Alphington
GRAMMAR SCHOOL

SCHOOL PERFORMANCE REPORT 2016

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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

At Alphington Grammar School we see learning is a continuum of a wide array of cognitive, physical, creative and expressive experiences. We want our students to understand and value their world, to apply their learning to real problems and to develop wisdom that offers hope for the challenging world they will need to navigate. We aim to set up good habits, shared values and reinforce those explicitly at every year level.

To best meet these challenges, the school in 2016 put much energy into the further development of Digital Literacy teaching and, a renewed focus on STEM (Science, Technology, Engineering and Maths) across the school. The completion of the Lyceum Centre enabled planning, collaboration and reflective practices to best support our students with rich learning experiences across all age groups and set, "Good Habits of Mind".

2016 saw our students involved in STEM peer teaching between the secondary and primary students, Brain STEM at Swinburne University, the L'Oréal Girls' Science Day as well as, the Maths Olympics and Maths Fairs at Melbourne University. Many of our students joined the early morning fitness groups and the out of hours sports and Metafit training sessions. Our school perform strongly in the regional debating competitions which now sees us entering multiple teams at multiple year levels.

Throughout 2016 our students excelled in their academic studies and co-curricular pursuits. From academic excellence to sporting successes, house and charity events through to all creative pursuits in the music performances held throughout the year. Alphington students redefined personal best and raised the bar yet again. I am immensely proud of the effort, dedication and achievements of all students led most ably by the class of 2016.

I acknowledge and congratulate the School Leaders of 2016 and pay tribute to the School Co-Captains, International Vice Captains, the Primary School Leaders, School Sport Co-Captains, School Music Captain, Visual Arts Co-Captains for the way they undertook their respective roles in a visible and highly engaging way, modelling positive leadership at every level. Our House undertook their leadership positions by motivating and being the driving force behind all house events.
Our School Community Service Captain, fostered the concept of 'servant leadership' and demonstrated these principles working selflessly together with her peers to ensure all Houses had a key charity and community cause to support, while our inaugural Publications Captain, contributed widely to the formal publications across the School.

The 2016 Grammarian publication affords us the opportunity to focus our attention on the highlights, many achievements and initiatives that took place in 2016. It depicts the rich learning opportunities in our school, giving thanks to all who have contributed to our success. I acknowledge Alphington's clear strengths, the wonderful school spirit and positive culture that thrives amongst the student body, the role modelling and professionalism inherent in our staff, the substantial commitment over time of our Parents and Friends Association and the incredible support of our School Council who are committed to ensuring our school remains relevant and successful in the ever changing educational and legislative contexts. I am grateful to the school council who volunteer their time and considerable expertise to the benefit of our school. I thank them for their leadership support and encouragement. Their support and input into the new Campus Development Plan and commitment to building the new STEM and Library centre has been significant.

Amongst the many highlights of 2016 I reflect on the success of the second cycle of our unique Global Gateways Experiential program which in 2016 saw our Year 9 and 10 students undertake their Australian Trek expedition from Melbourne through to Coober Pedy, Ayers Rock and Alice Springs or those who undertook the extended program to China and Greece.

The second cycle of our Gateways program surpassed all expectations and reinforced the value and deep transformational learning that takes place when the learning journey is extended beyond the classroom and where students take responsibility for themselves, their peers and, their learning. I congratulate the Year 9 and 10 students who have demonstrated great spirit, independent thinking and resilience, skills, that will no doubt be drawn upon as they continue their educational journey.

I pay tribute to our school's exceptional teachers who do not merely teach, they educate students for life by helping students think, set goals, reflect and in the process, find and tap into their own beliefs, self-belief and uniqueness.

When talking with students across the year levels, formally and informally, it is abundantly clear that it is the special relationships our educators foster with students that sets Alphington apart. I pass on the gratitude of all students and thank staff, across the school for making Alphington such a special place to belong to.
Schools are complex entities and they cannot thrive without the support of many. I take this opportunity to give special thanks to the hard work of my Senior Management Team consisting of my two Deputies, the Head of Primary and the Head of Secondary who together ensure the smooth running of the operational and pastoral needs in their part of the school. I thank the Director of Teaching and Learning, who not only oversee all the administrative tasks associated with assessment and reporting and, VCE matters, but also ensures the strategic and infrastructure needs of our technology network are met. I particularly single out the School's Business Manager who has been crucial in ensuring the financial health of our school and whose expertise has been immeasurable in the completion of the Lyceum Centre, the planning of the STEM and Library centres as well as the pivotal role he has played in the negotiations of the compulsory land acquisitions by government. I am truly fortunate to have such a loyal, dedicated and hardworking Senior Management Team to work with.

The school would not function without the support of our administrative staff, student services team, grounds and maintenance staff, technology and non-teaching staff who often work out our of hours and over the vacation periods to ensure the school is ready to operate when all return from holidays.

2016 has been a wonderful year of achievements one the School strives to emulate and indeed build on.



Dr Vivianne Nikou
Principal

From the Head of Primary School

2016 has been a significant year of growth and development right across the Primary School, with many more changes heralded for 2017.

Having been in schools for 37 years, I have seen many changes. Changes in curriculum, changes in classrooms and books and stationery, changes in technology. So many things have changed. One of the most important changes has been development and understanding of the complex relationship between student achievement and well-being.

In education, wellbeing is important for two reasons. The first is the recognition that schooling should not just be about academic outcomes but that it is about wellbeing of the 'whole child'; the second is that students who have higher levels of wellbeing tend to have better cognitive outcomes at school. The focus on the 'whole child', rather than just the cognitive development of a child as measured by educational achievement, has become of increasing policy significance over the last five to ten years.

The significance of the whole child concept and how this relates to education in particular, was highlighted in 2008 in the Melbourne Declaration on Educational Goals for Young Australians. This declaration produced by the (former) Ministerial Council on Education, Training and Youth Affairs and signed off by all Australian Education Ministers, stated that*: Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion*. This was the first formal recognition in Australia that schooling has a broader role to play in the development of Australian school children, above and beyond academic outcomes.

As I reflect on 2016 I feel certain that we are on track in the primary school and that we focus intently on the 'whole child'. While well-being can be difficult to measure I only have to look at our students and their engagement with their schooling and with each other to know that we are succeeding. Will our students always be happy 100% of the time? No, …no one is...but they will have avenues and strategies to help them solve their problems, develop resilience and move forward.

A key to all of this is the relationship between home and school; teachers, staff and families working together. Thirty-seven years ago school life and home life were hardly linked. As I look back on 2016 I am grateful for the many instances of true school community in action, all to benefit of the students and I look forward to even greater growth in this area in 2017.



Mrs Tracey Nicholson
Assistant Principal – Head of Primary

From the Head of Secondary School

Alphington Grammar School has enjoyed another year of growth and development. Our diverse school community is made up of teachers and students, as well as support staff, all striving for excellence in all that they do. We all have a common goal, to be the best that we can be in all aspects of life. It is this shared goal that binds our community together, through good times and bad, happy times and sad.

We are very fortunate to have a beautiful school environment and high quality facilities that permit us to perform to our optimum each day. We have developed a culture of improvement as a school community. We have people around us who care about us. We have a common sense of purpose and direction.

The Alphington Grammar School House Program continues to grow and develop as it nurtures our students on their journey through the school. New students are welcomed and embraced by current students and younger students are guided and supported by older students. The House Staff have again played a critical role in the day-to-day care of our students. The House Program reminds us to think of what we can do to help others in need or less fortunate than ourselves, both within the School and also beyond.

The school program is stimulating and varied. It offers our students many academic challenges and quality learning experiences, highlighted by academic competitions, language competitions, debating, cultural celebrations, exposure to music and art, charity fund raising events, excursions & incursions, integrated units of study, school camps, local, national and international school trips, sporting contests and also course and career planning for life after school. All of these activities are designed to promote learning, under the direction of quality teachers and within a safe and secure learning environment.

Alphington Grammar School endeavours to offer all students the opportunity to show leadership as they move through the School. The House Program facilitates the development of our young people as they grow and mature, increasingly accepting responsibility for themselves and also for others, recognising the positive impact that they can have on younger students with whom they regularly interact.

The Global Gateways Program provides our Years 9 & 10 students with a wonderful opportunity for personal growth and development as they travel with their peers both within Australia and internationally. These memorable experiences have proven invaluable in broadening the learning and development of our students, assisting them to share new experiences and visit significant landmarks and historical places, fostering their skills of independence, confidence, teamwork and self-management. It is often in these unfamiliar environments that wonderful leadership qualities can emerge.



The School continues to grow and our task as school leaders is to guide that process. The recruitment and retention of high quality staff is a high priority for the School. I continue to be excited about the future at Alphington Grammar School. Our students are continually challenged to develop as individuals and as responsible world citizens, contributing to their family and community, working in harmony with others for the benefit of all.

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 Policy Administration, Doctor of Business Administration, M.A.C.E., M.A.C.E.L., A.F.A.I.M.

Business Manager: Manuel Pappos

B. Com, Dip.Ed.

Assistant Principal - Head of Primary Years: Tracey Nicholson

Dip. Teach. Primary

Assistant Principal - Head of Secondary: Rowan Evans

B.A, Dip Ed., M.Ed.

Director of Teaching and Learning: Rajen Chetty

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 2016

Mr Nick **Koukouvitakis** – **Chairman**

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

Dr Marinis **Pirpiris**

Mrs Cavell **Zangalis**

Mr Peter **Nikolakakos**

Mr Peter **Boussounis**

Mr Michael **Karamitos**

Mr Con **Charalabidis**

Mr Steve **Siolis**

Mr Spiros **Papadopoulos**

Mr George **Doukas**

Ms Voula **Kallianis**

Dr Vivianne **Nikou** – **Principal**

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

Staff 2016

Alphington Grammar School was establish 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

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

Business Manager

Manuel Pappos B.Com Dip.Ed.

Marketing & Communications Coordinator

Jodie Preiss B.Bus (Tourism)

Personal Assistant to the Principal

Maria Rozanitis B.Ed

Office Manager & Registrar

Pauline Sistanis Dip.B.Mktg

House Co-ordinators

Pre Prep Educational Leader

Lisa Blyth B. Ed (Primary/Early Childhood)

House Coordinator Prep - Year 2

Marianne Hull Dip.T. B.Ed. Grad.Dip.(Ed.Admin.)Grad Cert (Early Childhood Teaching)

Deputy Head of Primary & House Coordinator Years 3 – 6

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

Head of House – Aristotle

Kylie Nealon B.A. Dip.Tchg (Sec)

Head of House – Byron

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

Head of House – Pericles

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

Head of House – Socrates

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

International Student Coordinator

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

Chinese Student Coordinator

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

Primary Coordinators

Literacy/EAL/Language Coordinator

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

Maths/ICT Coordinator

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

Assessment Coordinator

Glenda McKie B.E

Visual Arts Coordinator (Primary)

Ourania Katsambanis Dip. Ed. B.Ed

Heads of Faculty & Co-ordinators

Careers Practitioner/OH&S Officer

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

Head of EAL

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

Head of Education Resource Centre

Josie Walta Dip.Ed Grad.Dip.Library Ed

Co-Heads of English

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

Kylie Nealon B.A. Dip.Tchg (Sec)

Head of Primary Sport and P-12 Outdoor Ed

Blair Runnalls B.App. Sci. PE

Head of Humanities

Janine Goodrope B.A. Dip.Ed

Head of LOTE

Denise Diakodimitriou B.A.Dip.Ed

Head of STEM

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

Head of Performing Arts

Jacinta Shannon B.Music

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.

School Psychologist

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

Shane Costello BSc (Psych), PGDip Psych, MPsych (Ed & Dev), PhD.

Secondary Music Coordinator

Christopher Bevens B.Music, Post Grad Ed

Visual Arts Coordinator

Alex Kimonides B.A.Fine Art Dip.Ed

<u>Teaching Staff</u>

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

Voula ALLIMONOS B.A.Dip.Ed

Maria ARVANITIS Dip. Childrens Services

Jenny BIGNALL B.Ed (Prim)

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)

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

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

Kathey COUMAROS.A. Dip.Ed Post Grad (TESOL)

Angelina EYERS BCom, GradDipEd

Dierdre GREALISH BA in English and History; PGCE in English

Michelle JENNINGS LLB BA (Bachelor of Law / Arts); Graduate Diploma in Education (Secondary)

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

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)

Nicole McCULLOCH B.Ed.(Prim)

Georgina MAVROPOULOS B.Ed

Michael NASTASIE B.Sc (Hons), Dip Ed

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

Vicki PATRIKIOS B.App.Sc Dip.Ed

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

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

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

Toula TEREZAKIS B.A. Dip.Ed

Jacqueline TREBILCO B.Sc (Mathematics)

Tina TSOUKAS B.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

Jim WRIGHT B.Agr.Sc.Dip.Ed

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

Administration

Colleen Clarke

Anthony Crowe

Andria Manoli

Lisa Noonan

Stacey Xydias

School Assistants

Emma Bardon

Monica Bardon - Dip. Learn. Supp.

Emma Bylsma B.Sc (Hons)

Joe D'Amico

Zeinab Ibrahim

Joy Johnson

Debbie Kirmos

Anna Rotar

Arthur Rozanitis

Instrumental Music Staff

Ewen Baker

Gareth Bowen

Scarlet Daly

Jordan Ignatiadis

Jesse Martin

Andy McGarvie

Caterina Turnbull

Christine Turnbull

Shaun West

Robert Zocchi

Academic results – Class of 2016

Our students have performed very well achieving a median Study Score of 31 for the year. 30% of our Year 12 Study Scores this year have been in the range of 40+ (placing these students in the top 8% of all students in the relevant subject in the State). While 26% of our Year 11 students sitting a Year 12 subject scored a 40+.

The Dux for this year was Chaoqi (Shawn) Lin who scored an outstanding ATAR of 98.15. Shawn has been placed in the top 2% of all students in the State while Shifan Zhang, Kang Jie (Jeremy) Ling, Paul Trlin, Stephanie Turnbull and Antonia Apostolou have all been placed in the top 10% of all students in the State. This is a remarkable achievement given that Alphington Grammar School is an open entry, non-selective school with a smaller than average cohort.

We have achieved 40+ scores in a range of subjects including: Specialist Maths, Maths Methods, Further Maths, English, History, Greek, Health and Human Development, Software Development, Informatics; 49% of our students achieved an ATAR of 80 or above. Our average ATAR was well above the average ATAR of the State.

The results for 2016 are a culmination of hard work over many years. We congratulate the students for their hard work and perseverance. We thank our teachers for their commitment and dedication to the students of the school. This set of results should give students in lower year levels the self-belief to set their goals higher and aspire for excellence.

A Summary of Results

Top ATAR	**98.15**
Median Study Score	**31**
Average Study Score	**31**
40+ Results (Year 12)	**30%**
% of Year 11s getting 40+ scores	**26%**
ATARs >90	**13%**
ATARs > 80	**49%**

A record number of students achieved 40+ scores in a range of subjects including:

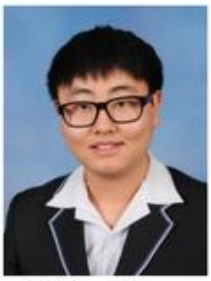
- English
- Health & Human Development
- Specialist Maths
- Maths Methods
- Further Maths
- History
- Greek
- Software Development
- Informatics

Alphington GRAMMAR SCHOOL

CLASS OF 2016



High Achievers



Shifan Zhang
97.95



Kang Jie (Jeremy) Ling
95.05



Paul Trlin
92.6



Stephanie Turnbull
91.35

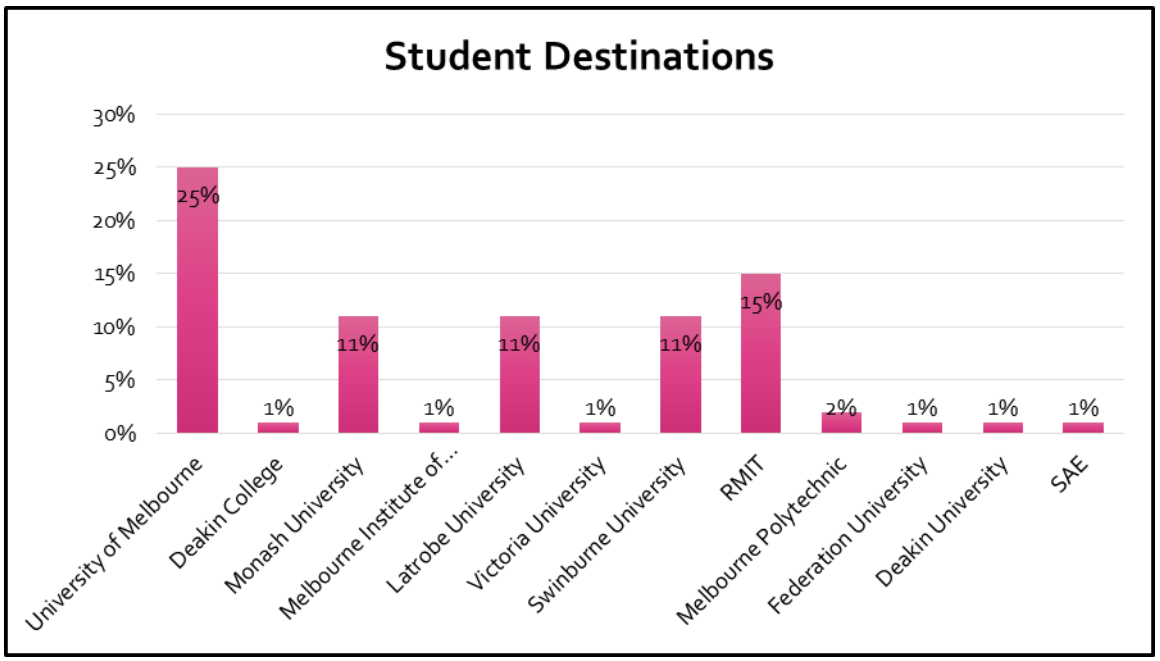


Antonia Apostolou
91.3

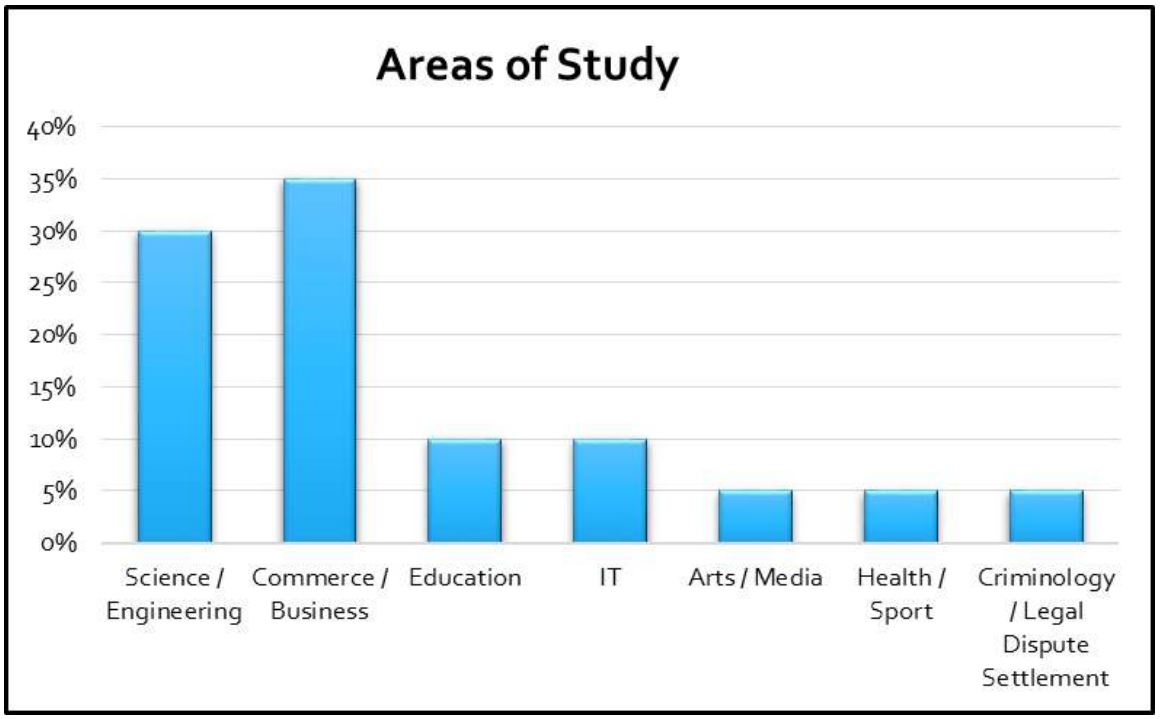
49% OF THE CLASS OF 2016 ACHIEVED AN ATAR OF **80+**

placing them in the top 20% of the state

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.

NAPLAN RESULTS					
Year Level Median	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3 AGS	442	452	464	468	441
Year 3 State	442	445	428	437	406
Year 5 AGS	535	510	539	535	537
Year 5 State	509	485	501	501	501
Year 7 AGS	552	547	567	532	571
Year 7 State	545	535	542	546	551
Year 9 AGS	602	603	611	604	634
Year 9 State	584	573	584	576	587

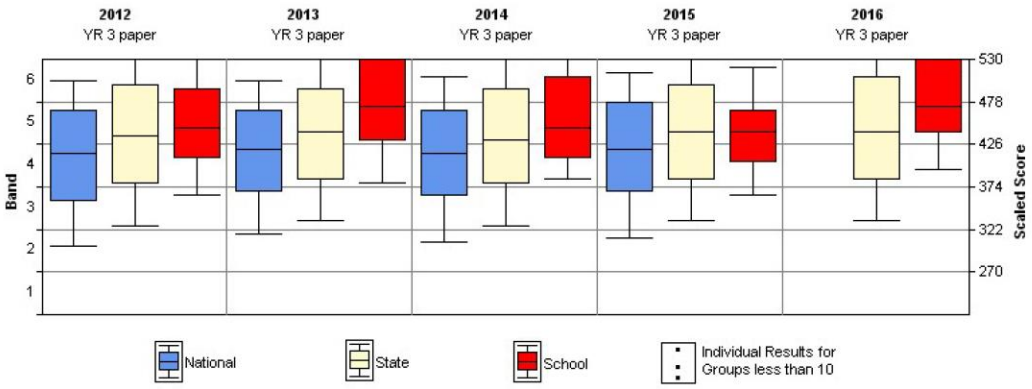
Student Attendance Information

School Year	% Attendance
Pre-Prep	96.6%
Prep	92.3%
Year 1	93.6%
Year 2	95.9%
Year 3	95.3%
Year 4	96.4%
Year 5	95.8%
Year 6	95.7%
Year 7	94.3%
Year 8	95.7%
Year 9	94.6%
Year 10	93.8%
Year 11	93.3%
Year 12	94.4%

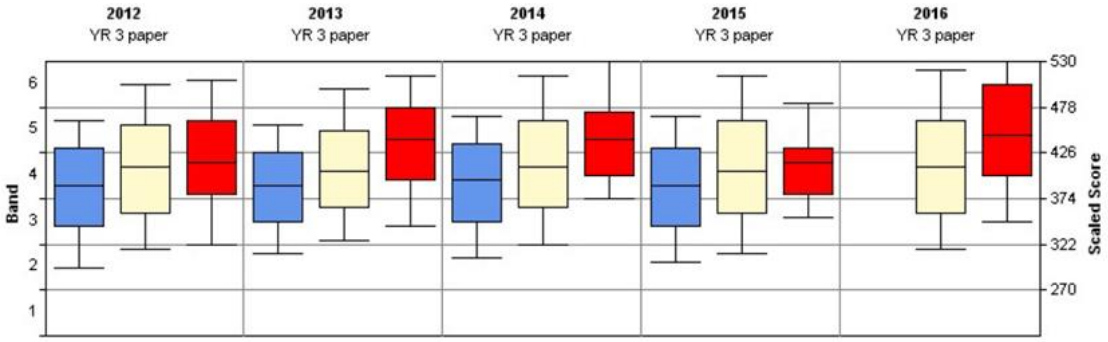
A Growing Tradition of Academic Success

Our students have performed consistently well and above the National Average over the five years in the NAPLAN tests. We provide a representative snapshot of our student's success.

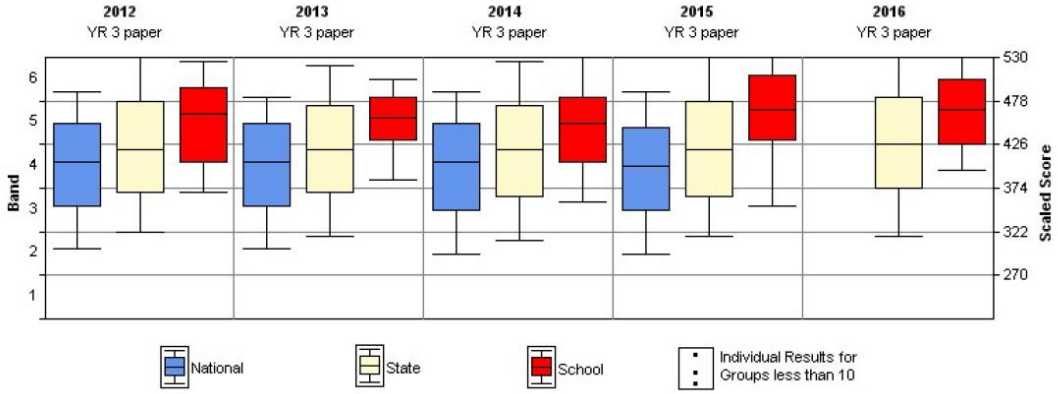
5 Year Data Trend for Grammar and Punctuation in Year 3



5 Year Data Trend for Numeracy in Year 3

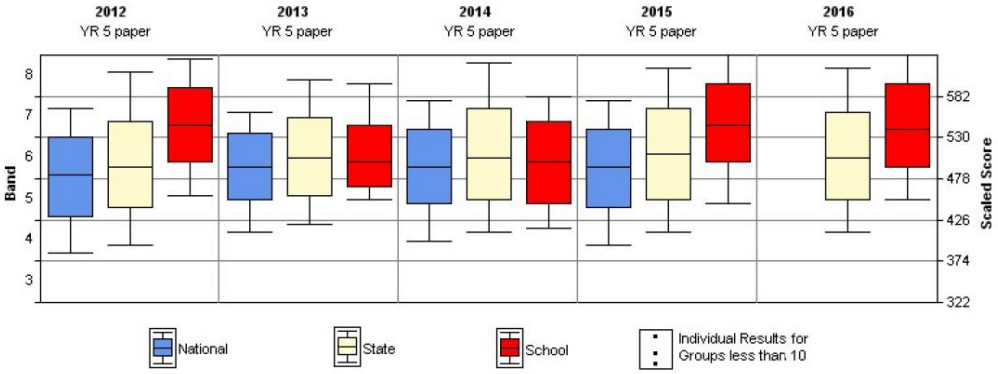


5 Year Data Trend for Spelling in Year 3

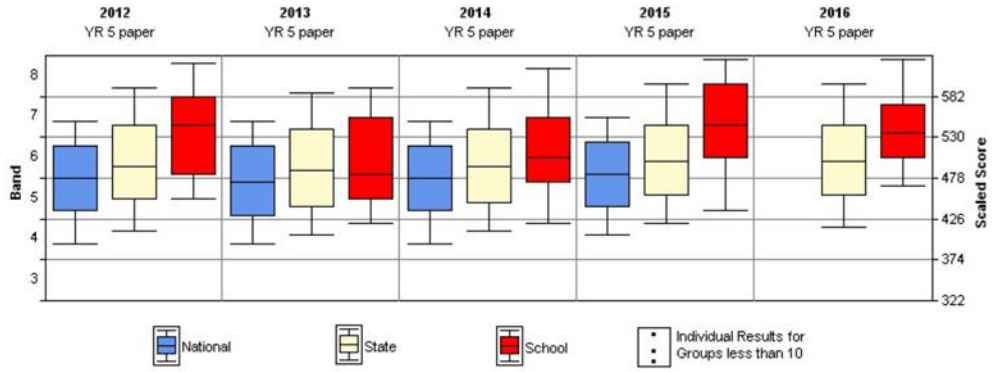


A Growing Tradition of Academic Success

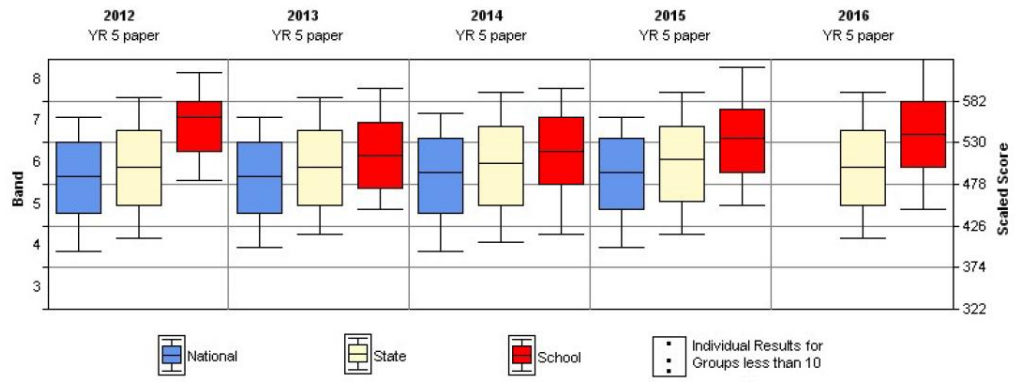
5 Year Data Trend for Grammar and Punctuation in Year 5



5 Year Data Trend for Numeracy in Year 5

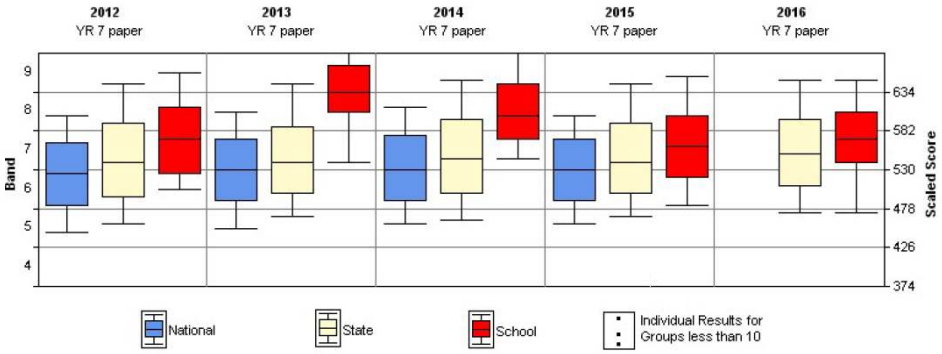


5 Year Data Trend for Spelling in Year 5

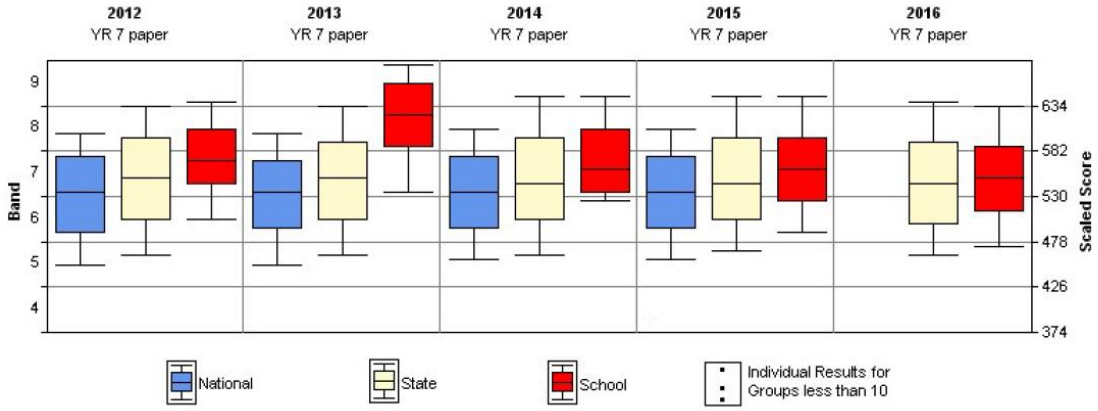


A Growing Tradition of Academic Success

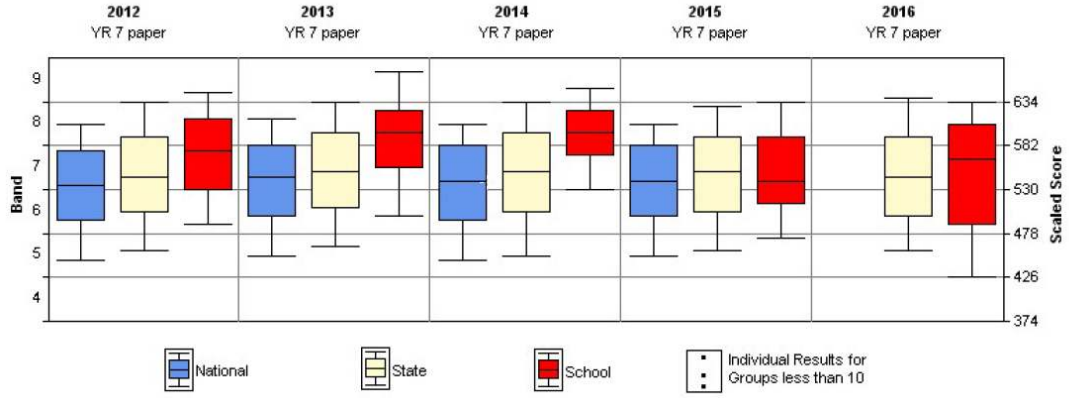
5 Year Data Trend for Numeracy in Year 7



5 Year Data Trend for Reading in Year 7

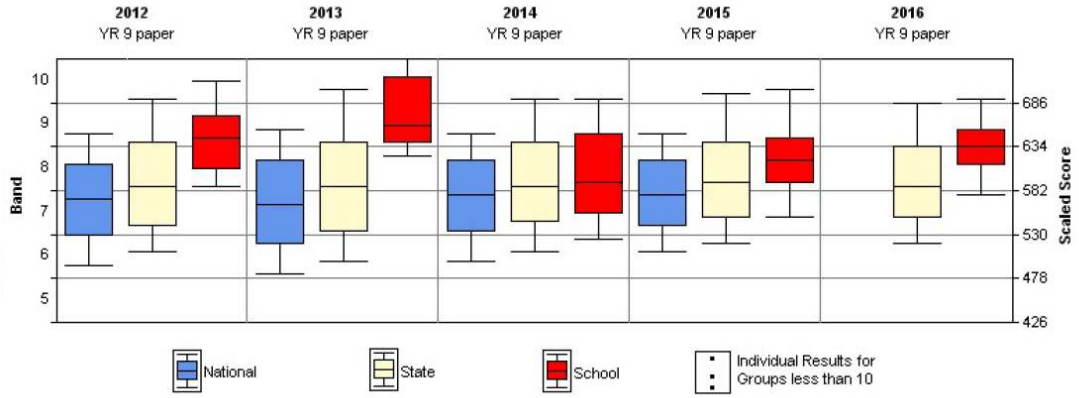


5 Year Data Trend for Spelling in Year 7

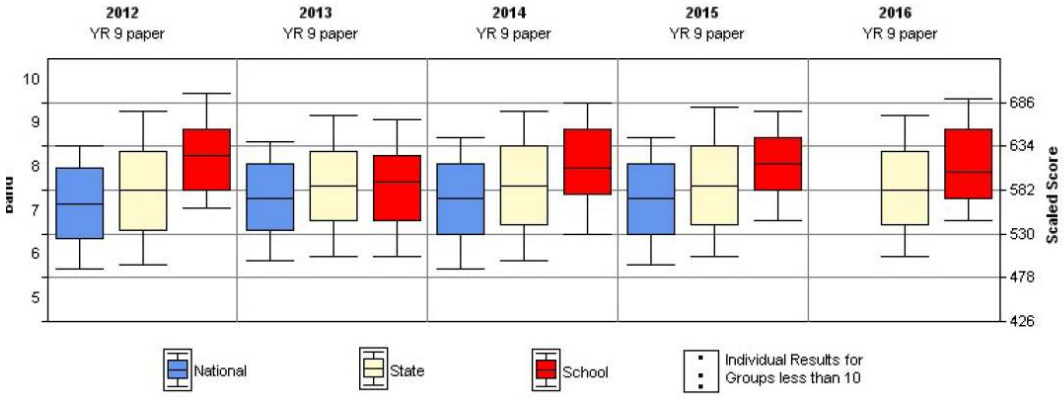


A Growing Tradition of Academic Success

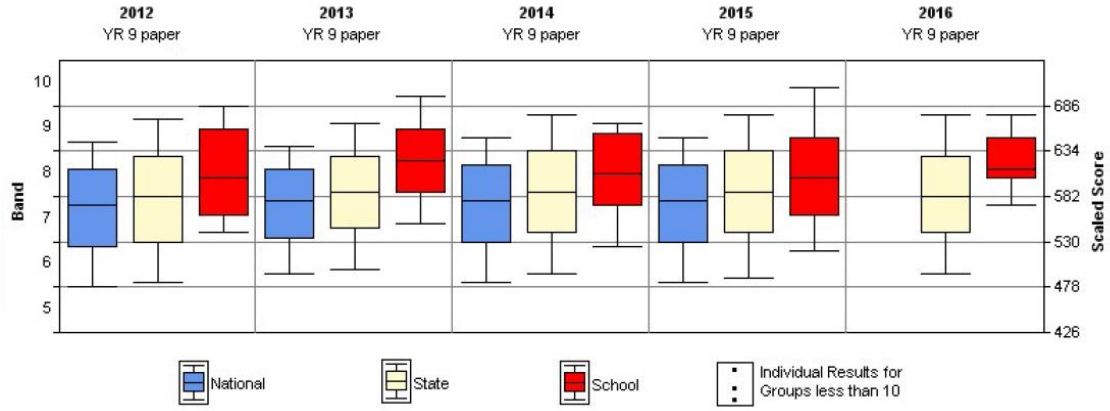
5 Year Data Trend for Numeracy in Year 9



5 Year Data Trend for Reading in Year 9

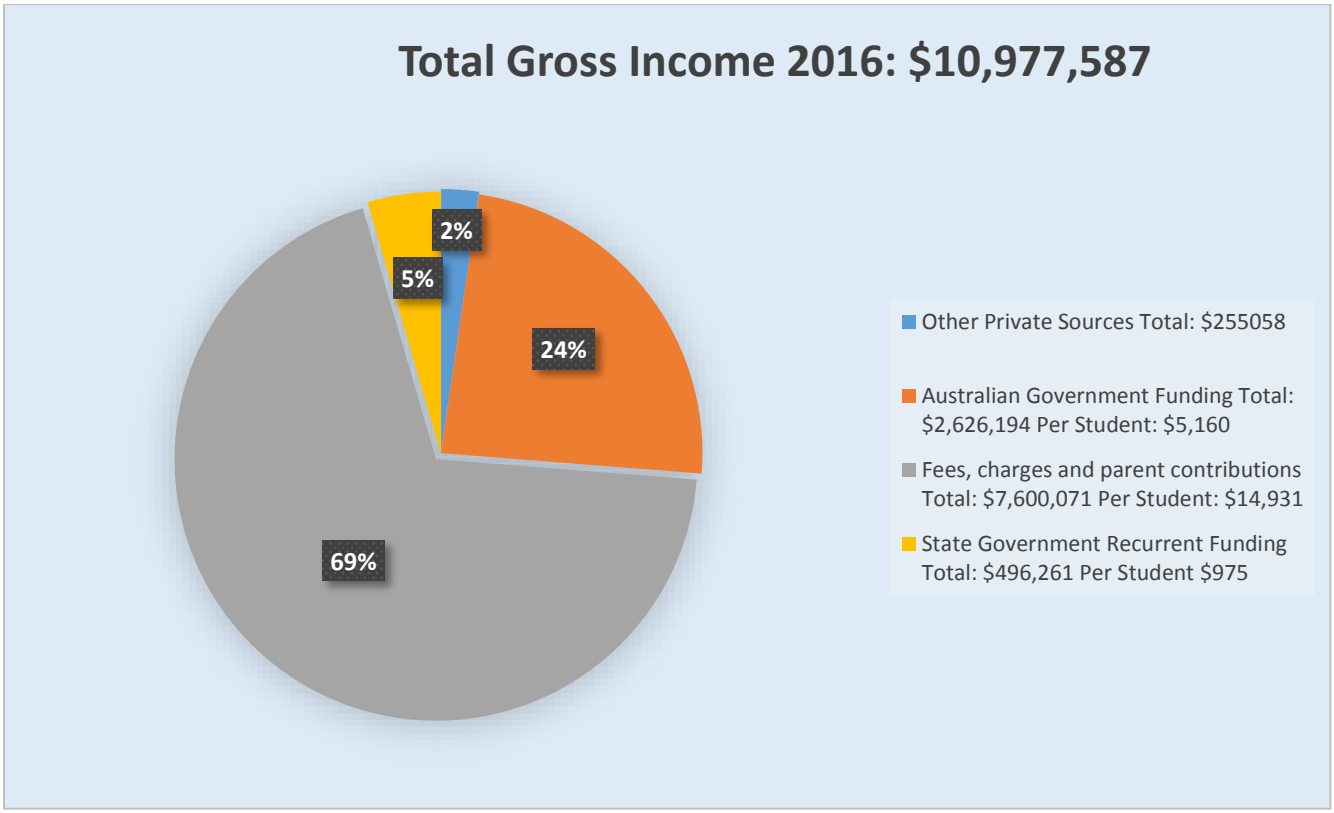


5 Year Data Trend for Spelling in Year 9



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	$4,322,817

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 71.56% private and 28.44% government.
- The school's total recurrent income increased by $890,999 (8.83% in 2016. Recurrent income per student in 2016 increased to $21,567 p/s compared to $20,133 in 2014, this was a 7.12% increase.

The school continues to improve its financial viability with total accumulated funds increasing by $402,574 to $5,431,986.



Mr Manuel Pappos
Business Manager

Learning Technologies

Curriculum is the driver and technology is the accelerator. To this end, in 2016 we implemented a new student administration system Synergetic and a new learning management system Schoolbox. The combination of these two systems will provide a strong foundation for laying the platform to improve our student's learning and access to information in a more meaningful way to staff, students and parents.

Schoolbox can provide parents the opportunity to take part in their child's learning journey via our class/subject pages in Schoolbox. They have access to all their child's subjects and is able to view what is being taught in each subject. The provision to insert videos and other resources within Schoolbox provides a transformative way in which these resources can impact and influence teaching and learning and students are able to digest the information at their own pace. To this end, we are engaging in the flipped learning model which results in active learning. This online learning environment will play a vital part in flipping the classroom because it will provide several opportunities for conversations between our teachers and students and be able to provide a springboard for many active learning strategies.

Our teachers provide our students with an opportunity to explore and learn how to use the technological tools in order to communicate with each other and with their teachers in an authentic educational context. As such, our students learn how to use the technology in an authentic way which is fit for purpose. Our technology integration within our curriculum is developing and we can see how it is enhancing the learning process in our students. This technology integration is able to support the four areas of learning: active engagement, collaboration in groups, regular face to face communication and feedback, and connecting to real-world experts. We find that at Alphington Grammar School, our students and teachers do not stop and think that he or she is using a technology tool -- it is second nature. This has now become a seamless part of our learning process. Both staff and students are enthusiastic to embrace change because they know that technology is constantly, and quickly, evolving.

All staff and students have been allocated an "Office 365" cloud service account. This will enable them to utilise many of the components anywhere anytime. Office 365 can be used on any device and can be installed on 5 different devices. This will allow our staff and students the opportunity to take advantage of the benefits of Office 365 for Education, including saving their documents in the cloud where they can be accessed from any computer at any time, and sharing the documents with their teachers and other students.

Our approach in pedagogy and technology share a common platform to achieve the desired learning outcome. With the increased use of technology in the classroom comes a dynamic learning experience that directly benefits students and its flexibility and adaptability to differentiated learning.



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.

Curriculum

- The curriculum is broad, challenging and relevant.
- There is an appropriate emphasis on literacy and numeracy
- Offers adequate opportunities for students to travel interstate and overseas.

Facilities

- Provides a safe and secure environment.
- Provides the necessary resources needed to support its programs.

Information Technology

- Provides up-to-date and adequate access to technology for students.
- Provides relevant and appropriate teaching in Information Technology.
- Provides adequate responsible digital literacy training

Communication

- The modes of communication are effective.
- Enquiries and concerns are promptly followed up.
- The Senior Management of the School is accessible.

Behaviour Management

- The definition of school rules and expectations is clear.
- Disciplinary action is taken promptly.
- Teachers are fair in their dealings with students.
- Students show proper respect for school property and facilities.

Co-Curricular

- Provides equal opportunity for males and females to participate.
- Provides appropriate emphasis on sport in relation to other extra-curricular activities.

Music

- Offers students the opportunity to receive quality individual music tuition and performance opportunities.
- Provides appropriate emphasis on Music in relation to other extra-curricular activities.

The Performing Arts Program

- Provides equal opportunity for both boys and girls to participate and excel.

Pastoral Care

- Teachers care about, and nurture my child.
- Encourages self-discipline, mutual respect.

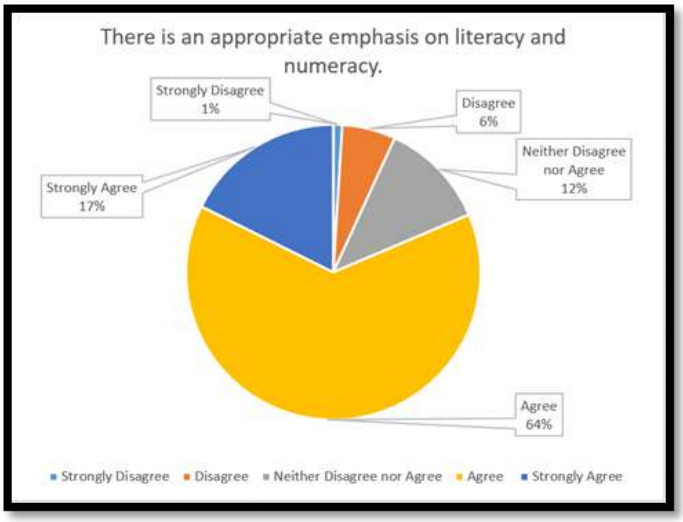
Leadership

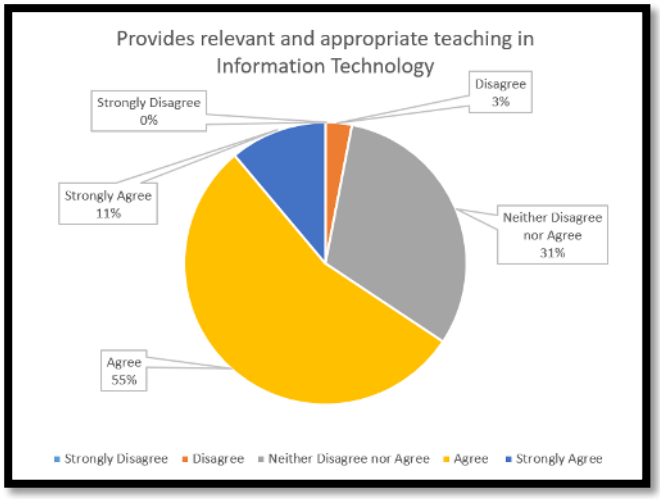
- The Principal provides visible leadership in the community.
- The School exhibits effective educational leadership.
- The Senior Management Team provides effective and visible leadership.

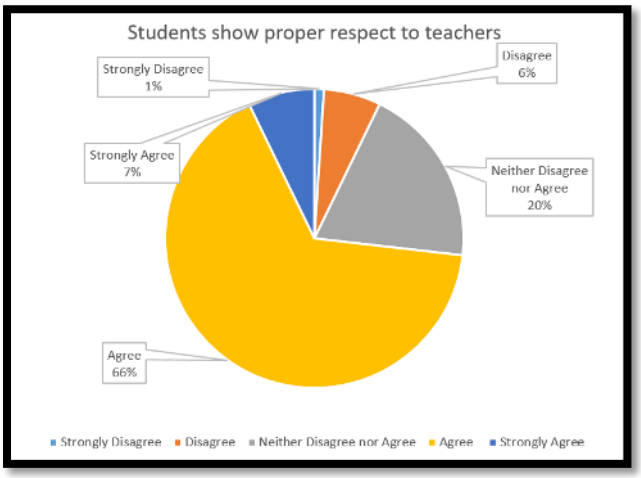
Teaching

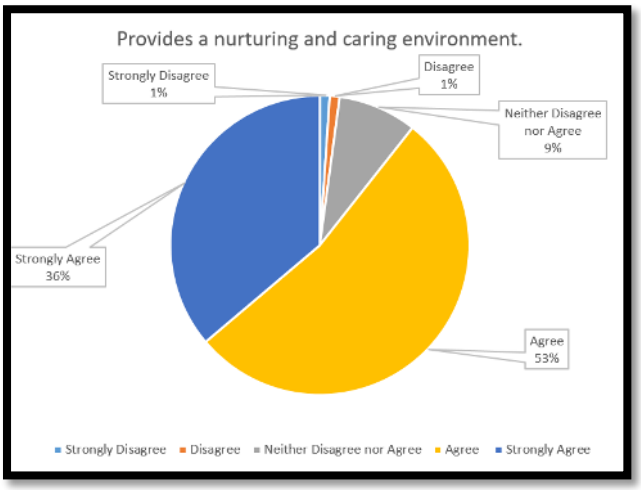
- The school has high academic expectations of my child.
- My child receives high quality teaching.

Parent Satisfaction







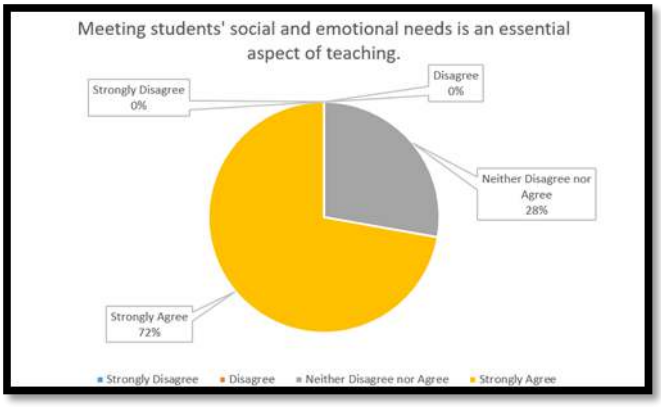


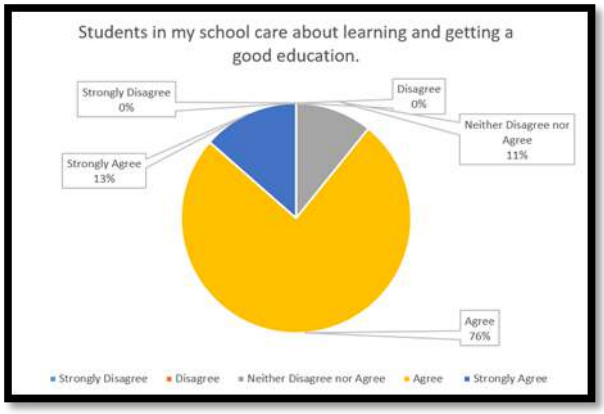
Teacher Survey

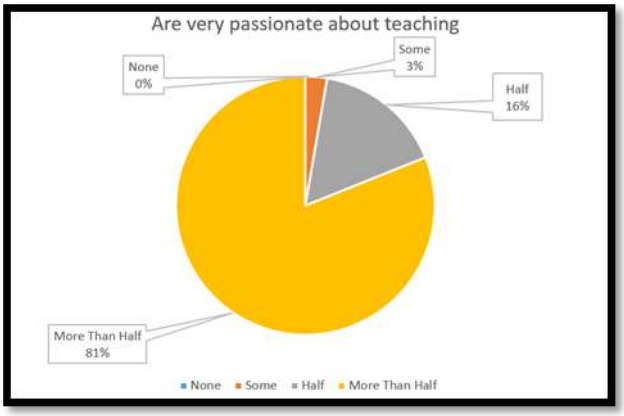
The teacher survey is conducted annually to learn about the teachers' overall school experience, how they enjoy working at our school and what improvements may be implemented to improve the quality of teaching and learning. Some of the top areas that the teachers responded to in a positive light were:

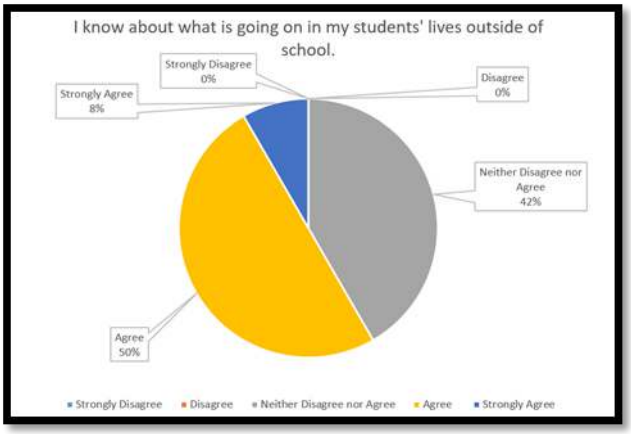
Teachers have high expectations for students

- Teachers are very passionate about teaching
- Teachers believe that building trust and respect with students is very important
- Students in our school care about learning and getting a good education
- Teachers meeting students' social and emotional needs is an essential aspect of teaching





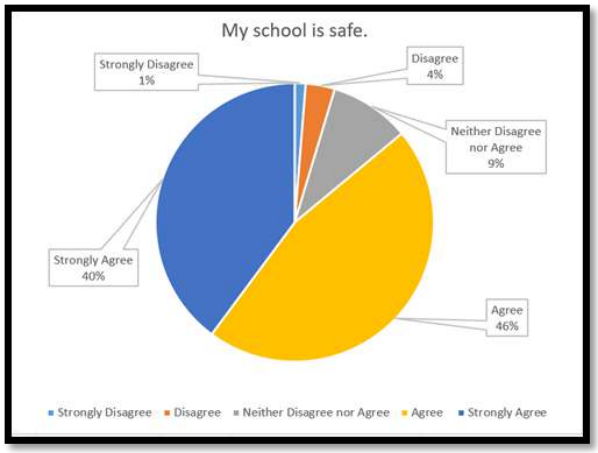


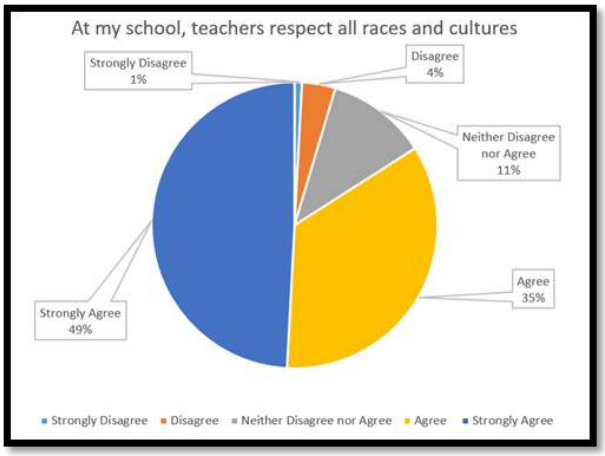


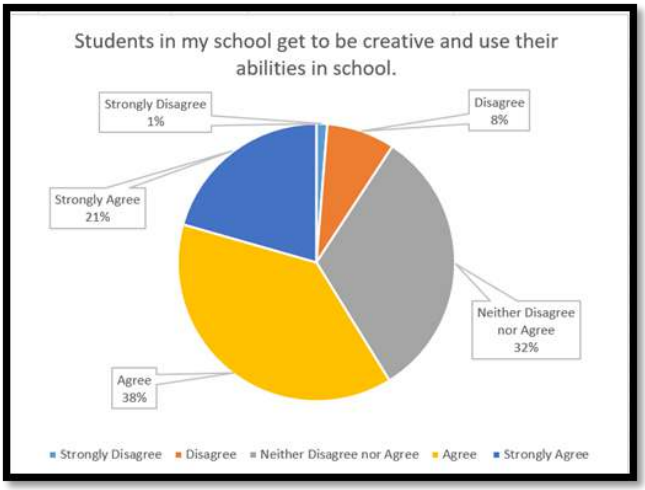
Student Survey

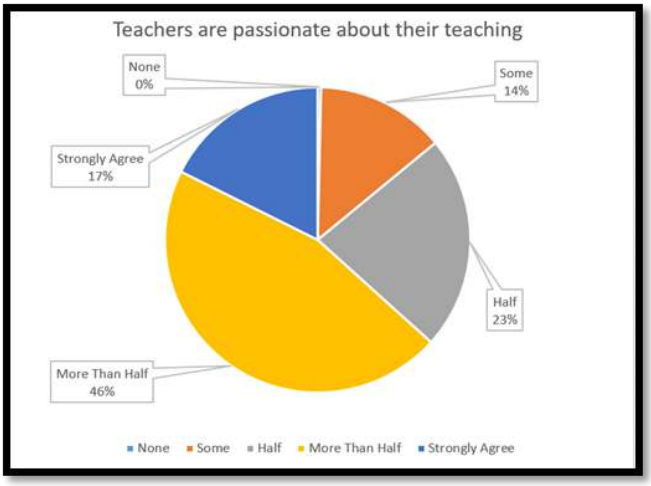
Our students participated in this survey annually and many of our students were satisfied, felt that their learning at AGS was addressed adequately and that they were being prepared for the future. Some of the top areas that the students responded to was:

- My school has a curriculum that challenges students
- At my school, teachers respect all races and cultures
- Students in my school care about learning and getting a good education
- Students in my school are being encouraged to develop their own voice.
- Teachers have high expectations for students
- Teachers are very committed to teaching
- Most of my teachers encourage me to do my best
- Most of my teachers trust me









Many Cultures, One Community

Scholars Assembly









Many Cultures, One Community

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

















Many Cultures, One Community

Australian Global Gateways













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