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

It is with much pride I reflect on our year of shared achievements across all parts of our School in 2015. We began the year by celebrating the academic achievements of the class of 2014 who continued the upward trend of securing excellent results in their final VCE exams. We congratulate them on their achievements and for setting the benchmark high for others to aspire to and wished them well in the next phase of their personal and professional journey.

The reinvigorated student leadership model and the number of students who volunteered their service in a myriad of ways across the School is indeed something I am incredibly proud of and lays solid foundations for us to continue to grow as we develop as a high functioning Independent School.

Our student leadership team led by School Captains, Elleni Tsaketas and Anthony Cutajar and Vice Captain – International Liaison, Yifei (Trinity) Fan, and our House Captains for Aristotle; Yiota Sarantis and Stephanie Turnbull, for Byron; Kira McGilvray and Gerard Papoulis, for Pericles; Pallavi Daniel and Nicholas Kierce and for Socrates; Sofia Tsibidis and Peter Papadakis together with other leaders, Music Captain, Stephanie Atwa, Sports Captains; Kira McGilvray and Nicholas Kavallaris and Visual Arts Captain, Alexandra Ganci all stepped up to the demands of leadership and service to the School. I congratulate them for the passion and sense of fun they have collectively brought to their positions of leadership.

The student’s efforts to raise significant funds for a variety of charitable causes in 2015 is a real credit to them as they sought ways to support those less fortunate than themselves. Amongst the charities to receive support from the combined fundraising efforts of our School in 2015 I include, The Royal Children’s Hospital, Peter MacCallum Hospital, Jeans for Genes Day, Red Nose Day, Indigenous Literacy Education, Breast Cancer, Forgirlsake and the Beyondblue Foundation. It is indeed an impressive record of achievement for a school of our size.

As educators and parents we hope that our children will develop into well rounded individuals who will lead a life of purpose, building self-confidence and developing a healthy sense of self with a strong moral compass to guide them. At Alphington Grammar School we continuously look for ways to broaden the educational journey and the experiences open to our students. Our School saw our students perform strongly across interschool sports and debating. We witnessed incredible talent in our Musical Performances starting with the Prep-Year 2 concert followed by the hugely successful “Epic” Music Showcase and, the Years 3-6 “Colour My World” concert. I congratulate all our music students and particularly the music staff who continue to bring out and showcase the creative talents of our students.

In 2015 we saw our students involved in Entrepreneurship programs, Tournaments of Mind competitions, Maths Olympiads, Art Shows and much, much more. These valuable opportunities in and out of the classroom helps students gain confidence and, the reward of seeing their personal effort and group accomplishments come together through sheer dedication and practice. I thank all staff who coached sporting teams throughout the year, prepared students for interschool competitions and rehearsed our students for musical success.

A highlight for our Year 9 and 10 students in 2015 was the opportunity to enhance their studies by undertaking phase II of our unique Global Gateways experiential program which in 2015, saw our students undertake either a two week study of Vietnam with its very distinctive history and cultural offerings or, a two week program in Darwin and Australia’s Top End including first hand experiences with Australia’s Indigenous communities of the Northern Territory as well as visiting Kakadu and Litchfield National Park.

The first cycle of our Gateways Program demonstrates our commitment to providing deep educational experiences that will help our students prepare for global citizenship. The success of both phases of our Gateways Program will now be firmly embedded in the curriculum offerings of our School. I thank School Council for endorsing this initiative,
and the staff who have stepped out of their comfort zone to prepare culturally rich experiences for our students to undertake. Enormous credit is also due to our parent community, who have had the foresight to see the value in such experiences and who have trusted us to deliver on all that we believe will help prepare and shape the character of our students as they move forward in their lives. And, I certainly congratulate our Year 9 and 10 students for their ability to show us all what they can achieve when the classroom moves beyond our campus and onto a wider stage.

The success of our academic programs during the course of 2015 can only be attributed to the dedication of the teaching staff and their commitment to their own learning so that they can deliver a vibrant and engaging curriculum to our students. Staff continue to reflect on best practice, collaborate and evaluate assessments for learning with twice weekly staff professional development sessions. I am very pleased that our School Council has supported the need for a collaborative learning environment with state of the art technology rich facilities which will allow for enhanced teacher learning to continue. I thank all staff for their commitment to the growth, support and development of the children in their care. I particularly single out the support of our administrative staff, student services team, grounds and maintenance, technology and non-teaching staff who work tirelessly, especially over the vacation periods, to help prepare the School for all that it needs to accomplish.

At Alphington Grammar School we are very fortunate to have a highly supportive group of parents who volunteer their time on the Parents and Friends Association led by the Chairman, Mr George Doukas. I wish to acknowledge their support of all programs and initiatives in our School and thank them for their ongoing commitment to ensuring our School and our students are the beneficiaries of their hard work.

I wish to express my sincere thanks to members of School Council led by the Chairman, Mr Nick Koukouvitakis, who together, give generously of their time and expertise to ensure the strong governance and financial health of our school. I thank them for their wise counsel, their preparedness to embrace change and their support of new initiatives in our School. They help chart a strong path forward for Alphington Grammar School.

My work as Principal would be made much harder without the ongoing support of my Senior Management Team, consisting of my two Deputies, Mrs Tracey Nicholson Head of Primary and, Mr Rowan Evans Head of Secondary, the Business Manager, Mr Manuel Pappos and the Director of Teaching and Learning, Mr Rajen Chetty who together, work through strategic and operational matters that will continue to position our school strongly.

2015 has been a wonderful year of achievements and one we can all be proud of.
From the Head of Primary School

Although I do much reflection on how the primary school is progressing throughout the year, the end of each year seems like a logical time to do a stocktake on a grander scale. Having talked about and thought about a wide range of issues to do with my area of the school, encompassing students, teachers, parents, curriculum to name but a few. I have come to the conclusion that it is a never ending process. I don’t think I will ever be completely satisfied with the way everything is, and I think that’s a good thing, as we need to keep developing and growing our ideas to suit the children we have and to reflect the changing times. Isaac Asimov wrote, ‘No Sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be’. How right he is.

When I look around at the changes over time, I marvel at how the needs of individual children are met more readily and this is because we know each child more fully, in great part thanks to families and teachers partnering together more strongly. In the not too distant past, even in Independent Schools, there were very few parent conversations had outside the one or two allotted interview sessions and very little communication took place between home and school. These days I feel that, for most families, education is a partnership and this can be the difference between a child achieving his or her best outcomes or languishing in a mire of unfulfilled potential. There is much research about parental involvement in schools, and all of it tells us it is for the better. I would particularly like to thank our primary school families for partnering so strongly with us to support all children to achieve their best. Without you we would not know your children as well as we do because you, are after all, their very first teachers.

My thanks, as always, goes to our hard working staff. We are fortunate to have such a dedicated group of professionals who only want the best outcomes for those in their care. I know that they work hard to help each student. I see it on a daily basis and I thank them for their passion and drive.

Mrs Tracey Nicholson
Assistant Principal – Head of Primary
From the Head of Secondary School

The School provides many opportunities for students to challenge themselves and experience new things across a range of activities both at school and also outside the boundaries of the School Grounds. We achieved amazing outcomes in 2015 and much of this is due to the outstanding leadership of our students.

We have been very fortunate to have been led by a highly talented group of Student Leaders. They have set a very high standard for the students to follow.

Our School Captains and Vice Captain (International Liaison) have led the student body admirably, setting a very high standard of student involvement and generously supporting the School in all that we do. They have had strong support from the Co-curricular Captains as well as the House Captains in their particular areas. Our 2015 School Leaders have represented the School with pride and commitment across the diverse spectrum of school sporting, cultural, fund-raising and community activities.

In 2015 we established a new group of School Leaders drawn from the Year 9 and 10 student cohort. This group have been named Future Leaders. These leaders were selected from within the House Program, on the basis of two per house. They were selected on the basis of a written application, followed by an interview with the Head of House, and finally student election.

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 Experiential Learning Program offers our Years 9 and 10 students a unique opportunity for personal growth to travel both within Australia and also overseas, exploring other countries and cultures and challenging them to step outside their personal comfort zone. These experiences have proven invaluable in broadening the educational experience of the students involved and assisting them to learn first-hand about their world and in further developing their skills of independence, confidence and self-management. It is often in these situations that leaders truly emerge.

I am excited about the future at Alphington Grammar School. Our students are continually challenged to be the very best that they can be and to work collaboratively with others for the benefit of all. The results can often surprise even those of us who have been working with young people for decades.

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  

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 2015

Mr Nick Koukouvitakis – Chairman

Mr Bill Papastergiadis – GOCMV President

Dr Marinis Pirpiris

Mrs Cavell Zangalis

Mr Peter Nikolakakos

Mr Peter Boussounis

Mr Con Charalabidis

Mr Steve Siolis

Mr Spiros Papadopoulos

Mr George Doukas

Dr Vivianne Nikou – Principal

Mr Manuel Pappos – Business Manager
Alphington Grammar School was established in 1989 and is supported by a team of highly qualified and professional staff.

**Principal**

**Assistant Principal—Head of Secondary**

**Assistant Principal—Head of Primary**

**Director of Teaching and Learning**
Rajen Chetty M.Ed.St., B.Ed, Dip. Ed (Jr & Sec)

**Business Manager**
Manuel Pappos B.Com Dip.Ed.

**Assistant to the Principal & Registrar (Term 1-3)**
Sophie Doyle B.Bus

**Personal Assistant to the Principal (Term 4)**
Maria Rozanitis B.Ed., Grad Dip (Human Resources)

**Marketing & Communications Coordinator**
Jodie Preiss B.Bus (Tourism)

**Office Manager & Registrar**
Pauline Sistanis Dip.B.Mktg

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**House Coordinators**

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)

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


Head of House – Socrates __________________________________________________________________________Lukas Silver BA, Dip Ed, PGCE (School Leadership)

International Student Coordinator __________________________________________________________________Mary Kontosis B.A.Dip.Ed.M.Ed.St


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**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

Co-Head of English: Lukas Silver BA, Dip Ed, PGCE (School Leadership)
Co-Head of English: Kylie Nealon B.A. Dip.Tchg (Sec)
Head of Primary Sport and P-12 Outdoor Ed: Stephen Spiby Dip T. (Primary)
Head of Humanities: Janine Goodrope B.A. Dip.Ed
Head of LOTE/ Debating/ Peer Support Coordinator: Denise Diakodimitriou B.A.Dip.Ed
Head of Performing Arts: Jacinta Shannon B.Music
Head of Science/IT: John Savopoulos B.Sc (Hons) B.Ed
Head of Secondary PE, Sport & Health P-12: Olivia Rahme B.App. Sci. PE
Learning Enhancement Coordinator: Juanita Lee B Prim Ed, DSE Rem Ed, Masters Spec Ed
School Coordinator: Syd Leamon B.Sc. Dip.Ed
Secondary Music Coordinator: Jack Mithen B. Mus (Hons), Dip. Ed.
Visual Arts Coordinator: Alex Kimonides B.A.Fine Art Dip.Ed

Teaching Staff

Trevor ADAMS M.Bus(IR/HR) B.Ed (Secondary/Adult)
Voula ALLIMONOS B.A.Dip.Ed
Adrienne BISHOP Dip.T, B'Ed, CertV in TESOL
Kara CASAMENTO B.Prim.Teaching, B.A. (Psychology)
Kathey COUMAROS B.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
Christine KONDOLEON B.Ed
Maria KOUTROUZAS B.E.C.S., Post Grad Dip Ed (Prim)
Nicole McCULLOCH B.Ed.(Prim)
Georgina MAVROPOULOS B.Ed
Maria MINA B. Science Dip. Ed.(LOTE and Mathematics)
Vicki PATRIKIOS B.App.Sc Dip.Ed
Simone Xinmeng QI ......................................................... B.Com (Marketing), Dip.Ed, M. Teach (Chinese)
Paula SERGAKIS .......................................................... B.E.C.S, Dip.Ed (Early Int.)
Lukas SILVER ................................................................. BA, Dip Ed, PGCE (School Leadership)
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
Tina TSOUKAS ................................................................. B.Ed
Jessy VARGHESE ............................................................. B.Sc.B.Ed
Anna VAYENAS .............................................................. Dip T.,B.Ed.
Gary YOUNG ................................................................. B.Ed, Dip Ev.Mgt, Cert.IV Fit, Cert III Fit.

School Administration
Anthony Crowe
Andria Manoli
Stacey Xydias

School Assistants
Emma Bardon
Joy Johnson
Debbie Kirmos
Anthea Koloskopis
Arthi MacPherson
Anna Rotar
Joe D’Amico

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 2015

I am pleased to announce the VCE results for 2015. Alphington Grammar School students have achieved an admirable ATAR score with 27% of study scores within the 40+ range. It is worth noting that a score of 40+ indicates students are in the top 7.5% of the state. It is also worth highlighting that of 37 students in Year 11 completed a unit 3/4 sequence, 24% received study scores of 40+.

The highest ATAR score for 2015 was 99.80 which was achieved by Jesse Frost. He achieved perfect scores in Chemistry and Physics in 2015 to go with his perfect score in Further Maths, completed when he was in Year 10. Jesse Frost become the 2015 Dux of the School. Jesse demonstrated his broad skill set throughout his school years having been involved in a full range of sporting activities at an elite level, including the Coaches Award for U19 Football. He also qualified to represent Victoria at the National Athletic Championships. He was involved in all major co-curricular activities in the school. An accomplished musician he held several leadership positions, including past House Captain of Pericles and was Valedictorian of 2015. Jesse also undertook tertiary level Mathematics at the University of Melbourne this year. Jesse was awarded 1st Class Honours for his university maths studies. He also received a Premiers Award.

A Summary of Results

<table>
<thead>
<tr>
<th>Top ATAR</th>
<th>99.80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Study Score</td>
<td>29.3</td>
</tr>
<tr>
<td>40+ Results</td>
<td>27%</td>
</tr>
<tr>
<td>No of Subjects with 40+ scores</td>
<td>45%</td>
</tr>
<tr>
<td>% of Year 11’s getting 40+ scores</td>
<td>24%</td>
</tr>
<tr>
<td>ATAR &gt;90</td>
<td>10%</td>
</tr>
<tr>
<td>ATAR &gt;85</td>
<td>20%</td>
</tr>
<tr>
<td>ATAR &gt;80</td>
<td>27%</td>
</tr>
</tbody>
</table>

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

- English
- Physics
- Specialist Maths
- Maths Methods
- Further Maths
- Chemistry
- Media
- Greek
- IT Applications
- Studio Arts
2015 Top Achievers

2015 TOP ACHIEVERS

Jesse Frost
99.80

Fengting (Bob) Chen
95.00

Yifei (Trinity) Fan
92.85

Xinuan (Jessie) Zhang
92.35

Pallavi Daniel
89.65

Randeep Muker
89.35

Yuangen (Michael) Li
88.40

Elleni Tsaketas
87.35

Anthony Cutajar
84.20

Samuel Savvidis
83.40

Stephanie Atwa
82.50
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.

<table>
<thead>
<tr>
<th>Year Level Median</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 AGS</td>
<td>426</td>
<td>428</td>
<td>466</td>
<td>438</td>
<td>417</td>
</tr>
<tr>
<td>Year 3 National</td>
<td>424</td>
<td>422</td>
<td>409</td>
<td>433</td>
<td>396</td>
</tr>
<tr>
<td>Year 5 AGS</td>
<td>570</td>
<td>523</td>
<td>534</td>
<td>539</td>
<td>545</td>
</tr>
<tr>
<td>Year 5 National</td>
<td>497</td>
<td>482</td>
<td>500</td>
<td>503</td>
<td>490</td>
</tr>
<tr>
<td>Year 7 AGS</td>
<td>562</td>
<td>540</td>
<td>541</td>
<td>538</td>
<td>563</td>
</tr>
<tr>
<td>Year 7 National</td>
<td>544</td>
<td>513</td>
<td>550</td>
<td>541</td>
<td>536</td>
</tr>
<tr>
<td>Year 9 AGS</td>
<td>612</td>
<td>589</td>
<td>600</td>
<td>582</td>
<td>619</td>
</tr>
<tr>
<td>Year 9 National</td>
<td>579</td>
<td>551</td>
<td>585</td>
<td>567</td>
<td>585</td>
</tr>
</tbody>
</table>

Student Attendance Information

<table>
<thead>
<tr>
<th>School Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Prep</td>
<td>96%</td>
</tr>
<tr>
<td>Prep</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.7%</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.3%</td>
</tr>
<tr>
<td>Year 10</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 11</td>
<td>91.5%</td>
</tr>
<tr>
<td>Year 12</td>
<td>92.5%</td>
</tr>
</tbody>
</table>
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 students success.

5 Year Data Trend for Spelling in Year 3

5 Year Data Trend for Numeracy in Year 5
A Growing Tradition of Academic Success

5 Year Data Trend for Grammar and Punctuation in Year 7

5 Year Data Trend for Reading in Year 9
A Growing Tradition of Academic Success

5 Year Data Trend for Writing in Year 9

5 Year Data Trend for Spelling in Year 9
A Growing Tradition of Academic Success

5 Year Data Trend for Grammar and Punctuation in Year 9

5 Year Data Trend for Numeracy in Year 9
Financial Operations

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

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Current Liabilities</td>
<td>$4,752,383</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$1,067,351</td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td>$9,991,288</td>
</tr>
<tr>
<td>Current Assets</td>
<td>$857,858</td>
</tr>
</tbody>
</table>

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 70.44% private and 29.56% government.
- The school’s total recurrent income increased by $964,293 (10.8%) in 2015. Recurrent income per student in 2015 increased to $20,133 p/s compared to $18,544 in 2014, this was an 8.56% increase.
- The school continues to improve its financial viability with total accumulated funds increasing by $53,416 to $5,029,412.

Mr Manuel Pappos
Business Manager
Learning Technologies

What we truly believe at Alphington Grammar School is that children do not learn in isolation. The process of skill acquisition and knowledge building is a collaborative one. At Alphington Grammar School, the learning journey encourages students to learn both independently and, from and with others. If students are to become autonomous and lifelong learners, they need to experience ongoing opportunities for both individual and collaborative learning. As such, our teachers provide learning experiences to enable students to see things from different perspectives, to value and respect diversity, and to analyse different points of view. The classroom experience gives our students some flexibility in choosing ways of working both individually and as part of a team and, encourages them to take responsibility for their own learning.

We have shaped our learning environment in which students with a diverse range of learning capabilities can advance at their own pace, enjoy success, achieve their potential and feel a real sense of belonging in our school community.

Our staff support a collaborative approach to learning. Curriculum design supports the needs of all students. We also carefully consider the voice of the student in the learning continuum and encourage creative curriculum design to support the diverse needs of our students by designing programs of enrichment and acceleration for those students identified as gifted and, the necessary scaffolding for those that need extra support to achieve their personal best.

Information and Communications Technology (ICT) is a powerful tool for learning. To this end, we have upgraded our network to cater for the growth and use of technology at our school. We have improved the back-up software, installed a network management software application to properly manage our wired and wireless networks and upgraded our servers. With the continual improvements on the network infrastructure and keeping current with the changes in technology, we at Alphington Grammar School focus on using ICT tools embedded in best practice of teaching and learning to meet current and future learning needs for every student. We utilise technology in a creative manner so that the learning outcomes for all students are deep and meaningful. We use a combination of digital and, traditional text books, and, many digital APPs for the delivery of the curriculum. Currently we are piloting the use of Igloo - our Learning Portal. Students and parents have access to this system, which will provide a platform to all our digital learning resources and programs, and can be accessed both at school and from home. This system allows for progressive reporting and collaboration between the teacher, student and parent.

2015 has seen the implementation of the eDiary - a suite of three Apps - APP4 Teachers, APP4 Students and APP4 Parents. This is an interactive diary, calendar, homework and student timetable that has put everything for our students at their fingertips, is always up to date and flexible enough to cater for changing circumstances in the life and times of a busy school.

We are committed to being a community of learners dedicated to the pursuit of excellence and where quality Teaching and Learning is central to all that we do. Our school is developing a range of procedures which support the implementation of this Teaching and Learning framework. Our proposed approaches to our collaborative and negotiated curriculum development, planning and educational delivery; feedback on best practice for Teaching and Learning, use of student performance data to better inform our understanding on student learning and their achievement, underpins the Teaching and Learning framework at Alphington Grammar School.

Mr Rajen Chetty
Director of Teaching and Learning
Parent Satisfaction

Our Parent Survey was used as a tool to gauge our current families’ engagement support and understanding of school policy, practices and procedures. The survey asked 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 Performing Arts Program, Pastoral Care and Leadership.

Curriculum
- The curriculum is broad, challenging and relevant.

Facilities
- Provides a safe and secure environment.

Information Technology
- Provides up-to-date and adequate access to technology for students.

Communication
- The modes of communication are effective.

Behaviour Management
- The definition of school rules and expectations is clear.

Co-Curricular
- Includes the sports program as a beneficial part of the curriculum.
- Experiential learning opportunities are broad and cater for age appropriate growth of students.

Music
- Offers students the opportunity to receive quality individual music tuition and performance opportunities.

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.

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

**Encourages high academic performance**
- Strongly Agree: 63%
- Agree: 15%
- Neither Disagree Nor Agree: 15%
- Disagree: 3%
- Strongly Disagree: 4%

**Students show proper respect for each other**
- Strongly Agree: 70%
- Agree: 13%
- Neither Disagree Nor Agree: 13%
- Disagree: 1%
- Strongly Disagree: 3%

**Children are provided with sufficient challenges in cocurricular activities**
- Strongly Agree: 70%
- Agree: 20%
- Neither Disagree Nor Agree: 16%
- Disagree: 2%
- Strongly Disagree: 2%

**The School communicates effectively with parents**
- Strongly Agree: 60%
- Agree: 15%
- Neither Disagree Nor Agree: 20%
- Disagree: 5%
- Strongly Disagree: 0%
Teacher Survey

The teacher survey was conducted 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:

- At my school, teachers value what students have to say
- Students respect different cultures to their own
- 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 are being prepared for effective classroom management
Our students participated in this survey 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 prepared well for life after high school
- Teachers have high expectations for students
- Most of my teachers trust me
- Most of my teachers encourage me to do my best
- Teachers are well organised
Many Cultures, One Community

Arabian Nights Family Tavern Event

Chinese Lantern Festival Assembly
Many Cultures, One Community

Anzac Day Assembly

Greek Independence Day
Mother’s Day High Tea
International Global Gateways
Australian Global Gateways