



**Alphington**  
GRAMMAR SCHOOL

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# SCHOOL PERFORMANCE REPORT 2020

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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

2020 is a year that has been described many times as “unprecedented”. However, having come through the otherside 2020 is probably more accurately remembered as a year of: “Community working together as one” to get through extraordinary unprecedented challenges....most evident in the way Victorians and in particular our school has pulled together to navigate the Coronavirus effect. 2020 was indeed a new era for us all.

As a nation we worked through confinement periods, the fear of the unknown and, the uncertainty of what lay ahead ... From the challenges of the bushfires that devastated so much of our hinterland or whether it was dealing with the widespread impact of COVID 19 complete with, lockdowns, masks, permits and curfews the focus was on building resilience, staying healthy and looking after each other as a community. This was made much more difficult in an educational setting as government priorities kept changing. Having to pivot from on campus face to face teaching to, online remote learning was a challenge for staff, students and their families.

As a vibrant young country Australia is characterised as having a courageous spirit and a sense of determination to not be beaten. We were able to demonstrate the spirit here at Alphington in ways we had previously not been tested.

I unreservedly and proudly claim that there are not many people tougher than the AGS community who together demonstrated the grit and determination seen by our **teachers** who jumped right in and gave up their Easter holidays to work tirelessly well beyond the normal day to equip themselves with the skills needed to adapt their learning plans and adopt the new technological platforms to delivery online lessons in record time. Our **students** rose to the challenges of self-directed learning and, used the opportunity to learn new things using new skills in new ways in response to the new landscape, while our **parents** assembled home offices to suit their children and also partnered with us to supervise their children keeping them focused and engaged with the new learning environment. In some cases, they were dealing with their own emotional challenges including changing work environments, working from home or worse still, job losses. In addition, I do not underestimate what the administration staff have needed to do to adapt to the new restrictions taking whole office set ups and equipment home to support the school from afar. It took immeasurable hours and energy by all to get through 2020. I thank all School Council members and in particular acknowledge the personal and professional support of the Chair of School Council, **Associate Professor Marinis Pirpiris** for walking this journey so closely with us.

We lived the motto “we are all in this together “AND beating it ... together we did!!

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one has been no different. 2020 was a portal, a gateway between the world as we knew it and the one that was emerging. We walked through the challenges lightly, with little baggage, ready to imagine another world.... and we were ready to fight for it. How proud I am to be Principal of Alphington Grammar School in one of our toughest years the school community has needed to face.

Despite the fragility that surrounded our Year 12 students, the Class of 2020 responded with remarkable resilience, managing stress levels and disappointments many adults would have struggled to deal with. To the Class of 2020, we were in awe of their spirit and determination. They take with them nothing but our deepest admiration for the way they navigated the challenges of 2020, supported each other and got through to the other side.

As both our nation and state seek to rebuild so too, we are, as a school. In a year of adapting to change and responding to adversity I thank our student leaders who together found creative ways to engage the student population and commit to their portfolios. I would like to acknowledge the School leaders of 2020 led by School Captains: **Philippa Lettas** and **Junyang (Casper) Wang** and School Vice Captains: **Petra Christofileas** and **George Fedorov**. They have all been able to juggle the challenges of 2020 yet also been able to make sure they are doing what they could to keep the group connected. In addition, I acknowledge the other leaders of this year group: Sports Captains, **Petra Christofileas** and **Macalister Chappel-Miller**, Community Service Captains, **Christina Ha** and **Brandon Hwang**, Music and Performing Arts Captain, **Benjamin Mazzarella**, Music Captain, **Angelica Angsiting**, Visual Arts Captains, **Nicholas Gugel** and **Socrates Batistatos**, House Captains (Aristotle) **Evaline Kamboukos** and **Penelope Sholakis**, House Captains (Byron), **Zoe Pain** and **Alannah Halabi**, House Captains (Pericles) **Costandina Chasomeris** and **Jonathan Potamianos**, House Captains (Socrates) **Sofia De Bolfo** and **Galateia Kontogiannidou**. I thank them for their willingness to run House and Community events while working remotely for most of the year. Their creative approach to connecting the school community is to be commended. In addition, I acknowledge that most of the school leaders not only equipped themselves with

dignity throughout the year they also completed the year achieving commendable VCE results placing them in the Scholars Achievement Register.

As I reflect on 2020 I also acknowledge and thank our Primary School Leaders **Primary Captain:** Sam Tsianakas, **Community Service Captain:** Alyssa Ha, **Aristotle Captain:** Sabine Hibberd, **Byron Captain:** Abisha Jayathilaka, **Socrates Captain:** Sophie Sherlock, **Pericles Captain:** Renae Andronakos, **Music Captain:** Devan Gurdon, **Sustainability Captain:** Vienna Tenace, **Writing Captain:** Michael Ooi, **Chess Captain:** James Arthur, **Visual Arts Captain:** Tracey Li and **International Captain:** Olivia Li who equally rose to the challenges of learning offsite and thinking of creative ways to keep the junior school connected as a community. Equally I thank and acknowledge all the teachers who have worked tirelessly to ensure that all our students were supported, able to continue their studies and co-curricular involvement while offering compassion and care as needed.

While the international student market and tourism may be emaciated for years as international borders remain closed or hardened, we now plan to capitalise on our domestic potential rather than rely on the fading security that international travel will open up soon.

We plan for Australian experiences and locally produced goods and services as we seek to first rebuild and then have some hope to look beyond our shores for other opportunities for our students.

I am immensely proud of the positivity and determination all students and staff have shown in 2020 despite the limitations and uncertainty it brought. In amongst the dark clouds the Alphington community delivered rainbows.

We are all looking forward to 2021 being a better year. To encourage students and staff to lead lives of: **Purpose, Courage, Character, Compassion** and **Passion**. I put out the challenge to us all to help make a difference to the world we are shaping for generations to come. There is much for us all to be proud of.



**Dr Vivianne Nikou**  
**Principal**

# From the Head of Primary School

## Making Space for Growth

In a year of disruption and routine, of sadness and joy, we have, as a School Community and as Individuals, continued to grow. There would scarcely be a single person, young or old, who hasn't been affected in some way by the events we have all been a part of during this year of COVID-19. However, like deep-rooted trees, we have withstood most, if not all, that has come our way.

As many already know, a growing tree lays down a 'ring' of wood for each year of growth. These rings can tell us how old the tree is, and what the weather was like during each year of the tree's life. Sometimes, certain events affect the growth of the tree, and the rings look different or unusual. These types of rings can be linked to stressful events in the tree's past, like bush fires, disease, or climate events. This living history of tree rings then goes on to show that not only did the tree survive, but it went on to thrive and grow and claim its space in the world.

Whatever effect the events of this year have had on you, I am confident that we will all soon experience better seasons and, just like trees, continue to grow and get stronger together. Let's make that space for growth together in 2021.

My very best wishes to our Alphington Grammar School Community



**Mrs Tracey Nicholson**  
**Assistant Principal - Head of Primary**



# From the Head of Secondary School

The 2020 school year has been one of unique challenges for us all.

Whilst all of us have been required to master new skills and new ways of staying in contact in order to successfully navigate Remote Learning, our experience has demonstrated that amazing things can result from times of adversity. Our learning community kept finding ways to succeed, and in many cases, thrive. Our students rose to the many challenges that they faced, and the end result is that we now have a generation of young people who have demonstrated persistence and amazing resilience in a way that none of their predecessors could have contemplated. They have done so by necessity.

Engagement between parents and teachers took on an even greater significance than before. We were to work together in close partnership in educating our students as we have never done before. Despite the steep learning curve, all stakeholders performed creditably, and they just kept improving.

Keeping our students engaged and monitoring their welfare during Remote Learning presented numerous challenges. Class teachers and the pastoral team worked very hard to keep the communication channels open with all students, some of whom needed a significant amount of support. The vital partnership between teachers, parents and students was pivotal to success.

Whilst the Pastoral Program, School Sport, the House Competition and the Enrichment Program were incredibly challenging to maintain, as Remote Learning continued it became evident that they were vital components to ensure the wellbeing of our students. The staff and student leaders adapted their programs to provide interesting and challenging opportunities for the students. They were different to the traditional opportunities, but they were no less important and certainly no less fun.

We have been very fortunate to have amazing School Leaders in 2020. They responded admirably to every challenge presented to them throughout 2020 in leading their area. School Captains; **Philippa Lettas** and **Junyang (Casper) Wang** set an exceptional standard early in the school year, inspiring our students to be broadly involved in the many opportunities provided by the School and always strive to reach their potential.

The School Vice Captains **Petra Christofileas** (Sport and Co-curricular Competitions) and **George Fedorov** (House Competitions) played an invaluable role in leading and supporting their peers while coordinating the leadership team to continue to lead from home.

The Co-curricular Captains, the Sports Captains, and the House Captains followed their lead and worked closely with their lead teachers to provide a range of well-organised and interesting competitions, always encouraging students to participate and do their best for themselves and for their House.

The Years 9 and 10 Future Leaders were restricted in opportunities to demonstrate their leadership ability and gain the experience leaders need to improve and develop their leadership style. Nevertheless, they grasped every opportunity provided, particularly when we returned to on-site learning, providing visible leadership to their peers and the younger students who constantly look to them to provide guidance and set an example.

Alphington Grammar School continues to strive for excellence in all that we do and we have certainly achieved a new standard in 2020. The personal growth and achievement of our amazing students throughout the pandemic is a source of great pride for me as an educator. We look forward to the future with great optimism knowing that we can achieve great things if we work together with a shared goal of personal and collegiate success.

Thank you to our wonderful parents for their ongoing support and for having faith in the School. Thank you to our amazing staff for expertly guiding our students through a year that will live long in all of our memories. We made it!



**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)

### **Business Manager**

Manuel Pappos B.Com Dip.Ed.(Semester 1)

Pippa Birch, BCom (Honours), CA



## School Council Members 2020

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**– **Chair**

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 (Retired July 2020)** – **Business Manager**

Mrs Pippa **Birch (Commenced July 2020)** – **Business Manager**

Ms Danielle **Permezel**

Mr Steve **Siolis**

Mr Manuel **Tsirmiris**



## Staff 2020

### **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.(Semester 1)

Pippa Birch, BCom (Honours), CA

### **Director of Marketing, Events and Communications**

Sanja Kalapoutis B.Ed., M.Mktg

### **Personal Assistant to the Principal**

Maria Rozanitis B.Ed

### **Registrar (Term 1 & 2)**

Suzanne Carruth Dip Bus Admin

Michelle Bagnoux-Tsirogiannis Dip Tourism & Events, Cert III Bus Admin

### **Office Manager**

Carol Hanna B.Sc

## **Heads of House**

### **Head of House – Aristotle**

Toula Terezakis B.A. Dip.Ed

### **Head of House – Byron**

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

### **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**

Danielle MUNROE B.Ed (Early Childhood)

### **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 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 Library**

Angela Mare B.A, Grad Dip Ed Studies, Grad Dip Librarianship

### **Head of LOTE**

Denise Diakodimitriou B.A.Dip.Ed

**Head of S.T.E.M.**

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

**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 1

Max White 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

Emma BYLSMA B.Sc (Hons), MTeach (Primary & Early Childhood)

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

Nathan CUTAJAR MTeach

Andrew DIVINY B.Health and PE

Katrina DU B.Bus, MTeach

Samantha EVANGELISTA BPhm(Hons), 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

Ming LEI B.A, MTeach, M.ED, Adv Dip (Translation & Interpretation)

Matthew LOGAN BCom, BBSM, Grad Dip (Edu)

Jasmin LUKEHURST B.Ed (Early Childhood)

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

Nicole McCULLOCH B.Ed.(Prim)

Anna MILBURN B.A (Hons)

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

Annemiek NELLIGAN B.Comm, Grad Dip Ed (Semester 2)

Vicki PATRIKIOS B.App.Sc Dip.Ed

Robert PANARA BMedia, Dip.Ed

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

James SMART BSc, BEd

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



Cameron STONE B.App.Sc, Spec Cert (Chinese)  
Helen THEODOROPOULOS B.A. Dip. Ed. Post Grad. Dip.Ed.(TESOL)  
Corredina TODARO B.A. (Hons), Cert IV TESOL, Grad Dip (Ed), M.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  
Shaun WEST B.Mus (Theatre Studies), MTeach  
Joanne WHIFFEN B.Ed, Dip Prim Teach  
Greg YARNTON B.A, B.Ed, Grad.Dip.Ed

### **Administration**

Patricia Capuzza  
Sandra Chapman Assoc.Dip Computer Systems  
Anthony Crowe Adv.Dip.Bus (Acc)  
Shellie Evans B.Bus, CPA  
Adellea Greenbury B.A  
Giovanni Kalansooriya  
Lisa Noonan B.Eco (Acc) CPA  
Stacy Scott  
Stacey Xydias

### **School Assistants**

Emma Bardon  
Monica Bardon - Dip. Learn. Supp.  
Andrew Bunton  
Tania Giarratana B.App.Sc, Cert III Ed Support  
Alicia Green B.Sc  
Jan Haldon  
Zeinab Ibrahim  
Nana Kerasiotis  
Debbie Kirmos  
Warren Rank  
Wendy Roussety Dip Lib Tech, Cert III Lib and Info  
Zoe Vathianakis Cert III Ed Support

### **Instrumental Music Staff**

Stephanie Atwa  
Ewen Baker  
Nicholas Kapralos  
Andrew McAdam  
Zac O'Connell  
Andrew Rousch  
Raymond Shon  
Adrian Whyte  
Robert Zocchi

# Academic results – Class of 2020

## A Summary of Results

It is with great pleasure that I record the results of the Class of 2020. They achieved an excellent set of results despite the challenges of a COVID forced remote learning year.

### A Summary of the Results:

<b>Top ATAR</b>	<b>96.35</b>
<b>Median Study Score</b>	<b>31</b>
<b>Average ATAR</b>	<b>77</b>
<b>ATARs &gt; 80</b>	<b>41%</b>

### 3.1 The highlights

Our students have performed extremely well achieving a median Study Score of 31 for the year. Our average ATAR of 77 well exceeded the State average of 68. Added to this, 41% of our students achieved an ATAR over 80. An outstanding result by any measure given our student cohort.

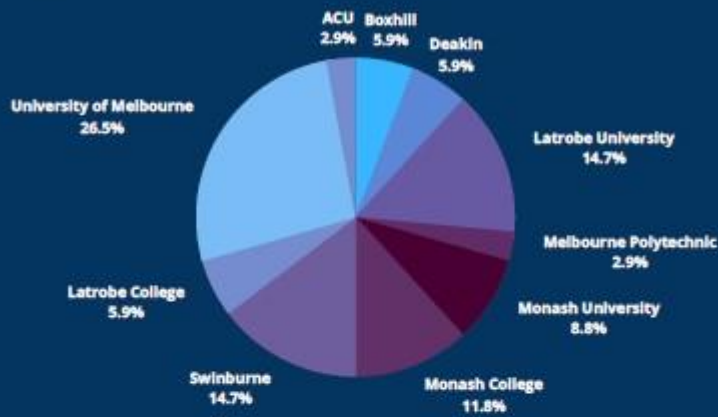
The Dux for 2020 was **Dimitra Kritsidimas** who scored an outstanding **ATAR of 96.35**. Dimitra has ended up in the top 4% of all students in the State. Out of a very small cohort in 2020, a further 18 students all achieved ATARs over 80. This is an excellent achievement given the difficulties of the year.

Equally noteworthy are the 40+ scores the year level has achieved in a range of subjects including: English, English Literature, Greek, Health and Human Development, Arabic, Applied Computing: Data Analytics and, Further Maths.

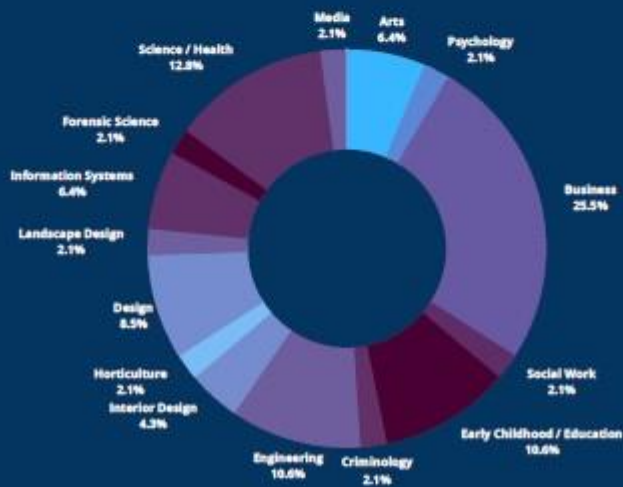
I congratulate the Class of 2020 for their diligence and perseverance, their tenacity and their grit. I thank their teachers for their commitment and dedication to the students of our school throughout a very challenging year. This set of results should give all our students the self-belief to aim high knowing they can excel no matter what challenges they encounter.

# Year 12 Student Destinations

**26.5%** of our students will be attending the **University of Melbourne**



**25.5%** of our students are commencing degrees in **Business**



# Student Attendance Information

School Year	% Attendance
Prep	97.21
Year 1	96.50
Year 2	96.88
Year 3	97.60
Year 4	96.45
Year 5	96.54
Year 6	95.02
Year 7	95.83
Year 8	93.26
Year 9	91.78
Year 10	92.22
Year 11	93.22
Year 12	100.00



# A Growing Tradition of Academic Success

Despite the difficulties we all faced last year the students and staff at AGS were able to successfully navigate the challenges to finish the year with some outstanding results. Our Year 12 students achieved a median Study Score of 31 and over 40% of the cohort achieved an ATAR of over 80. The average ATAR was 77.80 and our DUX, Dimitra Kritsidimas, ranked in the top 4% of the state with an ATAR of 96.35. A brilliant achievement given the personal challenges she has needed to navigate.

NAPLAN was cancelled last year but we conducted our own internal benchmark testing for Primary and, Years 7 and 9. The curriculum delivery was uninterrupted, and the students were not disadvantaged. Even though we were in Remote Learning for nearly two thirds of the year – the results of the benchmark testing speak to that.

## **Year 7 Numeracy Results:**

- 75% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 48% of the Year Group scored in the 90<sup>th</sup> percentile and above.

## **Year 7 Literacy Results:**

- 61% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 30% of the Year Group scored in the 90<sup>th</sup> percentile and above.

## **Year 9 Numeracy Results:**

- 60% of the Year Group scored in the top 70<sup>th</sup> percentile and above.

## **Year 9 Literacy Results:**

- 63% of the Year Group scored in the top 70<sup>th</sup> percentile and above.

Due to the size of our school and our reputation for providing excellent support to all students, we are seeing an influx of students enrolling with Specific Learning Difficulties (SLD). 33% of our Secondary Cohort have a diagnosed SLD. To achieve these results in Years 7 and 9 during Remote Learning, and with our current level of learning needs, is testament to the strength of our Learning Support department, and the ability of our teachers to differentiate teaching to meet individual student needs.

## **Primary School**

The Primary School staff are commended for the agile manner in which they managed the challenges of 2020. Staff were extremely quick to upskill their I.T capabilities to teach remotely via Microsoft TEAMS. The remote lessons covered all aspects of the regular curriculum and included differentiation to cater to the range of abilities in the classroom. Assessment tasks were conducted once students returned to campus to ensure they were authentic and consistent with school protocols. Our Prep students faced a myriad of challenges noting it was their first year of formal schooling. The dedicated work of our Prep classroom teacher, learning support teacher and assistant teachers saw 75% of the Year Group reach the expected benchmark reading for Prep. It was pleasing to note that 31% of the Year Group exceeded the expected benchmark reading level for Prep. In 2021, the 25% of students who did not reach expected levels will have their reading levels regularly assessed and placed on an 'at risk readers' list to ensure they are supported.

Due to Covid-19, NAPLAN was cancelled. The Primary School staff completed several key benchmark assessments to ensure we had valid data to measure the development of our students. The data below is a snapshot of key numeracy and literacy assessments.

## **Year 3 Numeracy Results**

- 53% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 19% of the Year Group scored in the 90<sup>th</sup> percentile and above.

## **Year 5 Numeracy Results**

- 45 % of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 21% of the Year Group scored in the 90<sup>th</sup> percentile and above.



### **Year 3 Reading Results**

- 52% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 8% of the Year Group scored in the 90<sup>th</sup> percentile and above.

### **Year 5 Reading Results**

- 37% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 11% of the Year Group scored in the 90<sup>th</sup> percentile and above.

The above results are commendable efforts. One of the Primary School's strengths is catering to both the academic and social needs of children. This strength sees a number of students with learning and social/emotional issues enrol into the Primary School. In 2020, there was a total of 37 students registered on the NCCD list.

<b>Year 3 PAT Maths</b>							
<b>Stanine</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Number of students who achieved this result</b>	3	2	6	6	4	2	3

### **Year 3 Numeracy Results**

- 53% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 19% of the Year Group scored in the 90<sup>th</sup> percentile and above.

<b>Year 5 PAT Maths Results</b>								
<b>Stanine</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Number of students who achieved this result</b>	2	3	5	7	6	2	7	1

### **Year 5 Numeracy Results**

- 45 % of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 21% of the Year Group scored in the 90<sup>th</sup> percentile and above.

<b>Year 3 PAT Reading</b>							
<b>Stanine</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Number of students who achieved this result</b>	4	2	6	7	4	2	0

### **Year 3 Reading Results**

- 52% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 8% of the Year Group scored in the 90<sup>th</sup> percentile and above.

<b>Year 5 PAT Reading Results</b>								
<b>Stanine</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Number of students who achieved this result</b>	3	3	3	11	5	5	2	3

**Year 5 Reading Results**

- 37% of the Year Group scored in the top 70<sup>th</sup> percentile and above.
- 11% of the Year Group scored in the 90<sup>th</sup> percentile and above.

**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.

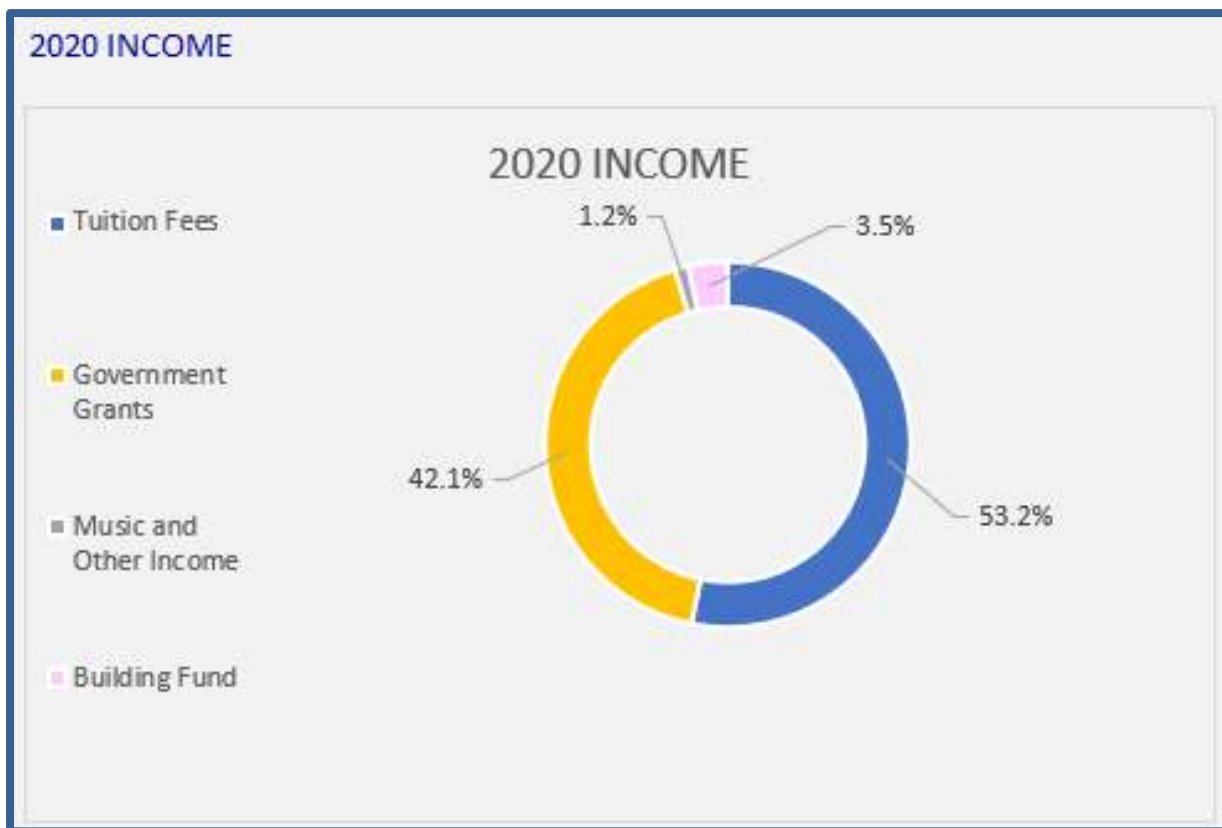


# Financial Operations

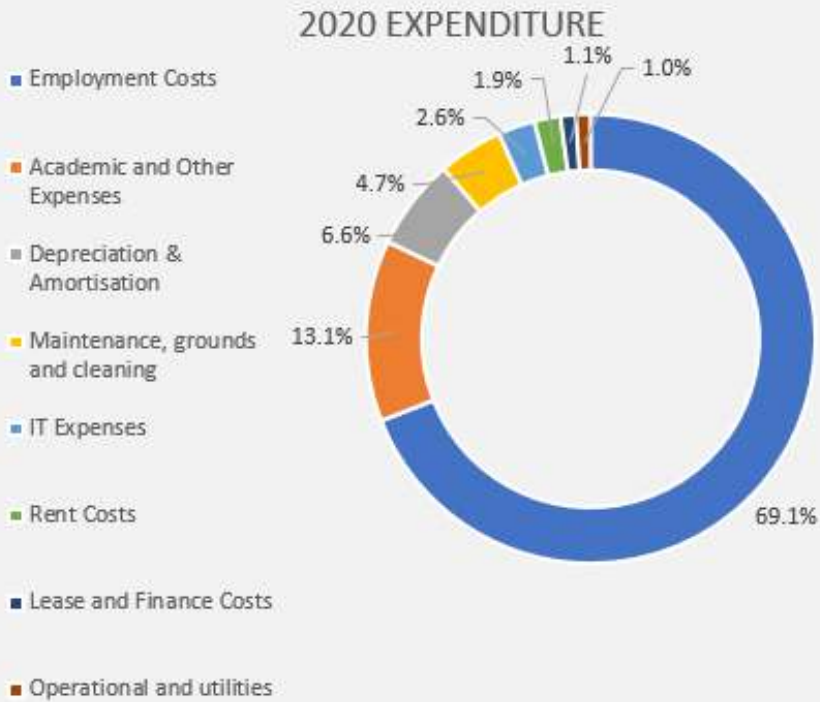
Alphington Grammar School is a not-for-profit organisation. As an Independent School we adhere to contemporary commercial business practices to ensure the financial health of The School and its resources are effectively and efficiently managed. Any end-of-year surplus is allocated to facility and program development and/or repayment of borrowing. The following charts indicate sources of income and expenditure for the 2020 calendar year.

## SUSTAINABLE OPERATIONS 2020

### INCOME AND EXPENDITURE 2020



## 2020 EXPENDITURE



## CAPITAL IMPROVEMENTS IN 2020

Capital Works undertaken during the 2020 school year included the establishment of the library that was officially opened during 2021.

The School completed a challenging year. Prudent financial management and strong financial stewardship will allow The School to realign itself to the new COVID impacted landscape.



# Learning Technologies

## ICT – 2020 ACHIEVEMENTS

- Implemented a very successful Remote Learning Platform via MS Teams for all the Primary and Secondary School classes (used in 2021 too).
- MS Teams set up and used throughout the Primary and Secondary Schools, we have subject teams, House teams, Department teams etc.
- Parent Teacher interviews conducted via MS Teams for Primary and Secondary Schools, very successful and have continued in 2021.
- Digital signage finalized in Library, planning for House areas underway.
- AGS laptop program signed off on for all Year 7 students in 2021, laptop price was built into school fees (Model HP ProBook).
- 35 new HP Elitebooks distributed to mainly the Secondary staff replacing iPads and MacBook Airs.
- Signed off and installed a new Internet connection / contract with Spirit saving \$15000 a year and increasing download speed by 10x.
- Began Progressive Reporting via Schoolbox in Semester 2 for all STEM subjects, first time ever for AGS. (Have progressed to all Secondary subjects in 2021).
- AGS Servers upgraded and installed to a HPE Nimble storage solution (5 year agreement).
- Schoolbox upgraded to version 20.12.
- Commenced a pilot group of staff to investigate and train in a new LMS Skooler (potentially replacing Schoolbox in 2022).
- New Adobe Creative Cloud agreement for 5 years saving approximately \$5000 a year.
- Upgraded firewall with a 3 year agreement with Sophos.
- Signed off with Digistorm to produce Online Enrollment Forms which can be fully completed online reducing paperwork and errors and feeding directly into our Synergetic database.







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