

# ANNUAL REPORT



aitken  
COLLEGE  
In Mind and Spirit

# 2009

1010 Mickleham Road  
Greenvale Vic 3059

[www.aitkencollege.edu.au](http://www.aitkencollege.edu.au)

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Aitken College is a co-educational, independent Uniting Church school catering for students of all faiths and religious denominations in the northwest region of Melbourne. Since opening in February 1999, Aitken College has provided a safe, friendly and purposeful environment where students are able to value and enjoy learning.

During the time a student attends Aitken College, under the guidance of our experienced and highly skilled staff, they will have the opportunity to be engaged in a wide range of experiences which will establish a solid foundation for what we believe will be a productive future.

Aitken College has a sound educational philosophy which ensures we provide a range of challenging and relevant learning experiences for each student, consistent with a commitment to a comprehensive curriculum and the full development of the potential of each student. The programs of, and teaching in, Aitken College support and promote the principles and practices of Australian democracy including a commitment to: elected government, the right of law, equal rights for all before the law, freedom of religion, freedom of speech and association and values of openness and tolerance. Students are encouraged to develop a love of learning and we make every effort to ensure that they possess the skills, resources and motivation which will lead to a lifetime of learning.

We particularly encourage students to develop a sense of service to others, especially to those less fortunate in the community. For this reason they are encouraged to develop community relationships where individuals will interact in such a way that it will lead to a deeper understanding of human need and a desire to actively engage in meeting that need.

All students are encouraged to examine the faith and teaching of the Christian church in the light of their own belief system and those of others in order that they develop spiritual understanding of themselves and others. In particular they are encouraged to develop a set of values and code of ethics which is Christian based so that they will make valued contributions in the community in which they live.

The Vision, Aims and Mission statements of the College underpin the school's philosophy and core principles. Consideration for the needs of others, and a respect for the environment are encouraged at both a local and global level. Above all, we commend to our students the values which arise from the Gospel and the traditions of the Christian Church – values such as respect for oneself and others, a reverence for life, the development of personal honesty, integrity and self-discipline, tolerance and kindness.

Aitken College is divided into 5 “Schools” each with a Head of School who is responsible to the Deputy Principal and Principal:

- Preparatory School - Fairview (Prep - Year 2)**
- Junior School - Cumberland (Year 3 - Year 5)**
- Middle School - Dunhelen (Year 6 & Year 7)**
- Lower Secondary School – Glenarthur (Year 8 & Year 9)**
- Senior School - Brookhill (Year 10 - Year 12)**

*(Pictured from l-r are the Deputy Principal and Heads of Schools)*



# Vision, Mission, Aims

Each School is committed to the above-mentioned principles so that students can learn through academic excellence, spiritual, moral and ethical growth, co-curricular activities, physical activity, opportunities for creativity, academically as well as in the visual and performing arts and through service to others. We encourage and develop student leadership skills through a range of programs and opportunities.

In order to achieve these goals we endeavour to embrace a broad curriculum which is academically rigorous, which fosters personal, moral and spiritual awareness and understanding and which develops a breadth of life skills as well as balances essential knowledge with a choice of pathways in the final years of schooling, including VCE, VCAL and VET studies.

The College Vision, Mission and Aims statements were reviewed and refined in 2009 and are as outlined below;

## Vision

The vision for Aitken College is to develop and support a learning community of students, staff and their families in a faith partnership with the Uniting Church in Australia.

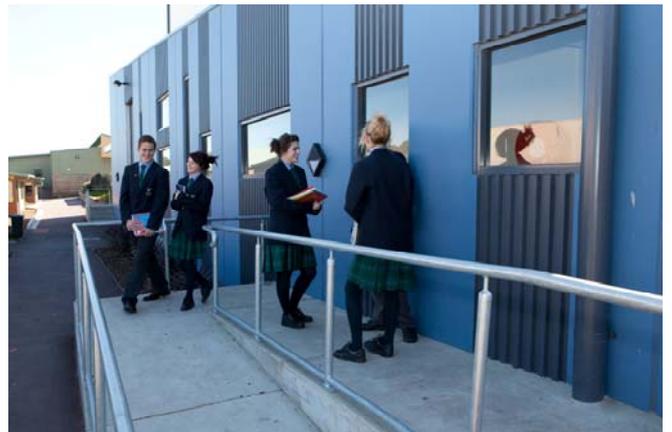
## Mission

Building on a foundation of Christian values, the mission of Aitken College is to enable students to become informed and compassionate members of the wider community by inspiring academic achievement and creativity, nurturing self worth, encouraging environmental responsibility and committing to service with and for others.

## Aims

*Aitken College will aim to:*

- ⇒ Make the Christian faith relevant through an understanding of its major teachings and by encouraging a personal faith journey.
- ⇒ Inspire and challenge students to realise their intellectual potential and equip them for lifelong learning.
- ⇒ Promote and develop creativity and self expression.
- ⇒ Enable each student to realise their self worth in a safe, healthy and happy environment that responds to personal and community needs.
- ⇒ Encourage individuals and the community to take responsibility for the environment and to act accordingly.
- ⇒ Instil in students a sense of service and concern for the needs of others.



2009 has been an interesting year in terms of increasing pressure to develop a national perspective on education. Discussions have continued in the area of a National Curriculum for Preparatory to Year 10, with implementation commencing in 2011 in some subject areas.

The Federal Government also undertook to better support schools and their infrastructure by implementing the Building the Education Revolution (BER) funding. This has enabled Aitken College to undergo a number of capital works projects, including extensions to the Library, Gymnasium, Learning and LAN Centres and associated shade areas as well as replacement of toilet blocks.

The National Secondary Schools Computer Fund will enable us to provide extra computers and associated infrastructure for a 1:2 ratio per student computers.

We were recipients of a grant through the National Solar Schools program which has enabled additional solar panels and water tanks, and improvements to energy efficiency by the provision of blinds and energy saving light bulbs.

The State "Needy Schools" grants were used for general maintenance and replacement of air-conditioners. 2009 has been an interesting year in terms of increasing pressure to develop a national perspective on education. Discussions have continued in the area of a National Curriculum for Preparatory to Year 10, with implementation commencing in 2011 in some subject areas.

Today we face greater accountability, and as part of the national perspective on education, we are compliant with all of the government processes which ensure ongoing funding and support.

I would like to thank the many parents who have also given financial support to our many capital works projects, the major one for this time period being the completion of the construction of the Chapel and Performing Arts Centre. We have been able to hold assemblies, Chapel services, drama, media and performing arts presentations, music, media and drama classes within this building as well as our counselling services.

At Aitken College we acknowledge that students are part of a world which is changing far more quickly than previously. Technological advances have heralded a new era of quick and efficient communication, and we recognise the need for education to equip students to cope with rapid change.

Our staff are actively engaged in exploring best practice so that they can support individual strengths and preferences in learning and we have encouraged professional development so that staff are equipped to help students to face the challenges of an ever-changing educational environment.

Education goes beyond marks, aggregated data and comparisons between schools. We are engaged in shaping future thinkers and we are involved in influencing character development, social awareness and responsibility and encouraging our students to use their gifts and talents to make a better world. The staff at Aitken College are committed to making students aware of the spiritual dimension of their lives as well as to helping students recognise that they are part of a wider community in which they can exercise generosity of spirit both within our country and in the wider global community.

The 21st century is one of great challenges and potential. It is our aim at Aitken, to contribute to a better world through the character, service and education of our students.

I thank all of my staff, parents and students for the contribution which they have made to the College in 2009.

*Mrs Josie Crisara*  
*Principal*



## Aitken College Board

<b>Chair:</b>	<b>Rev C Dickinson</b>
<b>Deputy Chair:</b>	<b>Rev I Smith</b>
<b>Treasurer:</b>	<b>Mr D Whan</b>
<b>Principal:</b>	<b>Mrs J Crisara</b>
<b>Members:</b>	<b>Ms H Ackland</b>
	<b>Mrs H Adams</b>
	<b>Mr C Brown</b>
	<b>Mr S Craven</b>
	<b>Dr L Richards</b>
	<b>Mr C Ward</b>
<b>Finance Manager:</b>	<b>Mr P Gajic</b>
<b>Board Minute Secretary:</b>	<b>Mrs J Cowan</b>

The essence of the Aitken College Board's governance role is to oversee all aspects of the school and ensure a strategic approach to the College's future by setting major objectives, policy frameworks and strategies. It met seven times during 2009 including its Annual General Meeting.

The Board monitors adherence to systems of risk management, ensures compliance with legal obligations, and undertakes periodic reviews. Ultimately, it is the Board which is responsible for governance practices and the Board therefore takes responsibility for the processes by which the College is directed, controlled and made accountable.

The College Board has a number of sub-committees. The primary role of the Planning Committee is to recommend and assist the College Board in fulfilling its responsibilities relating to the safety, maintenance and development of the College's capital assets. It ensures that the physical needs of the College are met, well planned for and well maintained; that its buildings, grounds and the associated infrastructure of all properties owned or leased by the College are in accordance with the Master Plan for the College.

In 2009 this Committee commenced updating the College Master Plan as well as the preparation of proposals for major capital expenditure items particularly related to the BER projects, for submission to the Board for approval.

The Finance and Risk Management Committee meets monthly with any additional meetings on an as needs basis. They review and recommend capital expenditure in accordance with the College's policies and plans and ensure that all matters of financial significance are brought to the attention of the College Board. This committee reviews and recommends the annual recurrent budget; reviews and recommends medium/long-term financial plans in accordance with the strategic plans of the College and meets with the external auditor at least once per annum to ensure that all accounting practices and legal obligations are met. This committee is also responsible for overseeing the College's financial reporting process, monitoring the external audit process and making recommendations on the appointment and remuneration of the external auditor. They also ensure that the independence of the external auditor is maintained and review the College's risk management principles and policies, strategies, processes and controls and make appropriate recommendations to the College Board.

The members of the Aitken College Board and its sub-committees, work in a voluntary capacity and they have served the College well since its inception. On behalf of the College community, we thank them each for their invaluable contribution to the management of Aitken College.

<b>Principal:</b>	<b>Crisara (Mrs)</b>	Josie	BSc, Grad Cert Maths, Grad Dip Ed, MSL
<b>Deputy Principal:</b>	<b>Forward (Mr)</b>	Kim	B Sc (Hons), Grad Dip Ed, M Ed Stud
<b>Head of Senior School:</b>	<b>Murphy (Mr)</b>	David	B Sc, Dip Ed
<b>Head of Lower Secondary School:</b>	<b>Bond (Mr)</b>	Shelton	BA (Hons), B Ed
<b>Head of Middle School:</b>	<b>Davies (Miss)</b>	Sheridyn	B Ed
<b>Head of Junior School:</b>	<b>Wyatt (Miss)</b>	Barbara	B Ed (Early Childhood), Dip T, Dip Photo Journ
<b>Head of Preparatory School:</b>	<b>Neophytou (Ms)</b>	Kerrie	Dip Ed, B Ed, Grad Cert Early Childhd Teach, Post Grad Ed Stud, M Ed

## Teaching Staff

<b>Adams (Mr)</b>	Simon	BA, Grad Dip Ed, Grad Dip IR/HR Mngt
<b>Adams (Mrs)</b>	Anne	BA, AMusA, Grad Dip Ed, Grad Dip Mus Th
<b>Aiyappan (Mr)</b>	Vincent	BA, Grad Dip T, Post Grad Cert Sec T
<b>Arthur (Mr)</b>	Mike	BA, Dip Des, Dip Ed, Dip Design
<b>Batch (Ms)</b>	Kerri	B Ed, M Ed ( <i>Director of Teaching and Learning</i> )
<b>Beale (Rev)</b>	Jeanne	BA, B Theol, Ass Dip Com Dev (Social Sciences) ( <i>Chaplain</i> )
<b>Bernes (Mr)</b>	Luciano	B Ed, Post Grad Stud Welfare ( <i>Student Well-being Co-ordinator</i> )
<b>Brewer (Mr)</b>	Stephen	B Ed
<b>Brown (Miss)</b>	Julie	B App Sci, Grad Dip Ed ( <i>House Sports Co-ordinator</i> )
<b>Calder (Ms)</b>	Debra	B Ed, Grad Cert Ed (Special Ed Needs) ( <i>Director of Learning Centre</i> )
<b>Caldwell (Miss)</b>	Sarah	B Ed
<b>Camilleri (Mrs)</b>	Linda	B Ed
<b>Capraro (Ms)</b>	Laura	B Ed, Grad Dip Info Man
<b>Carta (Ms)</b>	Graziella	B Sc, Grad Dip Ed (Sec)
<b>Chrysostomou (Ms)</b>	Dianne	BA, Grad Dip Ed
<b>Clark (Mr)</b>	Matt	B.App.Sc, Grad Dip Ed ( <i>Year 7/8 Galway Co-ordinator</i> )
<b>Clifton (Mr)</b>	Grant	BSc (Ed) ( <i>Head of Mathematics Faculty</i> )
<b>Conn (Mr)</b>	Gary	Cert Tech T, Dip T (Technology)
<b>Connelly (Dr)</b>	Theresa	BA, Dip Ed, PhD
<b>Cooper (Mr)</b>	Michael	B Ed, Dip T ( <i>Director of Performing Arts</i> )
<b>Cranswick (Mr)</b>	Philip	B Ed, Dip Fine Art ( <i>Head of Technology Faculty</i> )
<b>Craven (Mr)</b>	Steve	BSc, Dip Ed, Med ( <i>Director of Studies</i> )
<b>Craven (Mrs)</b>	Lynne	Higher Dip T (Sec), Post Grad Dip Ed Stud
<b>Cronk (Mrs)</b>	Lydia	Dip T
<b>Danger (Mr)</b>	Lance	BSc, Grad Dip Min, Grad Dip Arts, Grad Dip Ed ( <i>Chaplain</i> )
<b>Dodd (Miss)</b>	Alicia	BA, B Teach
<b>Dowling (Mrs)</b>	Emma	B Ed (Hons), BT (Early Childhood Ed)
<b>Eckersley (Mrs)</b>	Vivienne	BSc, Dip Ed ( <i>Head of Science Faculty</i> )
<b>Edmonds (Mrs)</b>	Rhonda	B Bus, BA, Th Dip, Grad Dip Ed ( <i>Head of RVE Faculty</i> )
<b>Eldridge (Miss)</b>	Annette	B Teach, B Mus
<b>Flutsch (Mr)</b>	Tony	Dip T, B Ed, AMusA
<b>Flynn (Mrs)</b>	Caron	B Ed
<b>Hamilton (Mr)</b>	Nigel	BA(Hons), Grad Dip Ed, Grad Dip Careers, M Ed ( <i>VET Co-ordinator</i> )
<b>Harsan (Mrs)</b>	Mona	B Ag Sc, Dip Ed
<b>Harwood (Mr)</b>	Tim	BA, Grad Dip Info Man, Grad Dip Ed
<b>Hatty (Ms)</b>	Kate	B App Sc, Grad Dip Ed
<b>Heasly (Miss)</b>	Jane	Dip T
<b>Hester (Ms)</b>	Julie	B Ed(Sec Art/Craft)
<b>Hewes (Miss)</b>	Alicia	B Sc(Hons), Grad Dip Ed, M Ed ( <i>Head of Cameron House</i> )
<b>Hilar (Mr)</b>	Kopong	B Ag, BA, Grad Dip Sec Ed
<b>Hill (Miss)</b>	Laura	BA, Dip T
<b>Ioannidis (Miss)</b>	Nicole	BA, B Teach (Prim)
<b>Ira (Mrs)</b>	Cinzia	B Ed, Cert TESOL
<b>Jarvis-Dymond (Mrs)</b>	Belinda	BA, Grad Dip Ed
<b>Kerr (Mrs)</b>	Mardy	B Ed (Lib) ( <i>Head of Library Faculty</i> )
<b>Knight (Miss)</b>	Hannah	BA (Hons), Grad Dip Ed
<b>Koukoulides (Miss)</b>	Christalla	BA, Dip Ed ( <i>Acting Head of Humanities Faculty</i> )
<b>Kufner (Miss)</b>	Natalie	B App Sc
<b>Lakin-Hall (Mrs)</b>	Narelle	B Ed, BSc (Hons), Grad Dip Ed
<b>Lal (Mr)</b>	Titus	BSc, PGCE, STTC
<b>Lilley (Mrs)</b>	Jenny	BA, Dip Ed
<b>Lok (Mr)</b>	Ron	Grad Dip Ed
<b>Maddocks (Mr)</b>	James	B Ed, Dip Mus ( <i>Terms 1 and 2</i> ) ( <i>Head of Drama Faculty</i> )
<b>Marcucci (Ms)</b>	Gracie	Dip T ( <i>Primary Performing Arts Co-ordinator</i> )
<b>Mazzarotta (Ms)</b>	Carmen	BA, Dip Int Des, Grad Cert RE, Grad Dip Ed, P/Grad Student Welfare
<b>McGregor (Mr)</b>	Cameron	B App Sc, B Teach, MSc
<b>McKay (Mr)</b>	Joel	B Sc(Ed), MA ( <i>VCE Co-ordinator</i> )
<b>McKay (Mrs)</b>	Michelle	B Ed ( <i>Head of Visual Arts Faculty</i> )
<b>McPhie (Mr)</b>	Ross	B Ed

# Staff

<b>Meszaros (Mrs)</b>	Annamaria	B Ed, Post Grad Cert Lib
<b>Miotello (Mrs)</b>	Lucy	B Bus, Grad Dip Ed, Post Grad Comp Ed, M Ed (IT)
<b>Mollica (Mrs)</b>	Wendy	BA, Grad Dip Comp, Grad Dip Ed
<b>Monos (Mrs)</b>	Chris	BA, Dip Ed ( <i>Head of Millar House</i> )
<b>Morris (Ms)</b>	Anne-Marie	BSc, Grad Dip Ed, MSoc Sc (Careers)
<b>Moulder (Mr)</b>	Peter	B Sc(Hons), Grad Dip Ed
<b>Oates (Ms)</b>	Deborah	BA, B Ed, AISTD
<b>Paniagua (Mrs)</b>	Rita	BA, Grad Dip Ed
<b>Patchell (Mr)</b>	Michael	BA (Hons) ( <i>Head of Media Faculty</i> )
<b>Perri (Mr)</b>	Vince	B Ed, Grad Dip Ed Ad, Grad Cert RE ( <i>Head of Clarke House</i> )
<b>Pocervina (Mrs)</b>	Christine	B Ed ( <i>Head of Physical Education Faculty</i> )
<b>Politini (Mr)</b>	Anthony	BA(Hons), B Teach(Hons) ( <i>Acting Head of English Faculty</i> )
<b>Prendergast (Ms)</b>	Sandra	B Com, BA, Grad Dip Acc, Dip Ed ( <i>Head of Commerce Faculty</i> )
<b>Prentice (Mr)</b>	Ben	B Ed
<b>Rogers (Mr)</b>	Steve	BA, Grad Dip Ed, B Ed ( <i>Head of Indonesian Faculty</i> )
<b>Ryan (Ms)</b>	Ainslee	B Bus, B Teach
<b>Sadler (Mr)</b>	Duncan	B Ed ( <i>Director of Environmental Programs</i> )
<b>Sadler (Mrs)</b>	Sherry	BA (Term 1)
<b>Scuderi (Mrs)</b>	Francis	BA, Dip Ed ( <i>Assistant Head of Middle School</i> )
<b>Searle (Mr)</b>	Aaron	B Mus, Grad Dip Ed, M Mus Ed, L Mus A ( <i>Head of Music Faculty</i> )
<b>Seivers (Ms)</b>	Brigitte	B App Sc, Grad Dip Ed ( <i>Primary Sports Co-ordinator</i> )
<b>Shatford (Miss)</b>	Sarah	B Ed
<b>Simpson (Miss)</b>	Stephanie	BA, Dip Ed
<b>Sinclair (Mr)</b>	Peter	BA, Dip Ed
<b>Slee (Mr)</b>	Michael	B Sc, Dip Ed
<b>Smith (Mr)</b>	John	BA, Dip Ed, Dip T, MA(Hons) ( <i>Head of Daily Organisation</i> )
<b>Snowden (Ms)</b>	Sally	B Sc, Dip Ed, Grad Dip Ma Sc, M Ed
<b>Spaleta (Ms)</b>	Juliana	B Sc, Dip T
<b>Spyrou (Mrs)</b>	Georgina	Dip T
<b>Stafford (Mrs)</b>	Jasmina	BA, Dip Ed, Post Grad Dip Arch ( <i>Head of Humanities Faculty</i> )
<b>Stipic (Miss)</b>	Claire	B Sc, BTeach(Hons) ( <i>VCAL Co-ordinator</i> )
<b>Tabone (Mrs)</b>	Joyce	B Bus, Grad Dip Sec Ed ( <i>Head of IT Faculty</i> )
<b>Thorneycroft (Mrs)</b>	Andrea	B Ed, Dip Ed
<b>Treadwell (Mrs)</b>	Lyn	B Sc, Grad Dip Ed, M Sc ( <i>Head of Brodie House</i> )
<b>Tsalapataris (Mrs)</b>	Elsa	B App Sc, Dip Ed, Grad Dip Ma Sc
<b>Tyler (Ms)</b>	Michaela	B Ed ( <i>Primary Peer Support Co-ordinator</i> )
<b>Van Beek (Mr)</b>	Tony	B Sc(Ed)
<b>Vlahopoulos (Mrs)</b>	Elpis	BA, Grad Dip Ed ( <i>Assistant Head of Lower Secondary School</i> )
<b>Ward (Mr)</b>	Chris	B Sc, Grad Dip App Sc, Grad Dip Ed, Grad Dip Mental Hlth ( <i>Director of Chaplaincy &amp; Student Services</i> )
<b>Zanic (Mr)</b>	Damien	Dip T ( <i>Year 9/10 Galway Co-ordinator</i> )
<b>Zanko (Ms)</b>	Vera	B Ed

All teaching staff members employed by Aitken College are registered in accordance with the requirements of the Victorian Institute of Teaching (VIT) which include maintaining a current NCHRC.

## Non Teaching Staff

Borg (Mrs)	Clare	BA (Hons), Dip Careers Ed & Couns, Grad Cert Careers Couns, M Soc Sci ( <i>Careers Adviser</i> )
Brooks (Mr)	Craig	( <i>LAN Manager</i> )
Browning (Mrs)	Raelene	( <i>Lab Technician</i> )
Bruzzaniti (Mr)	Pat	Cert IV Info Tech, Dip IT ( <i>IT Technician</i> )
Buch (Mrs)	Jane	( <i>First Aid Attendant</i> )
Buhagiar (Mrs)	Helen	( <i>Receptionist</i> )
Burgu (Mr)	Kevin	B Comp app, MCSE, M Info Tech ( <i>IT Technician</i> )
Caceres (Ms)	Silvia	BA ( <i>Library Technician</i> )
Callard (Mrs)	Angela	( <i>Senior School Administration Assistant</i> )
Cohn (Miss)	Diana	( <i>Administration Assistant</i> )
Cowan (Mrs)	Jan	Dip T(Sec) ( <i>PA to the Principal</i> )
Cranswick (Mrs)	Deidre	Int Aide Cert ( <i>Integration Aide</i> )
Forward (Mr)	Jillian	B Sc ( <i>Lab Technician</i> )
Gajic (Mr)	Petar	B Com ( <i>Finance Manager</i> )
Gibbs (Ms)	Rae	B Ed, Grad Dip Car, MSS, Grad Cert Ed & Tng, Grad Cert Car Ed ( <i>Careers Adviser</i> )
Hunter (Mrs)	Mary-Ann	( <i>Integration Aide</i> )

Johnson (Ms)	Jillian	B H Sc, Cert Sch Health, Grad Dip Couns ( <i>Counsellor</i> )
Manariti (Miss)	Cathy	( <i>Administration Assistant</i> )
Meletis (Mr)	Nick	( <i>Property Manager</i> )
Mudge (Mrs)	Janice	( <i>Accounts Payable Clerk</i> )
Nickson (Mrs)	Tayana	( <i>Studio Assistant</i> )
Pedersen (Mr)	Daniel	Cert IV Aud Eng ( <i>CPA Technical Manager</i> )
Pennington (Mrs)	Cora	Ass Dip Lib ( <i>Library Support Services Co-ordinator</i> )
Perilli (Mrs)	Jacinta	( <i>Registrar</i> )
Shepherd (Mr)	Tim	( <i>Groundsman</i> )
Sims (Mrs)	Gail	( <i>First Aid Attendant</i> )
Starbuck (Mrs)	Wendy	( <i>Accounts Receivable Clerk</i> )
Stewart (Ms)	Jacqui	( <i>Integration Aide</i> )
Thill (Mrs)	Jill	( <i>Accounts Payable Clerk</i> )
Tountsios (Mr)	Perry	( <i>Maintenance Foreman</i> )
Webb (Ms)	Maureen	B Bus ( <i>Accountant</i> )
Whittaker (Mrs)	Anne	B Sc ( <i>Lab Technician</i> )

## (2) Staff Workforce Composition, Attendance and Retention

The Staff Workforce Composition is 37% male and 63% female teaching staff and 25% male and 75% female non teaching staff. There are no indigenous staff members. Staff attendance and retention is high.

### Attendance

2007	2008	2009
96.6%	97.9%	96.7%

### Retention

2007	2008	2009
95%	91%	97%

## (3) Staff Professional Learning

Professional learning is crucial for a school's continued development and innovation; providing staff members with frequent opportunities to develop and share their skills and knowledge and their preparedness to deliver new curriculum content and programs is necessary for any school to keep up with the ever-evolving educational landscape. During 2009, 874 Professional Development activities were undertaken by 122 of the College's staff members. 500 of these were activities attended off-site by 107 staff members.

A total of \$119,000 was spent on Professional Development, at an average of \$869 for each person who worked at the College during the year. On average, staff members accrued 37.5 hours of accredited Professional development time. In addition, our regular emergency teachers were given opportunities to participate in Professional Development activities being run at the College, allowing them to meet registration requirements for the Victorian Institute of Teaching and to stay abreast of educational developments. Professional learning was undertaken in a broad range of areas, which included, but was not restricted to:

- First Aid training
- Student welfare
- Counselling
- Well-being training
- Cybersafety
- Anti-bullying programs
- Curriculum development for specific subject and age group areas
- Information technology skills
- Teaching strategies
- Annual conferences of subject associations
- Environmental initiatives
- Careers information from the tertiary education sector

**(1) General**

In 2009 the new position of Director of Teaching & Learning began, in response to the growing needs of the College. Key responsibilities for the incumbent included management of the professional learning review process, professional development planning and administration, student learning performance data analysis, assisting teachers to improve practice and develop educational programs and oversight of the scope & sequence of programs within the College.

Much planning and reflection took place in these areas during the year, to develop a plan of action to be implemented over the next several years. Goals identified for 2009 and 2010 included: Increased opportunities for teachers to collaborate and reflect on their teaching strategies, to encourage a culture of professional reflection and growth; Improvement in the standard of teachers' IT skills, in order to improve the quality of their teaching and to enable students to use technology they are familiar with outside of school, as learning tools; Increased use of data from a variety of sources, to inform and drive further improvements in curriculum content and delivery.

Some of the achievements in the area of Teaching and Learning for 2009 included: Minor adjustments in the Professional Learning Review process, with some consideration given to how the PLR process could be improved further in 2010; Establishment of new procedures for professional Development activities; An increase in the number of on-site professional development activities provided for staff by experts among our current staff members, particularly in the areas of ICT skills and staff & student well being; Professional development activities for all teaching staff on the analysis of student performance data, including VCE exam response reports and NAPLAN results. This also included much discussion of the validity and reliability of such statistical data. Teachers were familiarized with the extent and format of available data, and the ways in which data can be used to identify curriculum areas and teaching approaches needing review; Increased access for teaching staff to student performance data sources on standardised and/or norm-referenced tests – specifically NAPLAN and VCE results; Review & improvement of teaching strategies and curriculum content in:

- Numeracy, Prep to Year 5
- Performing Arts, Prep to Year 5
- On-line Learning resources for Numeracy, Prep to Year 5
- LOTE (Indonesian), with a particular focus on improving engagement
- Mathematics, Years 6 to 10

Initial planning commenced to enable the introduction of Professional Learning Teams for interested staff members, beginning in 2010. The topics of "Using questioning to enhance learning" and "Developing a positive classroom climate" were decided upon for the initial PLTs, each of which will run for a semester. Planning for the April 2010 "Focus on Learning" Conference, involving a number of staff working together to develop a conference program which would be inspiring and which would help all College staff members to reflect on the ways in which all aspects of the College could be adjusted to help us better meet the needs of our students, through the provision of a thorough, stimulating and effective curriculum. Determination of the format of Scope & Sequence documents. A Committee then commenced the collation of the data available in other formats to provide all staff with an overview of the curriculum content and skill development of students from Prep to Year 12. This work will be continued in 2010 in preparation for the conference.

**(2) Learning Centre**

A range of services are offered through the Learning Centre to cater for the individual needs of students. ISV provided limited Commonwealth funding for the employment of Integration Aides to assist students with disabilities, while State funding enabled us to employ a Speech Therapist (1/2 day per week) to work with students who have language disorders. Australian Government Targeted Program grants were used to employ a part time Special Education Teacher to work with small groups of students on a withdrawal basis. These groups focused on the areas of Numeracy, ESL and Literacy. Students with learning difficulties who do not meet the criteria for funding, were assisted by Learning Centre staff, either on an individual basis or through in class teacher support. These students had access to modified programs which enabled them to study the same curriculum as their peers. Funded and non-funded students were supported through the provision of regular Program Support Group meetings.

Gifted students had access to acceleration and extension programs designed to meet their individual needs. Extra-curricular activities were offered throughout the college to meet the needs of students who show talent in specific areas.

Learning Centre staff also aimed to raise the awareness of disability and gifted issues and provided information to staff on the specific needs of individual students.

### (3) Senior Secondary Outcomes

Aitken College offers two programs in the senior secondary years: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Entry into the VCAL course is determined by an interview process which includes career counselling. Enrolments in these courses are shown below:

Course	2007	2008	2009
VCE	114	120	115
VCAL	3	6	4
<b>Total Yr 12 enrolment</b>	117	126	119

The annual enrolment and number of VCAL certificates (Year 11 & 12) issued is shown below.

Year	2007	2008	2009
Total certificates issued	18	18	14
Total number of students enrolled	22	19	17
No. of students who left during the year to pursue other education or work	4	1	3

### (4) VCE Results

VCE results for 2009 continued to trend upward in terms of numbers of students gaining high ENTERs and study scores over 40. There was also an increased percentage of students gaining ENTERs of 60 or greater. In a non-academically selective school, the percentage of students gaining ENTERs of 60 or greater can be a good measure of the success of the VCE program. It was also pleasing to note two ENTER scores of greater than 99.

	2007	2008	2009
% of students with ENTER > 95	2%	3%	4.4%
% of students with ENTER > 90	4%	7%	11%
% of students with ENTER > 80	18%	21%	24%
% of students with ENTER > 70	42%	39%	41%
% of students with ENTER > 60	63%	54%	65%

### (5) VCAL

All students enrolled in the VCAL program obtained a VCAL certificate at the conclusion of 2009. Some students decided to remain at the College to complete another VCAL certificate; others chose to pursue full time TAFE courses, begin working, start apprenticeships or complete pre-apprenticeship courses at TAFE.

Students were interested in following career pathways in plumbing, electrical, building, aeronautical engineering, animal studies, music, hospitality, disability studies and hairdressing. Some students undertook a school based apprenticeship as part of their VCAL program, thus beginning their work as an apprentice in their chosen field part time.

All students completed tasks in the areas of Literacy, Numeracy, Work Related Skills and Personal Development Skills. Much of this work was looking at how skills in these areas will be applicable in the working world. It was project based and relied on student initiative. Projects that students worked on include: developing and attending an adventurous journey cycle camp to Queenscliff and to French Island; completing company profiles and following the stock market; following the journey of Jessica Watson and reflecting on and planning their own travel experiences; learning circus skills; completing OHS surveys of the school site; running a Race Around Melbourne excursion.

**(6) VET**

VET (Vocational Education and Training) provides an opportunity for senior school students to complete a TAFE certificate course as part of their VCE or VCAL program. Generally speaking, students commit to TAFE one day per week where VET programs are conducted off-site. This allows students to “learn by doing” which in today's employment climate, provides a valuable asset and skill base. A VET study, if completed successfully, can contribute to either a student's VCE ENTER score or credits towards the completion of their VCAL program. Successful students can consider a range of options post Year 12 including university, further TAFE study, apprenticeships or employment.

In 2009 the college delivered Certificate II in Business and some units from Certificate III in Business Administration on site. A total of 18 students successfully completed the Certificate II in Business course BSB20107 in 2009. In addition some 14 students were able to study a range of VET courses at a number of institutions as part of their VCAL program. These included a broad variety including Animal Studies, Electrotechnology, Music, Plumbing and Hospitality. The driving forces in a student undertaking a VET program at Aitken College are firstly the interest of the student and secondly the ability to incorporate the course into the educational program of the student.

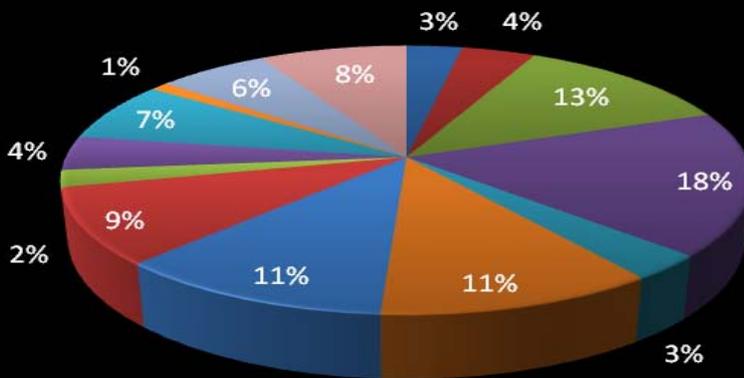
**(7) Post School Destinations**

Students entering the senior school are provided with career advice and course information prior to subject selection. Each senior student is then interviewed individually and follow-up sessions are provided, where appropriate, with careers counsellors. This is done to ensure that students consider the full range of post-secondary options and select courses which are relevant and accessible.

A wide range of VCE subjects is offered, ensuring that students are able to plan courses which will prepare them for tertiary study across a number of fields. Exit students are able to meet with careers counsellors after they receive their VCE results and during processing of VTAC offers.

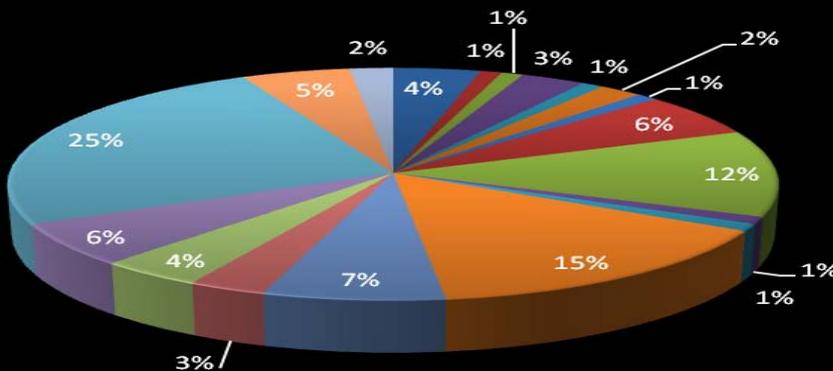
These processes ensure that students enter tertiary courses that are well matched to their interest and ability. Analysis of destinations data is considered when deciding which subjects will be offered at VCE level in the following year. In general, courses in Arts, Social Sciences, Business and Commerce are usually popular and there is always a wide range of courses selected.

## Year 12, 2009 Destinations by Field of Study



- Advertising, Media & Com
- Architecture, Bldg & Planning
- Arts & Social Sciences
- Business & Commerce
- Design
- Edn/Child Care
- Engineering
- Health
- Hospitality/Event Mngt
- Human Movement/Sport
- IT
- Law
- Performing Arts
- Sciences

## Year 12 Destinations 2009



- ACU
- Box Hill TAFE
- Cent Qld Con
- Deakin Uni
- Grenadi Design
- Holmesglen TAFE
- JMC
- Kangan TAFE
- La Trobe Uni
- Monash Uni
- NMIT TAFE
- RMIT Uni
- RMIT TAFE
- Swinburne Uni
- Swinburne TAFE
- Uni Melbourne
- Victoria Uni
- Victoria Uni TAFE
- William Angliss TAFE

### (8) NAPLAN results

The table over the page shows results obtained by Aitken College students in the annual NAPLAN tests for the last two years. No reliable comparison can be made with 2007 data due to the use of a different scale for the 2007 AIM mean results.

It is difficult to draw any reliable conclusions from this data as it is only one form of data analysis; however, school means for 2009 are generally above the state mean. They are also very similar to the 2008 means, allowing for variation in ability level of the student cohort (which is quite small) and changes in test conditions from one year to the next.

# Teaching & Learning

YEAR 3, 2009	Outcome Name	Mean	Median	State Mean	Mean 2008
	Reading	427.65	424.71	431.81	444.6
	Writing	436.48	436.4	427.8	438.1
	Spelling	431.43	428.04	420.23	434.7
	Numeracy	397.93	394.87	411.61	411.7
	Grammar & Punctuation	435.84	427.42	434.84	441.8
<b>YEAR 5, 2009</b>	Reading	546.02	547.14	506.48	512.3
	Writing	541.44	548.25	497.71	485.4
	Spelling	538.82	539.83	496.32	510.2
	Numeracy	511.67	511.81	497.43	484.7
	Grammar & Punctuation	533.94	525.37	509.29	526.8
<b>YEAR 7, 2009</b>	Reading	552.63	551.49	547.88	558.9
	Writing	559.69	553.13	541.66	556.6
	Spelling	550.95	554.83	541.14	560.0
	Numeracy	560.15	552.05	550.83	551.1
	Grammar & Punctuation	551.25	550.88	545.05	570.6
<b>YEAR 9, 2009</b>	Reading	607.64	603.73	588.87	586.9
	Writing	620.24	618.71	582.24	597.1
	Spelling	615.45	608.6	580.29	599.0
	Numeracy	609.2	607.61	598.48	593.7
	Grammar & Punctuation	614.87	603.82	582.08	590.1

Analysis of student responses to the 2009 numeracy test (Year 3) did not indicate one particular area of weakness, apart from a general lack of confidence in understanding the requirements of the questions which is probably linked to the reading difficulties experienced by a number of students in this cohort. Students at this level were also unfamiliar with the multiple choice question format used in NAPLAN testing. As a result, reading and comprehension are now emphasized in class work for this group. A number of students also attend small group educational support.

Year 5 results for 2009 were significantly above the state mean in all areas, and means were higher than those achieved in 2008 in all areas. This is probably due to differences in the ability levels of the two student cohorts rather than any changes in classroom practice, although it is virtually impossible to make any reliable inferences from the statistical data with such a small group.

Year 7 results show remarkable consistency over the two years. However, this is not surprising when one considers the College's open entry policy and the similarities in the intake students range of ability levels. No reliable conclusions can be made about the influence of teaching/learning practices on the achievement level of this group as many have only been at the school for less than one full year.

## (1) Student Attendance and Retention

The attendance rate for 2009 was down slightly on the previous year due to 'swine flu' absences in May. Class rolls are marked morning and afternoon in homeroom and secondary teachers mark rolls each period. Rolls are returned to the administration staff. Parents have been asked to call the school if their children are absent; if they have not, then they are phoned during first period and after lunch to verify non-attendance. Heads of School receive a daily report by recess on absences within their school and follow up with students/parents as necessary.

**Student Attendance 2009**

Year Level	Male	%	Female	%
1	33	94%	27	92%
2	24	93%	34	91%
3	32	90%	28	96%
4	33	92%	27	93%
5	30	94%	30	94%
6	31	94%	29	92%
7	80	96%	65	94%
8	88	94%	59	93%
9	74	93%	70	94%
10	72	93%	63	90%

**Average attendances:** Male students 93.7%, Female students 92.9%.

**The student retention rate** from the Year 9 cohort was 95% in 2009 and 96% in 2008.

## (2) Activities

Camps were run for the whole year level at Years 4, 7, 10 and 12. The Year 4 and 7 camps were for three days; the Year 10 camp was five days and the Year 12 camp was one and half days.

There was a Year 11 Presentation Ball and a Year 12 Valedictory Dinner. There were also regular curriculum related excursions to complement and extend what was being done in the classroom. For example : Year 12 attended the Melbourne Theatre Company production for schools of the VCE text *A Streetcar Named Desire*; Year 11 Legal Studies visited courts in the city; Year 9 Commerce visited Parliament; Year 6 spent a day at Sovereign Hill in Ballarat; Year 5 visited Dromkeen; and Fairview students attended a performance at the Clocktower Theatre in Moonee Ponds.

We had a range of visiting speakers and activities. Some examples would be: the 'Oxygen Factory' days for Year 8 and 9; visiting authors for all year levels during 'Book Week'; and a Year 12 Careers Presentation from past students. Within the school timetable there were elective activities programmes: for Years 5 and 6 on Friday mornings and for Years 3 and 4 every Thursday afternoon. Year 4 presented a 'Night of the Notables'. In addition to the sporting activities, which are described elsewhere, Aitken offered a busy programme of extra-curricular activities, particularly in the Performing Arts. This ranged from the annual college musical, which involved many students from Years 6 to 12, to the Junior Musical and the Primary Choir, the 'Aitken Songsters'. There were also opportunities for students to be involved in the Science Talent Search, Tournament of the Minds, and inter-school Debating and Public Speaking.

## (3) Student Well-being and Student Satisfaction

In response to the findings of a school-wide bullying audit in 2008, the Student Well-being Project and the position of Student Well-being Coordinator were established late in 2008 to develop initiatives that promote the well being of both students and staff in a real and meaningful way. The work is both practical and skill-based and has enabled students to feel happy and safe at school. Well-being initiatives 2009 include:

**Homepage:** A Wellbeing section was added to the school's homepage. Aimed at raising awareness of important health and well-being issues facing both students and staff alike, it will provide easily accessible and user-friendly information and will be developed over time.

**Glenarthur Restorative Practices Pilot Program:** 'Restorative Practices', a model of relationship management and conflict resolution, has been introduced through a pilot program with Glenarthur Homeroom Teachers and students with a view to school-wide implementation in the future.

**Listening Seminars:** ‘Active listening’ is an effective tool in building and maintaining relationships. All members of staff over time and some parents and students, working in small groups, will attend active seminars in an effort to further improve their partnerships with other members of the school community.

**Well-being Resource Centre:** A collection of well-being resources, for both students and staff, is being developed in the library in an effort to provide current information and to generally keep up to date with the latest research. It will develop over time.

**Cybersafety:** Current practice was examined in Aitken College and other schools, and new strategies will be developed to address this rapidly changing and complex area. It is clearly an area of critical importance. Initiatives being considered include:

- i. a cybersafety program introduced into Years 3, 4 and 5 through the IT/Library curriculum;
- ii. a cybersafety program developed in the Year 7 curriculum; and
- iii. developing the valuable links and professional development programs related to the new Australian Communications and Media Authority (ACMA) cybersafety website. A cybersafety sub-group will be created in 2010.

**Well-being Week:** A series of colourful and creative activities were run in Term 4 to promote the Mental Health Foundation of Victoria’s Mental Health Week. Activities included a student writing competition; an art display; student and staff presentations on related topics; healthy lunch, morning and afternoon teas; sports and games; and student performances. We are hoping to develop the range of activities and make this an annual event. Students and staff gave very positive feedback to these activities.

**HOWRU? Centre for Adolescent Health Well-being Survey:** Aitken College was invited to participate in a population-wide longitudinal research program exploring the health and well-being of young people. The anonymous and confidential online survey, held in September, targeted a sample Year 7, 9 and 11 class.

### Senior School (Brookhill)

The Senior School at Aitken College aims to help all students develop into outstanding citizens. This is done by fostering their interests and encouraging excellence academically and in the co-curricular areas. In addition to striving for their personal best in the classroom, students are encouraged to become involved in the College and wider community through cultural, sporting and community service activities.

The core focus of life in Brookhill remains the work done by teachers and students in the classroom. The main reason for most families choosing Aitken College is the excellent learning environment and academic focus. Senior School staff all work to create a culture which enjoys and respects learning and where sound study habits are applied.

In 2009, all Senior School students took part in a series of study skills seminars. The seminars were conducted by external provider Elevate Education and were targeted at improving students’ abilities in the areas of time management, goal setting, efficient study techniques and examination preparation. These seminars were very successful and have led to the development, with Elevate Education, of a co-ordinated study skills program that will run throughout the Senior School years in future years.

Aitken College is a caring community with a strong commitment to community service. By the time students reach Senior School they have developed the social, emotional and intellectual maturity to make a meaningful contribution to the wider community. In February, the majority of the Year 11 students took part in a day of community service during Clean Up Australia Schools Day where they helped to clean up the foreshore at Williamstown.

Parent support of the Senior School has been demonstrated by attendance at information evenings and through the Friends of Brookhill. Parents have been involved in organising the Presentation Ball and the Year 12 Celebration Day, and their commitment and attendance has been greatly appreciated.

### Lower Secondary School (Glenarthur)

Education has always been a priority to parents, perhaps no longer as simply a passport to employment, but increasingly more of an awakening experience. Parents who naturally want to see their children better off than themselves will still unswervingly, and rightly, abide by the foundational need for the ‘three Rs’.

For all its importance the certificate at the end of a child’s secondary education is not primarily what parents in independent schools seek, they are rather looking for a well-rounded education where a child is aware of their social respons-

ibilities as well. This is what we strive for in Glenarthur – an awakening experience for our young adolescents to realize the importance of their involvement in community as well as their academic studies. It is perhaps captured in the Glenarthur logo and ‘motto’, created by the students - Give, Grow and Gain. Serving a cause greater than ourselves helps us recognise our ability to intervene in the world. Intrinsic values and goals are self-transcending - service for its own sake promotes wellbeing. Restorative Practice pathways are adopted in Glenarthur, as a pilot program for the College. The Homeroom staff work together to offer our students these practical avenues to experience the motto in reality: to Give, Grow and Gain.

To give practical opportunity for the students to see themselves as belonging to a connected school community, a variety of extra-curricular areas invite student involvement. These include: leaders’ training seminars - Altitude Day, College Leaders Day, Reach Leadership; support for worthwhile Appeals - Anzac and Remembrance Appeals, Cancer Council Bandana Day, Legacy and World Vision’s 40-Hour Famine. [The highest fund-raiser in the College was a Year 9 girl].

Arguably the crucial duty of an educator is to provide a setting that anchors students in morality and values – and to impart the knowledge that they are cared for. Personal growth and safety aspects are addressed through lifeskill sessions such as: Oxygen Factory confidence-building and cyber-safety seminars. The Glenarthur social and Funfields days, a range of sports, and daily interaction with staff who model proper conduct, all add to the child’s daily round and common task.

### **Middle School (Dunhelen)**

In 2009, Dunhelen has been involved in many activities designed to enrich, excite and educate our Year 6 & 7 students. In February, Year 7 were whisked away to an Orientation camp at Phillip Island Adventure Resort (a change of date and location from previous years). Camp gave the Year 7 students an opportunity to step out of their comfort zone, make new friends and try new things.

While the Year 7s were bravely climbing the High Ropes and propelling to the ground on the Giant Swing at camp, the Year 6 students were busily writing their applications to become primary Peer Support leaders. In late February, twenty-four Year 6s were trained to become Peer Support leaders for Prep students. They learned how to manage a group of excited preps, how to help the Preps settle into school, and how to help the new Preps get along well with each other. Simultaneously, Year 7 students were involved in their own Peer Support program during Life Skills lessons. It was here where the Year 7s had the opportunity to work alongside some enthusiastic and responsible Year 11 Peer Support leaders. This program culminated in May’s Peer Support Picnic at Brimbank Park.

Dunhelen students also learned a little more about adolescence and the perils of growing up, through an incursion conducted by two Class Act Theatre groups, ‘Girls Talk’ and ‘Boys Talk’.

In order to ease the transition at Year 7, Dunhelen tested more than 200 potential Year 7 students for 2010 in March, then hosted an Orientation Day in November, to help give students an opportunity to make some friends and gain an understanding of the routines and expectations at Aitken College.

Next, it came time for our Year 7s to try out for the Galway Association sporting teams and for the Year 6s to begin Interschool Sport. Both of these events continued to run for the remainder of the school year, with students competing in Summer and Winter sports. It was also around this time that Dunhelen students began nominating themselves for the College’s leadership program. Students from both Year 6 and Year 7 nominated for the roles of School Captain, House Captain, Class Captain and Environment Captain. These newly-elected captains then did a wonderful job escorting prospective parents around the college on our annual Open Day.

Dunhelen students got into the house spirit on numerous occasions throughout the year when competing in the house swimming and athletics carnivals as well as house cross country and orienteering. Dunhelen also hosted two school socials. The profits of these popular events were donated to two very important charities: Breast Cancer Foundation and Starlight Children’s Foundation.

Many Dunhelen students also showed the compassion they feel for those less fortunate than themselves when they participated in the 40-hour Famine for World Vision and Crazy Hair Day for Cystic Fibrosis Victoria. Dunhelen students also demonstrated an interest in our immediate environment by taking part in Clean-up Australia Day and tree-planting.

**Junior School (Cumberland)**

Parents were encouraged and welcomed into classrooms to assist with literacy and numeracy activities as directed by the class teacher. Parents also attended Chapel and Assembly, and assisted with fundraising and social activities.

Operation Christmas Child – students donated goods to go into shoeboxes which were subsequently sent to south east Asia. The sale of calendars paid for the postage on the shoeboxes. Students held a pie and footy day where they learnt football skills and drills, dressed in football jumpers and had pies for lunch. Proceeds went to Challenge.

Students ran lunch time activities where they attempted to break a series of records. This challenge began in 2005. The proceeds from the sale of the book were used to buy Christmas gifts for families affected by the drought. The House Captains were taken to Westfield to make purchases.

House spirit was developed through a series of Thursday afternoon House activities which culminated in a House play at the end of Term 1. The activities program continued for the remainder of the year with activities such as engineering, dance, art and sport.

**Preparatory School (Fairview)**

The Preparatory School is a place of excitement, growth and development. A child's growth and development has many facets: educational, social, physical and emotional. Children are provided with experiences and knowledge in all the fundamental key learning areas. Programs are designed to meet benchmarks and learning outcomes which commit to a high standard of education. A learning environment facilitates enjoyment and a love for learning, which engages all – children, parents and staff.

Excursions, community and parent visitors have provided the children with wonderful experiences. It has broadened their educational program and provided them with hands-on activities to support their learning. These experiences support the Integrated Studies units, literacy and numeracy program e.g. visits to Legoland for Technology and Science-works for the Space unit. School visitors also have the opportunity to share their knowledge and experiences and this enhances the children's knowledge of the wider community.

The academic aspect is important although the pastoral and spiritual growth of a child is beautiful. The relationship they develop with their Christian faith and their community of peers and adults within the community is priceless. The children attend weekly Chapel and Assembly sessions and are active participants. The home-school partnership works collaboratively to ensure that children's needs are met and supported. This has provided great satisfaction for all involved. Parent participation within the school environment is active in each year level. It is a rewarding experience for all involved. It provides parents and grandparents with the opportunity to assist the teacher within the classroom whilst spending time with their children in the school environment. The helper's nurturing role has an extremely positive impact on the teachers and children. Even though the duties are outlined by the teacher, it also provides the children with a different model of interaction. It is a very important role that the school community supports and appreciates.

Parents also attend and actively participate in Fairview Information sessions, which provide them with knowledge and skills on specific program e.g. THRASS (Teaching Handwriting Reading and Spelling Skills) or School Readiness and Orientation Programs for new parents.

The children's overall physical development is always a priority. The swimming and gymnastics program is an annual program which reinforces and supports the children's gross motor skills.

The peer support and buddy program with the Year Prep and Six students, are extremely successful. It provides an opportunity for the older students to support the Prep students with their transition to school. It is based on a lifeskills program, to promote resiliency and independence.

These foundation years are extremely rewarding. Children have a wonderful ability to perceive their world with innocence and excitement. The children are very perceptive, inquisitive and question situations in order to develop an understanding. They perceive the world in a perfect way and with our guidance we are able to support this stage of development.

## (2) Alumni

The Aitken Alumni are growing in number and the College has commenced an annual reunion gathering. In December 2009 the one-year and five-year alumni were invited to attend a cocktail function which was well attended. Alumni are regular attendees at performing arts events and have been represented on the Friends of the Arts committee.

## (3) Parent Satisfaction

Parent satisfaction is monitored through parent-teacher interviews, information nights, parenting nights, the regular Principal's afternoon tea and letters or emails, including from parents of graduating Year 12 students. The anecdotal evidence indicates that parent satisfaction is high; areas of importance in this respect are the safety of students, support from teachers, discipline and opportunities for involvement.

## (4) Community Engagement

Aitken College actively encourages community involvement. Outside organisations such as the Greenvale Cricket Club and other schools have hired our facilities.

Our students have been actively involved in community projects such as Tree Planting, Anzac Services and Clean Up Australia Day.

## (5) Environmental Programs



Aitken College was presented with the Sustainable Schools AuSSI Vic 5 Star status by Federal Member Maria Vamvakinou. We received a \$100,000 grant from the National Solar Schools Program for the installation of another 5kw of photovoltaic solar panels, a 20,000 litre water tank, external blinds on north facing windows and low energy light globes.

In 2009 we ran our first Year 11 Environmental Science VCE class and took Glenarthur and Brookhill students to the Hume Environment Expo. The entire Year 11 cohort was taken down to Williamstown Beach to participate in "Clean Up Australia School's Day" and the entire Year 8 cohort participated in the National School's Tree Day. Over 800 indigenous plants were added to the established native gardens on bordering Brodies Creek. Students from our Year 10 and 11 Environmental Science classes volunteered for indigenous revegetation work on an Aitken family's property.

Staff, students and families of Aitken College gave up their weekends to plant trees with the Hume Council Greening Team. Glenarthur and Brookhill students gave up part of their weekend to participate in the human "Stop Climate Change Sign" on St Kilda Beach.

We installed our new greenhouse behind the maintenance compound for the development of seedlings by primary and secondary students. Staff at Aitken College undertook Waterwatch training so they could contribute water sampling data students collected to the local Waterwatch programs. Aitken College participated in the Greenhouse Game challenge, coming third for greenhouse gas reduction. We had a very committed group of students attend fortnightly meetings for the "Green Team", to discuss environmental initiatives.

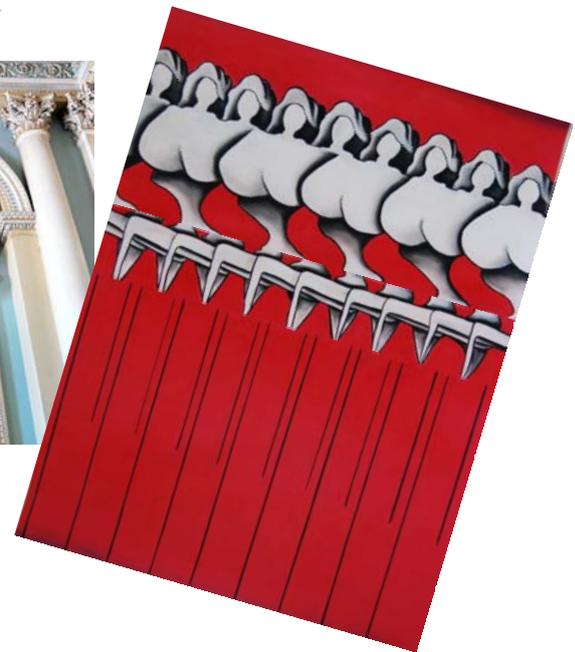
**(6) The Arts****Visual Arts**

The Annual Visual Arts and Design Exhibition was held in October and was an exciting time to celebrate the many talents of all of our students.

During the year primary and secondary students have used the visual arts facilities both in and out of class time to develop their folios and complete work.

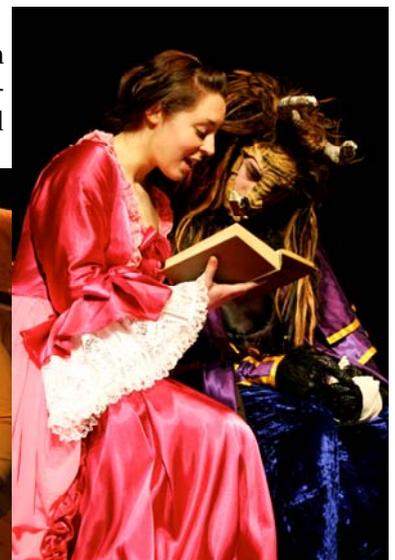
Students have visited commercial galleries and the National Gallery of Victoria and the photography students visited Werribee Park. Students also entered the Doodle for Google competition which one of the students won and three students received a Community Pride award for their entry in the Hume Design competition.

Mr Damian Curtain was our Artist in Residence and he carved two sculptures from Monterey pine with the help of students from Years 6 to 11.

**Performing Arts**

The program of performance events compliments and supports the curriculum program offered throughout the College. The seven staff that make up the performing arts department utilise the performance opportunities to augment their teaching practice with real experiences of performing in a large scale venue to a professional standard.

In 2009 four major productions were staged. Fifteen other evening/after-school performances were also staged, including concerts for Fairview (total audience 700+) and Cumberland (total audience 500) Schools as well as countless in-class performances. More than ninety staff contributed in some way to performances.



The first major production was the *VCE Theatre Studies Play*, “48 Shades of Brown” by Phillip Dean. This is an intricate, VCE-assessed task for the students who are required to undertake all elements of planning, designing and presenting their play. Around 100 audience members attended.

The *College Musical* was moved to late July and presented across two weekends. This was beneficial in limiting the disruptions to College-life and allowed word to get around. The result was that 1750 people managed to see the biggest cast assembled (sixty students from Year 6 to 12) in “Disney’s Beauty and The Beast”; forty of them performing in their first musical and eleven taking on a principal role for the first time. There was also a lot of positive feedback from outside the College highlighting its importance as a College marketing tool.

The *College Drama Production*, “Rebel Without A Cause” dramatised by James Fuller, involved almost thirty students from Years 7 to 12, undertaking both on-stage and behind the scenes roles. A total audience of 350 people watch this production across its three performances.

The annual *Festival of the Arts* again provided students from all year levels with many performance opportunities. Numerous performances across four days highlighted the work in Media, Primary Performing Arts, Music and Drama. The introduction of an outdoor music event on Thursday night proved popular, creating a great festival vibe. Just over 200 people attended the Director’s Choice Gala Concert allowing us to show off some of the talent we don’t usually see as well as bringing back some ex-students and ex-staff.

The first outside hire of the space saw Hume Anglican Grammar School staging their concert in the auditorium. Numerous bookings have been made for 2010, including VCE information sessions, state Irish Dancing competitions and a performing arts school. Maintaining links to curriculum will continue to be a focus for the Performing Arts department, together with building community links as a provider of quality entertainment opportunities and access to a professional performing venue.

## (7) Sport



2009 has been another successful year for Aitken College in Sports. Students were given a vast array of opportunities to compete at interschool and state level. Our Primary Year 6 students competed in Friday morning interschool sports against other local schools. Our successful Handball team was unbeaten all year round. Students in Year 3 to 6 were also given the opportunity to compete in Interschool Athletics, Cross Country, Orienteering and Swimming.

Our Primary swimmers did exceptionally well with some competing in the district championships and then State championships. Our Athletics team did quite well with one student reaching State finals in the 400m.

Our Secondary school also produced some excellent results. Many students opted to participate in the GALWAY weekly interschool competition where many teams were successful. Students were also selected for Cross Country, Swimming, Athletics and Orienteering teams. Many worthwhile results were recorded throughout the season. Our students were also given the opportunity to participate in the Victorian Basketball Championships. The FUTSAL teams also dominated in the State Championships in Bendigo. Our Rowing team competed exceptionally well with Brynley Cooper winning her first major regatta. Aitken’s Sport program has certainly flourished over the years and this is due to the hard work and dedication of our enthusiastic sports coaches and students.



Our new Chapel and Performing Arts Centre provides a wonderful space for weekly scheduled services. All Aitken students attend an age-appropriate half hour service presented by the College Chaplain or the Director of Chaplaincy. Faith issues and Christian values are recommended to the community via state of the art audiovisual presentations, guest speakers or others trained in this field.

Faith development is linked to the wider Religious Education and Life Skills programmes and students are encouraged to look beyond themselves to the needs of others, and the claims of God as revealed through Christian revelation.

The Chaplaincy team is regularly called upon to meet the immediate needs of the Aitken community in regard of suffering and loss, via counselling, visitation and practical support.

The *Reach Out Community* (ROC) run by the Chaplaincy team meets on Wednesday evenings and is always trying new ideas to encourage and build up those who come to explore issues of faith. Monthly *Kid's ROC* evenings are growing in popularity with younger students and their parents.. ROC supports a range of activities within the College community, ranging from a regular social Volleyball group to student evenings such as *Aitken's Got Talent* and *Aitken Can Dance*, modelled on modern popular reality shows. These allow some students to explore their gifts and be affirmed in the process. ROC runs an annual Grief and Loss service which addresses specific needs within the community. Links with local community groups and Uniting Church congregations is always being strengthened where possible.

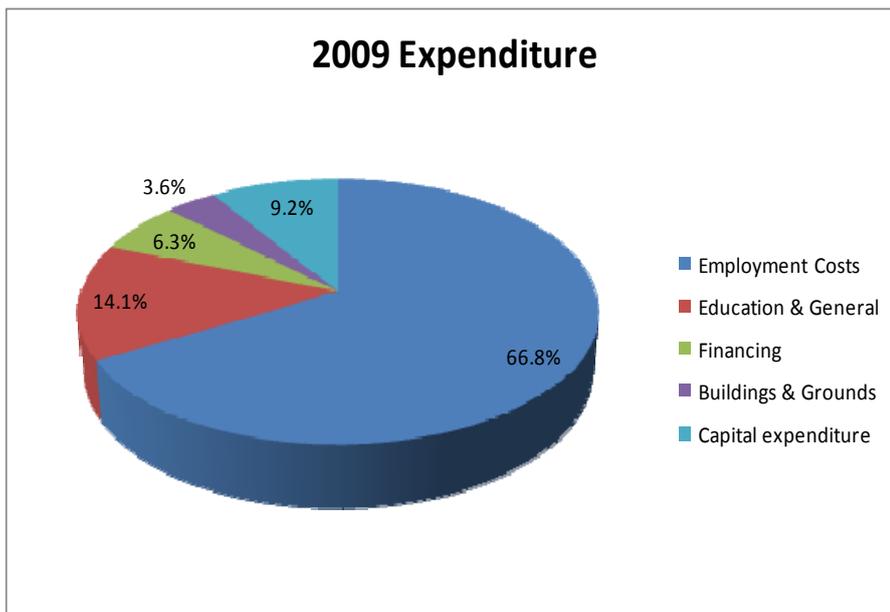
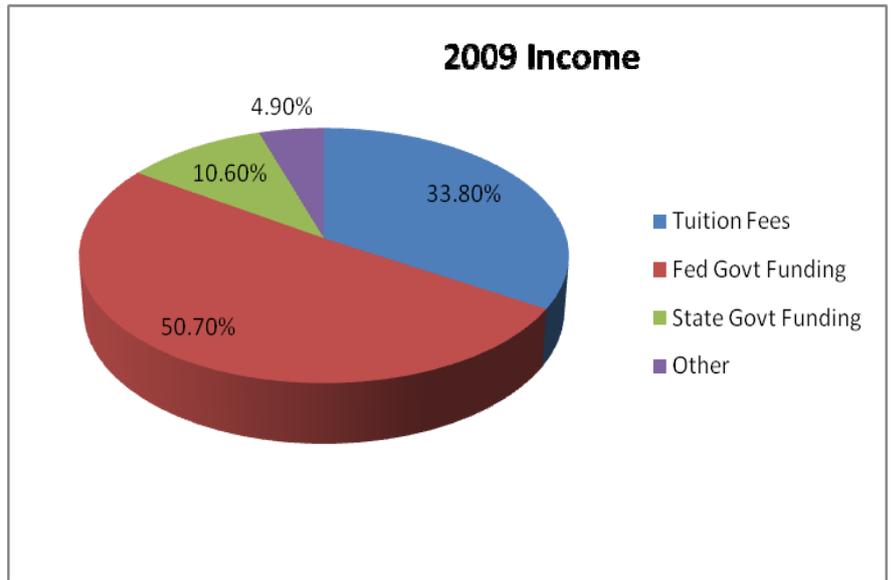
Aitken College has employed a Youth Chaplain who works two days per week counselling, running the weekly lunch-time KickStart Youth Group and teaching Religious Values Education. This appointment is funded by the Federal Government Chaplaincy initiative.

The Student Services team seeks to address the many needs presented by our large student and indeed wider parent community. The four trained counsellors see an ever-changing list of students who struggle with a wide range of life issues. The support work which the counselling team undertakes is vital in relieving pressure on class teaches and enabling some members of the Aitken community to be assisted in difficult times. For students this often means the difference between coping and thriving, or being lost unseen in a large community which by necessity presses on with its goals despite those members who struggle for a range of reasons.

The work the counselling team undertakes is by nature generally unseen and not widely discussed. 2009 has seen much growth and development in our area as we serve the student, staff and parent community.

(1)

Major sources of income for the College are government funding (State and Federal) and tuition fees. Other sources include the Aitken College Foundation contributions and grants.



A significant proportion of expenditure is spent on employment costs (66.8%). Education and general covers faculty and administration costs. Capital works programs represent 9.2% of expenditure.

Year	Income	Expenditure
2009	\$15,018,632	\$14,978,840

(2) ICT

During 2009, the College received funding of \$127000 for the purchase of 127 computers under the National Secondary Schools Computer Fund (NSSCF) program. Computers were purchased and installed in a number of faculty areas including Science, Technology, Media and Music.

A class set of laptop computers was also purchased to be made available for class usage in Years 9 to 12. NSSCF “on-cost” funding (\$1500 per computer) was provided by the Federal Government and has enabled upgrades to the computer network, cabling and switching to accommodate the extra computers, laptop trolleys, benchwork and the first stage of installation of a wireless network to support class sets of laptop computers.

(3) There were a number of capital works projects undertaken during 2009 which had a significant impact on the College community. The highlight for parents and staff was the resurfacing of the ring road and the construction of a pedestrian footpath alongside the road. This was a huge success as it created a safer drop off and pick up area and also improved the aesthetics of the College.

The College was also successful with the application of several Federal Government grant applications. The BER “National Schools Pride” grant of \$200,000 contributed towards the construction of a brand new toilet block located next to the lower plaza.

The other was the BER Primary Schools of the 21<sup>st</sup> Century grant of \$3,000,000, together with some College funds, allowed us to commence extensions to the library, gymnasium, learning centre and administration buildings which will be completed by the end of 2010 as well as associated landscaping and shade.

Other capital works projects undertaken included:

- Installation of reverse cycle split systems to 16 classrooms
- Hand rail and balustrade installation to the CPA auditorium
- Construction of duck and chicken enclosures next to the silo
- Demolition of milking and shearing sheds
- Construction of a concrete driveway next to the Tech building
- Modifications to enlarge dust extractor to tech building to allow for a dumpster style arrangement
- Internal wall modifications to V4 and extension to computer bench
- Installation of pin wall lining to V1 and under sink benches
- Installation of computer benches to S10/11
- Installation of skylights in VCE 2 locker bay

## Maintenance works

The Property office has in place a cyclical maintenance program which includes the inspection of all essential services such as fire safety equipment, air-conditioning, emergency lighting, exit lighting, paths of travel and exit doors. Other areas that are considered an important part of cyclical maintenance include the test and tagging of all electrical appliances, thermal scanning of all switchboards, testing of fume cupboards, chemical waste disposal and annual inspections of trees by qualified arborists. Our maintenance program also extends to the preventative maintenance of buildings and college grounds which include regular inspection of external timber work, decking, water tanks, playgrounds, irrigation systems and other minor internal audits.

## Strategies for 2010

The property department will remain focused on implementing its essential service and maintenance program in order to fulfill its statutory obligations and also to provide the college with a proactive approach to maintenance.

We will continue to work closely with the College architect on future college projects in order to provide students and staff with facilities that will be user friendly and which will promote learning.

## (4) Future Directions

In 2010 the College will engage in its major BER building program. A College Strategic Plan and ICT Strategic Plan 2010-2014 will be presented and the Master Plan for the College will be revised.

The Focus on Learning Conference will be held in April and will give College staff an opportunity to discuss current practice and look at mechanisms for further improvements in teaching and learning.

