upon which we live and work. We honour their enduring culture and knowledges as vital to the self-determination, wellbeing and resilience of their communities, and to shaping a just, inclusive and equitable Australian society.

Message from the Principal

Growing with Purpose

The College's motto, "*I will find a way to higher things,*" continues to guide our purpose and direction, and it is with great pride that I reflect on a year marked by thoughtful growth, innovation and community strength. Throughout the year, our focus has remained clear: to create the best possible learning environments and programs that enable every student to thrive, now and into the future.

In a world that is changing rapidly, schools must be both reflective and responsive. This year, Scotch Oakburn College has continued to evolve with intent, guided by our Strategic Vision, SOC2035, and a shared commitment to student-centred learning. Every decision made has been underpinned by a simple but powerful question: *What will best serve our learners?*

A defining feature of the year has been the continued development of our facilities, most notably the opening of the Lachie Wright Centre at our Elphin Campus. More than a new building, this space represents a reimagining of learning in the Junior School. Designed in close partnership with staff and students, the Centre provides flexible, contemporary learning environments that support collaboration, creativity and curiosity. Surrounding active play and learning spaces have further transformed the campus, encouraging movement, connection and engagement. These environments are already having a profound impact on how students learn and interact each day.

Alongside these physical developments, we have made significant advances in our programs, ensuring they align with

both current educational research and the interests of our students. The introduction of a new suite of specialist subjects in the Junior School has enriched the learning experience, offering opportunities in areas such as digital technologies, STEAM, creative media and storytelling. These programs have been designed to spark curiosity, build confidence and allow students to explore their strengths in meaningful ways.

Across the College, our commitment to providing a holistic education remains strong. From Early Learning through to Year 12, we have continued to strengthen consistency in teaching and learning, while also expanding opportunities beyond the classroom. Our co-curricular programs spanning sport, performing arts, outdoor education and service learning, continue to play a vital role in student wellbeing, leadership development and community connection.

Equally important has been the growth of student voice and leadership. Students have played an active role in shaping initiatives related to sustainability, facilities, service learning and the future of education at the College. Their willingness to lead with purpose and empathy reinforces our belief that leadership is not about position, but about action and impact.

The Staff Wellbeing Action Plan (SWAP), created in 2024 through staff consultation and actioned throughout 2025, focuses on preventing illbeing by easing workload pressures, improving systems and clarity, strengthening access to support and communication, and nurturing a connected, respectful and appreciative staff culture across the College.

This year has not been without its challenges. Navigating a complex educational landscape and funding volatility has required careful stewardship and collaboration. However, the strength of our community: students, staff, families and Board has ensured that we remain focused on delivering high-quality education in a values-driven environment.

As we look ahead, we do so with confidence and optimism. We have built spaces that inspire learning, developed programs that engage and challenge, and fostered a culture that places students at the centre of all we do. Together, we will continue to find ways to higher things.



Ross Patterson
Principal



Internationalism
Democracy
Environment
Adventure
Leadership
Service



College Profile

Scotch Oakburn College is a co-educational day and boarding school in association with the Uniting Church in Australia. Located in Launceston, Tasmania, the College has an enrolment of approximately 1280 students and 300 staff. The College is open entry and provides extensive learning programs for students from Early Learning to Year 12, as well as a Vacation Care program for the Scotch Oakburn and Launceston communities. Scotch Oakburn operates on three Campuses: Elphin, Penquite and the Valley.

The Elphin Campus is home to the Junior School (Early Learning to Year 5) and the Boarding House, providing excellent accommodation for students from around Tasmania, interstate and overseas.

The Penquite Campus comprises the Middle School (Years 6 to 8), the Senior School (Years 9 to 12), as well as the Performing Arts Centre, Helix (our Centre for Science and Mathematics) and Scotch Oakburn Park, the College's extensive sporting fields and the Wetlands Trail, used for environmental, scientific and artistic study.

The Valley Campus is the College's Education Outdoors Centre, an hour's drive from Launceston in the Fingal Valley.

Whilst the College is well regarded for its outstanding academic

results, it is the holistic education provided for students via the wellbeing and co-curricular, as well as the academic program, that ensures the social, emotional, physical, spiritual and intellectual development of our students. Consequently, the College also prides itself on our students' strengths in debating, public speaking, the visual and performing arts, service to the community, sport and education outdoors. The College's Values are derived from our Christian heritage and are lived out in the activities and programs our students are involved in. This variety of experiences reinforces the tangible sense of belonging within our learning community and develops young people of excellent character so that they may enter the community beyond our gates as confident and productive members of society.

The College's teaching staff are involved extensively in professional learning, focusing largely on pedagogy and incorporating the most recent understanding of how young people learn best. This links to staff learning goals and professional development. Understanding

how young people learn has also been the driver for the building of extensive and creative learning facilities on each Campus, following a set of research-based learning facility criteria.

The College is a global member of Round Square encouraging involvement by students in a range of opportunities such as exchanges, conferences, service projects, adventure and social justice issues.

The Round Square 'IDEALS' of Internationalism, Democracy, Environmental stewardship, Adventure, Leadership and Service are embedded in the College's programs to ensure the development of well-balanced students. There have been some significant service-based projects developed through our Round Square membership. These have included links with indigenous communities in Australia and overseas, ad support for local, national and international charitable organisations.

Educational partnerships are an important aspect of our offering and exist with local businesses, the University of Tasmania and sister schools in France, Japan and China. Wellbeing programs and opportunities are evident at all levels: there is a healthy choice canteen and encouragement of healthy lifestyles; our gymnasium is available for use by students, staff and parents before and after school; and to the wider community.

Board of Directors



FINNIGAN, David
Chairperson

Chief Executive Officer
BE (Hons) (Monash) 1991, BEc (Monash) 1991



CUTHILL, Rebecca
Deputy Chairperson

Philanthropy Director
BA (UTas) 1992, GradDip (Communications) (UC) 1994
Member – Australian Institute of Company Directors (AICD),
FIA Member



PATTERSON, Ross
Principal

Principal
BSc – Biological Science (Deakin) 1998
GradDipEd (Monash) 2001



BARNETT, Jonty

Managing Director/Business Owner
BSc Applied Science (UTas) 1998, GradCert – Business (Food,
Wine and Tourism) (Swinburne) 2003



PRYOR, Rohan

Minister of Religion
BSc (Monash) 1990, BComp (Hons) (Monash) 1991
BTh (Melbourne College of Divinity) 2003
Cert IV Training and Assessment (Tabor College) 2014
GradDip Adult and Vocational Education and Training (RMIT) 2014



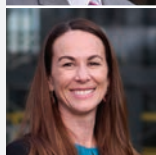
VAN DER AA, Karen
Board Secretary

Chartered Accountant
BComm (UTas) 1996, Graduate – Australian Institute of
Company Directors (GAICD), Fellow of the Institute of
Chartered Accountants



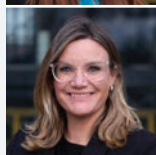
VEERHUIS, Paul

Prudential Regulator
MFinMaths (UNSW) 2012, B.Com (Economics) (University of
Wollongong) 2001, Graduate – Australian Institute of Company
Directors (AICD)



VINCOUR, Emma

Solicitor
BSc (UTas) 2001
BL (UTas) 2001



WOODROFFE, Jess

Senior Research Fellow
BA/SocSci (Hons) UTAS, BA (Utas) 2000, PhD (UTAS) 2008

Our Mission

To provide an exceptional holistic education that enables every student to maximise their potential.

Our Vision

‘Scotch Oakburn College is committed to ‘Creating the Future’ within a caring, supportive and inclusive community.’

Our Values

To be encouraged, modelled and explored:

Scotch Oakburn’s learning community is built on a Christian heritage and strong school traditions. Our Values are aligned to those of the Uniting Church in Australia and are:

- Commitment
- Compassion
- Courage
- Respect
- Responsibility

Our Curriculum reflects our Values that guide, and are key elements themselves, of student and adult learning. Such Values must be strong enough to vigorously propel our students into the wider world as citizens who are confident, but not arrogant, purposeful but flexible and responsive to new ideas, as well as being compassionate.

Every decision relating to curriculum and every interaction that takes place in our College reflects the Values of the individual and the collective Values of the College.

In addition, our students will be encouraged to value:

- All members of our community
- Respect for themselves and others
- A pursuit of Excellence, collaboratively and individually, in all areas of learning
- Human and cultural diversity
- The Round Square IDEALS of Internationalism, Democracy, Environmental stewardship, Adventure, Leadership and Service
- Spirituality, respecting our Christian heritage and our association with the Uniting Church, while also respecting other faiths
- Our history and traditions
- Care for the emotional and social wellbeing of everyone in our community

These find expression in everyday actions and interactions within the College, as well as through the curriculum and other programs.



Learner Attributes

The Learner Attributes form the platform for students to be architects of their own learning and are a common language through the evolution of our strategic vision SOC2035.

At Scotch Oakburn College we are:

Agile

Adaptable, contributing to, and offering leadership in, a rapidly changing global world by solving problems using existing knowledge and skills in unfamiliar situations.

Collaborative

Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Compassionate

Taking on the feelings and perspectives of others with humility and acting intuitively to support them through the development of emotion intelligence, EQ.

Courageous

Having the confidence, tenacity and commitment to take responsible risks to extend their capacity, persevere when presented with a challenge, and learn from mistakes.

Curious

Inquisitive, asking questions to clarify their thinking, wondering about the world and looking for solutions.

Effective Communicators

Listening and responding respectfully; processing, organising and coherently expressing ideas.

Ethical

Acquiring and building moral judgement in order to think responsibly, independently and to make informed decisions.

Inclusive

Celebrating the diversity within and including all members of our community.

Innovative

Inventive, valuing originality and creativity in their thinking and seeking new opportunities to introduce ideas or ways of doing things.

Self-regulating

Understanding one's self and having the capacity to reflect and self-manage.



Students

Student Data

Composition of student population

At the annual declaration of student numbers (Census) in 2025, the student population for the entire College, from 3 year old Early Learning to Year 12 was 1,290. The breakdown of this figure and the gender ratio is indicated in the following table.

	Total Students	%Male	%Female	%Other
Junior School (Early Learning)	126	41	59	0
Junior School (Prep to Year 5)	426	47	53	0
Middle School (Years 6 to 8)	310	50	50	0
Senior School (Years 9 to 12)	428	49	51	0
Total/Overall	1,290	48	52	0

Attendance processes and data

The overall student attendance percentage across the College for 2025 was 90.31%. The average daily attendance rate for Tasmanian State schools for 2025 was 79.77%. A comparison by year level is set out below:

	Scotch Oakburn College	Tasmanian State Schools
Prep – Year 5	91.29%	88.2%
Year 6 – Year 8	90.51%	83.13%
Year 9 – Year 10	89.06%	77.05%
Year 11 – Year 12	90.39%	70.70%

For Early Learning to Year 5, daily attendance is taken at the start of the day. All information is sent to the office for unexplained absentee follow up ASAP (phone call to parents). Late arrivals are required to sign in at the office.

In the Middle and Senior Schools (Years 6 – 12) attendance is taken every lesson by every teacher.

All absences for all year levels are recorded by the College, including partial days and short term absence due to illness.

Longer term absences from the College must be confirmed by a parent with the appropriate Head of Campus.

NB: For Early Learning, daily recording of all attendees and absentees is completed in Child Care Management Software CCMS, linked to the Department of Human Services. The same process occurs for Outside School Hours Care (OSHC- before/after school care, vacation care).



TCE Results

Throughout their time at the College, the Class of 2025 were outstanding role models, consistently showing integrity, resilience and leadership. Their actions inspired younger students to follow their example, setting a standard of excellence and compassion for those who came after. Of the 73 students eligible for an ATAR the top ATAR result was 99.70 and the Year 12 median ATAR for the cohort was 85.70. That indicates that 50% of the Scotch Oakburn cohort were placed in the top 14.30% nationally.

ATAR	Cumulative % of Students
98+	11.1
95 and above	34.2
90 and above	49.3
80 and above	71.2



Destination data

The following is an analysis of the destination data for the 2025 Year 12 cohort. Some of these students have opted to take a gap year prior to commencement of their courses.

Course	Number of Students
Agriculture	8
Art & Design	5
Allied Health/Health Sciences	19
Architecture	5
ADF (Aviation)	2
Business	3
Employment (General)	4
Education	2
Engineering	7
Humanities	6
Law	4
Maritime	2
Medicine	8
Music & Contemporary Arts	2
Police Force	2
Science	3
Trades	6
Year 13	1



Students



Percentage of students that achieved a standard of strong or exceeding in Writing:

	Scotch Oakburn	Tas	Aus
Year 3	87.7	69.2	76.4
Year 5	81.6	58.3	65
Year 7	71	55.5	63.8
Year 9	82.1	53.6	61.3

Percentage of students that achieved a standard of strong or exceeding in Spelling:

	Scotch Oakburn	Tas	Aus
Year 3	71.9	52.6	61.9
Year 5	76	60.7	68.7
Year 7	73.5	62.8	72.4
Year 9	79.8	62.4	71.9

NAPLAN

The following information highlights the College's performance in NAPLAN testing in 2025 against the Australian and Tasmanian averages. More information and variety of methods of presentation of this data can be found at the My School website: www.myschool.edu.au.

Percentage of students that achieved a standard of strong or exceeding in Numeracy:

	Scotch Oakburn	Tas	Aus
Year 3	79.7	59.5	64.1
Year 5	77.7	60.7	69
Year 7	86.1	57.9	68.6
Year 9	88.8	56.3	65.6

Percentage of students that achieved a standard of strong or exceeding in Reading:

	Scotch Oakburn	Tas	Aus
Year 3	81.5	60.5	65.7
Year 5	92.1	67.5	72.9
Year 7	84.9	60.8	69
Year 9	85.7	57.9	65.1

Percentage of students that achieved a standard of strong or exceeding in Conventions of Language:

	Scotch Oakburn	Tas	Aus
Year 3	57.8	44.6	54
Year 5	76	55	63.1
Year 7	77.4	52.9	62.4
Year 9	73.4	46.9	56.4



	MALE	FEMALE	TOTAL
Full time teaching staff	30	57	87
Part time teaching staff	9	40	49
Full time equivalent teaching staff			117.09
Full time staff – business operations and support staff	19	22	41
Part time staff – business operations and support staff	25	73	98
Full time equivalent staff – business operations and support staff			94.15

Total staff: 275

(Does not include casual, relief teachers, music tutors or casual Education Outdoors staff)

College Staff 2025

Ross Patterson	Principal		
Karen van der Aa	Business Manager		
Mikaela Adams	Teachers' Assistant - Creative Design Industries		Assistant - Elphin/Relief Teacher
Lilly Adkins	Teacher	Helen Carroll	Administrator - Performing Arts
Shabs Agarwal	Learning Support Assistant	David Carswell	Relief Teacher (T4)
Eulaly Allen	Teacher	Yvette Cassidy	Head of Inclusive Education - Penquite /Deputy House Head - Briggs/Teacher Relief Teacher
Daisy Allison	Early Learning Assistant	Stephanie Castillo	Teacher
Carolyn Artis	Learning Support Assistant (Casual)/Early Learning Assistant (Casual)	Caroline	Teacher
Kelsey Augostin	Deputy House Head - Dean/Teacher	Catchlove-Owen	Education Outdoors Assistant
Alex Austin	Teacher	Luke Chaffey	College Nurse - Penquite (T2, 3, 4)
Kim Badcock	House Head Dean - Penquite/Teacher	Cindy Chen	Administrative Officer - Futures Centre /Round Square Administration
Ellie Baker	Music Tutor	Jacqui Churchill	Teacher
Carla Baker	Enrolments Manager	Milly Clark	Teacher
Rebecca Ballard	Teacher	Justin Clarke	Community Coordinator
Jenny Banbury	Relief Teacher (T3, 4)	Abby Clements	Teacher
Tracey Banks	Early Learning Assistant	Jane Coleman	Human Resources Operations Manager (T1, 2, 3)
Daniel Barke	Deputy Head of Middle School/Teacher	Cassie Conn	Learning Support Assistant
Melissa Barker	Learning Support Assistant	Oliver Cook	Teacher (T1)
Craig Barnes	Learning Support Assistant (T3, 4)	Jude Coombe	Teacher/Learning Leader/House Head Dean - Elphin
Lucie Bartley	Teacher	Kate Cooper	Boarding House - Housekeeper
Matt Barwick	Boarding House - Duty Staff (Non-residential)	Pip Cordiner	Teacher
Rob Bastick	Teacher	Jo-Anne Cotton	College Shop Assistant
Hanna Batstone	Education Outdoors Assistant	Leanne Crawford	Tuckshop Assistant/Kitchenhand
Tim Batten	House Head Briggs - Penquite/Teacher	Miranda Creak	Human Resources Administrator/Boarding House - Duty Staff (Non-residential)
Harry Bayles	Teachers' Assistant - HPE/Learning Support Assistant	Suzanne Creese	Arts & Learning Environment Coordinator /Teacher
Taliesha Baylis	Teacher	Esther Croft-Elliott	Head of Year 6/Teacher/Round Square Coordinator - Middle School
Nick Bean	Teacher	Catherine Cronin	Teacher
Sharon Beattie	Teacher	Paige Crooks	Learning Support Assistant (Casual) (T3, 4)
Laura Beaumont	Teacher	Janne Crosswell	Teachers' Assistant - Creative Design Industries
Leah Bednar	Education Outdoors Assistant	Claire Cullen	Relief Teacher
Lydia Beecroft	Finance Manager	Natasha Cunning	Teacher/Learning Leader
Susie Bennett	Teacher	Patrick Daly	Teacher - Social Emotional Support - Penquite
Virginia Berechree	Director of Staff Growth & Academic Operations (Timetabling)/Teacher	Mark Danziger	Electrical Services Manager
Jessica Bertram	Relief Teacher	Jonty Darcy	Performing Arts Technician (Casual) (T3, 4)
Walter Bertram	Bus Driver (Casual)	Teresa Darcy	Senior Careers Adviser
Becca Biggs	Deputy Head of Junior School (Years Prep-2) /Teacher	Fabrice Dauchez	Teacher
Kristy Binns	Accounts Payable Officer	Hannah Derbyshire	Teacher
Louise Black	Relief Teacher	Nardia Deverell	Enrolments Officer
Keri Blackburn	Bus Driver/Tuckshop Assistant- Elphin	Jennifer Diepeveen	Teacher
Charlotte Blythe	Early Learning Assistant (Casual)	Deanne Dietrich	College Shop Manager
Kylie Boatwright	Teacher	Carmel Dilger	Teacher/Community Arts Coordinator
Jessica Bonham	Teachers' Assistant - Creative Design Industries	Jamon Dingemans	Teacher
Damian Booth	Bus Driver (Casual)	Bryony Dixon	Teacher
Judy Bordin	Music Tutor	Scott Dixon	Trades Assistant
Joe Bound	Music Tutor	Stephen Dobson	Head of Creative Design Industries/Teacher
Abbey Boutcher	Teacher	Rachel Dodge	Learning Support Assistant
Sarah Boylen	Boarding House - Duty Staff (Non-residential)	Reid Dolbey	IT Support Officer - eServices
Rhiannon Bradford	Learning Support Assistant	Helen Dosser	House Head Fox - Penquite/Coordinator - UTAS High Achiever Program/Teacher
Jamie Breden	Teacher/Community Service Coordinator /Duke of Edinburgh	Sue Dowsett	Learning Support Assistant
Robert Breier	Grounds Manager	David Doyle	Music Tutor
Joel Brewer	Director of Marketing, Communications & Community	Simon Dray	Teacher (T1)
Kylie Brewster	Teacher	Nicci Dray	Teacher/Learning Leader
Ian Britcliffe	Teacher	Amy Duff	Music Tutor/Vacation Care Assistant
Adrian Brock	College Services Manager	Carrie Dunham	Head of English/Teacher
Deirdre Brown	Teacher	Grace Dunn	Boarding House - Duty Staff (Non-residential)
Tracey Browne	Learning Support Assistant	Vicki Eaton	Relief Teacher
Rachel Buck	Teacher (T1, 4)	Sophie Edwards	Tuckshop Assistant/Kitchenhand
Lauren Bunker	Teacher	Rowan Ellery	Teacher
Evie BurkParental	Leave	Josh Everett	Carpenter Builder
Prue Button	Learning Support Assistant (T1, 2)	Tania Fankhauser	Teacher
Selina Bye	Learning Support Assistant	Madeline	
Fiona Bye	Teacher	Farrow-Smith	Outside School Hours Care Coordinator
Bridget Campbell	Administration Support Officer (Casual) (T3, 4)	Sue Fletcher	Teacher
Scott Campbell	Groundsperson	Ali Foot	Head of Sport/Teacher
Wellington Campos		Michelle Franke	Director of People & Culture (T1)
de Oliveira	Boarding House - Kitchen Assistant (T2, 3, 4)	Sara-Rose Franklin	Learning Support Assistant (T3, 4)
Roger Carey	Machine Technician/Relief Teacher	Josh Freestone	Teacher
Katy Carmichael	Early Learning Assistant/Learning Support	Andrew French	Teacher

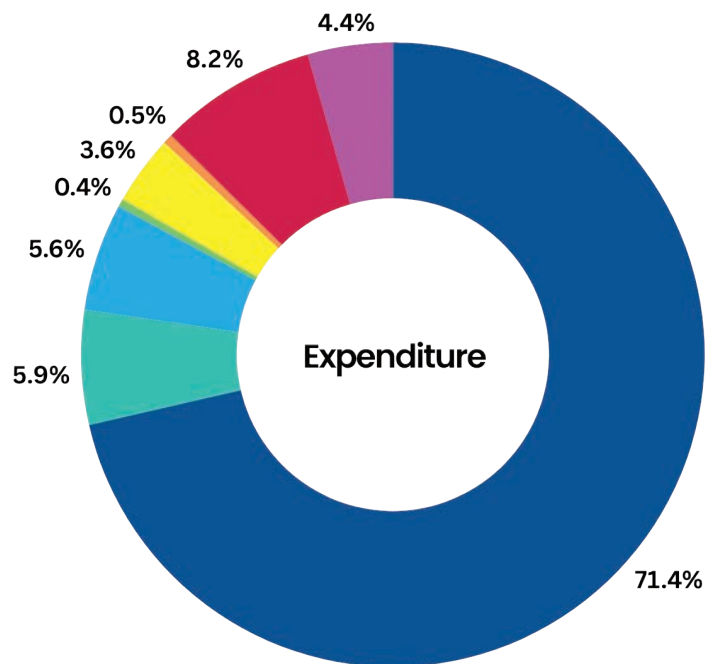
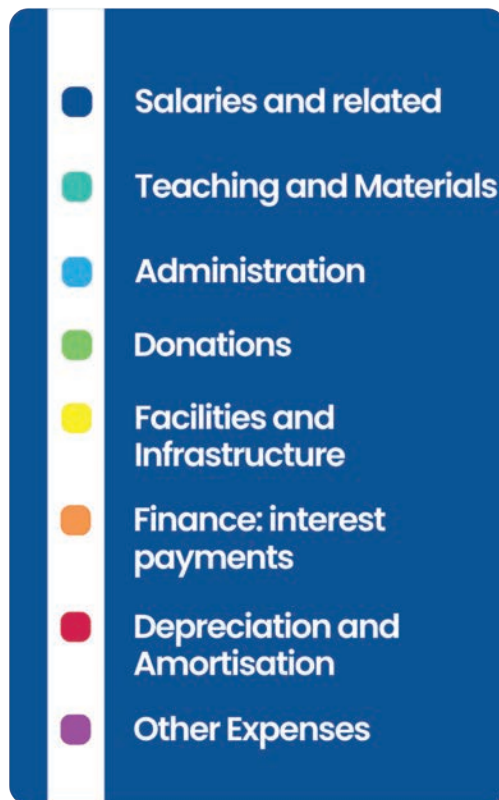
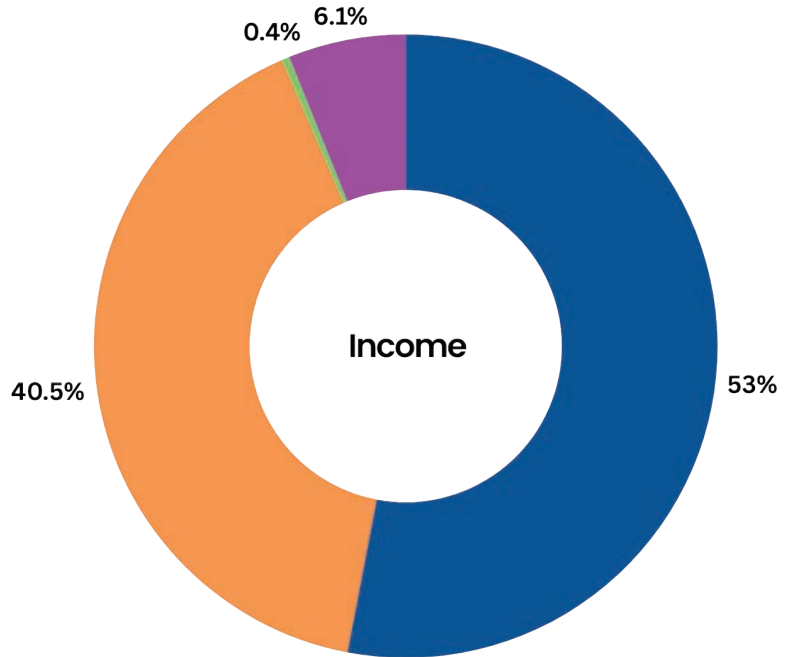
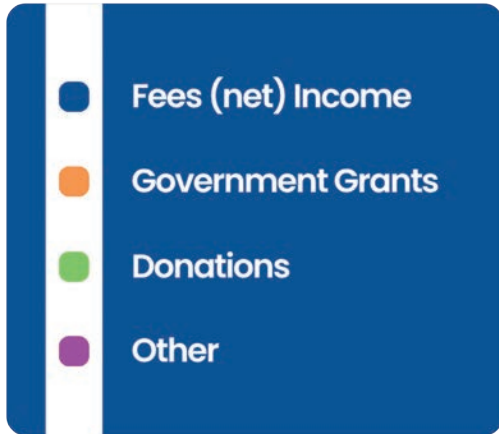
College Staff 2025

Shani French	Learning Support Assistant	John Lawton	Teachers' Assistant - CDI/Teacher
Tania Gaby	Academic Operations Coordinator	Georgia Legg	Learning Support Assistant/Boarding House - Duty Staff (Non-residential) (T1, 2, 3)
Kate Gard	Head of Science/Teacher		Head of Year 7/Teacher
Sharon Geale	Teacher	Katie Lester	Music Tutor
Georgia Gee	Teacher	Shing Leung	Early Learning Assistant (Casual)
Sophie Gibson	Learning Support Assistant	Berry Liao	Learning Support Assistant (T1, 2)
Bec Gibson	Teacher	Zoe Lillie	Director of Teaching & Learning - Penquite /Teacher
Sabrina Gimpl	Teachers' Assistant - Creative Design Industries	Sarah Lillywhite	Dance Tutor/Relief Teacher (T3, 4)
Tommie Glover	Learning Support Assistant (Casual)	Trista Little	Director of Rowing
Natalie Good	Executive Assistant to the Principal	Brendan Long	Music Tutor
Clyde Goosen	Teacher/Year 6 Sport Coordinator	Kylie Long	Relief Teacher
Will Gordon	College Nurse - Elphin (T3, 4)	Sandra Long	Relief Teacher/Early Learning Assistant (Casual)
Amelia Goss	Groundsperson	Nicole Lovegrove	Bus Driver
Rachel		Frank Lowe	Learning Support Assistant
Graham-Hilder	Learning Support Assistant	Tanya Lunn	Education Outdoors Assistant
Kathryn Gray	Teacher	Lillian Lyall	Tuckshop Coordinator - Elphin /Traffic Liaison Officer
Ben Green	Deputy Principal - Elphin (T1, 2)	Cathy Maartensz	Early Learning Assistant
Anne Green	Teacher/Learning Leader		College Archivist
Jane Gregg	Deputy Head of Senior School/Teacher	Hayley MacKirdy	Education Outdoors Assistant
Harry Gregory	Teacher	Veronica Macno	Administration Officer - Education Outdoors
Richard Hales	Relief Teacher (T3, 4)	Geoff Macqueen	/Administration Support Officer
Denise Hales	Daily Organiser- Elphin	Ingrid Marshall	Deputy Principal - Penquite
Luke Hammond	Teacher	Ben Marsland	Relief Teacher
Nick Hansson	Teacher	Katie Marson	Teacher
Millie Harding	Teacher/Learning Leader	Amy McCausland	Learning Support Assistant
Amanda		Janine McDonald	Accounts Receivable Officer
Hardwicke	Bus Coordinator	Jo McGlashan	Head of Humanities and Social Sciences/Teacher
Naomie Harris	Learning Support Assistant/Education Outdoors Assistant	Katy McGuinness	Head of Health & Physical Education/Teacher
		Paul McKendrick	Risk, Safety & Compliance Manager
Jimmy Harrison	Music Tutor	Jackie McKinnell	Head of Languages/International Students Coordinator/Teacher
Samantha Hartnack	Teacher	Hayley McLeod	Teacher
Kiara Harvey	Education Outdoors Assistant	Mel McLoughlin	Learning Support Assistant (Casual)
Cody Harwood	Chaplain (T1)	Willow McLoughlin	Education Outdoors Assistant
Mark Hassell	Head of Experiential Learning/Teacher	Kasey McNamara	Operations Manager - Marketing and Community
Dean Hawkins	Learning Support Assistant/Director of Cricket	Karen Meyer	Groundsperson
Tom Hawthorne	EDO Program Support	Bek Milbourne	Learning Support Assistant
Julie Heggarty	Teacher	Melissa Millington	
Keira Hernandez	Relief Teacher (T3, 4)	Natasha	Tutor - Dance (T1, 2)
Belle Hilder	Early Learning Assistant	Millwood-Green	Payroll Officer
Amanda Hill	Tuckshop Coordinator - Penquite	Kerry Mitchell	College Librarian
Katie Hill	Performing Arts Centre Coordinator	David Morris	Teacher (T1, 2, 3)
Vicki Hill	Learning Support Assistant	Rebecca Morris	Teacher
Meg Hill	Relief Teacher (T3, 4)	Stephanie Morris	Learning Support Assistant (T3, 4)
Kevin Hinchey	Boarding House - Cook	Chrid Morrison	Relief Teacher (T3, 4)
Kathleen Hinds	Learning Support Assistant (Casual) /Relief Teacher	Scott Muller	Maintenance Manager (T2, 3, 4)
		Greg Murray	Bus Driver
Renee Hodgetts	Director of Wellbeing - Elphin/Teacher	Heidi Nailer	Education Outdoors Assistant
Jesse Holbein	Education Outdoors Assistant/Learning Support Assistant (Casual)	Thanatcha Nathan	Music Tutor
		Andrea Neilson	Teacher
Tamara Hollister	Art Technician	Libby Newman	Learning Support Assistant
Brian Howie	Workshop Supervisor	Richard Nichols	Teachers' Assistant - Creative Design Industries
Elaine Hu	Teacher/Boarding House - Duty Staff (Non-residential & Residential)	Andrew Nichols	Sports Administrator
		Richard Niu	Teacher
Catriona Hurd	Teacher	Cale O'Keefe	Head of Year 8/Teacher
Elita Ives Learning	Support Assistant (Casual)	Rodney O'Keefe	Relief Teacher/OSHC Assistant
Chris Jackson	Performing Arts Centre Technician	Shaun O'Loughlin	Strategic Projects and Property Manager
Stephen Jacobs	Teacher	Naomie O'Loughlin	Head of Extension & Enrichment - Elphin/Teacher
Tonya Jacobson	Music Tutor	Kiran Oates Pryor	Head of Middle School
Sharryn Johnston	Early Learning Assistant	Robyn Ockerby	Boarding House Liaison Officer
Riley Jones	Teacher	Louise Ockerby	Teacher/Learning Leader/House Head Fox - Elphin
Anne Jones	Teacher	Andy Ojari	Systems Administrator - eServices
Caroline Jones	Library Officer	Zoe Otto	Senior Laboratory Technician
Aditi Kataria	Teacher	Dwayne Parish	IT Support Officer - eServices (T4)
Michael Kay	Music Tutor	Morgan Parker	College Nurse - Elphin (T2)
Micah Kenzie	Music Tutor	Nick Pedley	Deputy Head of Boarding
Harrison Keough	Boarding House - Duty Staff (Non-residential)	Xavier Perry	Boarding House - Duty Staff (Non-residential)
Susan Kidd	Teacher	Colin Peters	Music Tutor/Relief Teacher (T2, 3, 4)
Stephen King	Teacher	Nathan Peterson	Teacher
Lauren Knight	Teacher	Tali Pistorius	Early Learning Assistant
Catherine Kroon	Teacher	Amanda Pitt	Relief Teacher
Fraser		Lisa Pointing	Learning Support Assistant
Labine-Romain	Education Outdoors Assistant		
Ruby Lan	Teacher		
Victoria Lawrence	Early Learning Assistant		
Sharon Lawson	Administration Support Officer (Casual) (T4)		

College Staff 2025

Matilde Pouillot	Relief Teacher (T3, 4)		
Judy Poynter	Project Officer - Futures Centre/Relief Teacher	May Thomas	/Teacher
Andy Prideaux	Head of Performing Arts/Teacher	Kyla Thorp	Music Tutor (T3, 4)
Daniel Priest	Performing Arts Technician (Casual) (T2, 3, 4)	Lisa Truscott	House Head Nance - Penquite/Teacher
Vanessa Prosser	Teacher		Elphin Operations Administrator/Boarding House - Duty Staff (Non-residential)
Lesley Pyecroft	College Nurse - Elphin (T3)	Larissa Tucker	Learning Support Assistant
Anna Quinn	Education Outdoors Assistant	Suzanne Turner	Relief Teacher
Kellie Rae	Early Learning Assistant/OSHC Assistant	Angela Vaughan	Teacher
Simone Ralph	Director of Teaching & Learning - Elphin/Teacher	Brendan Vince	Head of eLearning/Teacher
Lionel Randall	Head of Boarding	Louise Viney	Teacher/Learning Leader
Taryn Randall	Teacher	Brennon	
Bri Ranicar	College Medic (T1)	Von Stieglitz	Senior Systems Administrator
Nuccia Rantieri	Teacher (T3, 4)	Belinda Waldron	Teacher (T1)
Tim Reese	Learning Support Assistant/Fitness Centre Instructor	Annabelle Walker	Learning Support Assistant
Nicky Reid	Head of HPE & Sport/House Head Briggs - Ephin/Teacher	Michael Wall	Teacher (T2, 3, 4)
Casey Reid	Director of Early Learning (T1, 2, 3)	Naomi Wallace	Early Learning Assistant
Matt Reid	Carpenter/Joiner	Stuart Walls	Head of Senior School/Director of Round Square
Anna Reimer	Head of Mathematics/Head of Extension & Enrichment - Penquite/Data Analysis Officer	Kaleb Watts	Learning Support Assistant (T3, 4)
Waites	/Teacher	Gary Wells	Bus Driver
Deb Reynolds	Teachers' Assistant - HPE	Mark Whelan	Bus Driver
Andrew Richardson	Head Chef	Leanne Whitnell	Early Learning Assistant
Kristy Richardson	Bookkeeper/Finance Officer	Andrea Wild	Relief Teacher
Judith Ridge	Relief Teacher (T2, 3, 4)	Rose Wilkinson	Relief Teacher
Grant Rigby	Groundsperson	Nicole Willcox	Community & Events Manager
Sherry Ritchie	Executive Assistant to the Business Manager	Peter Williams	Head of Elphin Campus (T4)
Michelle Robins	Receptionist - Middle School/Sports Administration Support	Sarah Williams	Teacher (T2, 3, 4)
Pip Robinson	Deputy Head of Junior School (Years 3-5) /Teacher	Carmel Williams	Relief Teacher (T4)
Cyndi Robinson	Human Resources Officer	Manda Wilson	Head of Inclusive Education - Elphin
Bec Rockliff	Teacher	Verity Wilson	Learning Support Assistant
Claire Rockliffe	Teacher/Learning Leader	Nicole	
Lorraine Ross	Receptionist - Penquite	Withers-Howard	Careers Adviser
Callum Ross	Teacher	Bronwyn Witt	Teachers' Assistant - conneXions
Georgie Routley	Deputy House Head - Fox/Teacher	Gemma	
Wendy Runciman	Relief Teacher	Woldendorp	Education Outdoors Assistant
Joy Russell	Teacher	Kylie Wolstencroft	Director of Wellbeing - Penquite
Michelle Rybka	TASC Liaison Officer/Teacher	Miwa Worrall	Tutor - Japanese
Rupert Sadler	Boarding House - Sous Chef	Anne Wright	Relief Teacher (T4)
Bonnie Saunders	Early Learning Assistant (Casual)	Casey Young	Teacher (T1, 2, 3)
Marissa Saville	Teacher/Data Analysis Officer	Siobhan Young	Teacher
Catherine Scott	Teacher	Maddi Young	Teacher (T2, 3, 4)
Jennene Scott	Teacher	Tanya de Jong	Administration Support Officer
Kendal Selby	Academic Administrator - Middle School/ Receptionist - Middle School	Nikki de Wit	Learning Support Assistant (Casual)
Giarna Selby	Early Learning Assistant (Casual)/Relief Teacher		
Sarah Shaw	Teacher		
Andrea Shephard	Teacher/Learning Leader		
Mark Simco	ICT Manager		
Howard Smith	Teacher		
Peter Smith	Teacher		
Kristy Smith	Early Learning Assistant		
Kellie Spencer	Early Learning Assistant		
Tania Spilling	Learning Support Assistant		
Libbie Spohn	Relief Teacher (T2, 3, 4)		
Sharon Steadman	Senior Laboratory Technician		
Richard Steele	Music Tutor		
Michelle Stevenson	eServices Manager & Assistant Timetabler		
Michael Stocks	Music Tutor/Relief Teacher		
Kate Stokes	Graphic Designer		
Jono Sullivan	Acting Head of Education Outdoors/Teacher		
Andrew Sulzberger	Teacher/House Head Nance - Elphin		
Denni Sulzberger	Music Tutor		
Lei Sun	Teacher/Database Administrator		
Zoey Tahi	Learning Support Assistant/Boarding House - Duty Staff (Non-residential)		
Caroline Tandy	Teacher		
Bec Tattersall	Teacher		
Roger Tattersall	Teacher		
Fiona Taylor	Deputy House Head - Nance/Coordinator - STEAM		

Financial Analysis



Scotch Oakburn College Inc. Adoption of Report

The Board of Directors of Scotch Oakburn College Inc. adopted this Annual Report at its meeting of 14 April, 2026.

David Finnigan
Chairperson



Scotch Oakburn College
85 Penquite Road,
Launceston
TASMANIA 7250
Australia

Phone: (+61 3) 6336 3300
Fax: (+61 3) 6336 3317

www.soc.tas.edu.au
scotch.oakburn@soc.tas.edu.au