



SCHOOL PERFORMANCE DATA 2010

As part of the agreement made between schools and the Commonwealth Government to secure federal funding, schools in all sectors are now required to publish a range of performance data. At Alphington we have led the way for years in publishing data about our students' test and examination achievement to parents, as well as other school and student performance information. However all schools now have to report specified information once a year, relating to the previous school year. The following information applies, therefore, to 2010 unless otherwise stated.

Contextual information about the school

Alphington Grammar is an open-entry, co-educational Pre-Prep to Year 12 independent school established in 1989 by the Greek Orthodox Community of Melbourne and Victoria, providing an exemplary secular education at a competitive cost. About 60% of students come from a Greek/Australian background, with the remainder representing a full range of Melbourne's culturally-diverse population. We foster an appreciation of the contribution of Hellenic civilisation to the world's intellectual and cultural development within a modern global perspective. Our core values are inclusiveness, respect for diversity and a focus on the individual student. Student enrolments in the August 2010 school census numbered 542. There were 266 in the primary years and 276 secondary students, with 60 overseas enrolments in the Senior School.

Teachers' standards and qualifications

All staff were fully qualified and registered with the Victorian Institute of Teaching. For individual qualifications, see Appendix 1.

Workforce composition

Our teaching staff in 2010 numbered 59 people (including part-time employees), of whom 14 were male and 45 were female. There were 18 non-teaching staff (including part-time employees) of whom four were male and fourteen were female. There were no indigenous employees.

Student attendance

Rates of student attendance over the course of 2010:

Year Group	Percentage attendance
Prep	95.05%
Year 1	94.95%
Year 2	93.14%
Year 3	95.41%
Year 4	92.90%
Year 5	96.45%
Year 6	93.99%
Year 7	97.09%
Year 8	95.91%
Year 9	95.08%
Year 10	93.48%
Year 11	95.41%
Year 12	87.43%
Whole School	94.59%

Student attendance is managed by computerised signing in and signing out by International Students, automatic notification of unexplained absences to parents via text messages to mobile telephone numbers and online roll marking by all homeroom teachers and class teachers.

Student achievement

Percentages of Year 3, 5, 7 and 9 students meeting or exceeding national minimum standards in NAPLAN Tests in 2010 were as follows.

<u>Year 3</u>	Reading	100
	Writing	100
	Spelling	100
	Grammar & punctuation	100
	Numeracy	100
	<u>Year 5</u>	Reading
	Writing	100
	Spelling	97
	Grammar & punctuation	100
	Numeracy	100
<u>Year 7</u>	Reading	97
	Writing	100
	Spelling	98
	Grammar and Numeracy	97
	Numeracy	100
<u>Year 9</u>	Reading	100
	Writing	98
	Spelling	100
	Grammar and Numeracy	100
	Numeracy	100

Percentages of students in each NAPLAN achievement band in 2010

Year 3	Band 2	Band 3	Band 4	Band 5	Band 6
Reading		5	34	29	32
Writing		8	16	32	45
Spelling	2	5	16	45	32
Grammar and Punctuation	2	8	26	39	24
Numeracy	2	24	16	39	18

Year 5	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Reading		13	26	26	16	19
Writing		10	19	50	13	10
Spelling	3	3	22	38	22	13
Grammar and Punctuation		3	22	16	34	25
Numeracy		3	23	32	26	16

Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
Reading	3	8	22	27	24	16
Writing		11	22	35	22	11
Spelling	3	3	24	38	24	8
Grammar and Punctuation	3	8	22	43	14	11
Numeracy			16	14	38	32

Year 9	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Reading		12	34	29	20	5
Writing	2	20	17	29	15	17
Spelling		5	22	37	27	10
Grammar and Punctuation		10	27	34	7	22
Numeracy		5	13	23	30	30

The table below shows the percentages performing above target standards for the year group, or in other words between six months and three years ahead of expectations. Overwhelmingly the remainder of students were achieving exactly what they would be expected to achieve for their year level. Results above VELS target standards were as follows:

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar</i>	<i>Numeracy</i>
<i>Year 3</i>					
Total Levels					
3 and 4	87%	87%	89%	74%	58%
<i>Year 5</i>					
Total Levels					
4 and 5	47%	72%	72%	75%	53%

Year 7

Total Levels

5 and 6	68%	68%	65%	78%	81%
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Year 9

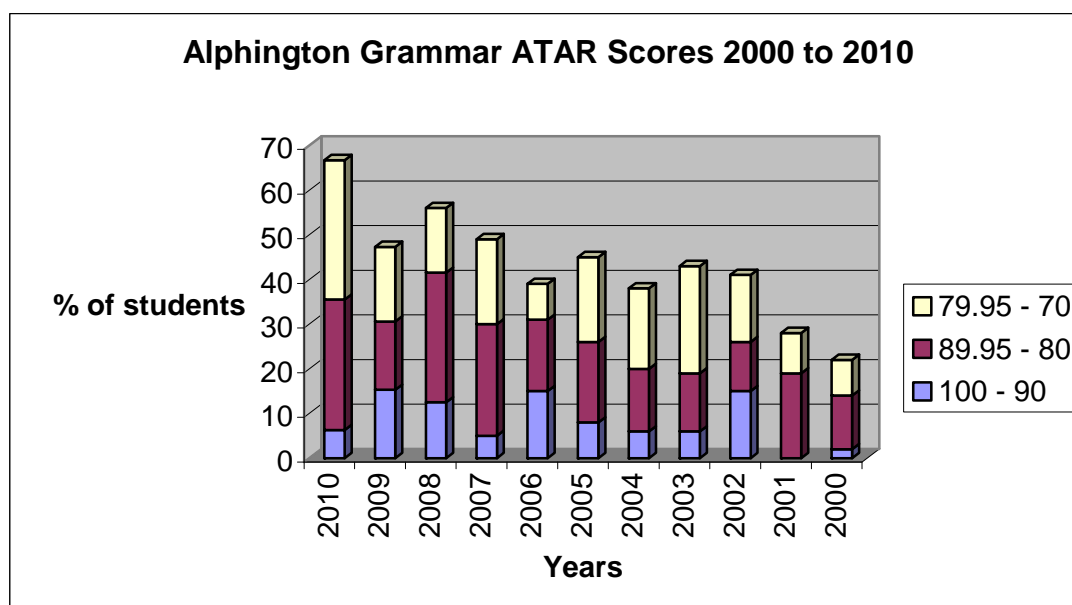
Total Levels

6 and 6+	71%	31%	55%	36%	64%
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- *Results for 2008 and 2009 - see Appendix 2*

Senior secondary outcomes

All Year 12 students undertook VCE courses in 2010. Their results were reported in detail in our December 2010 special edition School Bulletin (available on the school website). All Year 12 students enrolled at the school in Semester 4 2010 obtained their VCE. Their results continued the steady upward trend that has been apparent since 2000.



The average Tertiary Entrance (ATAR – previously ENTER) score for Year 12 students at Alphington Grammar rose to our highest ever result, 72.4, easily outstripping the previous best in 2008 of 69.7. Two thirds of our students were ranked in the top 30% in the state and the median study score jumped two points to 30. Both these figures easily broke previous records for the school. Of local students almost 42% achieved an ATAR over 80 – the top 20% of the State. Overall 90% of our students were ranked in the top 50% of all Victorian students.

The mass participation subjects of English and Further Maths performed exceptionally well at Alphington Grammar, achieving median scores of 35 and 33 respectively. Other strong performers were Literature and Biology (median 33) and International Studies (median 32). IT Applications averaged 32.6, History 32.4 and Health and Human Development 32.2.

Post-school destinations

The post-school destinations of students who completed their secondary education (Year 12) in Alphington Grammar Senior School in 2010, according to the Victorian Education Department's "On-Track" data which was published in June 2011, were as follows:

In April 2011, 72% of former Alphington Grammar students were enrolled at university, none had deferred a university place, 24% were enrolled in a TAFE or VET course and 4% were undertaking apprenticeships. None was employed full-time or seeking work. These figures do not include students with overseas addresses. The data is drawn from students who participated in a telephone survey run by the Victorian Government. These results vary somewhat from our own information, which suggests that, as far as we can track students, including overseas students, 80% are currently enrolled at university (either here or overseas), 12% are attending TAFE, 4% are doing apprenticeships and 4% are unknown.

The rise in university placements of AGS students since 2004 has been very striking. In 2004 51% of our students received university offers. That figure has risen by an average of 3.8 percentage points every year since then.

Parent, student and teacher satisfaction

Parents

Parents were surveyed in 2010 to gauge their satisfaction with various aspects of the school.

The five aspects of school which were rated as being of top importance by parents were:

Communication	92%
Behaviour management	91%
Teaching	91%
Pastoral care	86%
Facilities	82%

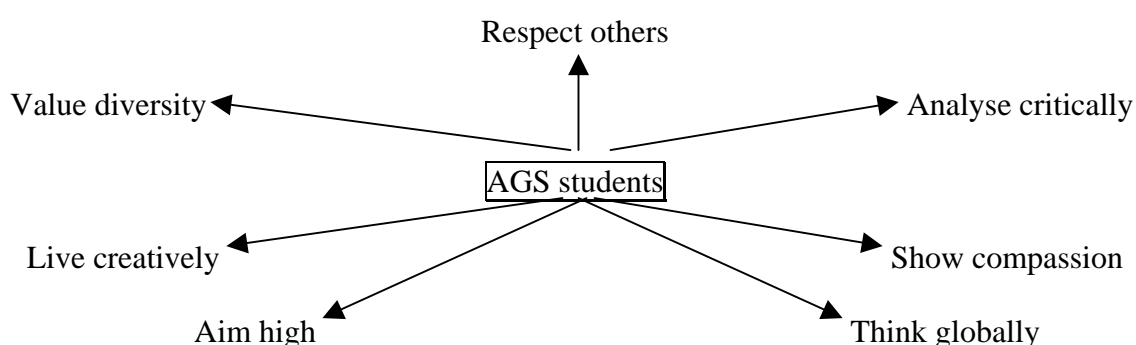
Parental satisfaction in these areas were as follows:

	<u>Medium Satisfaction</u>	<u>High Satisfaction</u>	<u>Total</u>
Communication	30%	62%	92%
Behaviour management	41%	52%	93%
Teaching	38%	54%	92%
Pastoral care	36%	53%	89%
Facilities	45%	43%	88%

It is worth noting that this survey was conducted during construction of our new primary classrooms and multi-purpose hall and before those facilities came into use. The figures on Facilities are likely to have changed since those buildings were opened. While there were clear majorities of parents who expressed high satisfaction with the other four most important aspects of the school, our aim since this survey has been, and continues to be, to increase the percentage expressing high satisfaction with each aspect to at least 75% of the total respondents.

Staff and students

In 2010 our new Strategic Plan was formulated, including a new articulation of the School's Key Values. The School's Key Values are presented in the Strategic Plan as:



During the consultation process on the Strategic Plan, the views of staff and students were canvassed about the extent to which each Key Value was reflected in the school's programmes and to which values we should direct a more explicit focus. The results were as follows.

Staff felt that, while all were crucially important and received a good deal of attention, the Key Value which was reflected most strongly across the school was *Respect Others*. The next most strongly promoted were (equally) *Analyse Critically* and *Aim High*. The next most promoted were *Show Compassion* and *Live Creatively*, followed by *Value Diversity* and *Think Globally*.

In the view of staff, therefore, in auditing our curriculum and other programmes we needed to identify and then exploit opportunities to promote the positive values of diversity, both within our school and in our students' understanding of the wider world, and to encourage and enable students to think more globally in their learning and in their understanding of contemporary issues. This audit and review process is now under way.

Meanwhile 120 students in Years 7, 10 and 11 were also surveyed about the Key Values:

Value	Meaning of Value	How is Value Taught?	How successfully is value demonstrated in school?
Respect Others	95% of students understood this value	95% of students could clearly express how it is taught	85% thought the value was clearly demonstrated at school
Analyse Critically	48%	45%	45%
Show Compassion	88%	80%	85%
Aim High	92%	93%	72%
Think Globally	35%	10%	10%
Live Creatively	45%	40%	32%
Value Diversity	30%	25%	20%

Both student and staff surveys therefore highlighted the strong emphasis the school and its programmes have historically given to the need to *Respect Others* and to *Aim High*. These values are clearly established in the minds of staff and students. It is interesting that the value *Show Compassion* comes over strongly to students, despite the staff not being conscious of giving it as much emphasis as some other values. Likewise both students and staff recognise the need for us to strengthen our emphasis on three other values: *Live Creatively*, *Value Diversity* and *Think Globally*.

School income (2010) by funding source

Recurrent income

School fees (including all compulsory fees, excursion and camp payments etc.)

\$4,598,916

Other private income (including application fees, rental of facilities, interest, donations etc.)

\$177,894

State Government recurrent grants

\$410,410

Commonwealth recurrent grants (including per capita grants and targeted funds)

\$1,740,532

Total recurrent income: \$6,927,752

Capital income

Commonwealth Govt. capital grants (includes Building the Education Revolution grants)

\$2,149,349

State Government capital grants

nil

Fees and levies

\$212,785

Other capital income (includes donations, sale of assets, interest etc.)

\$1,507,340

Total capital income: \$3,869,474

APPENDIX 1

Staff 2010

Principal	Mike Smith B.A. (Hons) M.A. Dip.Ed.
Director Student Services & Staff Well-Being	Tracey Nicholson Dip.Teach.Prim.
Director of Teaching & Learning ...	Mark Stanton B.Bus(Hons) M.Ed.L'ship Grad.Cert.Ed(Lit) M.IT
Business Manager	Manuel Pappos B.Com Dip.Ed.
School Development Manager	Judy Fetter B.Ed.
Assistant to the Principal & Registrar	Annemarie van Zyl

Year Level Co-ordinators

Pre Prep.....	Mariette Chan B. Ed (Early Childhood)
Prep & Year 1.....	Marianne Hull B. Ed. Grad. Dip.(Ed.Admin.)
Years 2 to 4.....	Ourania Katsambanis B.Ed
Years 5 and 6.....	Jillian Lynn Dip.T. Grad.Dip (Ed.Admin)
Year 7 to 9.....	Janine Goodrope B.A. Dip. Ed
Year 7 Assistant.....	Melissa Catherine B.Sc (Biomed) Dip. Ed
Years 10 & 11.....	Con Papoulis B.A. M.Ed.St. Dip.Ed
Year 12.....	Margaret Huddleston B.A. (Hons) Dip.Ed

Heads of Faculty & Co-ordinators

Head of English.....	Kylie Nealon B.A. Dip.Tchg (Sec)
Early Literacy (Primary)	Angela Metcalf Dip T (Early Childhood) B.Ed, Grad Dip (Primary)
Education Resource Centre.....	Josie Walta Dip.Ed Grad.Dip.Library Ed
Middle Years Literacy Co-ordinator..	Heather Heraud B.A.Grad.Dip. Comp Ed. Grad.Dip. I.M. M.I.T.
Head of Mathematics.....	Louis Diamandikos B.Sc.Dip.Ed.M.Ed.St
Early Years Numeracy.....	Irene Port TTHD Dip Sp.Ed (Remediation)
Middle Years Numeracy.....	Glenda McKie B.Ed
Head of Science & Information Technology.....	John Savopoulos B.Sc (Hons) B.Ed
IT & Science Co-ordinators.....	Jessy Varghese B.Sc.B.Ed
Head of Languages other than English (LOTE).....	Nickolas Zarkadas B.Ed
LOTE Co-ordinator.....	Toula Terezakis B.A. Dip.Ed
Head of Visual & Performing Arts.....	Jacinta Shannon B.Music
Music Co-ordinator.....	Margot Luby B.Mus Dip.Ed
Visual Arts Co-ordinator.....	Alex Kimonides B.A.Dip.Ed
Head of Sport & Physical Education.....	Stephen Spiby Dip T. (Primary)
Sport & PE Co-ordinator (Secondary).....	Steve Viccars B.Ed
Health Co-ordinator.....	Vicki Patrikios B.App.Sc Dip.Ed
Head of Humanities	Janine Goodrope B.A. Dip.Ed
Humanities Co-ordinator (Primary).....	Janet Stewart Dip. T. (Primary) Grad.Dip.Lib.
Humanities Co-ordinator (Secondary).....	Helen Mallis B.Com.Dip.Ed.Grad.Dip.Acc.
Learning Support.....	Elaine Billington Grad.Dip TESL
ESL	Helen Theodoropoulos B.A. Dip. Ed. Post Grad. Dip.Ed.(TESOL)

Daily Organiser.....Syd Leamon B.Sc. Dip.Ed
 Careers Co-ordinator.....Helen Mallis B.Com. Dip.Ed. Grad. Dip.Acc
 Student Counsellor.....Celia Brenchley MAPS, B.AppSci(Psych) Post Grad.Dip Health
 Post Grad.Dip App Psych, PhD (Ed & Dev Psych)

Teaching Staff

Trevor ADAMS..... B.Ed
 Voula ALLIMONOS.....B.A.Dip.Ed
 Anne BILLING.....B.Ed L.I.S.T.D. (Cecchetti, London)
 Adrienne BISHOP.....Dip.T B.Ed
 Kathey COUMAROS.....B.A. Dip.Ed
 Patricia DAW.....Ass.Dip. Soc. Science (Childcare)
 Joanne de MEESTER.....B.Ed (Sec)
 Denise DIAKODIMITRIOU..... B.A.Dip.Ed
 Dianne DOWNEYB.A B.Ed (Post Grad)
 Patrizia FERRARAB.Ed. Grad.Dip (Drama)
 Krystyna JUSTICEB.A Grad.Dip.Ed
 Christine KONDOLEON.....B.Ed
 Mary KONTOSIS.....B.A.Dip.Ed.M.Ed.St
 Maria KOUTROUZAS.....B.ECS Grad.Dip.Ed
 Anya LATHAM.....M.Ed Creative Arts B.Ed Dip.T
 Chong Hin LAW.....B.A Languages Grad.Dip.Ed
 Nicole McCULLOCH.....B.Ed
 Chris MAVRIDIS.....B.A. Dip.Ed
 Georgina MAVROPOULOSB.Ed
 Nicole PATRIKAKOS.....B.Teach (Primary) B.Dance
 Megan PINI.....B.App Science (App Physics)
 Emma ROWE.....M.Ed Research, B.Ed (Post Grad) Literacy, Grad.Dip.Ed(Secondary),B.A.Eng
 Paula SERGAKISB.Ed
 Winnie TANGB.Ed. M.Ed (TESOL) Post Grad Dip.Ed
 Tina TSOUKASB.Ed
 Gina TUCKER.....Grad.Dip.Ed (Primary)
 Christine TURNBULLHigher Dip of Teaching (Sec)
 Anna VAYENAS.....Dip T.,B.Ed
 Georgia VRAKAS.....Dip T., B.Ed
 Jim WRIGHT.....B.Agr.Sc.Dip.Ed
 Kathy ZISIADIS.....B.A.Dip.Ed Post Grad IT Edu

APPENDIX 2
NAPLAN results 2008 and 2009

2008

The percentages of students achieving higher than the target for their year group were as follows:

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar</i>	<i>Numeracy</i>
<i>Year 3</i>					
Total Levels					
3 and 4	80%	89%	86%	77%	40%
<i>Year 5</i>					
Total Levels					
4 and 5	57%	78%	78%	61%	41%
<i>Year 7</i>					
Total Levels					
5 and 6	75%	76%	75%	73%	83%
<i>Year 9</i>					
Total Levels					
6 and 6+	62%	24%	38%	27%	45%

2009

The percentages of students achieving higher than the target for their year group were as follows:

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar</i>	<i>Numeracy</i>
<i>Year 3</i>					
Total Levels					
3 and 4	75%	83%	83%	79%	33%
<i>Year 5</i>					
Total Levels					
4 and 5	73%	75%	83%	78%	58%
<i>Year 7</i>					
Total Levels					
5 and 6	72%	77%	59%	90%	74%
<i>Year 9</i>					
Total Levels					
6 and 6+	89%	43%	51%	31%	51%