



SCHOOL PERFORMANCE REPORT 2017

+61 3 9497 4777

info@ags.vic.edu.au

Old Heidelberg Road Alphington 3078

www.alphington.vic.edu.au

ABN 11 007 434 362

CRICOS 01376D

Alphington Grammar School is unique in Melbourne's educational landscape

Situated on 3 hectares of attractive parkland abutting Darebin Creek, just 7 kilometres from the CBD, Alphington Grammar School has been designed from its inception to be academically strong, non-denominational and to embrace teaching excellence and cultural diversity.

Alphington Grammar School is accessible by public transport, major commuter corridors and within easy reach of inner, eastern and northern suburbs. The school also has a number of private bus services throughout the suburbs that bring students to our school. Alphington Grammar School also boasts an abundance of open space, shaded by native fauna and flora and mature landscape making it an idyllic learning environment.



From the Principal

The end of my first five year term has given me the opportunity to reflect on the transformational changes that have taken place in our School over that period of time, the combined efforts, dedication and achievements of ALL students in our school led most ably by the Class of 2017.

We all know the pace of change is accelerating. New industries are constantly being born and old ones are becoming obsolete. Both the workforce and our knowledge base is rapidly evolving. Combined with the effect of technological automation of so many current jobs, this leaves us with the crucial imperative to ensure the generations being educated at Alphington Grammar School will have the necessary skills they will need for the future so that they can face that future with the confidence and resilience they will need to navigate it. The emphasis in our school has been to encourage the development of a community of learners who have a shared purpose, common values and habits of mind that prepare them for effective and informed, ethical, compassionate, active global citizenship: so that they can take their place in the world and be influences for good.

To this end, we have continued to review and create new learning programs, build new physical environments and additional learning spaces which put the learner and the learning at the centre of all we do.

This included the commencement of the new entrance to the school, school administration, student amenities and lifts. This will be followed closely behind with the new STEM facilities to be completed by the end of 2018. With all of the above in mind, I pay tribute to members of our School Council who as volunteers, give endless hours of service to ensure we are governed well and have the necessary facilities to provide a quality education that befits our Independent School standing and that meets the demands of our ever changing educational and legislative contexts.

I acknowledge the outgoing Chairman of Council, **Mr Nick Koukouvitis** who continues to serve both on School Council and the Building and Grounds Committee in support of our school for over 6 years. I thank him for his mentorship and strong stewardship over the years. I welcome and thank our current Chairman, **Dr Marinis Pirpiris** who has embraced the role and committed strongly to our school's growth reinforcing standards of excellence across all areas of master planning, learning programs and new initiatives.

I thank the parents in our School for placing their trust in us to nurture and support your children to develop into confident young people who will, with time take their place in the world. It is your endless support of them and unconditional love that shows them their education matters, they matter.

Amongst the many highlights of 2017. I acknowledge the success of our students in their academic studies and co-curricular pursuits. From academic excellence, to sporting success through to the

endeavours across the Fine Arts, Performing Arts and, the Gateways experience to Darwin, the Northern Territory and Vietnam. From the many House and charity events such as our Mother's Day High Tea in support of Ovarian Cancer Research, our Father's Day Breakfast in support of Motor Neurone Disease and many other student led charity days. From STEM Club Debating, Chess Club, Maths Competitions and University programs, our students have demonstrated in a very visible way, their commitment to the development of self and, the world around them.

I acknowledge the School Leaders of 2017 and pay tribute to our School Co- Captains **Stephanie Houdalakis** and **Max Wilson** who together with our International Co Captains **Zijun (Katherine) Hu** and **Thanos Kontogiannidis** and with our Primary School Leaders **Ryan Paraskevas** and **Aristea Papax** have led their peers in such a dignified and positive way. I also pay tribute to other members of the Student Leadership Team, Sport Captains **Zachary Savvas** and **Rikki Aravanis**, Music Captains, **Emanuela Gugel** and **Alexis Arvanitis** and Visual Arts Captain, **Emily Williamson** for their combined efforts to lead with passion and a full commitment to their responsibilities. I thank all our House Captains, **Persephone Sarantis** and **Nina Kriaris-Tsotras (Aristotle)**, **Hannah Reid** and **Benjamin Giosis (Byron)**, **Natasha Zouriakas** and **Sebastian Ganci (Pericles)** and, **Eva Doukas** and **Daniel Nervosa (Socrates)** who have undertaken their leadership positions in such a strong way motivating and being the driving force behind all house events and raising House spirit to new heights. Our School Community Service Captain, **Georgia Lazarakis** has demonstrated most ably the concept of 'servant leadership' and put these principles into practice working selflessly with her peers to ensure a strong sense of social conscience continues in our school.

I pay tribute to our teachers who strive to provide quality learning every day, in every classroom, who work long hours to engage students and help them pose questions, investigate, experiment, be curious, solve problems, take responsibility, be creative and construct meaning from their learning. Staff who meet for many hours outside of the traditional school day to ensure the physical and emotional safety of all students and who, design learning experiences to fit the diversity of learners we have in our school. It is indeed the relationships our staff foster with students that helps bring out the best in each and every one of them.

A growing school such as ours has many needs, and I am indebted to our Parents and Friends Association that meets monthly to lend their support to the school and to school events. I thank the President of the Parents and Friends Association, **Mr George Doukas** and the team of parent volunteers who have supported all school events. Their ability to raise valuable funds for additional resources has, this year, seen the purchase of theatre curtains, drum kits, and new music school storage cupboards amongst many other items in both the primary and secondary school. Thank you to all those involved throughout the year.

The complexity of leading and managing a school especially in the minefield of changing legislative requirements cannot be done alone. I am most ably supported by members of my Senior Management

Team. I extend a special thank you to my two deputies, **Mrs Tracey Nicholson** and **Mr Rowan Evans** who work tirelessly to ensure the smooth running of their parts of the school. I thank the newly appointed Director of Teaching and Learning, **Mr Lukas Silver** who this year has been the driving force behind many new initiatives that have helped improve the learning process and outcomes. Added to this, I acknowledge the Director of Innovation and Performance, **Mr Rajen Chetty** who has overseen the school's transition and roll out of 2 new systems implemented this year making for a monumental shift in our ability to deliver in the classroom. I particularly single out our School's Business Manager, **Mr Manuel Pappos** who charts a steady financial course, applies a critical eye to budget matters and brings vast years of experience to all financial matters and building projects in our school. Our financial stability and financial health, the planning and follow up on all financial matters is in large part to his total dedication to the task on hand. I am truly privileged to have such a strong, loyal and hardworking Senior Management Team.

The school could not function without the support of our administration staff, Student Services Team, Marketing and Alumni personnel, our Grounds and Maintenance staff and our non-teaching staff who continue to work throughout the school holiday period to ensure all term time needs are met. Thank you to all, for your combined efforts to ensuring we have strong processes to school administrative needs.

I am immensely proud of all that has been achieved in 2017 individually and collectively. It's been a big year and I am grateful to you all for contributing to this vibrant and embracing community.



Dr Vivianne Nikou
Principal

From the Head of Primary School

Surveys that have been conducted by Independent Schools Victoria, in which parents are asked their reasons for choosing a particular school, shed interesting light on some of those factors and on parental preferences. Importantly, and somewhat contrary to what you may see in the media, the surveys consistently undermine the view that a school's academic results are the first priority for parents. In fact, parents routinely put many other factors ahead of academic achievement. The most common reason for choosing a school was the school's values, beliefs and attitudes. A similar number of parents said they chose a particular school because it best suited their child's needs. Next came the school's reputation, then the school's educational programs and its educational philosophy. A school's academic results were *sixth* on the list.

When I reflect back on the Primary School throughout 2017, the way in which we fulfil parental expectations all revolves around how we do our very best as a school. In the simplest of terms, to make sure every child is happy and achieving as well as he or she can. While this is not easy and can involve considerable juggling, it is very rewarding. Children are *not* always happy, or well, or satisfied, or achieving, or content or coping...but we do whatever we can to address these issues as soon as we know about them and try and help everyone navigate through the many challenges that life brings.

This year, more than ever, we have been able to provide additional opportunities for our students to participate in various activities both in and out of the classroom. Our ASPIRE program, S.T.E.M subject, homework club, chess club, drama club, Greek dancing program, art club, Pirates vs Mermaids production, Mulan production, Athletics program, soccer program, etc., all complemented and enhanced our core syllabus. Additional curriculum and co-curricular programs help us tap into the unique-ness of each child and, in many cases, channel their energies and enthusiasm into something worthwhile that helps build their character *and* their academic achievement as well. It's a win-win situation.

I would like to thank all our families for their support throughout the year and also the staff who work so hard and do the very best they can. We are a small school with unique individuals for whom we try and cater. There is a Chinese proverb that says "If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."



Mrs Tracey Nicholson
Assistant Principal – Head of Primary

From the Head of Secondary School

As members of the Alphington Grammar School community, we are fortunate to belong to a school community that values diversity and individuality. It makes our daily lives rich and interesting, allowing everyone to develop their personal talents and also to explore new interests and learning environments. We are reminded daily that we are very fortunate to live in a country with such wonderful freedom and opportunity. Our role, as a school is to prepare our young people to meet the challenges they will face when they leave us and make their way in the adult world.

The School is embarking on an era of unprecedented growth and development. We are at an exciting stage of our development. At one with our students, it is important that the School does not rest on its laurels and be satisfied with where we are now. Despite our many successes, we must strive to further improve and to remain relevant, to enable our students to have the best quality preparation, to meet their future with confidence and enthusiasm.

We have a strong leadership program that challenges our students to take on responsibilities in leading their peers and also provide role modelling for the younger students. Our senior leaders are challenged to lead the students in many and varied ways and they do so with great enthusiasm. The House Program continues to thrive under the leadership of our staff and school leaders. The House Captains and the Future Leaders all do a wonderful job, representing their house and also their school in many events throughout the year, both formal and informal in nature.

Year 12 students are given a number of privileges as they prepare for the transition from school to university and a life beyond school. They are guided and supported, in all that they do, by dedicated teachers and support staff. Many balance their studies with leadership roles in sport and co-curricular programs, encouraging younger students to always give their best in everything they do.

The sport and co-curricular programs add great breadth to our school experience. Students who fail to involve themselves and take advantage of these opportunities are missing out on many wonderful experiences that will remain with them throughout their future lives. These include the Outdoor Education Camps, the Global Gateways Tours, the Sports Competitions and of course, the House Program.

2017 has been another important stage in the rich story of Alphington Grammar School. We have reason to be proud of our achievements, but also reason to be optimistic about the future, as we strive for excellence in all that we do.



Mr Rowan Evans
Assistant Principal – Head of Secondary

The school's vision, values and mission

Vision Statement

The school's vision is to be recognised throughout Melbourne as providing an exemplary total learning experience in a uniquely rich, international and inclusive secular environment.

Values



Mission Statement

1. Inspire and equip all students to strive for excellence in their academic, creative and sporting pursuits and to reach their personal best in all fields;
2. Nurture and promote the unique qualities and personal well-being of all students and their respect for the individuality of others;
3. Equip all students with the knowledge, skills and attributes to participate successfully in Australian Society, and to develop lifelong learning skills that will prepare them for a multitude of futures in a globally mobile workforce;
4. Promote students' understanding and appreciation of our culturally diverse society, including the teaching of Greek language and culture, and of the contribution of the Hellenic intellectual tradition to the development and progress of human society.

Staffing Matters

Senior Management Team

Led by the Principal Dr Vivianne Nikou, the Senior Management Team (SMT) of Alphington Grammar School has overall responsibility for the strategic daily management of the whole school, from Pre-Prep to Year 12. Each member of the SMT has their specialist areas of expertise, whilst also working cohesively as a group to be proactive and responsive to the changing demands of the educational landscape.

Principal

Dr Vivianne Nikou B.A, Dip.Ed., M.Ed Pol Admin, D.B.A, AMACEL., MACE., AFAIM

Assistant Principal—Head of Secondary

Rowan Evans B.A. Dip. Ed. M.Ed.

Assistant Principal—Head of Primary

Tracey Nicholson Dip.Teach.Prim

Director of Teaching and Learning

Lukas Silver BA, Dip Ed, PGCE (School Leadership)

Director of Innovation and Performance

Rajen Chetty M.Ed.St., B.Ed, Dip. Ed (Jr & Sec)

School Council

The Governing Body of Alphington Grammar is the School Council. School Council is responsible for ensuring the good governance and financial health of the school.

School Council Members for 2017

Dr Marinis **Pirpiris**– **Chairman**

Mr Bill **Papastergiadis** – **GOCMV President**

Mr George **Doukas**

Ms Angela **Georgalis**

Ms Voula **Kallianis**

Mr Michael **Karamitos**

Mr Nick **Koukouvitis**

Mr Peter **Nikolakakos**

Dr Vivianne **Nikou** – **Principal**

Mr Spiros **Papadopoulos**

Mr Manuel **Pappos** – **Business Manager**

Ms Danielle **Permezel**

Mr Steve **Siolis**

Mr Manuel **Tsirmiris**

Mrs Cavell **Zangalis**

Staff 2017

Alphington Grammar School was established in 1989 and is supported by a team of highly qualified and professional staff.

Principal

Dr Vivianne Nikou B.A, Dip.Ed., M.Ed Pol Admin, D.B.A, AMACEL., MACE., AFAIM

Assistant Principal—Head of Secondary

Rowan Evans B.A. Dip. Ed. M.Ed.

Assistant Principal—Head of Primary

Tracey Nicholson Dip.Teach.Prim

Director of Teaching and Learning

Lukas Silver BA, Dip Ed, PGCE (School Leadership)

Director of Innovation and Performance

Rajen Chetty M.Ed.St., B.Ed, Dip. Ed (Jr & Sec)

Business Manager

Manuel Pappos B.Com Dip.Ed.

Director of Marketing Marketing & Communications Coordinator

Jodie Preiss B.Bus (Tourism)

Director of Marketing, Events and Communications

Sanja Kalapoutis B.Ed., M.Mktg

Personal Assistant to the Principal

Maria Rozanitis B.Ed

Registrar

Pauline Sistanis Dip.B.Mktg

Alumni Coordinator

Josie Walta Dip.Ed Grad.Dip.Library Ed

Heads of House

Head of House – Aristotle

Toula Terezakis B.A. Dip.Ed

Head of House – Byron

Primrose Tyson B.Sc., Grad.Dip.Ed, MEd (Gifted Ed)

Head of House – Pericles

Con Papoulis B.A. Dip.Ed, M.Ed.St.

Head of House – Socrates

Trevor Adams M.Bus(IR/HR) B.Ed (Secondary/Adult)

Primary Coordinators

Pre Prep Educational Leader

Lisa Blyth B. Ed (Primary/Early Childhood)

Deputy Head of Primary & House Coordinator Years 3 – 6

Luke Barnewall B.A and B.Teach (Primary)

Literacy/EAL/Language Coordinator

Jillian Lynn Dip.T. Grad.Dip (Ed.Admin)

Primary Data Collection Coordinator

Katie Campbell B.Ed (Early Childhood), M.Ed

Primary Greek Coordinator

Effie Bindevis B.Ed, Post Grad. Dip A. (Modern Greek), M. Ed. (Lang. Learning)

Primary Music and Performing Arts Coordinator

Priya Wilson B.A. (Hons) Performing Arts, Grad Dip Ed

Primary STEM Coordinator

Dianne DOWNEY B.A B.Ed (Post Grad)

Visual Arts Coordinator (Primary)

Ourania Katsambanis Dip. Ed. B.Ed

Secondary Heads of Faculty & Co-ordinators

Careers Practitioner/OH&S Officer

Helen Mallis B. A, B.Com.Dip.Ed.Grad.Dip.Acc.,Grad Cert.Car. Dev & Couns.

International Student Coordinator

Mary Kontosis B.A.Dip.Ed.M.Ed.St

Head of EAL

Helen Theodoropoulos B.A. Dip. Ed. Post Grad. Dip.Ed.(TESOL)

Chinese and Cultural Coordinator

Winnie Tang B.Ed., M.Ed., Post Grad Dip.Ed in TESOL & LOTE

Head of High School Preparation Program

Stavroula Touranakos B.A, Dip.Ed

Acting Head of Education Resource Centre

Laura Thomas Dip.Lib

Heads of EHASS

Deirdre GREALISH B.A.in English and History; PGCE in English

Head of Primary Sport and P-12 Outdoor Ed

Blair Runnalls B.App. Sci. PE

Head of LOTE

Denise Diakodimitriou B.A.Dip.Ed

Head of STEM

Louis Diamandikos B.Sc.Dip.Ed.M.Ed.St

Acting Head of Performing Arts

Christopher Bevens B.Music, Post Grad Ed

Head of Secondary PE, Sport & Health P-12

Olivia Rahme B.App. Sci. PE

Learning Enhancement Coordinator

Juanita Lee B Prim Ed, DSE Rem Ed, Masters Spec Ed

School Timetabler

Syd Leamon B.Sc. Dip.Ed

School Daily Organiser

John Savopoulos B.Sc (Hons) B.Ed

School Nurse

Lesa Miller B.Nurs. Grad. Dip. Comm Health. B.Nat.(Term 1, 2)

Clare Burns B.HSc (Nursing)

School Psychologist

Celia Brenchley MAPS, B.AppSci(Psych) Post Grad.Dip Health Post Grad.Dip, App Psych, College of Educational and Developmental Psychologists (CEDP)

Nicola Hogan MAPS, B.A., Grad Dip (Edu), Post Grad.Dip Psych, MPsych (Ed and Dev)

Visual Arts Coordinator

Michael Grigoriadis B.VisCom, Grad Dip (Education)

Teaching Staff

Voula ALLIMONOS B.A.Dip.Ed

Maria ARVANITIS Dip. Childrens Services

Anne BILLING Cert T, Dip. T, B.Ed, L.I.S.T.D. (Cecchetti, London)

Effie BINDEVIS B.Ed, Post Grad. Dip A. (Modern Greek), M. Ed. (Lang. Learning)

Helen BRIERLEY BA in English with Language, PGCE Primary

Natalie BURLEY B.Ed (Prim)

Fiona CARTER BSc, BTeach

Samantha EVANGELISTA BPhm(Hons), MTeach

Angelina EYERS BCom, GradDipEd

Janine GOODROPE B.A. Dip.Ed

Ashley JIANG BCom, MTeach

Christina KATSIFOLIS B.A (Greek, Classical Stud, History), B.Ed., Grad Cert TESOL

Gurmeet KAUR BSc (International Relations & History, PGCE (Secondary English)

Alex KIMONIDES B.A.Fine Art Dip.Ed

Elizabeth KOKKINAKOS B.A., Grad Dip Ed

Nicole KITSAKIS B.Ed (Primary), B.Dance

Anthea KOLOSKOPIS Grad Dip in Ed (Prim)

Christine KONDOLEON B.Ed

Maria KOUTROUZAS B.E.C.S., Post Grad Dip. Ed (Prim)

Matthew LOGAN BCom, BBsM, Grad Dip (Edu)

Nicole McCULLOCH B.Ed.(Prim)

Georgina MAVROPOULOS B.Ed

Maria MINA B.Sc, Dip Ed

Michael NASTASIE B.Sc (Hons), PhD (BCH), Dip Ed

Sibil OKSAYAN BBTH (Hons), PhD (BCH), Grad.Dip (Ed)

Vicki PATRIKIOS B.App.Sc Dip.Ed

Pippa ROSS B.A., MEd, Grad Dip Ed, Grad Dip IT

Paula SERGAKIS B.E.C.S, Dip.Ed (Early Int.)

James SMART BSc, BEd

Janet STEWART Dip.of Teaching (Prim), Grad Dip.Lib.

Effie TELIANIDIS BFilm&DigMedia, PGCert (English), Dip.Ed

Toula TEREZAKIS B.A. Dip.Ed

Corredina TODARO B.A.(Hons), Cert IV TESOL, Grad Dip (Ed)

Jessy VARGHESE B.Sc.B.Ed

Georgia VRAKAS Dip Tch, B.Ed

Anna VAYENAS Dip T.,B.Ed

Jing WANG B.A., Grad Dip Ed

Shaun West B.Mus(Theatre Studies), MTeach

Jim WRIGHT B.Agr.Sc.Dip.Ed

Gary YOUNG B.Ed, Dip Ev.Mgt, Cert.IV Fit, Cert III Fit.

Administration

Suzanne Carruth Dip BusAdmin

Colleen Clarke

Anthony Crowe

Andria Manoli

Lisa Noonan B.Eco (Acc) CPA

Stacey Xydias

School Assistants

Emma Bardon

Monica Bardon - Dip. Learn. Supp.

Emma Bylsma B.Sc (Hons)

Joe D'Amico – Semester 1

Will Ford

Zeinab Ibrahim

Joy Johnson

Debbie Kirmos

Ming Lei

Joo Cheng Ler

Varrara Mariettou

Warren Rank

Katerini Zarkadoulas Associate Degree (Early Years)

Instrumental Music Staff

Stephanie Atwa

Ewen Baker

Genaaron Diamente

Jordan Ignatiadis

Andrew McAdam

Andy McGarvie (Semester 1)

Andrew Rousch

Raleigh Williams

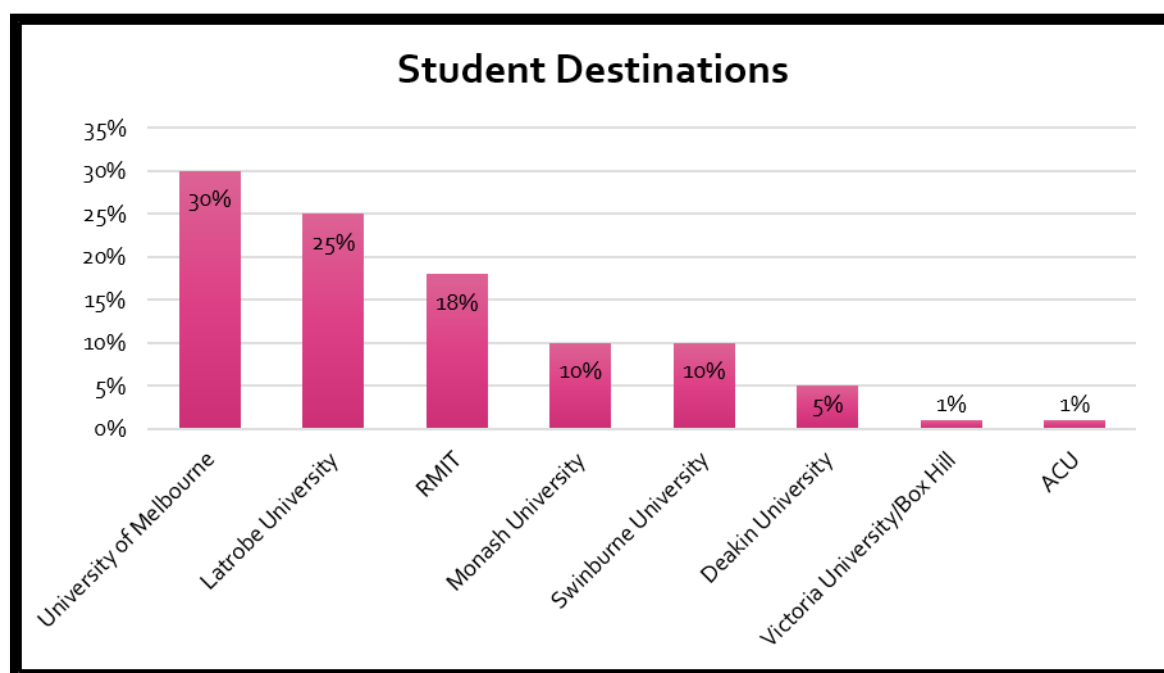
Robert Zocchi

Academic results – Class of 2017

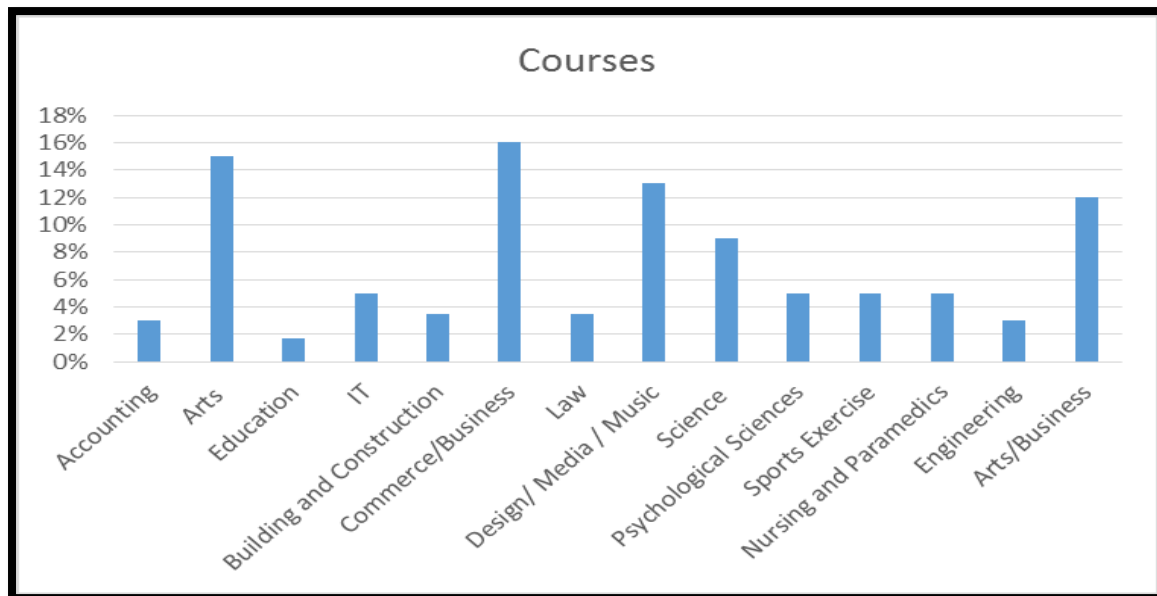
A Summary of Results

Top ATAR	99.35
Median Study Score	32
Average Study Score	32
40+ Results (Year 12)	14%
ATARs >90	18%
ATARs > 80	48%

Year 12 Student Destinations



Year 12 Areas of Study



A Growing Tradition of Academic Success

Our students are continuing to perform very well against the National average in the NAPLAN tests. On nearly every measure, Alphington Grammar School outperformed the National average.

The cells highlighted in blue indicate that our students have received a median mark above the National average.

2017 NAPLAN Results Alphington Grammar School

Year Level Median	Reading	Writing	Spelling	Grammar	Numeracy
Year 3 AGS	482	451	470	500	442
Year 3 National	431	414	416	439	409
Year 5 AGS	526	495	552	530	514
Year 5 National	506	473	501	499	494
Year 7 AGS	586	565	589	572	598
Year 7 National	545	513	550	542	554
Year 9 AGS	587	605	583	599	604
Year 9 National	581	552	581	574	592

Note: In every category AGS outperformed the National average median score.

Student Attendance Information

School Year	% Attendance
Pre-Prep	98.1%
Prep	95.2%
Year 1	93.3%
Year 2	94.8%
Year 3	97.9%
Year 4	96.6%
Year 5	94.9%
Year 6	96.7%
Year 7	95.5%
Year 8	93.9%
Year 9	87.5%
Year 10	85%
Year 11	95.5%
Year 12	93.2%

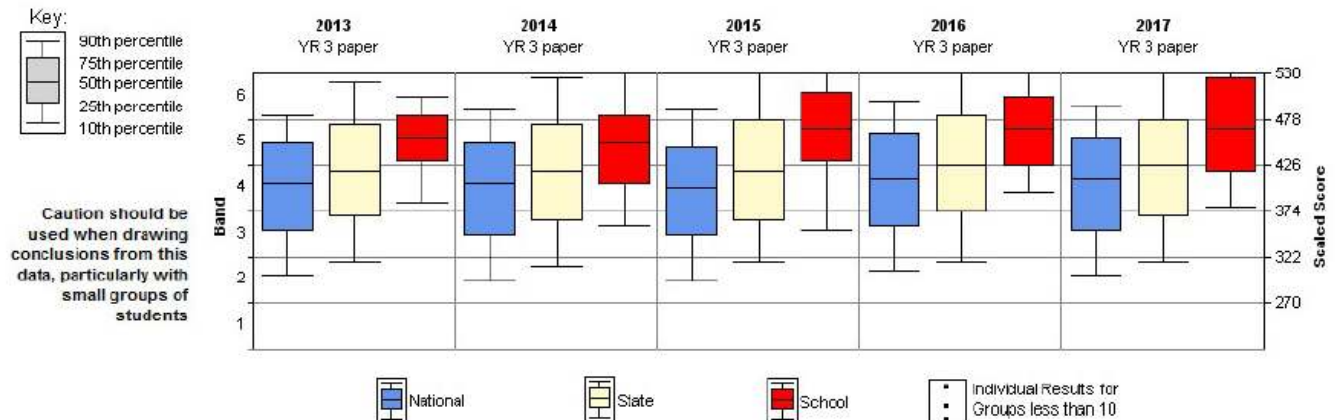
A Growing Tradition of Academic Success

NAPLAN Data

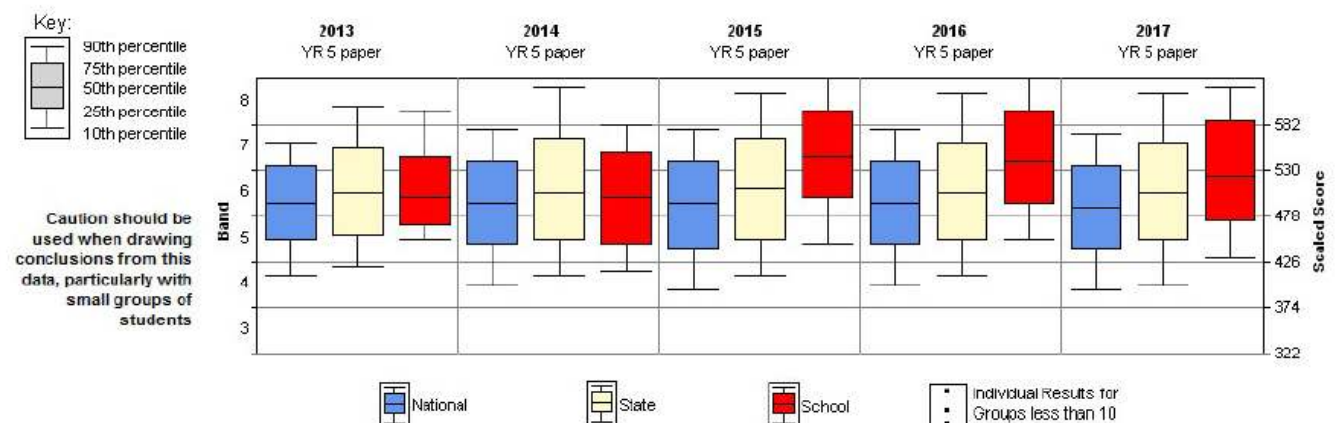
Our students are continuing to perform very well against the National average in the NAPLAN tests. On nearly every measure, Alphington Grammar School outperformed the National average.

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5 Year Data Trend for Spelling in Year 3

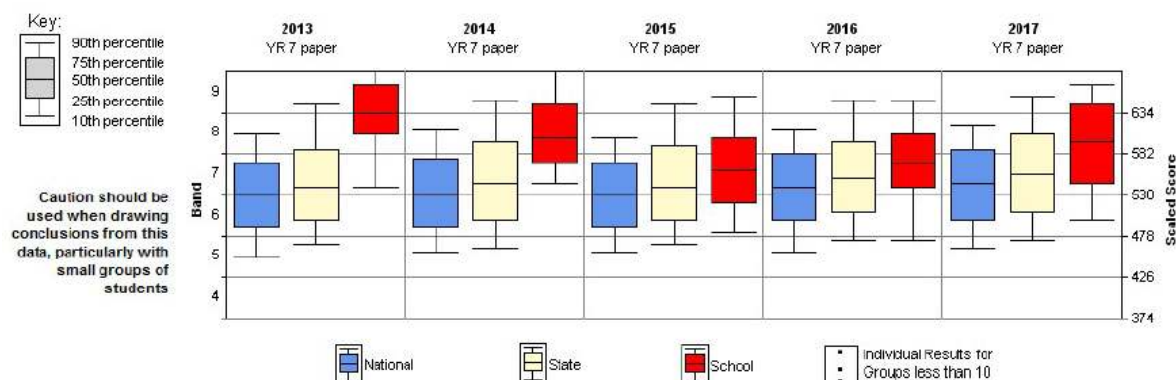


5 Year Data Trend for Grammar and Punctuation in Year 5

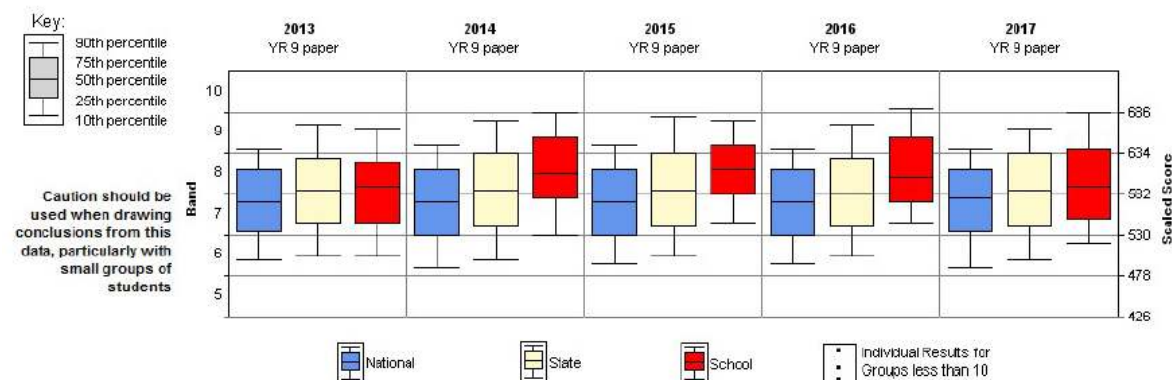


A Growing Tradition of Academic Success

5 Year Data Trend for Numeracy in Year 7

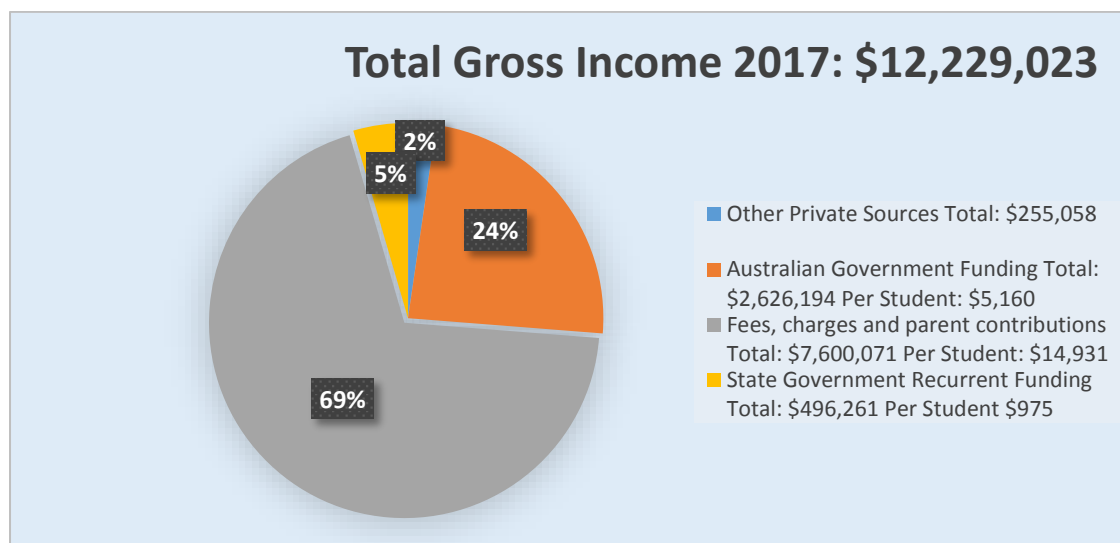


5 Year Data Trend for Reading in Year 9



Financial Operations

Alphington Grammar School is a not-for-profit organisation and is registered as a public company limited by guarantee.



Liabilities		Assets	
Non-Current Liabilities	\$4,086,485	Non-Current Assets	\$11,001,851
Current Liabilities	\$5,807,197	Current Assets	\$4,323,817

Financial Stability

The continued financial stability of the school is illustrated by:

- Alphington Grammar School's financial reports are independently audited by Pandeli & Co Accountants.
- The school's accounts are audited in accordance with Australian Auditing Standards.
- The distribution of its income source is 69% private and 24% government.
- The school's total recurrent income increased by \$1,251,439 (11.4%) in 2017. Recurrent income per student in 2017 increased to \$23,933 p/s compared to \$20,204 in 2016, this was an 18.6% increase.
- The school continues to improve its financial viability with total accumulated funds increasing by \$977,148 to \$6,409,134
- The school continues to invest in upgrading its facilities, 2017 saw the commencement of the school's New Entrance and Reception area. This is an entirely self-funded project estimated cost at \$2.5M



- The school was successful in 2017 in receiving a \$1.3M State Government Capital Grant to assist in the funding of its new STEM/Student Hub facility. The estimated cost of the project is \$3.8M and is scheduled to commence in July 2018.

Mr Manuel Pappos
Business Manager

Learning Technologies

ICT – 2017 ACHIEVEMENTS

- Schoolbox and Synergetic was implemented.
- All teaching staff have received either a Macbook or iPad device.
- All staff and students were given access to Office 365.
- All 3 rooms B201, B202 and B203 located upstairs near the Art room have been redesigned to cater for all computers set up around the walls of the classroom with collaborative spaces in the middle for direct instruction. This provided more flexible spaces for teachers and students to use.
- New HP computers have been installed in the Year3/4 and year 5/6 area.
- New iPads have been purchased for STEM in the Primary school.
- Relocation of services in the Reception area were completed in preparation for the refurbishment of the reception/Admin area. All the services are now housed in a 42RU switch cabinet in the main building.
- A new Fuji Xerox photocopier was installed in the ERC.
- The projector and screen were installed in the Andrianakos Centre.



Mr Rajen Chetty
Director of Innovation and Performance

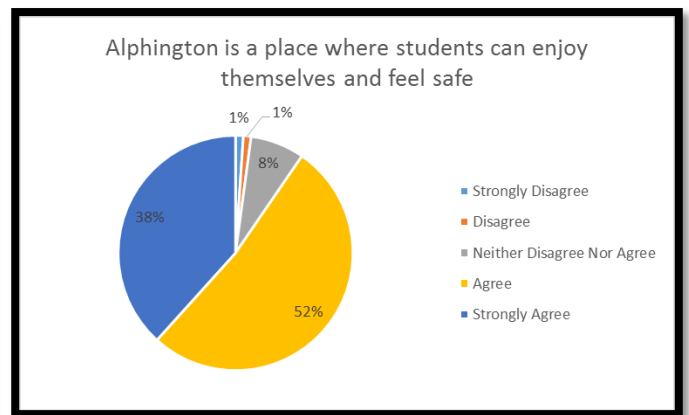
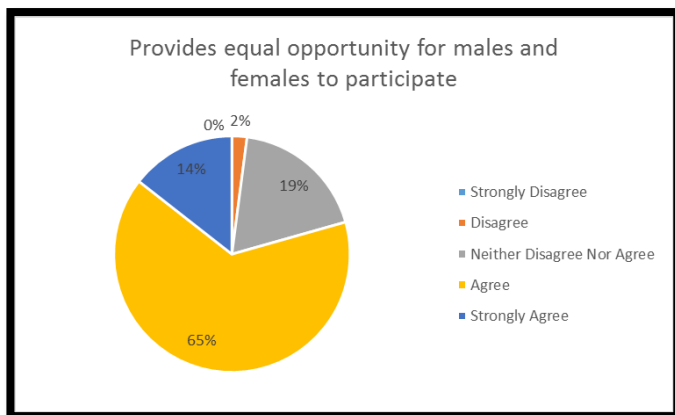
Parent Satisfaction

Our Parent Survey distributed annually is used as a tool to gauge our current families' engagement support and understanding of school policy, practices and procedures. . The survey asks families to give their perspective on the extent to which our school is delivering in the areas of Curriculum teaching, Facilities, Information Technology, Communications, Behaviour Management, Co-Curricular Activities, Music, The Performance Arts Program, Pastoral Care and Leadership. Feedback from our parent community is used to adjust our strategic and operational thinking annually.

Some of the top responses provided by parents:

- Provides a nurturing and caring environment
- The pastoral Care System is effective and transparent
- Encourages self-discipline
- The School exhibits effective educational leadership
- There is an appropriate emphasis on literacy and numeracy

Parent Satisfaction



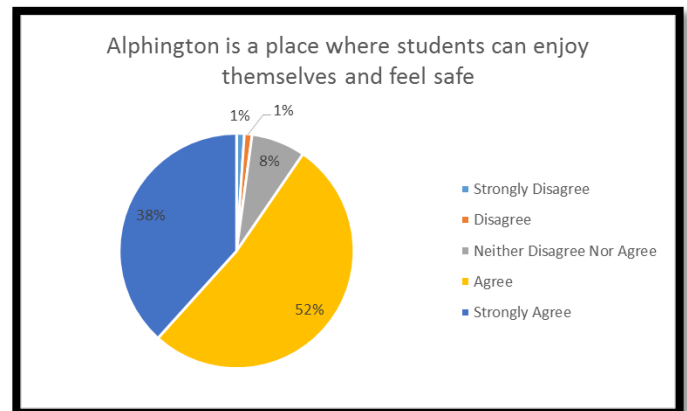
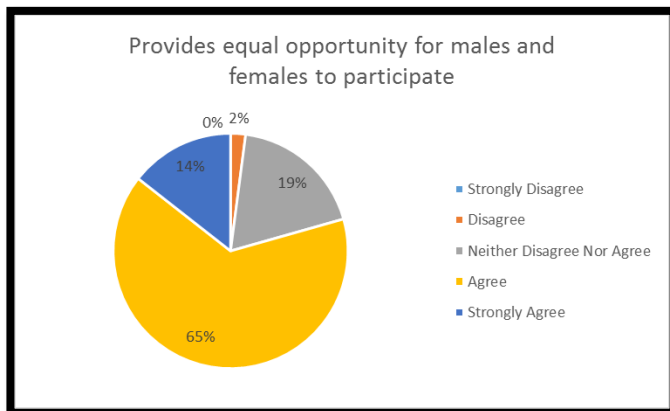
Teacher Survey

The teacher survey is conducted annually to learn about the teachers' overall school experience, how they enjoy working at our school and what improvements may be implemented to improve the quality of teaching and learning. Some of the top areas that the teachers responded to in a positive light were:

Some of the top responses provided by staff:

- Our students know how to learn
- Our staff have high expectations for their students
- Teachers are very passionate about teaching
- Students in my school care about their learning and getting a good education
- Students are encouraged to develop their own voice

Teacher Satisfaction



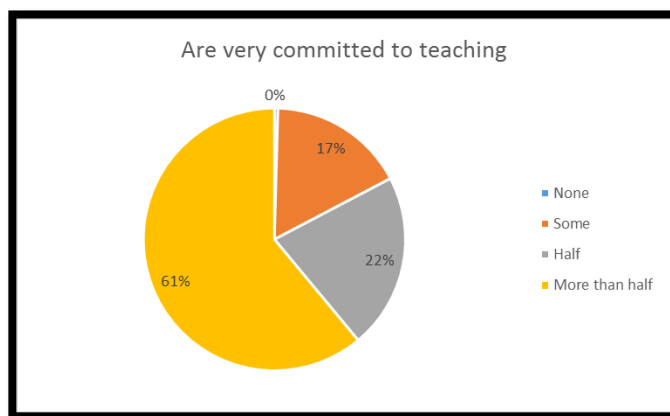
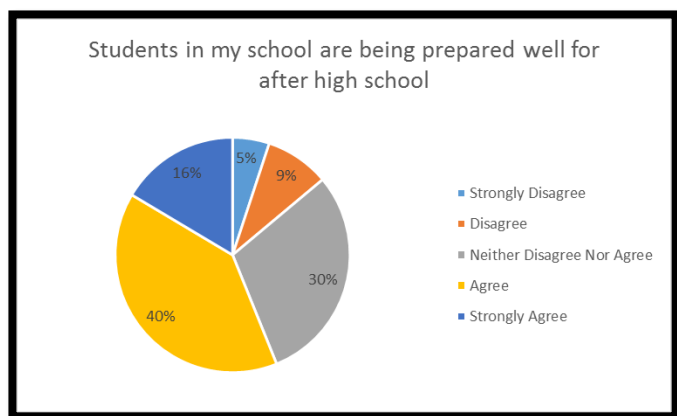
Student Survey

Our students participated in this survey annually and many of our students were satisfied, felt that their learning at AGS was addressed adequately and that they were being prepared for the future. Some of the top areas that the students responded to was:

Some of the top responses provided by students:

- Students in my school are being encouraged to develop their own voice
- My school is safe
- Teachers have high expectations for students
- Most of my teachers know my name
- Are passionate about their teaching

Student Satisfaction



Many Cultures, One Community

Scholars Assembly



Chinese Lantern Festival Assembly



Many Cultures, One Community

Anzac Day Assembly



Greek Independence Day



Many Cultures, One Community

Mother's Day High Tea



Many Cultures, One Community

International Global Gateways - Vietnam



Many Cultures, One Community

Australian Global Gateways - Darwin





Alphington
GRAMMAR SCHOOL

Alphington Grammar School

Old Heidelberg Road

Alphington VIC 3078

Telephone: (03) 9494 4777

Fax: (03) 9497 3479

Email: info@ags.vic.edu.au

Website: www.alphington.vic.edu.au