



# ANNUAL REPORT

2019



*Celebrating 100 years of the Hale School Crest.*



HALE  
SCHOOL



An aerial photograph of Hale School and its surrounding area. The school buildings are visible in the center, surrounded by lush green trees. In the foreground, there are large sports fields with goalposts. The background shows a residential neighborhood with many houses and a body of water in the distance.

HALE SCHOOL 2019

# ANNUAL REPORT

02

Chair's Report

04

Headmaster's Report

18

The School

19

The Board of Governors

28

Financial Report 2019

44

Auditor's Report 2019



# 2019 CHAIR'S REPORT

2019 was a terrific year on so many levels. The academic results achieved by the 2019 cohort – and more generally the outcomes for all boys completing Year 12 – were simply outstanding and the Senior School sports teams won a record number of trophies. Even more importantly, all of the boys within that cohort personified the School's values and provided inspiration and leadership to the remainder of the school throughout the year.

## Governance

---

I am pleased to report that enrolments at Hale School have remained consistent in 2019 with a similar number of enquiries compared to the previous two years. This is testament to the manner in which the School operates, from the quality teachers to the breadth of co-curricular offerings.

It is also pleasing to see the implementation of the School's strategic plan, which is managed by school executive members with assistance from other staff who are drawn from all areas of the school. Unlike traditional strategic plans, the current Hale School Strategic Plan 2018-2023 has working groups that steer six distinct pillars: Student Community, Learning, Connections, Staff Community, Traditions and Spaces.

## Funding

---

It is a significant concern that the funding models for schools in Australia will change significantly in coming years. Both Federal and State Governments have made clear their intention to decrease school funding in the near future. We will not be immune from these funding cuts and the Board of Governors will remain acutely aware of this factor in making decisions concerning the School.

## Governors

---

I would like to farewell Braden Meers after five years of loyal service to the Board of Governors. Braden brought the boarding lens to the group and his commercial acumen was called upon many times in our decision-making process. We are fortunate though that Braden has agreed to continue his association with Hale as a member of the Foundation Board of Management.

With Braden's departure, we warmly welcome Simon Kelsall to the Board of Governors. Simon is a current parent of the School and an Old Boy (1986-90). He farms in Bannister and brings a valuable set of skills to the Board of Governors.

## School leadership

---

2019 was a tremendously busy period for our School leadership team. They have worked tirelessly to maintain and improve on the high standards for which Hale is known. The Headmaster, Mr Dean Dell'Oro and his team have maintained Hale's status as a leading educational institution in Western Australia. On behalf of the Board and wider Hale community, I thank you for your enormous contribution to Hale School.

Mark Foster  
Board Chair

## STATEMENT OF PURPOSE:

Hale School is a community that inspires the authentic development of every boy.

## OUR MOTTO: DUTY

### EXCELLENCE

Always striving to be the finest versions of ourselves by giving our personal and collective best and making the most of each opportunity.

### INTEGRITY

We aspire to be true to who we are by being honest, trustworthy, respectful and consistent in our interactions.

### RESILIENCE

We support each other and encourage confidence and self-belief to try, to fail and to try again.

### CREATIVITY

We support and encourage divergent, insightful, purposeful and unique concepts, ideas and solutions to problems.

### COURAGE

To demonstrate the strength, commitment and confidence to embrace new challenging experiences and to see the opportunities these provide.

### SERVICE

We have a duty to ourselves and others to serve with compassion and empathy.

## OUR VALUES:

Our School values are founded on our commitment to uphold our Anglican heritage and Christian principles.



# HEADMASTER'S REPORT

**In terms of the traditional measures used to determine the success of a school, 2019 was an outstanding year. Whether it be the academic results, the quality of our dramatic performances or our sporting achievements, there can be little doubt that the boys at Hale excelled in so many different ways. This report won't do justice to the many achievements from so many boys, but it will give a sense of what is possible when everyone within a community has a common goal.**

**Within the context of our Strategic Plan, I am pleased to report under each pillar heading the progress that was made throughout 2019.**

## Student Community

It was exciting for us to be able to offer Pre-Primary classes for the first time in Hale's history. With that in mind we welcomed 38 boys in two classes on the first day of school. Our youngest boys at Hale have made a most impressive start to their educational journeys.

There continues to be a great deal of work done to support the wellbeing and pastoral care of all boys within

our school. The School's values (Excellence, Creativity, Integrity, Courage, Resilience and Service) have been an important vehicle for a continuing discussion about the development of character that supports positive wellbeing in each of our boys.

In this respect in 2019 we launched our pilot programme, focused on character, with our Year 9 boys. With the Outdoor Education experience at Exmouth very much the flagship part of the year-long programme, much work was done by many staff in the school to offer a variety of experiences that support the development of every boy. The breadth of offerings was significant and ranged from experiences in the arts (like the 9ArtsFest held in Term 4) through to a focused development of public speaking skills. Certainly, the work done to explicitly teach character in sport was popular amongst so many of our boys. My thanks to Mr Simon Hunt (Deputy Head of the Senior School) who has led much of this initiative.

It's important that I acknowledge every pastoral care provider from Pre-Primary to Year 12 for their efforts in supporting the boys. Thank you also to our excellent School Psychologists for the work that they

do in this space. Considerable work is done by these staff, often invisible to most, that underpins all of the good outcomes we enjoy seeing in our boys.

As we move into 2020, I am very pleased with the work done by a great many staff to audit our pastoral care and wellbeing programmes. The goal has been to review what we offer to all boys at each age and stage of their development, ensuring continuity and coverage across the years.

## Learning

### Academic Learning

In 2019, Hale's Vision for Learning document was developed in readiness for launching at the start of 2020. This document built on much of the good work from previous policies and more succinctly describes the different aspects of a boy's learning at Hale.

### Vision for Learning

The Vision for Learning explains the general capabilities and cross-curriculum priorities as directed by the Australian Curriculum and places this alongside the important future skills needed, which we call the 4Cs: Critical reflection, Creativity, Collaboration and Communication. The Learning Habits are described and run through both the 4Cs and the curriculum priorities and all of this sits on the foundation of our School Values and that of our Anglican heritage. Increasingly, this document will be an essential starting point for any strategic planning when it comes to teaching and learning at Hale.

My thanks especially to Mrs Su-Lyn Chong (Director of Teaching and Learning) for her leadership and work. I also want to take this opportunity to welcome Mr Raymond Hill (Director of Curriculum) to his new role in 2019 – a key and senior role within the context of learning for all boys at Hale.





HALE  
SCHOOL

# VISION FOR LEARNING

## Hale School inspires the authentic development of every boy.

To inspire the authentic development of boys in their learning, we must embrace the complex, contradictory and at times chaotic world they face. In order to help them navigate and thrive through changes and diversity in the way we work and contribute to society, there is a compelling need to develop transferable life skills along with a strong foundation of knowledge, understanding and capabilities. The attention given to developing transferable life skills together with knowledge, understanding and capabilities must be underpinned by our School Values and influenced by how our boys approach their learning.

### SCHOOL VALUES

**Excellence, Creativity, Integrity, Courage, Resilience, Service**

Our **culture** is underpinned by these values.

---

### LEARNING HABITS

**Organisation, Perseverance, Initiative, Participation**

Our students' **approach** to learning is influenced and indicated by these behaviours.

---

### 4Cs

**Critical reflection, Creativity, Collaboration, Communication**

Our teaching and learning **practices** foster the development of these transferable life skills.

---

### GENERAL CAPABILITIES AND CROSS-CURRICULUM PRIORITIES

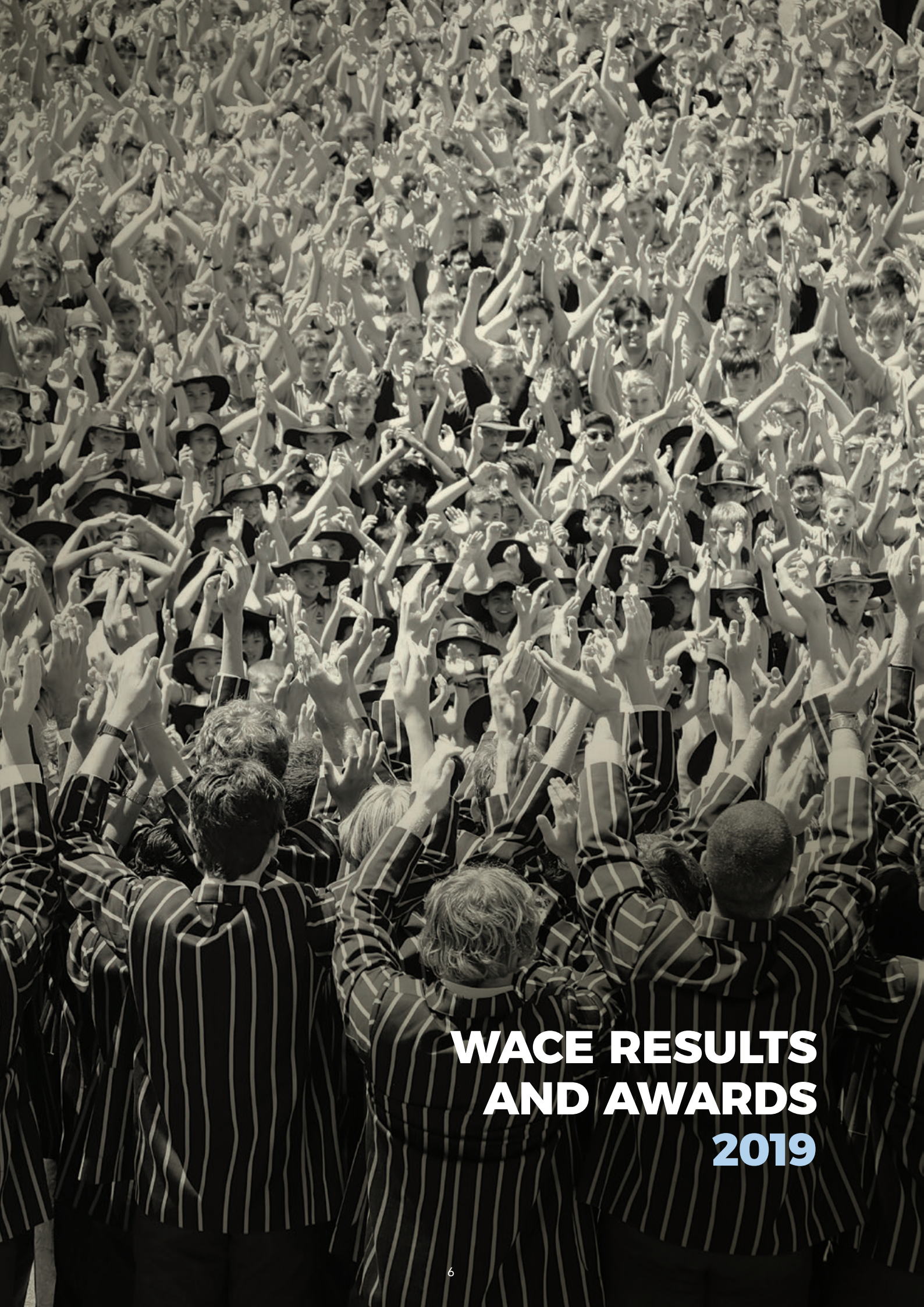
**Literacy, Numeracy, ICT Capabilities, Critical and Creative Thinking,  
Personal and Social Capabilities, Ethical Understanding, Intercultural Understanding**  
and

**Aboriginal and Torres Strait Islander Histories and Cultures,  
Asia and Australia's Engagement with Asia, Sustainability**

Our **curriculum** engages students in experiences that develop these capabilities.

---

**It is through our Anglican heritage and our focus on wellbeing that boys at Hale School have the attitude, motivation and resilience to learn in this manner.**



# **WACE RESULTS AND AWARDS 2019**



Left to right: Bailey Ireland, Kristian Jongeling, Yale Cheng, Jeremy Pearson-Lemme, Matthew Foster, Noah Thavaseelan, Arshaq Siraz, George Hope, William Beckwith.

## Year 12, 2019

The results achieved by our Year 12 leavers was nothing short of exceptional. They have every right to feel pleased with what they achieved. Our staff deserve special thanks for their professionalism and work to help those boys succeed and I am delighted with the pathways this has allowed our boys to pursue.

The boys who took an alternative pathway deserve equal mention. They also achieved excellent outcomes knowing that when it comes to academic learning and progressing beyond Year 12 there are a number of pathways possible.

There were 202 Year 12 students at Hale in 2019. One hundred and seventy-seven or 88% of these students achieved an ATAR and 100% achieved secondary graduation.

2019 was considered one of our highest-performing years amongst the vast majority of Heads of Departments. Sixteen subjects were considered amongst the highest-performing schools (schools with the highest percentage of students in the top 15% of the State), which is a marked improvement from last year.

The School's median ATAR in 2019 was 92.85, the fifth highest median ATAR of WA secondary schools.

Hale students won two of the 50 **General Exhibitions** awarded. Hale's General Exhibitioners were **Yale Cheng** and **Jeremy Pearson-Lemme**.

Hale students were awarded 14 **Certificates of Excellence** for being in the top half-percent of the State in a subject:

**William Beckwith** (Accounting and Finance), **Jack Matthews** (English), **Jacob Richardson** (English), **Kristian Jongeling** (Literature), **Dylan Blott** (Mathematics Applications), **Cameron Dean** (Mathematics Applications), **Tom Prosser** (Mathematics Applications), **Lachlan Robinett** (Mathematics Applications), **Samuel Smith** (Mathematics Applications), **Yale Cheng** (Mathematics Methods and Physics), **George Hope** (Mathematics Methods), **Noah Thavaseelan** (Mathematics Methods), **Daniel Rogers** (Physical Education Studies).

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programmes undertaken, together with the student's level of achievement.

Hale students were awarded 45 **Certificates of Distinction** for achieving 190 to 200 points for WACE course results over Years 11 and 12:

Ammar Al-Tamimi, Reece Ashley, William Beckwith, Rowan Blakeman, Joshua Bookeman, Zachery Chan, Yale Cheng, Joshua Cohenca, Oliver Cvitanovich, Timothy Del Borrello, Girik Dev, Eric du Preez, Owen Eiszele, Kealey Farrant, Joshua Farrow, Benjamin Flavel, Matthew Foster, Lewis Hemery, Matthew Hick, Bailey Ireland, Sridhar Jagadish, Kristian Jongeling, William Kelsall, Thomas Macdonald, Calum Macleod, Maximillian Mollett, Oscar Morcombe, Andrew O'Brien, Lachlan O'Hara, Jeremy Pearson-Lemme,

Nathan Phillis, Jacob Richardson, Max Richardson, Samuel Rowbottom, Arshaq Siraz, Jayson Spencer, Guy Taylor, Noah Thavaseelan, Jacob van der Meulen, Myles Vincent, Calum Wong, Charlie Worsfold, Angus Young, Christopher Young, Rohan Zakharia.

Hale students were awarded 53 **Certificates of Merit** for achieving 150 to 189 points for WACE course results over Years 11 and 12:

Sam Ashton, Dominic Banks-Smith, Andrew Barber, Egan Brooks, Charles Caldow, Thomas Caldow, Lloyd Cant, Michael Christie, Henry Cook, Oscar Cooke, Kane Corbett, Johnson Daubney, James Davidson, Cameron Dean, Quinn Donaldson, Mitchell Georgiades, Steele Hall, Ethan Hallam, Thomas Hemery, Daniel Hepburn, George Hope, Adam Horton, Joel Hughan, Charles Hurst, John Ibukunoluwa, Kellen Johnson, Nicholas Kane, Cameron Kennedy-Lennie, William Lucas, Jack Matthews, Charles Morfesse, Nikkhil Mukundala, Connor Okill, Lucas O'Leary, Kye Opie, Sandon Page, Andrew Parker, Jordan Pearce, Jean-Jacques Perry, Joshua Pham, John Pillai, Tom Prosser, Lachlan Robinett, Daniel Rogers, Harry Saggars, Zac Sanderson, Kunal Shah, Samuel Smith, Max Spyvee, Christopher Thompson, Dhanush Vijayaraghavan, Christopher Watson, Stuart Wilson.

## WACE subjects with highest performing students

---

There is no doubt that for most Year 12 students and their teachers, the School's positive ethos regarding teaching and learning was apparent and sustaining, for students and staff alike. That ethos is characterised by high expectations of both students and staff, deep respect for learning, strong positive relationships, and mutual respect between staff and students. The School is immensely proud of the collaboration between boys, parents and teachers, which creates the shared, high value given to teaching and learning at Hale School.

Hale School had the highest performing students (in the top 15% in the State) in sixteen ATAR courses in 2019:

Accounting & Finance  
Applied Information Technology  
Chemistry  
Economics  
Engineering Studies  
Geography  
Literature  
Materials Design & Technology  
Mathematics Applications  
Mathematics Methods  
Mathematics Specialist  
Music  
Philosophy & Ethics  
Physical Education Studies  
Physics  
Visual Arts

## Other 2019 ATAR statistics

# 92.85

MEDIAN ATAR

The median ATAR for Hale was 92.85 and 81.00 for WA

---

102 or 58% of our ATAR students were in the top 10% of the nation with an ATAR of 90 or above

---

63 or 36% of our ATAR students were in the top 5% of the nation with an ATAR of 95 or above

---

12 or 6.8% of our ATAR students were in the top 1% of the nation with an ATAR of 99 or above

---

One student achieved the 'perfect score' of 99.95. In WA as a whole, 15 students scored 99.95



# POST-YEAR 12 (2019)

## STUDENT DESTINATIONS

The destination survey for the Year 12 Hale School students of 2019 show the variety of university courses our students have embarked upon around Australia and overseas. Some have enrolled in apprenticeships, TAFE or other training courses, others have commenced employment or are undertaking a gap year for work or travel overseas.

### STUDENTS ENTERING UNIVERSITY

<b>University of WA</b>	<b>70</b>	<b>Murdoch University</b>	<b>3</b>
Arts	6	Enabling Course	2
Arts / Commerce	1	Science	1
Biomedical Science	9		
Commerce	34	<b>University of Notre Dame</b>	<b>13</b>
Economics	1	Commerce	2
Masters of Professional Engineering	1	Communications & Media	1
Philosophy (Honours)	3	Exercise & Sports Science	1
Science	12	Laws	2
Science / Masters of Professional Engineering	3	Laws / Arts	1
		Laws / Behavioural Science	1
		Laws / Commerce	3
		Physiotherapy	1
		Pre-Medicine Certificate	1
<b>Curtin University</b>	<b>65</b>		
Advanced Science (Honours)	1		
Agribusiness	3		
Applied Science (Construction Management)	2		
Arts (Urban and Regional Planning)	1		
Commerce	11		
Communications	1		
Design	1		
Engineering	12		
Engineering / Commerce	8		
Engineering / Science	1		
Laws / Commerce	7		
Medicine	1		
Medicine / Surgery	1		
Pharmacy (Honours)	1		
Psychology	2		
Science	9		
Science / Arts	1		
Science / Commerce	1		
UniReady	1		
<b>Edith Cowan University, including WAAPA</b>	<b>9</b>		
Criminology & Justice	1		
Education (Primary)	1		
Education (Secondary)	1		
Exercise & Sports Science	1		
Media & Communications	1		
Performing Arts, Music (WAAPA)	1		
Psychology	1		
Screen Performance (WAAPA)	2		
		<b>Total at WA universities</b>	<b>160</b>
		<b>Australian universities outside WA:</b>	<b>13</b>
		Adelaide University (1); Australian National University (4); Monash University (1); University of Melbourne (3); University of New South Wales (4)	
		<b>Overseas Universities:</b>	<b>2</b>
		Guildhall Music College, London (1); University of Washington (1)	
		<b>Total at universities</b>	<b>175</b>
		<b>ACCEPTED UNIVERSITY OFFER AND DEFERRED*</b>	<b>12</b>
		<i>Students who have accepted a university offer and deferred for six months or one year are included in the university figures.</i>	
		<b>EMPLOYMENT:</b>	<b>6</b>
		Cattle industry (1); Carpet shop (1); Construction (1); General yard maintenance (1); Family farm (2)	
		<b>GAP YEAR:</b>	<b>3</b>
		work and/or travel	
		<b>UNEMPLOYED:</b>	<b>1</b>
		<b>UNDECIDED:</b>	<b>1</b>
		<b>UNABLE TO BE CONTACTED:</b>	<b>7</b>

Some significant differences in the 2019 data when compared to previous years are:

- The trend of declining enrolments at UWA is continuing, from the norm of 57% of the entire Year 12 cohort in 2010 to 46% in 2017, 42% in 2018 and 34% in 2019.
- The trend of increased enrolments to Curtin University is continuing with 32% of enrolments in 2019, 23% in 2018 and 18% in 2017.
- There was a slight decline in numbers enrolling at interstate and overseas universities, with 6% enrolled at interstate universities, compared to 10% in 2018. Two students are enrolled in overseas universities, one in the USA and one in the UK.

### VOCATIONAL EDUCATION AND PRIVATE SECTOR TRAINING

**TAFE:** Cert IV Design (1); Cert IV Graphic Design (1); Diploma of IT (1) **3**

**APPRENTICESHIPS:** **6**  
Auto Electrical (1); Automotive Mechanic (1); Cabinet Maker (1); Electrical (2); Heavy Diesel Mechanic (1)

**Total Year 12 students** **202**

# STUDENT ACHIEVEMENTS

## YEARS 7 - 12



Students' attainments and progress in their learning are measured by a wide range of assessment activities within the School's academic programme. In addition, the School provides many further opportunities for students to compete for awards and to experience learning enrichment and challenge through external competitions and prize activities at state, national and international levels.

### **2019 Pulse Perspectives Art Exhibition**

Invited to exhibit at  
Art Gallery of WA  
William Cornish (Year 12)

### **AI for Good Challenge**

Members of the team who won  
the national finals  
George Kneebone (Year 9)  
Jackson Plange-Korndorfer (Year 9)  
Thomas Winton (Year 9)

### **Australian Geography Competition**

High Distinction – Year 11  
Tristan Brown  
Max Hamblin  
Jarod O'Beirne

High Distinction – Year 10  
Nicholas Boudville  
Lachlan Busby

Song Chen  
Thomas Currie  
Mwaura Kimani  
Lachlan Murdoch  
Connor Rothman

### **High Distinction – Year 9**

Daksh Aggarwal  
Rowan Edmonds  
Joshua Musgrave  
Benjamin Pan  
Alex Perin  
Luke Phillips  
Charlie Simmonds

### **High Distinction – Year 8**

Cameron Ford  
Sam McInnes  
Inesh Vallipuram

### **Top 1% of Year 8s**

**Australia-wide**  
William Terry

### **Australian History Competition**

High Distinction – Year 8  
Ryan Murphy  
Lachlan Teakle  
Inesh Vallipuram

### **Australian Informatics Olympiad**

Silver Award  
Oliver Cheng (Year 10)

### **Australian Intermediate Mathematics Olympiad**

High Distinction  
Laurence Wilson (Year 9)

### **Australian Mathematics Olympiad**

Honourable Mention  
Yale Cheng (Year 12)  
Oliver Cheng (Year 10)

**Australian Mathematics Olympiad Committee**

Honourable Mention  
Oliver Cheng (Year 10)

---

**Australian Mathematics Competition**

High Distinction  
Year 12 category  
Bailey Ireland  
Joshua Pham

**High Distinction Year 11 category**

Luke Althorpe  
Michael Garas  
Tim Giraudo  
Cameron Gregory  
Thomas Love  
Chirag Tharakan  
Dylan van der Meulen

**High Distinction Year 10 category**

Fraser Bytheway  
Isaac Grimley  
Spencer Hawkins  
Daichi Ito  
Lachlan Murdoch

**Top 0.3% of all candidates prize**

Oliver Cheng (Year 10)  
Laurence Wilson (Year 10)  
Akash Tharakan (Year 9)

**High Distinction Year 9 category**

Daksh Aggarwal  
Zhenghui Deng  
Abhilash Dhruva  
Christopher Engelhard  
Griffin Harvey  
Alex Hegney  
Ben Pan

**High Distinction Year 8 category**

Lachlan Baird  
Tyler Bennett  
William James  
Jack Johnson  
Stefan Madden  
William Terry

**High Distinction Year 7 category**

Joshua Do  
Stefan Helberg  
Apurva Muwanwella  
Sahil Panar  
Matthew Ryan  
Vivaan Wagh  
Fergus Waterer

---

**Australian Mathematics Trust – Mathematics Challenge for Young Australians**

High Distinction, Year 8  
(Challenge Stage)

Nikhil Gobalakrishnan

---

**Australian Science Olympiad**

Chemistry

High Distinction

Luke Althorpe (Year 11)  
Michael Garas (Year 11)  
Cameron Gregory (Year 11)

Physics

High Distinction

Sanjay D'Cruz (Year 11)

---

**Big Science Competition Online**

High Distinction – Year 10

Owen Lai  
Cooper Prince  
Kiran Vosper  
Laurence Wilson  
Ryan Wong

High Distinction – Year 9

Giorgio Bongiorno  
Griffin Harvey  
Abiola Oyenaiki  
Luke Phillips  
Akash Tharakan

---

**Cambridge International Examinations IGCSE Additional Mathematics**

A\* (the highest possible score)

Luke Althorpe (Year 11)  
Xinran Chen  
Ben Johnson  
Thomas Love  
Oliver Cheng (Year 11)

---

**CareerLink**

Australian Super Award for Excellence in VET

Andrew Hassell (Year 12)

---

**Engineers Australia**

Certificate of Excellence, Science and Mathematics – Year 12

Yale Cheng  
Girik Dev  
George Hope  
Arshaq Siraz  
Noah Thavaseelan

Certificate of Excellence, Engineering Studies – Year 12

Guy Taylor

---

**ICAS Writing Competition**

Medal Winners

Ben Van Aswegen – Year 7  
Benjamin Ramsay – Year 9  
Oliver Cheng – Year 10

---

**Oxford Royale Academy (Oxford University Summer School)**

Academic Writing Prize  
Daniel Cheng (Year 11)

Chemistry Prize

Daniel Cheng (Year 11)  
Cameron Gregory (Year 11)

Experimental

Psychology Prize

Daniel Cheng (Year 11)

Medical Biology Prize

James Hill (Year 11)

Politics Prize

David Olanrewaju (Year 11)

---

**Perth Philosophthon**

Placed 2nd overall –  
Year 11 cohort

Most Creative Philosopher award  
Ben Rosseuschler

Placed 2nd overall –  
Year 10 cohort

Oliver Cheng

---

**Rio Tinto Physics Olympiad**

High Distinction  
Sanjay D'Cruz (Year 11)

---

**WA Junior Mathematics Olympiad Merit Award**

Luke Phillips (Year 9)  
Akash Tharakan (Year 9)

---



#### Student Attendance 2019

PP:	95.33%
Year 1:	96.02%
Year 2:	95.13%
Year 3:	95.88%
Year 4:	96.04%
Year 5:	95.99%
Year 6:	96.59%
Year 7:	96.14%
Year 8:	95.74%
Year 9:	95.49%
Year 10:	95.30%
Year 11:	96.12%
Year 12:	96.28%

# NAPLAN RESULTS

The National Assessment Programme – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The 'National Minimum Standard' referred to is a benchmark that is set by the national body responsible for administering the tests.

## 2019 NAPLAN RESULTS - comparison with Australian mean

	Hale Cohort		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	49	Aust Mean	432	423	419	440	408
		Hale Mean	499	447	463	490	497
		Difference	67	24	44	50	89
Year 5	79	Aust Mean	506	474	501	499	496
		Hale Mean	551	516	547	549	585
		Difference	45	42	46	50	89
Year 7	197	Aust Mean	546	513	546	542	554
		Hale Mean	594	556	592	585	629
		Difference	48	43	46	43	75
Year 9	197	Aust Mean	580	549	585	573	592
		Hale Mean	637	599	621	619	672
		Difference	57	50	36	46	80

## 2019 NAPLAN RESULTS - % measure proportions of students at or above National Minimum Standard

	Hale Cohort	%	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	49	National	96	97	93	95	96
		Hale	100	100	100	100	100
Year 5	79	National	95	93	94	93	96
		Hale	97	99	99	96	100
Year 7	197	National	95	90	93	93	95
		Hale	99	99	99	98	100
Year 9	197	National	92	83	92	90	96
		Hale	100	98	100	99	100





## Co-curricular programme

In 2019 Hale School won no less than six premierships, and in doing so, saw one of our most successful sporting years on record. For me though, even more pleasing was that in the non-compulsory years of sport we continue to have very high levels of participation. More specifically there were approximately 90% of our boys in Years 10 to 12 who were engaged with at least one sport last year. To me that says that boys are engaging with sport for educational and wellbeing reasons and not just for premierships.

Importantly, Hale's co-curricular is not just about sport, and our performing arts programme continues to be impressive in its broad range of offerings. My Fair Lady was the school musical and with over 80 in the cast the quality of the music and performance was simply outstanding.

We welcomed students and staff from Foxborough, USA to Perth, and in doing so, our musical relationship with them continues. A particularly memorable performance from the Hale/Foxborough Music schools was held in Narrogin Town Hall and will no doubt be an experience our American friends will treasure.

Our wider co-curricular programme continues to be a major point of difference as all of our teaching staff are involved in some capacity. It can't be underestimated how important teaching staff are to a successful and educational co-curricular programme.

## Connections

The various connections that our school has with so many groups, internally and externally to our school, are important for the ongoing development of our boys. This has been an important arm of our strategic plan that continues to evolve.

As written in previous reports, our still relatively young Hale Institute of Innovation and Research continues to be a lightning rod for the development of these partnerships. One example of this was the Extended Reality Summit, whereby Hale hosted over 100 external guests, with educators from all over the State learning about virtual, mixed and augmented reality technologies.

Our P&F group continues to play a very important role within our community and their work is visible in so many ways. In particular, I wanted to draw attention to the very generous support that is offered every year for projects around the school. Through staff and student submissions this committee will often allocate in excess of \$50,000 to enhance the school for the boys and our staff. Last year through the P&F's work we saw the complete renovation of the Middle School Quadrangle with the addition of table tennis tables and a new deck and seating area for the boys.

Closely connected to the P&F is the Boarders' Parents' Liaison Committee that continues to work hard for

our boarding house and boys. The highlight again last year was the Farmers' Market, where so many within the Hale community were able to sample the produce from many of our boarding families. It was a hugely successful day, raising \$12,000 for the Royal Flying Doctor Service of Australia.

In a similar way, the Old Haleians' Association supports our community with its ongoing enthusiasm to keep 10,000 Old Boys connected to each other and their school. In 2019 there were no less than 46 events held in WA, across the country and in various parts and places of the world. In particular, the Young Haleians is a growing and enthusiastic subset of the OHA and I was delighted to see the introduction of two new events for them.

Old Boys' Day was another great Hale day where we witnessed John Rosenthal being awarded the Bishop Hale Medal. An outstanding Old Haleian, Mr Rosenthal spoke passionately on the day about the 'Bishop Hale Paradigm' explaining that the Bishop was a significant reformer for humanitarian issues.

The Hale School Foundation offers great support to our school, led by Mr Brett Fullarton. The work done by members of that committee would be invisible to many but in the end delivers great value to families and our facilities as a whole. The Richard Goyder Visiting Fellows Programme's highlight last year was the lecture



given by West Australian of the Year, Dr Craig Challen, who successfully and against all odds rescued a Thai children's soccer team from a flooded cave. A true and humble hero.

Our Service Learning partners remain very important to us, firstly because of what we can do to support them, but also for what it teaches our boys. We always have more boys wanting to be involved than there are programme places. It's never a goal to target a particular sum of money, but the collective effort of so many boys and staff resulted in \$112,000 being raised for various charities in 2019.

### Staff Community

Our staff remain an essential and significant reason for the success we enjoy as a school. There would be few weeks where I don't gain positive feedback about the professionalism of our teachers, administration and operations staff. Gathering our staff together for fellowship, information and discussion is an important part of our school's culture.

With this in mind, the old Senior School Common Room was renovated last year, primarily because the old area was unable to accommodate all staff. It was formally opened in Term 4 and it has been pleasing to see the way our staff value and use it for a variety of purposes.

The Board of Governors made the decision to rename St Georges House to Meade House to honour previous Headmaster, Mr Stuart Meade. There was a special assembly held, where the history of house changes at Hale were explained, and symbolic gestures of goodwill were offered to both Mr and Mrs Meade. Boys and staff have already taken well to the new name as Mr Meade continues to be a loved and respected figure within the School.

In 2019 we farewelled a relatively small group of staff, with some having served at Hale for several decades. I particularly want to acknowledge Mr Alex Cameron, who for 10 years was the Head of the Junior School. Alex's care and consideration for what was best for the boys, as well as being the man who developed the pedagogy of the new Junior School, will be his lasting legacies.

The graduate recruitment programme continued again in 2019 whereby our first two graduates completed their first year at Hale and another two graduates were selected for 2020. This programme aims to work closely with universities in WA and in the eastern states to identify and attract some of the best graduates to our school.

### Traditions

The traditions of Hale School are important to us all and much work is done to bring those to life for the

current boys and staff of the school. Naturally there are many facets to our traditions, and some are listed below:

#### Commencement ceremony

where every boy and staff member assembled together on the first day of the year.

**St Mark's Chapel** celebrated 50 years in 2019 and a special service was conducted by our new Chaplain, The Reverend Eleanor O'Donnell.

Another outstanding **NAIDOC assembly** for our boys and staff.

**Anzac Day** and **Remembrance Day** gatherings.

Also, the School's Crest turned 100 years old and to celebrate that milestone we presented every boy and staff member with a commemorative pin to mark this special occasion. The design was based on the family Crest and Coat of Arms of the School's founder, Bishop Mathew Hale.

### Spaces – Resources & Infrastructure

A revision and renewal of the Facilities Master Plan was undertaken in 2019 (and expected to be completed in early 2020). It details our important plans that resulted from the Strategic

Planning work done in 2018.

Ongoing work was conducted throughout 2019 on the following:

Planning for a future Exmouth campus that builds on the pilot programmes run for Year 9 students.

The development of the Memorial Hall and associated performing arts facilities.

An update to the Administration Building Foyer, the Staff Common Room and associated office spaces.

An evaluation of childcare facilities on site and with an external provider.

I take this opportunity to thank Mr Fiore Giovannangelo (Director of Operations) for his tireless work to ensure that this part of our school is planned and executed so well.

## Parent, student, teacher feedback

An essential aspect of our school is the engagement we have with our boys, parents and teachers. In terms of opportunities for discussion, there continues to be many. In 2019 we increased those opportunities through the introduction of House dinners within our boarding school. These dinners were a success and there are plans to trial some of these with our day houses in 2020.

Beyond that, the number and range of functions offered to parents through sport, the P&F and our connection with annual field days continues to be vast. The Headmaster's morning tea events continue to be in high demand amongst our parents.

Last year also saw the Headmaster's Survey released, with 574 families choosing to complete the survey. Overall, 91% were either 'Satisfied' or 'Very Satisfied' with what Hale has on offer. In a similar way, specific to boarding, families were 93% 'Satisfied' or 'Very Satisfied'. It was a very positive endorsement from our community reflecting the good work of our staff, the calibre of our students and the support we receive from our parents and guardians.

Interestingly, the most important reasons as to why families sent their sons to Hale were 'opportunities for boys' and 'positive reputation in the community'. Other popular reasons included 'facilities', 'academic results' and the 'sporting programmes'.



For your interest and tabulated below are the 'Positive' and 'Needing Improvement' themes.

'Positive' themes: (in no particular order)	'Needing Improvement' themes: (in no particular order)
<ul style="list-style-type: none"><li>• Hale grounds and facilities</li><li>• School Values</li><li>• Promoting boys to become good men</li><li>• Single sex education</li><li>• Academic excellence</li><li>• Outdoor Education</li><li>• Strong relationship between staff &amp; boys</li><li>• School culture</li><li>• Music programme</li><li>• Strong pastoral care</li><li>• Academic support</li><li>• Extra-curricular and staff involvement</li></ul>	<ul style="list-style-type: none"><li>• Canteen Food</li><li>• Competitive nature of Hale, e.g. sport, academics</li><li>• Sporting culture and coaching</li><li>• Ongoing results online</li><li>• Interaction with girls</li><li>• Online ordering in Junior School</li><li>• Recording more events for Hale boarders</li></ul>

The feedback we received has already been used to make improvements and affirm those programmes that are already running very well. I again thank all of our parents and guardians for their feedback.

## The Board of Governors

The executive of Hale continues to gain great support from the Board of Governors. They work tirelessly for the School because they believe so strongly in its values and culture. Chaired by Mr Mark Foster, their oversight offers guidance and stability to our school. I take this opportunity to thank Mr Braden Meers who concluded his time as a Governor and wish him and his family well for the future.

## Conclusion

As I began in this report, there can be no doubt that 2019 was a very successful year as is detailed in these pages. It's worth saying though that the thing I feel most proud of – beyond any measures of achievement – is that Hale continues to develop young boys into fine young men. The boys who concluded their time at Hale last year are no exception: a fine group of young men whose successes and achievement we will look forward to hearing in the years to come.

All boys at Hale last year deserve our congratulations and I look forward to seeing what can be achieved in 2020 as a result of the opportunities that this great school provides.

A handwritten signature in black ink, appearing to read 'D. Dell'Oro'.

Dean Dell'Oro  
Headmaster

# THE SCHOOL

Established in 1858, Hale School is the oldest independent boys' school in Western Australia.

The School's history can be traced back to when the State's first Anglican Bishop, Mathew Blagden Hale, established the Bishop's Collegiate School less than 30 years after the Western Australian colony was founded. In 1876, the School was reconstituted under an Act of Parliament and in 1878 assumed the name of the High School. That name remained until 1929 when parliament ratified the name, Hale School. It remains the only school in Western Australia that operates under its own legislation.

In the earlier years, the School occupied various sites along St George's Terrace, moving to Havelock Street in 1914 and then in 1961 to its present site in Wembley Downs.

Hale School is an Anglican school for boys with a 2019 enrolment of 1,568. The campus is located on a 48 hectare site in Wembley Downs, 12 kilometres from the centre of the City of Perth.

The School has continued to maintain its strong boarding tradition with 172 boys residing in

the two boarding houses. Boarding students at Hale come from various towns within Western Australia and from overseas.

The School continues to develop its relationships with indigenous communities, particularly in the north of Western Australia. In 2019, there were 19 indigenous students, 18 of whom boarded at Hale School.

With the School's recognised opportunities and achievements in academic, sporting and creative arts pursuits, its high level of pastoral care, spacious campus and outstanding facilities, there continues to be strong enrolment demand at the School.

The School's facilities, coupled with a highly skilled and motivated team of teaching and administration and operations staff, and well managed finances, Hale School is positioned to look forward to the future with confidence.

In 2019, the School employed 253 full-time equivalent staff.

Enrolment and staffing figures are as at August 2019 Commonwealth Government Census.

## FACILITIES

The School's facilities are located on the Wembley Downs campus, excepting the Cygnet Hall rowing shed on the Swan River at Crawley and the Exmouth Outdoor Education Base Camp.

The School has undergone considerable development in the past 20 years. Significant capital has been invested in new facilities and in refurbishing existing facilities. Most recently, the new Junior School was completed to much acclaim, winning several design awards.

The School site retains extensive areas of natural vegetation which provides a spacious leafy bushland atmosphere amidst the surrounding suburban housing and developed school areas. The site retains considerable scope for future development of the School's facilities with 16 hectares of unimproved land.

# BOARD OF GOVERNORS

## APPOINTED MEMBERS OF THE BOARD FOR 2019



**Mr Mark Foster (Chair)**  
Barrister and Solicitor  
Partner Steinepreis Paganin  
BComm LLB (UWA) FFin  
Old Boy (1984 - 1989)  
Term: 2014 - 2023  
\*



**Mr John Garland**  
Director  
M.B.A  
Old Boy (1972-1976)  
Term: 2015 - 2020  
#



**Mr Patrick Flint**  
BCom, CA, AICD  
Old Boy (1972-1982)  
Term: 2018 - 2022  
\*



**Rev Richard Pengelley**  
Chaplain of St Mary's Anglican Girls' School  
BPE, BEd, BD (Bachelor of Divinity)  
Term: 2015 - 2022  
#



**Ms Tracy Meredith**  
Director SIDS & Kids Australia  
and Farmer  
MAICD  
Term 2015 - 2022  
#



**Mrs Sue Daubney**  
Managing Director  
Appointed August 2016  
Term: 2017 - 2021  
#



**Mr Richard Whiting**  
Chief Technical Officer  
Appointed January 2017  
Term: 2017 - 2020  
\*



**Mr Tim Urquhart**  
Director, Property Facilities and Development  
BArch (Hons)  
Old Boy (1974-78)  
Term 2018 - 2022  
#



**Mr Braden Meers**  
Director  
Old Boy (1971-1979)  
Term: 2015 - 2019  
\*



**Mr Paul House**  
Director  
BComm (UWA), GAICD, FAIM  
Old Boy (1984 - 1988)  
Appointed August 2016  
Term: 2016 - 2021  
\*



**Most Rev Kay Goldsworthy AO**  
Archbishop of Perth  
Term: Ongoing

The Headmaster and the Director of Finance and Governance (Secretary of the Board) are ex-officio members of the Board and attend all Board meetings.

\* appointed by the Old Haleians' Association  
# appointed by the Perth Diocesan Trustees



# THE ROLE OF THE BOARD

The role of the Board of Governors of Hale School is to ensure that the School retains an environment of promoting learning, teaching and broader educational excellence.

The Board focuses on strategic direction, policymaking and ensuring that an environment of responsibility and accountability is maintained regarding the operations of the School. The management of the School is the responsibility of the Headmaster. The Board has a documented governance framework that gives clarity to the functions of the Board and its Committees.

These functions include:

Appointing the Headmaster and then supporting and evaluating the performance of the Headmaster;

Reviewing and adopting the School's strategic plan, ensuring that the plan is consistent with the School's ethos and monitoring the achievement of the objectives in the plan;

Ensuring processes exist to protect the School's short and long term financial stability;

Establishing policies within a framework of ethical behaviour that are compliant with legislative requirements and current standards of duty of care and ensuring that the School has internal controls to monitor compliance with those policies;

Reviewing and adopting the School's budgets;

Ensuring that the School's operations are cost effective and efficient;

Ensuring the School's physical assets are effectively utilised and adequately maintained;

Regularly reviewing the performance and effectiveness of the Board; and

Ensuring that the activities of the Board are appropriately communicated to the School Community.

1. The powers of the Board: A full range of transactions involving the property of the School can be undertaken so long as each is done bona fide for the purpose of conducting the School and is reasonably incidental to the conduct of the School operations. Capital and income surplus to the School's immediate and long-term requirements may be invested in some form of suitable investment appropriate for the use of trust funds. The Board must exercise the care, diligence and skill that a prudent person would exercise in managing the affairs of other persons when deciding how surplus funds might be invested.



## LEGAL FRAMEWORK

The Hale School Act, 1876 ('the Act') created 'The Governors of Hale School' (usually referred to as "the Board of Governors", or "the Board") as a statutory corporation, to be the trustee of a public charitable trust that is to endure in perpetuity, for the purpose of the education of boys.

The Act provides that the Board shall consist of 11 members, of whom one shall be the Anglican Archbishop of Perth, five appointed by the Perth Diocesan Trustees and five by the Old Haleians' Association (Inc). Each term of appointment, with exception of the Archbishop, is five years.

The Act also provides for the appointed Administrator to act on the Archbishop's behalf should there be any vacancy in the Archbishop's office.

The Board holds all the land and other property of the School as the corporate trustee of the public charitable trust.

The Act states that the entire management and control of the School and of the property held by the Board, is vested in the Board.

The Board has a Board Charter which determines the policies and procedures of meetings of the Board, appointment of Committees and Task Groups, and various aspects of the management and control of the School.

## COMMITTEES AND TASK GROUPS

The Board has a Finance & Risk Committee and an Operations & Facilities Committee. It also establishes Task Groups and Project Steering Groups to deal with specific issues as the need arises.

The Board meets either monthly or at regular intervals. The Board holds a special meeting in November to adopt the budget for the coming year. The Committees meet every third month or as required.

### FINANCE & RISK COMMITTEE FOR 2019

Mr P House (Chair)  
Mrs S Daubney  
Mr P Flint  
Mr M Foster  
Mr P House  
Mr R Whiting  
Mr D Dell'Oro (Headmaster)  
Mr D Timmins (Director of Finance & Governance)

### OPERATIONS & FACILITIES COMMITTEE FOR 2019

Mr J Garland (Chair)  
Mr B Meers  
Mrs T Meredith  
Mr T Urquhart  
Mr D Dell'Oro (Headmaster)  
Mr F Giovannangelo (Director of Operations)  
Mr D Timmins (Director of Finance & Governance)

## TABLE OF ATTENDANCE OF BOARD MEMBERS - 2019

Board Member	Board	Committee	
		F&R	O&F
Total Meetings Held	9	5	4
Mr M Foster	9	5	*
Mrs S Daubney	8	4	*
Mr P Flint	9	5	*
Mr J Garland	8	*	4
Right Rev K Goldsworthy	3	*	*
Mr P House	8	5	*
Mr B Meers	8	*	1
Mrs T Meredith	8	*	4
Very Rev R Pengelley	4	*	*
Mr T Urquhart	8	*	4
Mr R Whiting	8	5	*

\*

Not a member of this committee.

# THE SCHOOL'S MANAGEMENT

## STAFFING

### THE SCHOOL'S MANAGEMENT

The Headmaster is responsible to the Board of Governors for the management of all aspects of the School and, in collaboration with the Board, for the strategic direction of the School.

The members of the School Executive and Leadership team that support the Headmaster are as follows:

- Deputy Headmaster
- Head of Senior School
- Head of Middle School
- Head of Junior School
- Director of Human Resources and Staff Development
- Director of Students and Leadership
- Director of Teaching and Learning
- Director of Finance and Governance
- Director of Operations
- Director of Community Engagement
- Registrar

The Headmaster appoints executive positions.

### TEACHING STAFF

A list of teaching staff employed by Hale School during 2019 and their qualifications is listed below:

## JUNIOR SCHOOL STAFF

#### Head of Junior School

A Cameron  
DipT, BEd, MEd

#### Deputy Head of Junior School

T Simpson  
BA, GradDipEd

#### Head of Curriculum

M Wallis  
BEd, GradDipREd, DipT, MEd

#### Head of Junior Primary

T Heldt  
BA, BEd, MEd

#### Chaplain

E O'Donnell  
BTh, (Hons), GradDipEd

#### Junior School Enrichment Coordinator and Learning Hub Coordinator

V Hallett  
GradDipEd, MEd, BCom

#### Coordinator of Junior School Music

R Lindsay  
BA, DMus, OTTP

#### Junior School Sportsmaster

M Mellody  
BAppSc, GradDipEd

#### TEACHING STAFF

##### S Arthur

BSc (Hons), GradDipEd, MEd, TEFL

##### K Clarkson

DipEd, BEd, GradCert

##### C Crofts

BA, BEd

##### A Dunn

BA, GradCert

##### C Edgecombe

BA, BCom, GradDipEd, GradCert

##### P Edwards

BEd

##### E Fleming

BMus, GradDipEd

##### R Greenaway

BSc, GradDipEd

##### C Haddow

BEd, GradDipEd

##### L Hakkinen

BFA, GradDipEd, DipFilm&TV

##### A Halse

BEd ECE

##### A Hinchley

BEd

##### C Hosseini

BEd ECE

##### L Kennedy

BA, GradDipEd

##### T Kuppusamy

BEd

##### A Lane

BSc, DipEd

##### L Lane

BEd

##### F Leatt-Hayter

MEd, BEc, GradDipEd, GradCert (Mathematics Teaching)

##### J Meyer

BEd, GradDip

##### D Mijat

BA, DipEd

##### C Newman

BEd, ECE M O'Brien BEd, BA

##### D O'Donnell

BSc, BTeach, MTeach

##### A Oostdam

BA, BEd

##### R Scott

BMusEd, BEd

##### K Sullivan

BA, GradDipEd, MEd, PhD

##### J Teo

BA, DipEd, MA

##### Z van Drunen

BMus, GradDipPMus

##### M Walker

BMus, DipEd

##### R Warren

BEd

##### N White

BA, GradDipEd

##### A Woods

BSc (Hons), GradDipEd

##### W Zhang

PhD, MSc, GradDipEd (LOTE & HASS), BSc

#### SCHOOL PSYCHOLOGIST

##### T Kadak

BA (Hons), GradDipEd

#### ADMINISTRATION AND ANCILLARY STAFF

##### Assistant to Junior School Executive

K Smith

##### Receptionist

A Webster

##### Education Assistant

R Bird

##### L Firth

T Lamotte

BSW, PGCE

##### N Merritt

T Muress

##### D Pickford

C Thompson

##### Library Technician

C May

BAppSc

##### ICT Technician

M Pantner

##### Canteen Manager

S O'Brien





## MIDDLE SCHOOL STAFF

**Head of Middle School**  
A Manley  
DipT, BEd, MEd

**Head of Middle School Pastoral Care**  
J Nissen  
DipTeach, BEd, GradDipEd

**Head of Middle School Curriculum**  
M Coombes  
BSc, CBIOL, PGCE

**Head of Brine House**  
TJ Steenekamp  
BEd, BSecEd

**Director of Co-Curricular**  
L Bower  
BCom, GradDipEd

**Director of Distance Learning**  
M Valentine  
DipTeach, BEd, GradDipEd

**Chaplain**  
Reverend E O'Donnell  
BTh (Hons), GradDipEd

**Coordinator of Middle School Music**  
M Taylor  
BEd

**Acting Coordinator of Middle School Music**  
G Kerr  
BMus, GradDipEd

**Coordinator of Outdoor Education**  
M Curran  
BSocSc, GradCert OutdoorEd, HND

**Coordinator of Middle School Drama**  
J Jarel  
DipTeach, BEd

**Music Teacher**  
R Scott  
BMus, BEd

### CURRICULUM COORDINATORS

**Mathematics**  
A Carlton  
DipTeach, BEd, GradDipSc

**English Year 8**  
B Korbosky  
BEd, BA, DipT

**Year 7**  
M Hindley  
MEd, BEd, DipEd, PhD

**Science Year 8**  
P Brown  
BEd, BSc

**Year 7**  
P Santos  
BEd, GradCert, Med

**Geography, Economics and Business**  
B Northmore  
BA, HDE, LLB, M.Phil, DipBusMan

**History, Civics and Citizenship**  
L Woodyard  
BA, GradDipEd

### YEAR 7 PCLS

S Shirley  
BEd, GradDipEd, MEd

I Bucher  
BA, BEd, GradDipEd, MEdL

L Woodyard  
BA, GradDipEd

M Cotton  
BSc (Hons), PGCE

W Keene  
BA, BEd

L Felgate  
MBA, DipEd, BSc

M Hindley  
MEd, BEd, DipEd, PhD

P Hayat  
BBus (Mgt), BBus (Mkt), GradDipEd

### YEAR 8 PCLS

G Haggett  
BSc, MTeach

B Henderson  
BSc, GradDipEd

J Roche  
BA, BATH, PCGE

J O'Brien  
BA, DipEd

M Lovell  
BSc, GradDipEd

T Harley  
BSocSc, GradDipEd

G Weldon  
Beng, DipEd

T Pearse  
BA, BEd

S Vorster  
BEd

C McClelland  
BA, BEd

### EDUCATION ASSISTANTS

S Iskrycki  
NNEB

L Lindegard  
CertIII Ed Support

J Pekaar  
CertIII Ed Support, CertIV Ed Support, DipEdSup

### CURRICULUM SUPPORT

R Gildenhuys  
MComm, GradDipEd, MEd

S Wilkinson  
DipEd, BBus, BEd

H Jones  
BA, BEd

### SCHOOL PSYCHOLOGISTS

J Hutton  
BAppSc, PostGradDip, PostGradDipPsych

J Davis  
BA (Hons), GradDipEd, MPsyCh

C Furness  
BA (Hons), THC

### ADMINISTRATION AND ANCILLARY STAFF

**Assistant to the Executive**  
D Tucker-Raymond  
DipSecBus

**Middle School Receptionist**  
M Giunta  
CertIVEdSupport, DipAdmin&Recep

**Middle School Laboratory Technician**  
J Preston  
DipA&D, CertIVLabTech

## SENIOR SCHOOL STAFF

### Headmaster

D Dell'Oro  
BEng (Hons), DipEd, MBA

### Deputy Headmaster

D Bean  
BA (Hons)

### Head of Senior School

D Bourne  
BA, DipEd, MBL

### Director of Curriculum

R Hill  
BCM, GradDipEd

### Director of Studies

J Bausor  
BA (Hons), MA, PGCE

### Director of Students & Leadership

B Will  
BA, GradDipEd

### Director of Teaching & Learning

S-L Chong  
BMusEd (Hons)

### Director of Innovation & Research

T Trewin  
BID, GradDipEd, MEd

### Director of Information & Learning Technologies

R Barugh  
BSc, BTeach, GradDipEdTech

### Head of Planning

B Hantke  
BSc, DipEd

### Deputy Head of Senior School

S Hunt  
BBus, DipOutdoorRec,  
GradDipEd, MEdLead

### Director of Co-Curricular

L Bower  
BComm, GradDipEd

### Chaplain

Reverend E O'Donnell  
BTh, Hons, Grad Dip Ed

### TEACHING STAFF

A Ainsworth  
DipT, GradDipAppSc

S Allder  
BSc (Hons), PGCE

J Ashby  
BPE, DipEd

C Ashton  
BA, DipEd

J Audino  
BEd, MEd, DipT

H Bacon  
DipEd, BOutdoorRec

J Bennett  
MA (Hons), PGCE

M Bonner  
BA (Hons), Grad Dip,  
GradDipEd, PhD

P Brown  
BSc, BEd

I Bucher  
BA, BEd, GradDipEdL, MEdL

B Butler  
BEd

A Carlton  
BEd, DipT, GradDipSc

E Cecins  
BEd

M Chapman  
BSc, BEd

K Christopher  
BEd

R Clarke  
BA, GradDipEd

M Cook  
BA (Hons), DipEd, MA

W Cormack  
BEd, MEd

M Cotton  
BSc (Hons), PGCE

A Curran  
BA, GradDipEd

M Curran  
BSocSc, GradCertOutdoorEd,  
HND

J Dallman  
BEd

A Dean  
BSc, GradDipEd

C Dudek-Chaland  
BA (Hons), GradDipEd

P Dunham  
BA (Hons), PhD

D Engdahl  
DipT

L Felgate  
MBA, DipEd, BSc

K Feutrill  
BSc, GradDipEd

E Fleming  
BMus, GradDipEd

B Geddes  
BA, DipT,  
GradDipLibInfoStudies

R Gildenhuys  
MCom, GradDipEd, MEd

M Gochez Aguilar  
BA, GradDipEd

K Greenaway  
BSc, GradDipEd

C Guard  
BSc, GradDipEd

G Haggett  
BSc, MTeach

T Harley  
GradDipEd, BSocSc

D Harvey  
HDipEd, BA and BEd

G Harvey  
DipT, GradDipAppSc

M Heimel  
BA, GradDip

B Henderson  
BSc, GradDipEd

D Hodnett  
BA (Hons), MPhil, PGCE

B Honiball  
BSc, HDE (PostGrad)

M Horn  
BEd

M Hutcheon  
BCom, GradDipEd

H Jackson  
BEd, DipT

H Jones  
BA, BEd

S Kernutt  
BA, BEd, MEd, GradCert

GJ Kerr  
BMus, GradDipEd

B Korbosky  
BA, BEd, DipT

J Lamotte  
BCom, BA (Hons), GradDipEd

S Lane  
BEd, AssDipCivEng

D Lange  
BA(Hons) GradDipEd

S Lau  
BSc, DipEd, GradDip,  
PostGradDip

E Lawless  
GradDipAppSci

A Levien  
BA (Visual Art), GradDipEd

C Liggins  
BA, GradDipEd

M Lovell  
BSc, GradDipEd

G Lowe  
BEd, MEdMan

I Martin  
BSc, GradDipEd

B Massey  
BA, DipEd

J Matson  
BA, LLB, GradDipEd

H McCabe  
BAppSc, GradDipEd

C McClelland  
BA (VisualArt), BEd

S McFarland  
BA (Hons), HDipEd

R McFarlane  
BA, DipEd

H McGlashan  
BEd

H McIntosh  
BA GradDipEd

D McSharry  
BA (Hons), PGCE

D Mijat  
BA, DipEd

C Miles  
BSc, GradDipEd

K Moir  
DipT, BEd

W Nelson  
BSc, GradDipEd

B Northmore  
BA, HDE (PostGrad), MPhil,  
DipBusMan, LLB

J O'Brien  
BA, DipEd, MEd

A O'Garr  
DipT, BEd

T Parish  
BCom (Hons), DipEd

S Pearce  
BCom, DipEd

T Pearse  
BA, BEd

C Phillis  
BCom, GradDipEd

R Piggott  
BSc, DipEd

N Poole  
BA (Hons), GradDipEd

E Richmond  
BA (Hons), PGCE

G Roberts  
LLB, PGCE

J Roberts  
BA, DipEd, GradDipTLib





Hale's FTE workforce composition is as follows:

	Male	Female	Aboriginal	Total
Teaching	98.80	64.10	-	162.90
Admin & Ops	37.13	52.93	-	90.06
Total	135.93	117.03	-	252.96

**D Robertson**  
BBus, GradDipEd

**J Roche**  
BA (TH), PGED

**K Sandover**  
BA (Hons), BEd

**P Sansalone**  
BA

**P Santos**  
BEd, GradCert, MEd

**C Sas**  
BA, DipEd

**R Scott**  
BEd (Prim), BMusEd

**P Seth**  
BEc

**M Simons**  
BSc, GradDipEd

**M Skinner**  
BMusEd

**N Souris**  
BA, BEd

**TJ Steenekamp**  
BSecEd, BEd

**M Stratos**  
DipTeach, BEd, BCom

**M Sutherland**  
BSocSc DipEd

**S Tilley**  
PGCE

**R Tongue**  
BSc, DipEd, GradDipRE

**I Tredget**  
BSc, DipEd

**Z van Drunen**  
BMus, GradDip

**P Venables**  
BMusEd

**D Vernon**  
BPHE, DipEd

**B Visser**  
BOutdoorRec, GradDipEd

**M Vojkovic**  
BEd

**S Vorster**  
BEd

**M Walker**  
BMus, DipEd

**J Wallman**  
BAppSc, GradDipEd

**M Walsh**  
BEd, MEdMan

**S Watson**  
BA, DipEd

**D Wetherill**  
BSc (Hons), PGCE

**S Wilkinson**  
DipT, BEd, BBus

**M Williamson**  
BEc, BSc, GradDipEd, BEd (Hons)

**A Woods**  
BSc (Hons), DipEd

**J Zlnay**  
BScEd

## SCHOOL PSYCHOLOGISTS

J Davis  
BA (Hons), GradDipEd,  
MPsych  
C Furness  
BA (Hons), THC  
J Hutton  
BAppSc, PostGradDip,  
PostGradDipPsyc

## EDUCATION ASSISTANTS

S Caccia-Birch K  
Cranley  
BA, BHPE, DipEd  
S Iskrycki  
NNEB  
L Lindegaard  
CertIII Education  
Support  
L New  
BEEd  
J Pekaar  
CertIII Education  
Support  
CertIV Education  
Support  
DipEdSup

## ADMINISTRATION AND BUSINESS

**Director of Finance and Governance**  
D Timmins  
BBus, GradDip (Fin),  
CA, FCIS

**Director of Operations**  
F Giovannangelo  
BE, GradDipBus

**Director of Staff Development & Human Resources**  
Dr R Goater  
BA (Hons), DipEd,  
MEdMan

**Director of Community Engagement**  
D Reed  
BSc (Hons), MSc

**Personal Assistant to Headmaster**  
G Walsh

**Executive Assistant to the Deputy Headmaster and Director of Curriculum**  
S Hornsey

**Curriculum Assistant**  
R Hickey

**Accounting Manager**  
B Patel  
BBusAdmin, MBA

**Finance Manager**  
S Abercrombie  
CA, BBus, CertIVTAA

**Creditors Clerk**  
G Cushion

**Credit Manager**  
J Sampson

**Payroll Officer**  
C Carter

**Receptionist**  
K Endersby

**Assistant to the Pastoral Care Centre Executive & Outdoor Education**  
D Ripepi

**Pastoral Care Secretary**  
S Colton

**Safety Systems Officer**  
PCoxell  
DipWkHlth&Saf

**Senior Administrator**  
K Song

**Administration Support**  
G Morrison

**Co-Curricular Administrator**  
K Compton

**Clothing Shop**  
S May

PMcKay

C Hewett

## ADMISSIONS

**Registrar**  
J Haynes  
BA, GradDipEd

**Assistant Registrar**  
H Clynick  
BA

## FOUNDATION

**Foundation Executive Officer**  
L Barrett  
BA (Hons)

## BOARDING

**Boarding Support Coordinator**  
AM Budd  
DipMBM

J Shakeshaft  
BNurs

**Brine Housemother**  
C Byrne

J Hodgkinson  
C Sandwell

**Housekeeper**  
R Ashton  
M Cammilleri

I Foord  
J Gardiner

L Gray

R Muia

R Munroe

Y Shiraishi-McCabe

K Smith

L Vrbska

## COMMUNITY RELATIONS

**Manager Marketing and Communications**  
S Cumming  
BA (Hons), MSc

**Community Relations Officer**  
J Manners

R Blair  
BA

**Community Engagement Officer**  
S Hirth  
BComm

**Graphic Designer**  
A Wolfe  
BComm

A Howcroft  
HND

**Videographer**  
B Harris  
BCreatInd, MScreenSt

## OLD HALEIANS' ASSOCIATION

**Alumni Manager**  
H Plange-Korndoerfer  
BComm (Hons)

## ARCHIVES

**Archivist**  
B Johnson  
DipRecMgmt

## CAREERS ADMINISTRATOR

N Ripepi

## FACILITIES

**Facilities Manager**  
M Jelleff

**Grounds Coordinator**  
R Thompson

**Leading Hand Curator**  
N Ling

**Groundsmen**  
J Robson

C Gilbert

J Hayes

B Jensen

C Symes

S Edmonds

**Maintenance Coordinator**  
L Marai

## Maintenance

**Leading Hand**  
G Nicolaou

**Maintenance Officer**  
T Fisher

M Forrester

A McLean

N O'Connor

A Smith

P Viney

## SECURITY

### Caretakers

P Conroy  
BA

L Conroy  
BEng

## INFORMATION SYSTEMS

**Head of Information Technology**  
Brad Holliday

**IT Account & Service Manager**  
P Dyer  
BB, GradDipCompEd

**Network Administrator**  
Z Stankovic  
MCSA, MCP

**Technical Services Officer**  
B Chan

M Pantner

**Technical Services & Systems Officer**  
C Van Helsdingen

**Database and Analytics Administrator**  
M Ramirez  
AssocDipEng, MCP

**SOE and Deployment Administrator**  
M Webber

**Helpdesk Coordinator**  
S Dyer

## MEDICAL CENTRE

**Medical Staff**  
K Cattapan  
RN, BN,  
GradDipMidwifery

N Speer  
RN, BN  
J Thomas  
RN

B Towler  
RN

J Tucker  
RN, HBDN

L Nourse  
RN

## MUSIC OFFICE

**Personal Assistant to Director of Music**  
K Compton

**Music Administrator**  
J Viney

**Music Librarian**  
C Harper  
(Terms 1 and 2)

D Bloch  
(Terms 3 and 4)

**Music Administration Assistant**  
C Prior

## TECHNICIANS

**Art**  
P Gordon  
GradDipED, BA, AdvDip  
StudioCeramics

**Design & Technology**  
K Medlik  
BEEd,  
DipMech&ElecEngTech

**Library**  
K Clarke  
BAppSci

**Library (Assistant)**  
L von Retzlaff  
AssDipLibTech

**Laboratory**  
L Garner  
Dip

R Oxley  
BSc, Dip

S Wilson  
BAppSc

## AQUATIC CENTRE

**Aquatic Centre Manager**  
S Levien

## EVENTS

**Venue and Special Events Manager**  
O Loweth  
BAudEng&TechProd

## DRAMA

**Drama Set & Costume Designer**  
T Leaning  
AdvDipLiveProd  
&Events

**Drama & Youth Theatre Administrator**  
E Sartorelli

M Han



# THE SCHOOL'S MANAGEMENT

## Risk Management, Financial Reporting & Compliance

### RISK

Hale School has a risk management framework intended to ensure that risks are identified, evaluated, monitored and managed. The framework has been developed to encourage and foster a culture of risk awareness throughout the School at strategic and operational levels. Policies, practices and procedures have been established to provide reasonable assurance that appropriate strategies are in place to mitigate risks, maximise opportunities and reduce our risk profile over time.

Sources of risk identification include existing risk registers, strategic plans, operational plans, checklists, surveys, questionnaires, workshops, focus groups, collaboration with peer schools, past incidents, insurance claims and internal reports. The Risk Steering Group reports on risks to the Finance & Risk Committee of the Board.

Furthermore, the School's Occupational, Safety and Health Committee meets each school term and the School's auditors regularly report on a risk control area.

### FINANCIAL REPORTING

The financial statements for the year ended 31 December 2019 are included in this report.

The operating income for the year was \$55.76 million. The primary source of income is the receipt of tuition and boarding fees, which after applying scholarships, bursaries and discounts accounted for 79% or \$44.25 million of 2019's recurrent income. Commonwealth and State Government Grants represented 11.87% or \$6.62 million and 6.73% or \$3.75 million respectively. The \$1.0 million balance is derived from trading activities, hiring out of equipment and facilities, and application fees.

The operating expenditure for the year was \$54.9 million. Salaried employee expenses at 68.4% or \$37.6 million are the School's primary expense item.

### EXTERNAL USE OF FACILITIES

The School regularly receives requests to hire or use its facilities, including the John Inverarity Music & Drama Centre, Memorial Hall, the Lecture Theatre, Senior and Junior School Gymnasiums, Senior Boarding House,

Brine House, Aquatic Centre, Cygnet Hall, classrooms and the playing fields. Requests are for commercial, sporting, recreational, social activities or performing arts and are considered on a case by case basis.

In October 2014, the School introduced a unique learn-to-swim programme for children aged between two to 12 years in its 8 lane, 25 metre pool. The programme is AustSwim registered and Swim Australia certified, operated with a fee structure set to meet direct costs.

The School makes available the use of facilities to numerous community, sporting and not-for-profit groups at minimal or no cost.

### CONTRACTED SERVICES

Bankers:  
National Australia Bank

Insurance brokers:  
Grange Insurance Solutions

Architects:  
Site Architecture

Auditors:  
Ernst & Young

Solicitors:  
Jackson McDonald  
Lavan





HALE  
SCHOOL

HALE SCHOOL  
HALE ROAD, WEMBLEY DOWNS WA, 6019  
PHONE (08) 9347 9777  
[WWW.HALE.WA.EDU.AU](http://WWW.HALE.WA.EDU.AU)