



Alphington
GRAMMAR SCHOOL

SCHOOL PERFORMANCE REPORT 2019

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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 within easy reach of inner, eastern and northern suburbs and accessible by public transport and major commuter corridors. 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

2019 was a year filled with great learning, fun, celebrations and forged friendships. I am indeed fortunate to be able to lead our school as it carves out a solid place in independent school history. In our 30th year there was much for Alphington Grammar School to be proud of and much to celebrate. There were many highlights that made 2019 an exceptional one for our school.

The 30 Year “**Twilight Festival**” and the “**Diamonds and Pearls**” Gala Ball were an overwhelming success where the Alphington community could celebrate 30 Years of Excellence in such an unique and fun way as we reminisced about the past and also looked to the future of our school.

2019 began strongly with the **VCE results** of the 2018 students emulating the success of the most recent years. The school’s ranking in the last 7 years continues to **improve** as does the students ATAR scores. The academic achievements of the Class of 2019 and, success at each NAPLAN year in 2019 is discussed elsewhere in this report (refer Section 2). However, the growing academic profile of the school over the last decade has resulted in Alphington Grammar School securing one of ten most improved schools in Victoria over the last decade. An achievement we can all trumpet and be proud of. For a school of our size and age with the complexities around attracting and keeping academically gifted children, the academic success of our school is testament to what can be achieved when we believe in our young.

Our school prides itself on providing a broad range of learning opportunities to all students whilst maintaining a personalised approach to learning by knowing our student’s individual strengths and being able to provide additional scaffolding, as and when needed. The employment of past scholars as tutors has also added to student outcomes.

The school has invested heavily in staff learning with two nights a week designated to staff Professional Development so that we model lifelong learning as a profession and, as a community of learners ourselves. The school is committed to building on our success and accomplishments to ensure all students and staff value success and live the school motto of: “Aspiring to Excellence”.

2019 was a terrific year of **sporting achievements**. Amongst the many highlights of the year I congratulate the Years 8/9 Boys AFL team who have gone back to back premiers, the Years 8/9 Boys Basketball team were first premiers in this age group for the school. The Senior Girls Netball team continued their winning streak and, we celebrated the first ever secondary girls football team for the new AFLW competition. We are proud of our EISM Athletics achievements and at Champs level while, the AGS30 and Running Club with their focus on health and fitness continues to grow strongly across all year levels. In addition, the **Resilience Project Partnership** managed by the Health and Wellbeing staff has had a strong introduction in our school with structured activities to help build resilience and help combat the rising mental health concerns in young people.

Music and the Performing Arts continued to grow and expand in 2019 with over 120 students in our instrumental program and the choice of 17 varied and exciting ensembles. The inaugural **Alphington Orchestra** was formed in 2019 and has been a phenomenal addition to our program.

In semester one our Years 5 and 6 students had the opportunity to join the Secondary students in the production of **Oliver** performed at the Darebin Arts Centre, while the ELC to Year 4 production of **The Lion King** was the highlight of Semester 1 for our junior primary students. In addition, we were proud to offer Drama in Year 9 for the first time which is testament to the growth of the Performing Arts in our school.

The **Annual Music Concert** saw 200 of our students from Years 3 to 12 perform at The Centre Ivanhoe. The event was a great success and concluded with all performers coming together for a massed item of “Call me Al’.

The concert has added to the rich Music and Performing Arts program including; soloist evenings, a visit to the Edinburgh Tattoo in Sydney and the invitation to perform at the Yarra Council “Carols by Candlelight” evening. A remarkable year of achievement for our Music and Performing Arts Department.

The LOTE Department continues to find innovative ways to engage young learners in the study of foreign languages. Our youngest learners were immersed in, songs, games, incursions using Polyglots, (the characters which appear on the Early Learning Language Apps Program) as part of their Greek LOTE studies. The rotating literacy based Greek activities, poetry writing, reader’s circle, oral based language games and the use of ICT all enhanced the delivery of Greek across the Primary school while our Secondary students were lucky enough to study two languages at Years 7 and 8, with the opportunity to specialise in one of these from Year 9 onwards.

Lunar New Year celebrations marked the “Year of the Pig”. The Years 7 and 8 students attended the amazing exhibition of Terracotta Warriors at the National Gallery of Victoria as well as visit the Chinese Museum in Chinatown where they saw artefacts from the Han Dynasty. The Global Village Speech Competition and the High School Debating competition all added to the richness of studying a second language in Chinese.

Although we are a non-denominational school, the visit to our school by the newly ordained **Archbishop Makarios** was indeed a very special occasion for us as has been the school’s participation in the Independence Day School’s parade and the Lonsdale Street Festival.

The Year 11 **Studio Arts** class worked on a commemorative art piece to celebrate our schools 30th anniversary. Students chose to create an olive tree from copper wire and metal sheets symbolising peace and friendship. The piece was completed and is now on display in the new entrance.

The handover of the new **STEM** building was greeted with much pride as both Primary and Secondary students enjoy the facility. The S.T.E.A.M. exhibition held by the Primary school in the STEM Centre was well received by Primary School parents. The completed landscaping has also added much needed recreational space. The school has embarked on its fourth major building project in my time as Principal with the new **Library** due for student use in Semester 2, 2020 (or whenever school resumes following COVID-19 isolation directives).

The list of achievement to mark our 30 year milestone is long and one we can all be proud of. I thank all the **student leaders** across the school who have lead with passion and shown much love for their school. The work of the staff to support our students in their learning in and out of the classroom is all consuming and I thank them for their commitment and dedication to engaging the children in their care.

The work of the Parents and Friends Association is much valued as they continuously support all our events and activities. Thank you to all who have been able to spare some time to support our school and shown in a visible way to our children that: “their education matters to us all”.

Without the support of the school administrative staff, the Registrar, the school’s Marketing Manager, my Personal Assistant and, my Senior Management Team who work incredible hours to keep all parts of the school moving along smoothly, our school would not be in the strong position it is now. I thank them all.

I acknowledge all the Primary School Captains **Cara Patane** and **Riley Bowden** together with House Captains **Zoe Kyriopoulos** and **George Tsianakas** (Aristotle), **Madeline Giannikos** and **Dimitri LyMBERATOS** (Byron), **Christina Arnokouros** and **Nicholas Kirmos** (Pericles) and **Rena Moutafis** and **Zac Rabba** (Socrates) for all their hard work. I also acknowledge Community Service Captain **Stephanie LyMBERATOS** and Deputy Community Service Captain, **Georgia Mihailidis** together with Music Captain **James Bozinekis** and Deputy Music Captain, **April Taylor**, along with Primary Environment Captain, **Zachary Al Mosawi** and Deputy

Environment Captain **Will Simon**. It is important to offer leadership opportunities from a young age so that these skills become second nature before High School.

I finish my 2019 tribute with specific reference to our Class of 2019 who had a terrific year led most ably by Secondary School Captain **Lukas Houdalakis** and **Lixin (Benny) Xu** and Vice Captains **Sotiri Rerakis** and **Junyang (Casper) Wang**. Together, they provided very visible leadership across the school both in and out of the classroom. They juggled school work and contributed fully to co-curricular activities including sport and especially in the secondary school production "Oliver". They led our 30 Year Celebrations with dignity and passion.

The Class of 2019 worked as one, embracing our International students and helping them find their feet in a new country.... building bridges, across all cultures. I thank the school Sport Co-Captains; **Evangelia Arnokouros** and **Dimitri Stamatakos**, School Music Captain, **Yuhui (Lydia) Liu** and Visual Arts Captain, **Maki Nemoto** for their combined efforts to lead with passion and a full commitment to their leadership roles. I thank our Year 12 House Captains, **Stefan Ganci** (Pericles) and, **Kimon Doufas** (Socrates) who undertook their leadership positions in such a strong way motivating and being the driving force behind all house events. They all demonstrated most ably the concept of 'servant leadership' and put these principles into practice working selflessly to support a wide number of events in our school.

I thank everyone for making 2019 a most memorable and enjoyable one for us all.



Dr Vivianne Nikou
Principal

From the Head of Primary School

Almost every school around the world would ascribe to a set of values, and for many schools, these values would have similar sentiments based around how they believe their students should think, feel and act.

However, establishing these values is not enough. It is in the persistent teaching and modelling of these standards that they become an intrinsic part of the young people we have the privilege and responsibility to help shape.

A well-known proverb says: 'Train up a child in the way he should go, and when he is old he will not depart from it'. Albert Einstein once wrote 'Education is not the learning of facts, it's rather the training of the mind to think.' A few months before his death he also said, 'Try not to become a man of success, but rather try to become a man of value.' He went on to say 'He is considered successful in our day who gets more out of life than he puts in. But a man of *value* will *give* more than he receives.'

What you think and what you do is important. Thinking about others is important. Giving back to the world is important.

Success is not measured by academic achievement alone, it is measured by our personal integrity as well.

It is not enough to create posters with our School Values that we walk past in the corridor each day, without giving a second thought. These values must be lived, talked about, demonstrated, encouraged and made real in everyday life.

At Alphington, from the explicit teaching of each value in the Primary School, to Community Service in the Secondary School, we take the opportunity to mould both the minds and characters of our students so that they will become people of value, not only to themselves but to others, for the rest of their lives.

Our goal is to develop well rounded, world ready individuals. Our core values- Respect, Endeavour, Responsibility, Diversity, Creativity and Integrity - form the foundation of everything we do at Alphington Grammar School. This is all underpinned by our seventh value and school motto – 'Aspiring to Excellence.'

As I reflect on 2019 and look forward to 2020, I do so knowing that we have a solid set of values to guide us and against which to benchmark our progress.

A warm thank you to all our students, staff and families for their ongoing support throughout the year.



Mrs Tracey Nicholson
Assistant Principal - Head of Primary

From the Head of Secondary School

The 2019 school year has been a wonderful year of achievement at Alphington Grammar School. As the School has celebrated its' thirtieth anniversary we are proud to boast that our students are flourishing in a vibrant learning environment that is continuing to improve as we expand our academic and co-curricular programs and upgrade our school facilities. The staff is dedicated to supporting the development of the whole child, encouraging all of our students to become broadly engaged in the many opportunities that are provided to students at Alphington Grammar School.

Our School Committee have led the student body by their strong example and provided outstanding role modelling in all facets of school life. They have never faltered to represent the School at every opportunity with pride and enthusiasm. In 2019 the School was very capably led by School Captains **Lukas Houdalakis** and **Lixin (Benny) Xu**, with great support from Vice Captains **Sotiri Rerakis** and **Junyang (Casper) Wang**. They have all developed strongly in their leadership roles and worked closely in providing active leadership to their peers and the younger year levels that constantly look to them to provide guidance and inspiration.

The House Competition provides the students with many opportunities to become engaged. The House Captains and Sports Captains have worked in close collaboration to provide a range of well-organised House sporting competitions, encouraging all students to be involved. The House competition and the social service program provided regular opportunities throughout the year for students to represent their House and compete against their peers and also other year levels in a spirit of fun. Strong leadership from our House Captains and also the Future Leaders has again been a feature of the House competition throughout 2019.

Under the strong leadership of our Community Service Captains, the students had a number of opportunities to get involved in raising valuable funds for selected charity organisations and community groups. The School encourages all of our students to develop their awareness of those people in need of our support both in our local and broader communities.

The rich tradition of Performing and Visual Arts in the School continues to grow under the strong and enthusiastic leadership of the Music and Performing Arts Captains and the Visual Arts Captain. Our 2019 School Musical Production of *Oliver* was a great success. The staff and students leaders encouraged all students to get involved and to experience the excitement of a school production. Those students who took up the challenge showed their peers why it is always a great thing to challenge oneself and experience new things, even if they may seem overwhelming at first. A large number of students from across the school participated in the production, either on stage, or in the support crew in some capacity. The personal growth that results from experiences such as this is profound. The Secondary Art and Design Exhibition provided our many talented Visual Arts students an opportunity to showcase their talent and passion.

Our students continue to participate strongly and achieve great results in the EISM School Sports Competition. Once again this year we have excelled in many sporting competitions in a wide variety of sports and across the various year levels. This is due in large part to the hard work and dedication of our staff and students, ably led by the Sports Captains.

The Outdoor Education Program at Years 7 and 8, and the Global Gateways Experiential Learning Program at Years 9 and 10, extends the students' learning in many ways and requires students to develop collaborative learning skills as well as teamwork skills, their own problem solving skills. These learning experiences also provided many opportunities for all students involved to demonstrate independence.

The Years 9 and 10 Future Leaders had the opportunity to attend the Year 7 Camp at Paynesville or the Year 8 Camp at Wilson's Promontory in addition to their important role in welcoming visitors to our school and leading tours at our School Tours Mornings. These students have proven to be outstanding ambassadors for our school as they have embraced the many opportunities whenever they have been invited to represent the School.

Alphington Grammar School continues to strive for excellence in all that we do and the results are truly amazing. The personal growth and amazing achievements of our students across the broad range of school life always gives me great pride as an educator. We are very proud of the many achievements of our students throughout 2019 and we look forward to the future with optimism both for them and also for the students who follow them.



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)

School Council Members 2019

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.

Dr Marinis **Pirpiris**– **Chairman**

Mr Bill **Papastergiadis** – **Greek Community of Victoria President**

Mr George **Doukas**

Ms Angela **Georgalis**

Ms Voula **Kallianis**

Mr Michael **Karamitos**

Mr Nick **Koukouvitakis**

Mr Peter **Nikolakakos**

Dr Vivianne **Nikou** – **Principal**

Mr Spiros **Papadopoulos**

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

Ms Danielle **Permezel**

Mr Steve **Siolis**

Mr Manuel **Tsirmiris**

Staff 2019

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)

Business Manager

Manuel Pappos B.Com Dip.Ed.

Assistant Business Manager

Anthony Crowe Adv.Dip.Bus (Acc)

Director of Marketing, Events and Communications

Sanja Kalapoutis B.Ed., M.Mktg

Personal Assistant to the Principal

Maria Rozanitis B.Ed

Office Manager and Registrar (Term 2-4)

Suzanne Carruth Dip Bus Admin

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

Deputy Head of Primary & House Coordinator Years 3 – 6

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

ELC Educational Leader

Lisa Blyth B. Ed (Primary/Early Childhood) (Term 1)

Danielle MUNROE B.Ed (Early Childhood) (Term 2, 3 and 4)

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 S.T.E.M. Coordinator

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

Visual Arts Coordinator (Primary)

Ourania Katsambanis Dip. Ed. B.Ed

Primary Learning Support

Jill Thompson Dip.Teach.Prim, Grad.Dip.Edu

Secondary Heads of Faculty & Co-ordinators

Careers Practitioner

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)

Head of High School Preparation Program

Stavroula Touranakos B.A, Dip.Ed

Heads of EHASS

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

Head of Primary Sport and P-12 Outdoor Education Coordinator

Blair Runnalls B.App. Sci. PE

Head of LOTE

Denise Diakodimitriou B.A.Dip.Ed

Head of S.T.E.M.

Louis Diamandikos B.Sc.Dip.Ed.M.Ed.St (Term 1, 2 and 4)

James SMART BSc, BEd (Term 3)

Head of Music and Performing Arts

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

Head of Secondary PE, Sport & Health P-12

Olivia Rahme B.App. Sci. PE

School Daily Organiser

John Savopoulos B.Sc (Hons) B.Ed

School Timetabler

Syd Leamon B.Sc. Dip.Ed

School Nurse

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) Semester 2

Melanie Hansen (Term 1) B.A (Psych)

Nicola Hogan (Term 1) MAPS, B.A., Grad Dip (Edu), Post Grad.Dip Psych, MPsych (Ed and Dev)

Max White (Commenced Term 2) MPsych (Ed and Dev)

Senior Tutor

Michelle Yarnton B.A, B.Ed, Dip.Ed

Visual Arts Coordinators

Michael Grigoriadis B.VisCom, Grad Dip (Education)

Alex Kimonides B.A.Fine Art Dip.Ed

Teaching Staff

Voula ALLIMONOS B.A.Dip.Ed

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)

Lauren BRAZZALE B.App.Sc. PE

Kara CASAMENTO B.Prim.Teaching, B.A.(Psychology)

Andrew DIVINY B.Health and PE

Katrina DU B.Bus, MTeach

Samantha EVANGELISTA BPhm(Hons), MTeach

Ashley JIANG BCom, MTeach

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

Anthea KOLOSKOPIS Grad Dip in Ed (Prim)

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

Anita LADAS B.A (Hons), MTeach
Gareth LEACH B.A.Mus, Dip.Ed
Lucas LI B.Ed (Hons)
Matthew LOGAN BCom, BBsM, Grad Dip (Edu)
Jasmin LUKEHURST B.Ed (Early Childhood)
Jillian LYNCH B.Ed, Dip (Early Childhood)
Nicole McCULLOCH B.Ed.(Prim)
Remy MORRIS B.Ed (Term 4)
Andrew MULHERIN B.A, B.Lit, Dip.Lang; MTeach
Danielle MUNROE B.Ed (Early Childhood and Primary), Dip.Children Services
Michael NASTASIE B.Sc (Hons), PhD (BCH), Dip Ed
Vicki PATRIKIOS B.App.Sc Dip.Ed
Robert PANARA BMedia, Dip.Ed
Pippa ROSS B.A., MEd, Grad Dip Ed, Grad Dip IT
Wayne SIMMONS B.Ed
James SMART BSc, BEd
Janet STEWART Dip.of Teaching (Prim), Grad Dip.Lib.
Effie TELIANIDIS B.Film&DigMedia, PGCert (English), 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
Felicity WALLACE B.A, BMus, Dip.Ed
Eva WANG B.Com, MTeach
Jing WANG B.A., Grad Dip Ed
Shaun WEST B.Mus (Theatre Studies), MTeach
Greg Yarnton B.A, B.Ed, Grad.Dip.Ed

Administration

Patricia Capuzza (Semester 2)
Sandra Chapman Assoc.Dip Computer Systems
Jillian Collum (Term 2 & 3)
Abigail Middlemiss (Term 3 & 4)

Lisa Noonan B.Eco (Acc) CPA

Jessica Stonehouse (Term 1)

Stacey Xydias

School Assistants

Emma Bardon

Monica Bardon - Dip. Learn. Supp.

Andrew Bunton

Emma Bylsma B.Sc (Hons)

Zeinab Ibrahim

Joy Johnson

Nana Kerasiotis

Debbie Kirmos

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

Warren Rank

Instrumental Music Staff

Stephanie Atwa

Ewen Baker

Andrew McAdam

Christopher Nankervis

Andrew Rousch

Raymond Shon

Adrian Whyte

Robert Zocchi



Academic results – Class of 2019

A Summary of Results

| | |
|------------------------------|--------------|
| Top ATAR | 99.55 |
| Median Study Score | 33 |
| Median ATAR | 81.30 |
| 40+ Results (Year 12) | 12.5% |
| ATARs >90 | 31% |
| ATARs > 80 | 63% |

Our students have performed extremely well achieving a median Study Score of 33 for the year. Added to this, close on two thirds of our students achieved a study score over 80, while 31% achieved an ATAR of 90 above. An outstanding result by any measure.

The Dux for this year is **Alexander Savvas** who scored an outstanding **ATAR of 99.55**. Alexander has ended up in the top 1% of all students in the State while 19 students have created another school record placing them in the top 8% of all students in the State. Congratulations to **Evangelia Arnokouros, Yuchen Cao, Lishan Cao, Zhaoxu Chen, Athan Doufas, Christina Karalis, Daniel Liontos, Zihan Liu, Ruijie Ma, Angelia Maroulis, Maki Nemoto, Konstantinos Siamidis, Kexin Wang, Jiaxu Wang, Jiayi Wang, Dian Wang, Yuan Wu, Junjie Yang** and **Shuowen Yu**. This is an exceptional achievement given that Alphington Grammar School is an open entry, non-selective school.

We have achieved 40+ scores in a range of subjects including: English, Physics, Specialist Maths, Mathematical Methods, Further Maths, Chemistry, Greek, English As An Additional Language, Chinese First Language, Physical Education, Computing: Informatics and, Psychology.

The results for 2019 are a culmination of many years of hard work. I congratulate the Class of 2019 for their diligence and perseverance, their camaraderie and their good nature as global citizens. I thank their teachers for their commitment and dedication to the students of our school. This set of results should give students “Aspiring to Excellence” the self-belief to set their goals higher, knowing they can excel.

Year 12 Student Destinations

 **Alphington**
GRAMMAR SCHOOL

CONGRATULATIONS

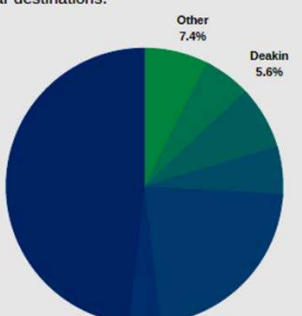
Class of 2019



31% of the Class of 2019 achieved an ATAR of **90+**
placing them in the top 10% of the state

University Offers

We are pleased that so many of our students received their first choice offers across a wide range of disciplines, reinforcing the strength of our students' academic achievements. Studies in the Arts, Sciences, Business and Design continue to be popular destinations.



| University | Percentage |
|------------|------------|
| Melbourne | 48.1% |
| RMIT | 22.2% |
| Other | 7.4% |
| Deakin | 5.6% |
| Latrobe | 7.4% |
| Monash | 5.6% |
| Swinburne | 3.7% |

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.

2019 NAPLAN Results Alphington Grammar School

| Year Level Median | Reading | Writing | Spelling | Grammar | Numeracy |
|----------------------|---------|---------|----------|---------|----------|
| Year 3 AGS | 446 | 443 | 437 | 450 | 393 |
| Year 3 National | 432 | 423 | 419 | 440 | 408 |
| Year 5 AGS | 550 | 523 | 562 | 542 | 553 |
| Year 5 National | 506 | 474 | 501 | 499 | 496 |
| Year 7 AGS | 581 | 576 | 604 | 571 | 601 |
| Year 7 National | 546 | 513 | 546 | 542 | 554 |
| Year 9 AGS | 681 | 598 | 622 | 605 | 629 |
| Year 9 National | 581 | 549 | 582 | 574 | 592 |

Note: In every category AGS outperformed the National average median score. More information can be found at: <https://www.myschool.edu.au/>

The reportable data has been simplified with a stronger focus on student progress. ACARA's rationale for this is centered around making data more accessible for parents and guardians. **The My School website has been updated in 2020 to reflect changes agreed to by education ministers following a review of My School in 2019.**

Student Attendance Information

| School Year | % Attendance |
|-------------|--------------|
| Prep | 98.45% |
| Year 1 | 93.60% |
| Year 2 | 95.42% |
| Year 3 | 93.35% |
| Year 4 | 93.03% |
| Year 5 | 92.02% |
| Year 6 | 94.68% |
| Year 7 | 94.90% |
| Year 8 | 93.06% |
| Year 9 | 95.42% |
| Year 10 | 89.61% |

A Growing Tradition of Academic Success

Improving the Quality of Teaching and Learning

We are thrilled for our students and the results they achieved in the 2019 NAPLAN and VCE exams. Some time ago we made the deliberate decision to ensure literacy and numeracy skills are the cornerstone of our curriculum delivery. This philosophy extends to all subject domains across the school. Every Scheme of Work and Planner has explicit literacy and numeracy skills embedded into lessons. They are global skills and require global delivery.

To facilitate this philosophy, at the conclusion of 2018 we made the decision to move our most senior teachers (Heads of Faculty) from senior classes to the junior year levels, namely Years 7 and 8. The idea was to use our most skilled practitioners to setup our new students with key skills that are required in both NAPLAN and VCE. The NAPLAN and VCE results last year speak to the success of this strategy. The Heads of Faculty are still teaching the senior students as well but the difference is they are team teaching with younger teachers to refine their delivery of the VCE. Some of our youngest teachers produced some excellent VCE results last year as a result of this model of sharing best practice.

Some of the Teaching and Learning priorities for 2019 and 2020 are listed below:

Relationships between staff and students that engender trust

Our goal is for every student to “Aspire to Excellence”, but in order to achieve this we must remove any existing social or emotional barriers which may prevent our students from reaching their potential. Our student body feel extremely comfortable and safe. This transfers into a very open and convivial classroom environment, and by extension enables our students to gain a level of clarity to their learning, which can only be achieved in a safe and comfortable environment.

Comprehensive Assessment for Learning (AFL) and use of data.

Our lesson plans have been designed to break learning down into ‘chunks’. Each portion of learning in class is assessed to judge success, comprehension and understanding; either by the teacher or by student peers. A variety of AFL strategies are used in class and by peers to assess understanding. We have spent quite a lot of time empowering the teachers so that they feel comfortable enough to divert the learning in the class to where it needs to go. If a learning portion needs elaboration or clarification they stop, slow down and explain the content in a different way, or use scaffolding, visual cues and other strategies.

Learning Support and Extension

Our Advanced Learning Programs for High Achievers, **ASPIRE** and **ALPHA**, in the Primary and Secondary schools respectively, has seen a significant increase in student outcomes for our most advanced learners. Additionally, our Learning Support staff provide scaffolded learning experiences to cater for all abilities, ensuring success for all learners across the School.

Multi Modal Online Learning Platforms

Our students are exposed to a plethora of online stimuli in today’s modern society. We try to educate our students about life online and to that end we have capitalised on their online skills by introducing several online learning platforms. These platforms enable our students to maximise the work they complete at home, they also help to ensure that the work completed at home is relevant and constructive. Some of these platforms include; Schoolbox, STILE, EDROLO, Microsoft Teams and Educreations. We are also transitioning all text books to an online platform.

Staff Professional Development

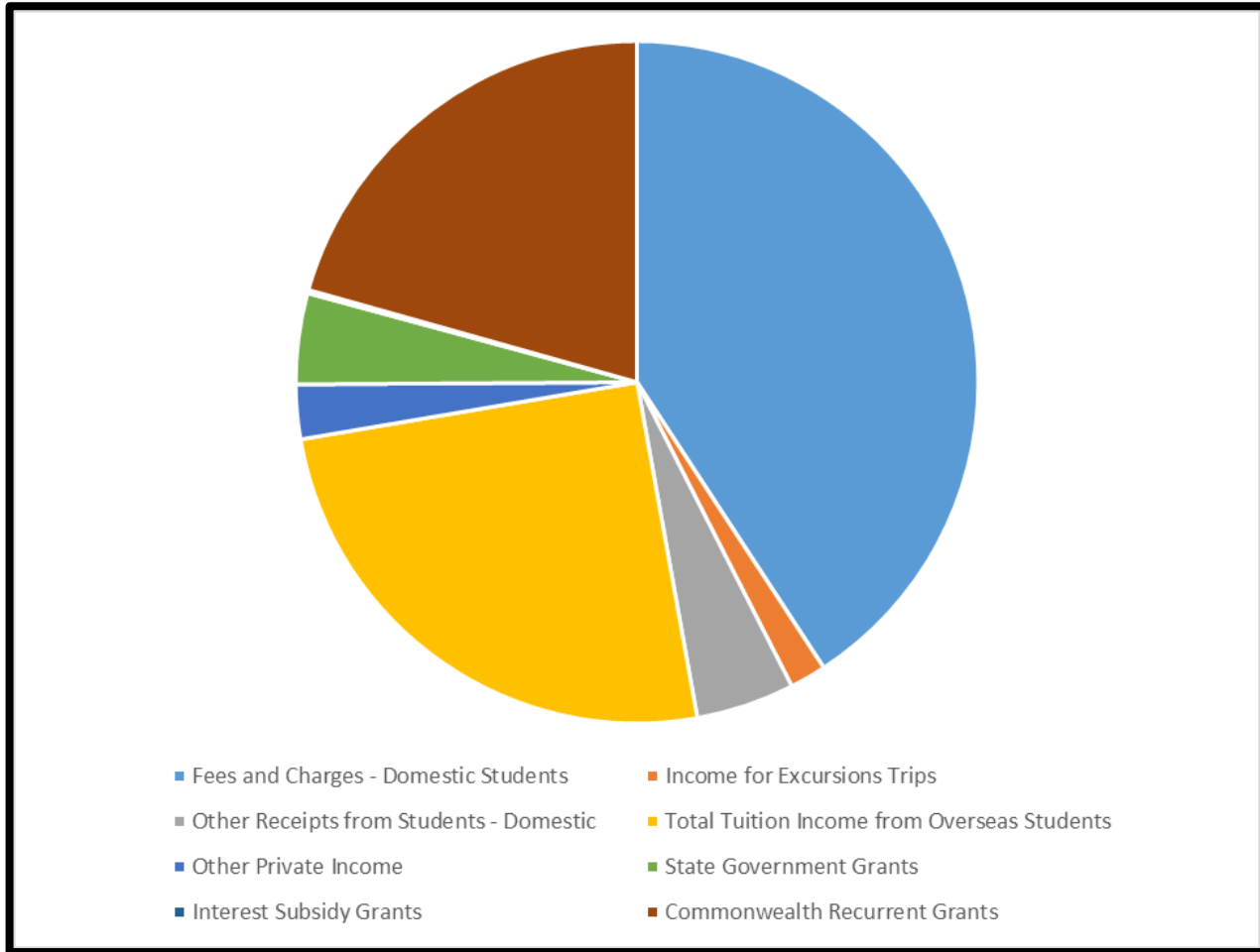
Developing our staff professionally is as important as ensuring our students grow. The staff appraisal system we operate here is based on self-reflection, peer and student surveys which informs a targeted and relevant carousel of professional development. Our teachers collaborate with their Faculty Leaders during the staff appraisal period and based on; personal and academic targets, self-reflection, and constructive feedback we determine the most beneficial course of professional development.

Finally, we are very proud of our 'team' approach here at Alphington led by strong academic and pastoral professionals – collaboration is a defining feature of our academic success.



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 | \$4,860,690 | Non-Current Assets | 19,423,302 |
| Current Liabilities | \$6,989,162 | Current Assets | \$1,566,175 |

Financial Stability

The continued financial stability of the school is illustrated by:

- Alphington Grammar School's financial reports are independently audited by PwC Accountants.
- The school's accounts are audited in accordance with Australian Auditing Standards.
- The distribution of its income source is 74.9% private and 25.1% government.

- The school's total recurrent income increased by \$905,888 (6.38%) in 2019. Recurrent income per student in 2019 increased to \$28,232 p/s compared to \$27,569 in 2018, this was a 2.4% increase.
- The school continues to improve its financial viability with total accumulated funds increasing by \$1,749,643 to \$9,139,624.
- The school successfully completed its new STEM/Student Hub facility in 2019. The project which commenced in 2018 at a total cost of \$4,253,445 was partly funded by a \$1.3M State Capital Grant with the balance privately funded by the School.
- Immediately upon the completion of its STEM project the school commenced construction of its new \$3,177,643 Library project. The school was successful in applying for and receiving an Australian Government Capital Grant to partly fund the project with the original grant of \$660,000 being increased to \$943,000 due to legislative design modifications.



Mr Manuel Pappos
Business Manager

Learning Technologies

ICT - 2019 ACHIEVEMENTS

- Signed up for the Microsoft TuneUp program to implement O365 and MS Teams best practice and staff professional development (without this 2020 would have been a disaster!)
- Use of Office 365 by primary staff has improved significantly! Used to share information on student assessment, learning support, IEP's, NCCD, Awards
- Finished development and roll out of new School app (AlphaLink) in January to staff and later in term 1 to Parents
- New AV including projectors and interactive panels installed in new STEM facility
- First ever AGS laptop program signed off on for all Year 7 students in 2020, laptop was book listed and a compulsory item for purchase (\$500 x 3 years)
- 30 new HP Elitebooks distributed to mainly the Primary staff replacing iPads (timing couldn't have been better with remote learning)
- Signed off on an additional IT support staff member (again would not have coped with 1 staff member with the remote learning plus the laptop program)

- Signed off on a Vivi subscription for every projector and display at AGS (allows any device to mirror and allows for better management of displays)
- Signed off and installed a new VOIP telephony system in January
- Synergetic upgraded to Version 69 from version 67
- Started implementing the use of DocMan via Synergetic
- Schoolbox upgraded to version 19.02
- Planning for ICT in the new Library with GPOs, Data Points, Projectors, Speakers etc.. mapped out and now installed.
- All Student reports (4 times a year) are distributed online via Schoolbox this is a first for AGS.
- Setup the Community Portal (Parental Access) with AGS branding and configured to display:
 - Parental Financial Payment Data
 - Student Timetable
 - Parent Teacher Interview Bookings
 - My Details (ability to change personal information including Medical 24 hours a day)



Many Cultures, One Community

Scholars Assembly



30 Year Celebrations



Many Cultures, One Community

Greek Independence Day March



Primary Production – The Lion King



Many Cultures, One Community

Oliver the Musical



Many Cultures, One Community

Diamonds and Pearls Ball – Celebrating 30 Years of AGS





Alphington
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