

AITKEN COLLEGE

ANNUAL REPORT 2023



aitken
COLLEGE
In Mind and Spirit

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PRINCIPAL



I am pleased to provide you with this Annual Report for 2023 for Aitken College. This Annual Report gives a broad account of a very successful year.

It was with excitement we opened our new Cumberland building which contains 15 classrooms for upper primary students including specialist facilities for Visual Arts, STEM and Performing Arts for Prep – Year 6.

Our wildlife corridor continues to expand and with the assistance of Melbourne Water has essentially been completed along the length of Brodie's Creek. This has been attracting a wide range of birds, frogs and even the endangered Golden Sun Moth. We gained our Five Star ResourceSmart rating demonstrating our commitment to improving Waste, Energy, Water usage in the school as well as increasing biodiversity and demonstrating leadership to other communities.

Students have had the opportunity to engage with the Major Roads Project Victoria team and learn about careers, prepare designs for seating and decals using wood materials collected as well as engage with their environmental team to grow seedlings for their landscaping program.

At Aitken College, education is about providing opportunities and experiences for young people. There is a commitment to academic excellence and striving to achieve your personal best. Creativity is seen as an integral part of using knowledge. However, knowledge without a belief system is worthless as we encourage young people to engage in the exploration of self, community, and global responsibility.

Our College motto 'In Mind and Spirit' reflects the nurturing of educational and spiritual growth. Values such as honesty and integrity, acceptance and respect for self are seen as important. These can be supported through establishing positive relationships between all members of our community.

Our unique site is welcoming and provides opportunities for students to learn about sustainability and care for their environment. Our contemporary curriculum provides opportunities for students to focus on their learning and teachers on their teaching.

In 2023 we also introduced our Strategy Plan, "Inspiring Your Personal Best", the guiding document that focuses the vision of the College.

The two big ideas are that:

- Excellence is a personal goal - helping young people pursue their goals by developing knowledge, skills and dispositions.
- Developing Character matters – young people put their talents to work in the service of others, with commitment to Christian values becoming a beacon for character development.

These two big ideas require:

- Developing learning pathways – tapestry of pathways and qualifications to allow students to personalise their journey, and
- Creating a hub for social development, justice and influence by building character.

This will be done by:

- Living by a culture of innovation – creativity, critical thinking and collaboration, building resilience.
- Striving to make the world a better place by developing attributes such as empathy, consideration of others, being action-oriented and working as part of a community.
- Using everyone's strengths to have the biggest impact.

It is with great pride and commitment that we continued to build on the strong foundations of the school in 2023 giving our students and school community the inspiration to do their personal best in service to themselves and to others.

A handwritten signature in black ink that reads "Josie Crisara". The signature is written in a cursive, flowing style.

Mrs Josie Crisara OAM
Principal

CHAIR OF THE BOARD



The Board of Aitken College had a very busy 2023. The new College Strategy was implemented at the commencement of the year, key master planning building infrastructure projects were progressed and the Board itself underwent a period of regeneration. It has been a privilege to serve as Chair post the retirement of Robert Evans as Chair at the 2023 Annual General Meeting.

Robert served as Chair since 2019 and brought a wonderful sense of stability and kindness to the Board and the school in his time serving the school in a governance capacity. The Board is very grateful that he remains Chair of the Governance and Risk Committee and a Director of the College. Chairing a school Board is a significant commitment of time and expertise and the Board recognises Robert's generosity of service.

Also, at the Annual General Meeting in May 2023, the Chair of Finance, Heather Ackland retired both as Chair of the committee and as a Director, and Prof Michael McCarthy retired as a Director. The Board acknowledges the wonderful service these Directors brought to Aitken College.

During 2023, the Board added three new Directors to the Board. Mr Cameron Moroney brings years of experience in finance in several large organisations and most recently as Director of Finance for a large independent school. Mrs Amanda Way also joined the Board. Amanda is a lawyer specialising in corporate law and governance and has extensive experience in a tertiary educational setting. The Board also added Mr Ben Moodie to the Board. Ben, also a member of the Finance Committee, joins the Board with extensive experience as a qualified accountant in the not-for-profit sector.

I would like to acknowledge and thank all our retiring, serving and new Board Members for their expertise and commitment to the College.

During 2023, the Board continued an extensive amount of work on capital developments with the completion of the Year 3-6 building. This building provides a most welcoming environment for our older primary students. In October 2023 the Board committed to further development of the College master planning and the facilities for junior students with the approval of a new Prep-2 building. This project will start to emerge from the ground in early 2024 pending the successful contracting with the preferred builder. The completion of the entrance works to the College and associated Mickleham Rd roadworks is also progressing and will provide significantly better access to the campus.

The announcement of the application of payroll tax on some schools by the state government in the 2023 budget is of future concern to the school. Whilst not applicable to Aitken to date, the Board is mindful of the significant impost the tax would have on the operating costs of the school and regularly communicates with state government and opposition Members of Parliament on the impact on parents and families of the introduction of this tax.

On behalf of the Board, I would like to thank our Principal Mrs Josie Crisara and her Executive Team and staff for their leadership during 2023. Aitken College implemented an ambitious program during the year and continues to be a leading independent school in the northern suburbs providing an accessible and caring environment for its students.

This report should be read in conjunction with the Directors' Statutory Report as attached to the Company's Financial Statements.

A handwritten signature in blue ink, appearing to read 'M. Stillwell', with a stylized flourish at the end.

Marianne Stillwell
Chair of the Board

SCHOOL SNAPSHOT

Description	Co-educational, Independent
Enrolment Group	Primary & Secondary School
Establishment	1999
ABN	22 616 193 616
Type of Organisation	Not for Profit
Number of Students 2023	1429
Affiliation	Uniting Church
Funding	Australian Government Department of Education, Victoria State Government, School Fees
Contact Details	1010 Mickleham Road Greenvale VIC 3059 Tel: +61 3 9333 9100 Email: admin@aitkencollege.edu.au Website: www.aitkencollege.edu.au
Principal	Mrs Josie Crisara OAM

INTRODUCTION

Aitken College is an open entry, co-educational, independent school in Greenvale, Victoria.

Associated with the Uniting Church, Aitken College promotes and supports students to achieve their personal best with a focus on learning, good citizenship, wellbeing, problem solving and critical thinking. The College prides itself in providing students with a set of values to become responsible members of our global world. College values include Compassion, Excellence, Honesty, Kindness, and Respect, which are embodied in all aspects of College life.

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 acceptance.

Students are encouraged to develop a love of learning and every effort is made to ensure that they possess the skills, resources and motivation which will lead to a lifetime of learning. The aim of the school is to embrace a broad curriculum that is academically rigorous, and which fosters personal, moral, spiritual awareness and understanding. A breadth of life skills balancing essential knowledge with a choice of pathways is developed in the final years of schooling, including VCE VM, and VET studies.

Students are particularly encouraged 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 needs and a desire to actively engage in meeting those needs.

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, to develop spiritual understanding of themselves and others. 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.

Every person involved in the College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

COLLEGE VISION, MISSION, AIMS AND VALUES

The Vision, Mission and Aims statements of the College underpin the school's philosophy and core principles.

Vision

Aitken College sees a future where young people are inspired to do their personal best in service to themselves and others, in association with the Uniting Church in Australia.

Mission

Aitken College will develop students' self-esteem and confidence; expand their skills and intellect; and encourage them to become vital and compassionate members of the community.

Aims

- 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 academic, social and emotional potential.
- Promote and develop creativity, critical thinking, collaboration, perseverance, and self-improvement.
- Encourage individuals and the community to be respectful, take responsibility and to act accordingly.
- Empower students to act with service, sustainability and in reconciliation.
- Cultivate an adaptive, innovative, and continuously improving school.

Values

The school's values guide behaviour that builds strong character and promotes the highest standards. Students are empowered to embrace the values needed to achieve their personal best in all aspects of their lives, including learning, service, citizenship, and wellbeing.

- **Compassion** - Genuine concern and support for those in need.
- **Excellence** - Achieving our personal best.
- **Honesty** - Behaving and acting truthfully and in good faith when engaging with others.
- **Kindness** - Consideration of others by treating them with empathy and generosity.
- **Respect** - Accepting and appreciating ourselves, others, and our environment.

VALUES

Compassion

We display genuine concern and support those in need.

Excellence

We strive to achieve our personal best.

Honesty

We behave and act truthfully and in good faith when engaging with others.

Kindness

We are considerate of others and treat them with empathy and generosity.

Respect

We accept and appreciate ourselves, others and our environment.



GOVERNANCE

Aitken College Board 2023

Chair	Robert Evans (January to May) Marianne Stillwell (May to December)
Treasurer	Heather Ackland (January to May) Cameron Moroney (May to December)
Principal	Josie Crisara OAM

Board Members

Steve Craven
Michael McCarthy
Benjamin Moodie
Justine Sales
Vicki Steer
Chris Trodden
Amanda Way

Aitken College is a company limited by guarantee, whose members form the Aitken College Board.

They act as the Board of Directors of the company and appoint the Principal who, as CEO, is responsible for the day-to-day management of the College. Aitken College is a not-for-profit organisation. Its accounts are independently audited by Saward Dawson Chartered Accountants.

The Aitken College Board determines the College Vision, Mission and Strategy and approves the policies by which the College operates.

The Aitken College Compliance program enables it to meet its legal and regulatory, organisational policy, and contractual obligations. The school understands that its ability to effectively achieve its strategic goals and objectives is reliant upon its ability and the quality of its work in meeting those obligations, partnered with its commitment to the strength of its culture. To this end, Aitken College is committed to maintaining a high level of compliance with relevant and applicable Acts, Guidelines and Standards, including those of the VRQA. The College maintains a suite of policies, facilitates staff training, and undertakes thorough risks assessments periodically to ensure high standards of corporate governance are always met.

Aitken College has a zero tolerance for child abuse and is committed to acting in children's best interests and keeping them safe from harm. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to promote a child safe culture.

The Board identifies strategic needs and puts in place the framework to achieve the most desirable outcomes. Board Meetings, Board Committee Meetings and the Annual General Meeting were held during 2023.

Regular reviews ensure that issues of risk are well managed, that financial accountabilities are met, and that legal obligations are fulfilled.

Various responsibilities are delegated to Committees which undertake detailed examination of their portfolio and report back to the Board. All Committee recommendations are brought to the Board for consideration, ratification and implementation as appropriate:

- Finance Committee
- Governance and Risk Management Committee
- Planning Committee
- Nominations Committee
- Community Engagement and Marketing Committee

BOARD OF DIRECTORS - PROFILES

Marianne Stillwell



Marianne Stillwell specialises in three professional sectors: education excellence in independent schools, governance of family businesses, and prestige automotive retail. Marianne worked in corporate automotive finance for Ford Motor Company for 12 years, followed by a decade as a secondary school educator in multiple government and private schools.

Marianne currently works in her family's long established retail automotive business, Stillwell Motor Group. She current chairs the Operating Board of the group managing auto retail, associated property, and equity investments. In addition, Marianne is Chair of Independent Schools Victoria appointed in 2021. ISV is the peak body representing independent schools in the state. Marianne recently retired as Chair of Wesley College Melbourne. She was a member of the board of Wesley from 2006-2022 and served on several committees including Finance, Remuneration, and Ethics and Governance.

Marianne holds a BA (Hons) from Trinity College, CT, USA, an MBA from RMIT, and a Graduate Diploma in Education from the University of Melbourne. She is passionate about the transformational role of education for young people. Her leisure interests include snow skiing, hiking, and music.

Robert Evans



Robert Evans is a lawyer (retired). He practised general commercial law in Adelaide and then energy and natural resources law and competition law in Australia, the UK and the EU for over 40 years. He had a significant role in the restructure of the electricity industry and the establishment of the National Electricity Market, managing the transition to a market-based system and the creation of the legal framework for the market. Following his retirement from this career, he joined the Board of Aitken College in 2014 to pursue his commitment to the ideals of a low-fee independent school and became Chair in 2019.

He holds BA and LLB degrees from the University of Adelaide and an MA in Public History from Monash University. He is an Elder of his congregation in the Uniting Church in Australia and a member of the Yarra Presbytery.

Josie Crisara OAM



Josie Crisara is the current Principal at Aitken College. She has held leadership positions as Head of Science, Head of Senior School and Deputy Principal at the College. Previously she taught at Goulburn Valley Grammar School and Overnewton College. Josie has taught Chemistry, Science, Mathematics, Digital and Design technology, Food Studies and Religion and Values Education, but mostly considers herself a teacher of young people. She has a Bachelor of Science degree, a Graduate Diploma of Education and a Masters in Educational Leadership from the University of Melbourne.

Josie has held positions on the Science Teachers Association of Victoria (STAV) Council, and on the Association of Heads of Independent Schools of Australia (AHISA) Board. She is currently the Deputy Chair of AHISA (Victoria), a National Board Director of AHISA Ltd., on the Board of Independent Schools Victoria (ISV) and on the ISV HALT Accreditation Board (Highly Accomplished and Lead Teachers). She is a member of the Greenvale Rotary and a Fellow and Life Member of STAV.

Josie was made a Member of the Order of Australia (OAM) for her services to professional associations in June 2020. She was awarded an ACEL (Australian Council for Education Leaders) National Fellowship in 2022.

Cameron Moroney



Cameron Moroney joined the Aitken College Board in 2023 bringing broad business experience coupled with a strong connection to the beliefs and values of the lasting influence of education.

Cameron has held senior executive leadership positions at COO/CFO/CIO levels across multi-site complex businesses in both K-12 and tertiary education (Wesley College Melbourne / RMIT University), healthcare (Epworth Healthcare), telecommunications (Ericsson) and heavy industrial (BHP – steel, mining, petroleum, transport) industries.

Executive responsibilities have encompassed strategy/business planning, market/business development, customer service delivery and support, financial and performance management, facilities management, information systems, supply/major contract negotiation, insurance and risk management.

Heather Ackland

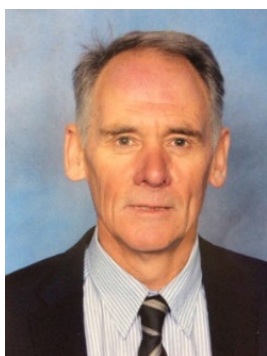


Heather Ackland is an accountant (FCPA). She worked for the Uniting Church in Australia Synod of Victoria and Tasmania for 37 years before retiring in 2020. She held the following leadership roles over this time: Project Manager Congregational Support Business Services, Director Accounting Services, Manager Accounting Services, Financial Accountant/Deputy Manager Accounting Services, Management Accountant and Administration & Budget Officer/Deputy Manager Resource Planning Services.

Heather is the treasurer and an elder for Craigieburn Wallan Uniting Church. She is a committee member of the Presbytery of Port Phillip West Administration, Property and Finance Committee. She was a fellow of CPA Australia (now a retired member). Heather attended Newlands High School and completed her Business degree at Footscray Institute of Technology. She completed a Duke of Edinburgh Award (Gold) in 1985.

She was a Board member at Aitken since 2008 and Treasurer from May 2013.

Steven Craven



Steve retired from Aitken College in 2016 having spent over 40 years as a high school teacher in both government and independent schools. He holds a Bachelor of Science degree from the University of Melbourne, majoring in Biochemistry/Pharmacology and a Master of Education, which included research into teaching methods in Mathematics.

Steve held several positions of responsibility during his career, including Head of Faculty, Curriculum Coordinator and Director of Studies. He was a contributing author to several student texts in Mathematics and Science. Steve was involved in the foundation of Aitken College in 1998 and served on the College Board since then.

He was also employed as a teacher at the College and held the position of Director of Studies. Steve and his wife Lynne (who is also a retired Aitken College teacher) have two daughters and live on a small acreage on Bass Coast, where he is able to pursue his interests in surfing and growing fruit and vegetables.

Michael McCarthy



Professor Michael McCarthy is Deputy Dean of the Faculty of Science at the University of Melbourne and conducts teaching and research in the areas of ecology and environmental modelling at the interface between mathematics and biology.

He has worked previously at the University of California Santa Barbara, Royal Botanic Gardens Melbourne, The Australian National University, and The University of Adelaide.

Benjamin Moodie



Ben is a highly experienced Senior Executive who has a strong and extensive background in Finance and related areas including Administration and Information Technology. Most of his roles have been in senior management and have involved developing and mentoring high performing teams. Ben's current role is the General Manager, Corporate Services at Alkira, a not-for-profit organisation that provides services and support to people with a disability. Ben has had board positions for several large community organisations and is a Fellow of CPA Australia.

Ben is a FCPA with a Bachelor of Business (Accounting). He joined the Aitken College Board in 2023 and also serves on the Board Finance Committee.

Justine Sales



Justine Sales is an experienced teacher who has worked within the Catholic and Independent systems for the past 11 years. Justine began her teaching career at Aitken College in 2012 as a primary school teacher and has since held roles as a classroom teacher, as well as specialised roles in the areas of Literacy and Numeracy Intervention, Learning Diversity, ICT and Digital and Design Technologies. She is currently working as a Literacy Intervention Specialist at Our Lady of the Immaculate Conception School in Melbourne's West.

Justine is a proud member of the Aitken College alumni. She graduated in 2002 with the College's first group of Year 12s. She has a Bachelor of Business in Marketing and Tourism Management, a Diploma of Education, and a Postgraduate Certificate in Theology.

Justine has been a Board member since 2016 and is passionate about being involved in the Aitken College community. She is an avid traveller and has visited 53 countries around the world, in addition to studying and working in Sweden and The United States respectively. She has a passion for foreign languages and in addition to English, speaks fluent Portuguese with her husband and two young children.

Vicki Steer



Vicki Steer joined the Aitken College Board in 2021. She has extensive experience in school leadership, having been Principal of three Uniting Church schools: Ravenswood School for Girls, Sydney, Cornish College and, in 2023, interim Principal of The Scots School Albury. Vicki has taught English and Social Services at Penleigh and Essendon Grammar School (PEGS), Lowther Hall Anglican Girls Grammar School and in the government system. She has held leadership roles as Vice Principal, Head of English Department and Head of Senior School. She took a break from teaching for a number of years, working in the Victorian Public Service with roles in human resources and training. Since 2013 Vicki has worked as a professional companion to aspiring school leaders in the Flagship Program of the Association of Independent Schools NSW.

Vicki has a Bachelor of Arts in English and Politics, a Masters degree in English, Diploma in Education and a Graduate Diploma in Educational Leadership. She has held positions on the Executive of the Association of Independent Girls Schools, the Independent Girls Schools Sporting Association and the Board of the Association of Independent Schools NSW. She has served as a judge for the annual awards made by Learning Environments Australasia for outstanding school design.

Chris Trodden



Chris is passionate about branding, marketing, and organisational development. For over 17 years, he has helped organisations grow by creating and implementing brand and marketing strategies that resonate with their communities.

Chris highly values education and holds an MBA in Marketing Management, a Bachelor of Theology, and professional certificates in Brand Management, Digital Marketing, CX, and Agile Digital Delivery.

Previously, Chris was a lecturer for VET and Higher Ed seminary students was a director of fundraising for Melbourne School of Theology and was communications manager for The Salvation Army.

Chris is an active member of his local church and is a mentor for students and professionals in RMIT's career mentoring program.

Amanda Way



Amanda's core competencies centre around corporate governance, law, risk management and compliance in the education and health sectors, following roles as a corporate secretary, lawyer, and director. She has experience in evaluating complex business challenges in regulated state and federal not-for-profit environments.

In addition to 10 years as corporate secretary of RMIT University, Amanda was a non-executive director of Australia's largest community radio broadcaster Triple R Broadcasters Ltd (3RRR) for a decade. Her career as a corporate lawyer has provided a solid foundation for all her roles.

Aitken College seeks to improve educational opportunities for students by operating a low-fee school and developing and supporting a community of students, staff and families living in the northwest region of Melbourne. The public benefit element of the College's mission aligns with Amanda's values around doing work that makes people's lives better, as is evidenced in other roles she has undertaken throughout her career.

SCHOOL STRUCTURE

The College is led by the Principal, Deputy Principal, and supported by 3 Assistant Principals: Assistant Principal (Primary), Assistant Principal (Secondary) and Assistant Principal (Learning).

The College is divided into the following administrative units, named after some of the original pastoral leases in the local area:

- Fairview Primary School Preparatory to Year 2
- Cumberland Primary School Year 3 to Year 6
- Dunhelen Middle School Year 7 to Year 9
- Brookhill Senior School Year 10 to Year 12

Primary School

The Primary School structure has two sub-schools, Fairview and Cumberland. The Fairview years are Prep to Year 2 and Cumberland Years 3 to 6. Each school has its unique characteristics; however, both evolve and function as one Primary School.

Fairview

Fairview is a very exciting and interactive setting for young learners. It provides the opportunity for individual exploration and guided learning. The Prep to Year 2 program has an emphasis on equipping students with necessary skills through Literacy, Numeracy, and Integrated Studies. A strong focus is on critical and creative thinking and problem solving. It is also important for students to effectively communicate ideas, processes and knowledge using a range of strategies and digital technologies.

Teachers encourage students and provide many opportunities for their curiosity to be stimulated in a supportive and caring environment.

The curriculum focuses on the children's educational and individual needs, respecting their differences. Learning experiences occur in the classroom, on the school grounds, and during excursions. The children also learn from each other, as they share their cultural and personal experiences.

Their interaction within the College focuses not only on learning experiences, but also on their active role as a valued community member. The community spirit is an essential component of our pastoral approach to learning experiences and social interaction. The children are supported and challenged in all aspects of their education, enhanced by the home-school relationship. Parents are viewed as partners with the College, working together to meet the child's educational development.

Within the Christian ethos of the College, students are expected to develop a spirit of co-operation, tolerance, and responsibility. The College endeavours to ensure that there is open and effective communication between staff, students, and parents, and the involvement of families in the College community is highly valued.

Cumberland

Cumberland's emphasis is placed on consolidating, building on, and extending the skills learnt in Fairview. Through challenging and engaging activities, students work towards more independent learning in small or large groups on a variety of tasks in each of the Key Learning Areas.

It is acknowledged that children learn at their own pace. When planning for learning, teachers consider different learning styles and teaching approaches to cater for the differing needs of young learners. As educators, teachers aim to make connections with students' experiences using various resources and learning platforms. For example, students in Year 2 utilise diaries, while in Years 3 to 6 they access the functions on their personal iPads.

The learning management platform “MyAitken” is a resource that manages school events and homework tasks. Students are encouraged to manage their time appropriately and balance school, extra-curricular, out of school activities and family life. It is expected that all students strive to perform their best; and using their time effectively and efficiently is a key element of continued growth and success.

Cumberland provides many opportunities to grow and develop leadership skills. Opportunities are varied and include roles such as Class Captains in Year 3 to Year 6, where children learn about responsibilities, to the Year 6 roles including School, Sports, Performing Arts and Environment Captains and Peer Support Leaders.

Within the Christian ethos of the College, students are expected to develop a spirit of co-operation, tolerance, and responsibility. The College endeavours to ensure that there is open and effective communication between staff, students, and parents, and the involvement of families in the College community is highly valued.

Secondary School

The Secondary School structure has two sub-schools, Dunhelen (Middle School years 7-9) and Brookhill (Senior school years 10-12).

Dunhelen

More than one third of the Year 7 intake is students from the previous year, with the remainder new to the College. The College has programs and procedures in place to cater for the transition from Primary into Secondary schooling.

The middle years of schooling are an important time for students. Students are beginning to develop independence and a sense of identity. Aitken College, as well as providing sound education, realises the importance of the social and emotional development of each individual. For this reason, each year level in the Middle School is overseen by a Head of Year who works closely with a year level.

This allows for a greater pastoral relationship. The school believes that a successful, happy student is the product of a three-way partnership between the child, the family, and the school. Family involvement is very welcomed. Students are encouraged to reach their potential in all facets of the life of the College, to be considerate and supportive of others and to develop the skills to be active citizens beyond school.

The emphasis during these critically important Middle Years is to ignite the passion for learning in all our students. We do this by providing a stimulating curriculum and a very strong pastoral focus. Through engaging and challenging activities, the students work independently and in small and large groups on a variety of tasks in each of the learning areas. The use of Information Communication and Technology allows the students to further enhance their learning and organisational skills.

It is important that they learn and continue to manage their time appropriately to balance school, extra-curricular and out of school activities. Students are encouraged to achieve at their very best in all areas of their school life.

Our students are encouraged to:

- improve academically
- pursue a range of sporting and creative pursuits
- build strong, lasting relationships; and
- develop spiritually

Brookhill

As students progress through Brookhill, from Years 10 to Year 12, they develop the skills of discipline, independent thought, academic rigour, and social responsibility which enable them to become life-long learners.

Priority is given to the academic and classroom process in Brookhill, with high expectations of all students in the areas of classroom participation, work ethic and behaviour. Students are supported in developing best practice study skills by a program of seminars and follow-up classes and mentoring in effective study skills and habits.

Students in Year 10 study a mix of traditional academic subjects, practical subjects and life skills classes which build on the strong foundation of previous years and equip them with the core skills and personal knowledge to enable them to successfully undertake an appropriate Senior School course of study.

All Year 10 students study the core subjects of English, Mathematics, Humanities, Science, Physical Education and Religion and Values Education. Students also have the choice of undertaking 4 Semester length elective subjects, drawn from the areas of Commerce, Visual Arts, Performing Arts, Media and Design and Technology.

Year 11 students choose to study either VCE or the equivalent qualification pathway of VCE VM.

As befits a rigorous, externally set curriculum, very high academic standards are expected of all Year 11 students. Students are expected and encouraged to take increasing responsibility for their own learning and to work closely with their teachers. Emphasis is put on preparing students for the range and type of assessment tasks (In particular, exams) which they will be undertaking in Year 12.

In Year 12, VCE students undertake Unit 3 and 4 subjects, which contain formal assessment that is used to determine students' Australian Tertiary Admission Ranking (ATAR) score. This score plays a big part in determining a student's post school tertiary study pathway. Therefore, students undertaking Year 12 VCE must remain focussed and disciplined, to capitalise fully on the excellent preparation they have had in previous years.

All Year 12 students begin the year by participating in the Student Learning Conference. At this professional-level Conference, incoming Year 12 students undertake a series of seminars which frames the academic year.

Similarly, students undertaking Year 12 VCE Vocational Major are expected to display high levels of self-motivation, organisation, and discipline, to prepare themselves and maximise their opportunities in their chosen post-school field.

COURSES OF STUDY

Aitken College provides learning experiences for each student which are consistent with a commitment to a comprehensive curriculum. The College recognises the high expectations that society has of schools and that these expectations will only be met by a learning program which provides for the full development of each student. Learning is selected and organised so that what is learned has meaning for students at their own level of development. Learning occurs in many ways and a variety of learning and teaching approaches are used at all levels within a caring and well-coordinated school environment. Continuity in the educational growth of students from Preparatory to Year 12 ensures that new learning builds on an appropriate foundation of prior learning and experiences.

Aitken College provides a high-quality education which:

- ensures students gain a broad general education.
- gives students a framework for moral and ethical decision-making, based on Christian values.
- encourages students to develop an understanding of their world, control their own affairs and participate in the management of their society.
- develops the practice of constructive, reflective, and critical thinking on issues raised in the school curriculum.
- enables its students to work co-operatively and in teams.
- engages students in learning which integrates theoretical understandings with practical activities.
- creates learning situations which students find both demanding and satisfying and in which they have continuing opportunities for success; and
- helps students to grow in confidence and to develop strong feelings of self-worth so that they become responsible for their own life-long learning.

GENERAL PROGRAMS

Alumni

The Alumni focuses on maintaining connections amongst our past students. It embraces the continuous engagement and sharing of experiences and stories. The Alumni provides a resource and network for peers and the College community. There are Alumni reunions, guest speaker and mentoring opportunities, which encourage connecting with friends and past teachers.

Chaplaincy

The Chaplaincy Department is responsible for the running of all the weekly chapel services and other significant religious services such as the annual Easter and Carol Services. In addition to these, the College community is served by the Chaplaincy Staff in their responding to loss and grief and other crises which arise from time to time. Baptism and confirmation classes are provided for those interested in developing their spiritual journey within the Christian Church, and ROC (**R**each **O**ut **C**ommunity) provides a means of nurturing faith issues for the whole community. ROC is involved in children's ministry and special events which encourage those who attend to explore their faith.

Student Wellbeing

Student Wellbeing falls under the direction of the Director of Wellbeing and comprises trained counsellors who address a range of issues which relate to students and families at risk, offering specific pastoral care and counselling responses in time of crisis. Referrals are made in conjunction with school leaders and can be initiated by a student, their teachers, or parents. For some specific issues, a student will be referred to external specialist support.

Co-Curricular

A wide range of co-curricular activities complements the academic program at the College.

These include:

- House Activities – athletics, swimming, orienteering and cross country.
- Choirs and Ensemble groups
- Instrumental music tuition
- Science Activities – Family Science and Science Talent Search
- Interschool Sports – School Sports Victoria
- Community Service (including Interact, the youth division of Rotary)
- ROC (Reach Out Community)
- STEM Activities
- Debating Competitions
- Chess Competitions
- Musicals
- Eng Girls
- Sustainability
- College Plays

Extension Programs

Aitken College offers extension and enrichment programs to students that demonstrate high achievement across a wide range of subjects. Data is gathered to create a learning engagement profile for these students. Within the classroom program, students in the extension program are supported with a differentiation program which reflects and challenges their ability. Extra-curricular activities are also offered to students that engage in the extension program including the Da Vinci Decathlon and Tournament of Minds.

Interact

The Interact Club is a service club at Aitken College for young leaders in Year 7 to 12. The intent is to conduct activities, events, and fundraisers to enhance community, serve others and to develop leadership skills and personal integrity – we aim to give back to our community and help those in need. Interact has also focused on wellbeing, mental health and how our community can be a core of strength to resource sustainable support.

iPad Program and My Aitken

The College is committed to providing our students with opportunities to access the curriculum through 21st Century technologies. This commitment will help prepare students for a world where the only constant is change. We believe that encouraging students to use iPads in the classroom to help them with their learning, organisation and productivity is of enormous benefit. Students from Prep to Year 2 use class sets of iPads; students from Year 3 to 10 have their own personal iPad. Students in Years 11 and 12 can choose to supply an iPad or a MacBook.

We see the iPad as a tool to support key processes in learning – accessing, organising, processing, and publishing information, collaboration, creativity and communication – and for teachers to use them as an environment to facilitate deeper engagement in learning and higher-order thinking.

My Aitken is the College's online Learning Management System, which gives access to school timetables, calendars, homework tasks, personalised assessment feedback, curriculum content and College Services. It is available to all members of the College community, students, staff and parents.

Learning Support

Students requiring support for a range of learning difficulties or disabilities may be referred to the Learning Centre. Support may include in-class assistance or small group withdrawal. Parents may be advised to access educational testing from an external specialist, the results of which will guide the ongoing support given.

Library

The Aitken College Library supports and enriches the teaching/learning program of the school.

At Aitken College students use the latest technology to access information. The Library system 'Infiniti' allows students to access the catalogue and other library resources from any internet connection (e.g. home). Internet and intranet resources are available for students and staff. Access to wider online services and other electronic facilities provide the most current resources for research. A large collection of non-fiction, fiction, junior fiction and picture storybooks further support the curriculum. The Library is open to students before school, at lunchtime and after school.

Life Skills

The Life Skills curriculum from Prep through to Year 12 covers the Personal, Social and Community Health strand of the Australian Curriculum for Health and Physical Education. Students focus on age-appropriate issues related to resiliency, food and nutrition, health benefits of physical activity, mental health and wellbeing, cyber safety, relationships, alcohol and drugs, sexuality, risk taking behaviour, personal safety, bullying and transition towards adulthood. The program is designed to assist students to develop their sense of self-worth and an appreciation for the diversity within their community while they become more aware of the ever-changing world in which they live.

Religion and Values Education (RVE)

As part of a well-rounded education, it is important that young people learn about other religious world views. As a Christian based school, we focus on the central truths of Christianity in RVE (Religion and Values Education) classes, which are compulsory for all students from Prep to Year 10. However, we also teach about other religions, and the basis for morality and ethical behaviour which flow naturally from an understanding of the Christian faith. RVE classes are age-appropriate, and the set curriculum is constantly reviewed and kept contemporary so that important links can be made to real life situations in which faith-based views are of significant importance and relevance. All students attend a weekly Chapel service at which Christian themes are highlighted and explained.

Sport

Students have the opportunity to participate in a wide range of sports both within the school and on an interschool basis. The College is a member of School Sports Victoria in the Woodlands division and participates in interschool competitions for Years 5 to 12 students.

Activities include athletics, cross-country, orienteering, swimming, and a variety of team sports (badminton, basketball, cricket, football, netball, soccer, softball, table tennis, tennis and volleyball).

GENERAL INFORMATION

Facilities and Resources

From Mickleham Road, the school complex is approached via winding road through a rural landscape. Specialist facilities include the Chapel and Performing Arts Centre, library, science laboratories, visual art rooms, computer laboratories, design technology facility, environmental barn, kitchen garden centre, food studies centre and a gymnasium. The school leads by example in the concept of sustainability. An extensive revegetation program is also in place, along our wildlife corridor.

The Primary School offers an innovative and inclusive learning journey, supporting each student's social, physical, academic, emotional and spiritual development. Our Cumberland building was completed and opened at the beginning of 2023. A contract to build a Years Prep-2 facility was signed in late December 2023.

Parents and Friends Association

The role of the Parents and Friends Association is to encourage active Parents and Friends interest in the College. This includes working towards supporting the school in the implementation of various programs and to assist with fundraising, as well as the planning and organising of functions associated with the social, sporting, cultural and educational life of the school community. They also support the Parents and Friends Arts Scholarship for students.

STUDENT iLEAD SURVEY

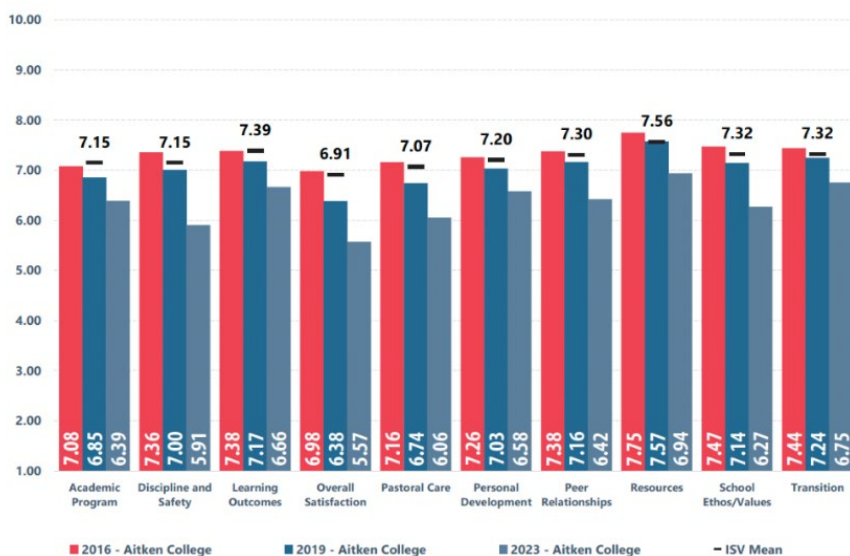
School Satisfaction - Summary

Aitken College use a range of data collection tools to gain an understanding of the satisfaction levels of parents and carers, staff and students. In 2023 the school undertook a Student Satisfaction Survey, facilitated by Independent Schools Victoria (ISV) to measure school effectiveness. The data collected reflect views of students on the quality of Aitken's education program and their learning environment. The results of this survey provide guidance and direction to improve student achievement, the culture and philosophy of the school, leadership, and issues associated with engagement and curriculum to inform strategic planning.

A total of 803 students from Aitken College completed the Student Satisfaction Survey. The domains of school effectiveness used in this survey considered general satisfaction (including pastoral care, academic programs, peer relationships) and quality of teaching (including teacher knowledge, feedback and academic rigour).

Results were provided by ISV who provided the school with in-depth data for our analysis (see **FIGURE 1**); this table displays overall GENERAL SATISFACTION, with Aitken College past results and a comparison to current ISV benchmarks. Aitken College overall is scoring below the ISV average and there has been a decline in all areas since 2016, which the College is addressing post COVID through a student focus group.

FIGURE 1



Based on these survey results, Aitken College has recognised the need to focus on:

- Building student morale and overall culture
- Ensuring a safe learning environment (bullying, racism etc)
- Student Engagement in the classroom
- Strategies to improve student behaviour/discipline.
- Strategies to enhance quality teaching and learning to improve student outcomes.

All survey participants were also given the opportunity to provide comments. These comments should be considered in context while conducting result analysis. While they provide an important window into the perceptions of stakeholders, they will be viewed alongside the broader survey results and form only a subset of the opinions of those undertaking the survey. Below is a comment from a satisfied student:

“I love this school and wouldn’t trade it for anything in the world. Thanks to this school for making me so educated and for making my school days unforgettable. I just want to say I’m really grateful for all the opportunities this school has offered me and for all the times this school and its people have been there for me. I hope this school is ranked number 1 because that’s what it deserves.”

AITKEN COLLEGE STAFF

NAME	QUALIFICATION
Mrs Stephanie Abela	GDipEd(Sec), BMus, FA(Anaphy), CertIVTrain&Ass
Mr Jamal Abou-Eid	MEd, BEd
Miss Bianca Accurso	BTeach(Prim)
Mr Simon Adams	BA, GDipEd, GDipIR&HRMngt
Mrs Anne Adams	BA(Mus), AMusA, DipMT, MEd
Mr Richard Allison	
Miss Elisha Baera	BA(Psych), MCouns
Ms Betty Bai	MTeach(SecEd), MPublicHealth, BMedicine
Mrs Simone Bailey	BEd(Prim), DiPChildSer, DipSportsDev
Mrs Carla Barrett	BEd
Ms Kerri Batch	BEd(Sec), MEd, MACEL
Ms Charli Beales	MTeach, GDipRepSci, BAppSc
Ms Ash Beto	BSci(Hons)
Mrs Joanne Birchmore	GCertCathlSt, DipEd, BA
Mrs Clare Borg	BA(Hons), GCertCareerCoun, GDipCarEd&Coun, MSSc(Careers)
Mrs Abigail Bose	BA, MEd, PGDipEd
Mr Sebastian Bradilovic	MTeach(SecEd), PGDipTeach, BA(MediaArts)
Mrs Kelly Brennan	
Mr Victor Brincat	MTeach, BA, BAudP, CertIVTraAss
Mrs Raelene Browning	
Ms Cade Burgess	MArts, BFineArt
Ms Silvia Caceres	BA, DipLib&InfoSer
Mrs Linda Camilleri	BEd
Ms Laura Capraro	BEd, GDipInfMngt
Ms Elizabeth Carpenter	BMus
Ms Graziella Carta	BSci, GDipEd(Sec)
Mr David Christofas	MEd, DipEd, BBus, CertIVTrain&Ass
Mr John Clampitt	TAss, CertIVChap&Past
Mrs Kylie Coker	BEd
Ms Robyn Cole	BPerfArts, BA(Mus)
Ms Megan Collins	MEd, BA, PGCertEd
Mr Michael Cooper	BEd, DipTeach
Ms Steph Cosmano	BMus
Mr Ben Costello	BEd
Mrs Josie Crisara	BSci, GDipEd, GCert(Maths), FSTAV, MACEL, CertIVTrain&Ass, MSL, FACE, OAM
Ms Melissa D'Amico	BAppSc, DipEd, Med(Innov&Change)
Ms Sherry Daniel	BEd(SciSec)
Mrs Nadia D'Aprano	BEdEC
Ms Jhoeann David	CERTIVCL
Ms Christine De Luca	BArts (Photo), GDipEd
Ms Jennifer Dean	BA(Hons), GDipInfSys, GDipEd, GCert(Maths)
Miss Hayley Dench	BAppSc

Dr Kshitija Dhuna	MTeach,MSc,Phd(BioMed)
Mrs Mary Ann Di Martino	BEd,DipTeach,GradCertGiftEd
Mrs Michaela Di Paola	BEd(JnrPr&Pr)
Mr James Docherty	BPHE,BAppSc
Mrs Emma Dowling	BEd (Hons),BTeach(EarlyCH)
Ms Athelia Du Preez	CertIVBus
Ms Jacqui Duong	AdvDipBM
Mrs Michelle Edgar	CertIIIFit
Ms Robbie Edwards	CertIIIntAide,CertIVTrain&Ass,CertIVBusAdmin
Miss Claire Everton	AdDipConMus,CertIVTrain&Ass,EVTS
Miss Fasiha Faizi	BEarlychild
Mrs Mary Ferlan	
Ms Clare Fisher	DipTeach,GDipCompEd
Mr Kim Forward	BSci(Hons),GDipEd,MEd
Mrs Jillian Forward	BSci,GDip(Theol)
Mr Peter Francey	BEd(Sec)
Mr Petar Gajic	BComm,ChartAcc
Mr Dwayne Ganci	GDipEd,BSci(Hons),GDipAcc
Ms Deborah Garlick	BVisArts,BEd,DipSci
Ms Rae Gibbs	BEd,GDipCareerEd,GCertCareerCoun,GCert(Ed&Train),MSSc(Careers)
Mrs Nicole Gilbert	BTeach(Prim),BA
Mr Chris Graham	BAppSc,MSc(OrgLship)
Ms Carla Grbac	BA(MediaArts),DipArts,GDipEd,DipVisArts
Ms Kathryn Grbac	BEd(Prim),GCertCathlSt
Mr Asanka Gunarathna	MTeach,BSci
Mrs Savita Hanspal	MEd,BA(Hons)Math,BEd,M.A Math
Mrs Tara Harding	BEd
Mrs Katie Hart	BAppSc,GDipEd,CertIVTrain&Ass
Mr Vincent Hedger	DipEd,BHum
Miss Lidia Hermez	BEd
Mr Kopong Hilar	BAG,BA,GDipEd(Sec)
Miss Sarah Howells	MTeach,PGDipTeach,BA(Hons)
Dr Adele Hudson	BSci(Hons),PhD(ChemEng),GDipEd
Mr Glenn Hudson	DipArt(ProdDes),AssDeg(UrbHort)
Mr Noah Hutchinson	BMus (Hons)
Miss Maryam Il	BEd(Prim)
Mr Glen Impey	MTeach(SecEd),CertIVMusPerf,CertIVTrain&Ass,BMus,AdvDipMusPerf
Mr Christian Inturrisi	MTeach,GDipTeach,BEng
Mrs Belinda Jarvis-Dymond	BA,GDipEd
Miss Gemma Jones	BPhyHlthEd
Ms Vanessa Jreige	MTeach(Sec), BBus(Prof.Acc)
Mrs Sumiran Jyot	PhD,MArts,BSci,GDipEd(Sec)
Mr Nigel Keegan	BEd
Ms Ban Khoshaba	MTeach(SecEd),CertIVTrain&Ass

Mr Mick Kilpatrick	BEd,Des&DevAssT, CertIVTrain&Ass
Ms Christalla Koukoulides	BA,DipEd, GCert(Spec.IncEd)
Miss Maria Koullas	BTeach,BA
Mr Titus Lal	Cert (SecTchTr),PGCertEd,BSci
Mrs Raida Lancaster	CertIIIEdSup
Miss Melissa Lavender	BA(Ed), BA
Mr Ben Lawless	PGDipTeach,BA(Hons),MArts(Hons),MTeach,GradCertArts(Sociology)
Mrs Jenny Lilley	BA,DipEd,CertIIIBus
Mr Nick Linton	BEdPE
Ms Marisa Long	BcompSC
Mrs Vicky Loukas	EdIntSupp,CertIIIEdSup
Ms Emma Lowe	GDipTechEd,CertIIIHosp,CertIVTrain&Ass
Ms Megan Lutton	MTeach,BSci(Hons),BBioSc
Mrs Katie Lynch	CertBusAdmin
Mr Jason Mackrell	BAppScPE,CertIVTrain&Ass,CertIIIFit,CertIVFit
Miss Cathy Manariti	
Mrs Jamie Mariner	BEd(Prim)
Mr Tom Marks	BPsySci,GDipEd
Mr Brook Marsom	GDipTeach,BA
Mrs Sue Matthews	
Mrs Sarina Mazzone	CertIIIntAide,CertIIChildSer
Mrs Margaret McCarthy	CertEdSup,DipAnimalCare,AdvCertVetNurs
Miss Ebony McCarthy	BMus,MTeach,CertIVTrain&Ass
Mr Cameron McIntyre	BMusPerf(Hons),BMus(Hons)
Mrs Natalie McNamara	BAppScPE, CertIVTrain&Ass
Mr Nick Meletis	DipMngt,DipBuild&Const,CertEng,PTCMechMan
Mrs Renaye Meletis	BTeach
Ms Annamaria Meszaros	BEd,PGCertLib
Ms Lisa Mililli	BEngg(Hons), BBiomedSci, MTeach
Mr James Miller	GDipTeach
Mrs Wendy Mollica	BA,PGDipCompEd,GDipEd,CertIVTrain&Ass
Mrs Chris Monos	BA,DipEd
Ms Isabel Monroy	MEdStud,DipEd,BSci
Mrs Maria Moscatelli	AdvDipComS,DipCommWelf,CertIVTrain&Ass
Mrs Josephine Motti	BA,DipEd
Ms Merjam Mujkanovic	BA,MTeach,CertIVTrvl&Tour
Mr Scott Munro	MTeach, BAnim&VetBioSc
Mrs Gemma Neilson	BAppScPE
Ms Stephanie Opasinis	BA,GDipEd(Sec)
Mr Peter Osborne	BBus,PGDipTeach,MSSc
Ms Phoebe Oti	MTeach,BGS,DipLang
Mrs Anna Pavlou	BBus
Mr Dan Pedersen	CertIVAUDIOEng
Mrs Emma Pedersen	CertIIIEdSup,DipChilServ,CertBusAdmin

Mrs Jacinta Perilli	
Mr Vince Perri	BEd, GDipEd(Admin), GCertCathlSt
Ms Sherry Perryman	CertIVTrain&Ass, CertIII Furn(CM), GDipTechEd
Miss Hannah Petterson	BA, GDipTeach
Miss Jaimee Pezzutti	BEd(JnrPr&Pr)
Mrs Anna Pietrolungo	BEd
Mrs Shivani Plaha	BA, BE, MA(EngLit)
Mrs Chris Pocervina	BEdPE, DipRemTher, CertIVTrain&Ass
Mr Anthony Politini	BTeach(Hons), BA(Hons)
Ms Sandra Prendergast	BComm, BA, GDipAcc, GDipEd, CertIVTrain&Ass
Ms Rita Preziuso	BEd
Mrs Natasha Radley	BTeach, BA
Ms Erin Ranieri	BEd(Prim)
Mrs Kimberley Rezel	EdEC, NTMBTheo
Miss Desiree Riny	BInDes(Hon)
Mrs Brigitte Riscica	GCertEd (Research), MEd(Specialist&Inclusive), MEd(L'ship&Curr)
Mr Steven Rogers	BA, BEd, GDipEd
Mrs Donna Rowe-Campbell	BEd(Prim)
Mrs Josie Russo	BEd
Mr Victor Salloum	BA, DipEd, Med(Ed.L'ship)
Ms Marianna Sarris	BA
Mr Jevon Scandrett	BA, MTeach
Mrs Amy Schembri	DipPIM
Mr Daniel Schembri	BEd(Sec)
Mrs Leanne Schulz	DipTeach, BEd, MEd, CertIVBus&PC
Mr Paul Scott-Williams	BMusEd, AGSM, MCouns
Mrs Jagriti Sharma	BCom, MAcc&Bus(Finance), MTeach(Sec)
Mr Peter Sinclair	BA, DipEd, DipGenStudies
Mr John Smith	BA, MArts(Hons), DipTeach, DipEd
Mr Jake Smith	DipEChEd, CertIVEdSpt
Ms Natalia Smith	MSW, MEP, BSc(Hon)
Ms Shiny Sood	MTeach
Ms Juliana Spaleta	BSci, BTeach, CertIVTrain&Ass
Mrs Jasmina Stafford	BA, DipEd, PGDipArch, GCert(Lang), MArts(Arch), PGCert(LDS)
Miss Erin Stannard	CertIII MusInd
Mrs Jane Steenkamp	BEd
Mr Mickey Sukiman	MTeach, BComm
Ms Sophie Sykes	BA, GDipEd(Sec)
Mr Dean Taylor	BAnim&VetBioSc, GDipEd(Sec)
Mrs Jill Thill	
Miss Angie Thomas	BTeach(Prim)
Ms Beth Thomson	GCertAppBus, BA, CertIVTrain&Ass, GDipEd, MSc(OrgLship)
Mrs Rachel Touma	BEd
Mr Cizar Touma	BA, MTeach, GDiplnfmSystems

Mr Jim Tsiambazis	CertIVTrain&Ass, GDipEd(Sec), BMusInd, DipMusPerf, CertIVMusInd
Ms Teo Tuakana	HLTAID002, HLTAID001, HLTAID003, ASCIA
Miss Rezzan Ufacikligil	BAudP, CertIVTrain&Ass
Mrs Elpis Vlahopoulos	BA, GDipEd
Mrs Julie Wachter	BAppSc, GDipEd, CertIVTrain&Ass
Mr Ian Watson	BEd (Hons), CertIVTrain&Ass
Mr Paul Whitwood	BMus
Mr Daniel Williams	MInfStu, BA(Hons), BIntlSt, CertIVMultMed
Mrs Jennifer Williams	BA, BEd, DipCouns, BSocSci
Ms Megan Williams	MEd, BEd, BA, MBA, PGDipSoc, PGDipCathStud
Mr Niel Wrigglesworth	BSci
Mrs Mirella Zalacos	GDipEd
Ms Elise Zijai	BCreatArts, DipEd, GDipCoun
Mr Pierre Zugan	AdvCert(ERC), BTheol
Mrs Anne Zugan	DipTeach, FCM

COLLEGE LEADERSHIP

Mrs Josie Crisara OAM	Principal
Mr Kim Forward	Deputy Principal
Mrs Leanne Schulz	Assistant Principal (Primary)
Mr Chris Graham	Assistant Principal (Secondary)
Ms Kerri Batch	Assistant Principal (Learning)
Mr Petar Gajic	Finance Manager
Mrs Amy Schembri	Compliance Manager
Mr Simon Adams	Director of Operations
Ms Jacqui Duong	Director of Admissions
Ms Beth Thomson	Director of People and Culture
Mr Michael Cooper	Director of Community Engagement
Mrs Natalia Smith	Director of Wellbeing
Rev Gavin Blakemore	College Chaplain

STAFF COMPOSITION, ATTENDANCE AND RETENTION

The Staff Workforce Composition is 32% male and 68% female teaching staff, and 36% male and 74% female non-teaching staff. Staff attendance was at 91% in 2023 and staff retention at 90%, an increase from the previous year when there were a number of retirements.

Teaching Staff Attendance

2023	2022	2021	2020
91%	90%	94%	95%

Teaching Staff Retention

2023	2022	2021	2020
90%	84%	95%	93%

STAFF PROFESSIONAL LEARNING

During 2023, a total of 3838 hours were spent on Professional Development activities by teaching staff, at an average of 28.4 hours per teacher. This is more than the VIT annual requirement for teacher re-registration. Non-teaching staff spent 718 hours on Professional Development, at an average of 14.4 hours per non-teaching staff member.

Professional Development Hours							
		Internal		External		All	
Staff Type	No	Total	Avg	Total	Avg	Total	Avg
Teaching	135	2271.5	16.8	1538.5	11.4	3838.2	28.4
Non-Teaching	50	370.0	7.4	334.5	6.7	718.6	14.4
	185	2641.5	24.2	1873.0	18.1	4556.8	42.8

The College provided a number of in-house professional development events, including some with external experts. Some of the in-house topics were:

- First Aid Training (Level 2 Certificate, CPR, Anaphylaxis and Asthma Management)
- Elevating Leadership Program: Year Level Leaders Workshop Series
- Designing the Peer Coaching Program
- Introduction to Coaching for Homeroom Teachers
- Youth Mental Health First Aid Training
- PYP Planning
- Subject-specific curriculum content updates, including presentations on Primary Maths
- AIMS Training

STUDENT COMPOSITION, ATTENDANCE AND RETENTION

The College enjoyed 1429 enrolments as at the August 2023 census date.

Year Level	Male	Female	Total Number of Students	Retention Rate %	Attendance %
0	42	36	78	96	93
1	39	39	78	95	90
2	40	38	78	96	92
3	42	36	78	95	93
4	40	38	78	97	92
5	38	40	78	99	92
6	41	36	77	90	92
7	78	78	156	96	91
8	77	79	156	92	92
9	79	76	155	96	91
10	73	75	148	94	88
11	78	63	141	95	N/A
12	64	64	128	N/A	N/A
Total	731	698	1429		
Percentage	51%	49%			

Aitken College has a diverse student body.

- 2 Indigenous students were enrolled in the College in 2023.
- 51% of students have a language other than English spoken at home.

Of these 48 different native languages, the top 10 languages other than English spoken by students are:

1. Hindi
2. Sinhalese
3. Turkish
4. Arabic (including Lebanese)
5. Punjabi
6. Italian
7. Malayalam
8. Assyrian (including Aramaic)
9. Greek
10. Tagalog

TEACHING AND LEARNING

New curriculum initiatives in 2023 included:

- **VCE Philosophy** was introduced to Year 11, as an addition to the existing Humanities offerings, with topics focusing on Existence, Knowledge and Reasoning, and Questions of Value.
- **VCE Creative Practice** was introduced to VCE students to replace the outgoing Studio Arts Study Design.
- The Year 10 Music Industry subject was redesigned to incorporate both Music Performance and Music Industry components.
- **Years 1 to 4 STEM**
Digital or Design Technology in Years Prep to 4 was introduced. The subject was incorporated into Integrated Studies instead of as a standalone subject and the content fit well into the curriculum. A STEM Leader was introduced to work across the College from Years P-11 to oversee STEM programs and initiatives.

Five Professional Learning Teams (PLTs) were established, with a total of 32 participants. Each Team met fortnightly for one semester to focus on a particular aspect of teaching practices. Topics discussed were:

- Incorporating new/online teaching strategies in the classroom
- Making feedback even more effective
- What more can we do to support students with anxiety?
- Using Microsoft Teams to collaborate with colleagues.
- Including First Nations ideas and culture into the classroom.

Project Teams were established to provide staff with an opportunity to collaborate and share ideas on projects to be delivered across the College. The Project Teams were:

- Schoolbox – Implementation of a new Learning Management System (AIMS – In Mind and Spirit)
- Innovation – Investigating and completing the first stages of the Primary Years Program (PYP) to prepare for its implementation in 2024. This project team also introduced the Precious Plastic Program with the purchase of a granulator/shredder, sheet press and extruder and Project Based Learning Topics.
- Strengths Based Curriculum
- Microcredentialling
- Use of College Grounds / outdoor spaces increasing

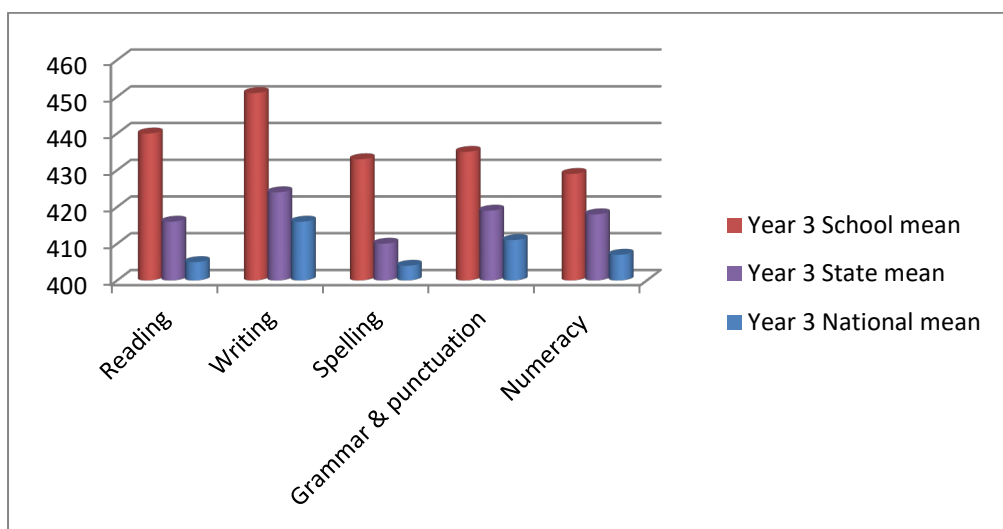
NAPLAN RESULTS

Below are comparison graphs showing Aitken College NAPLAN mean scores, and the Victorian and National mean scores for 2023.

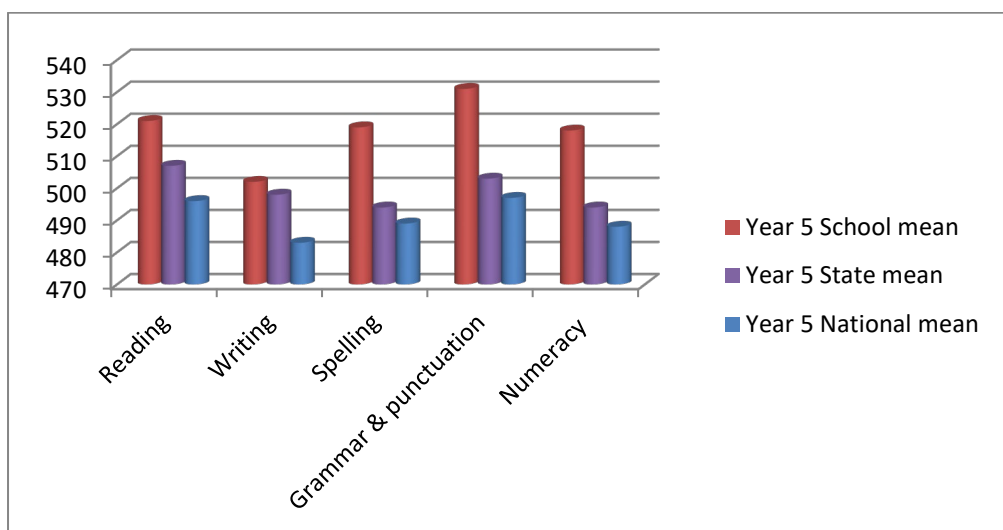
Some points to consider in relation to these graphs:

- NAPLAN online reading, numeracy and conventions of language use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level. Tailored testing allows all students to demonstrate their knowledge and encourages students to stay engaged with the test. Tailored testing also provides teachers and schools access to more targeted and detailed information on students' performance in the assessment.
- There is no 3-year comparison data due to the NAPLAN tests being cancelled across Australia in 2020
- NAPLAN data is only one form of information about student achievement levels. Teacher observations, class and school-based assessments and other forms of standardised testing are equally valuable in identifying student learning needs and rates of progress/growth.

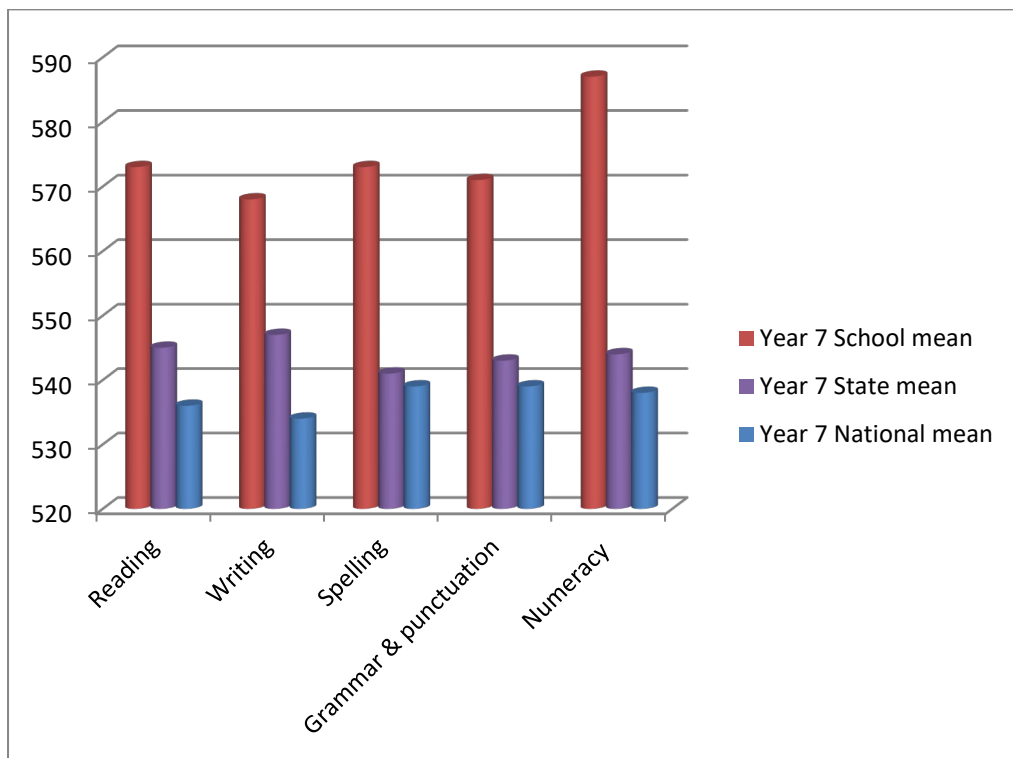
YEAR 3:



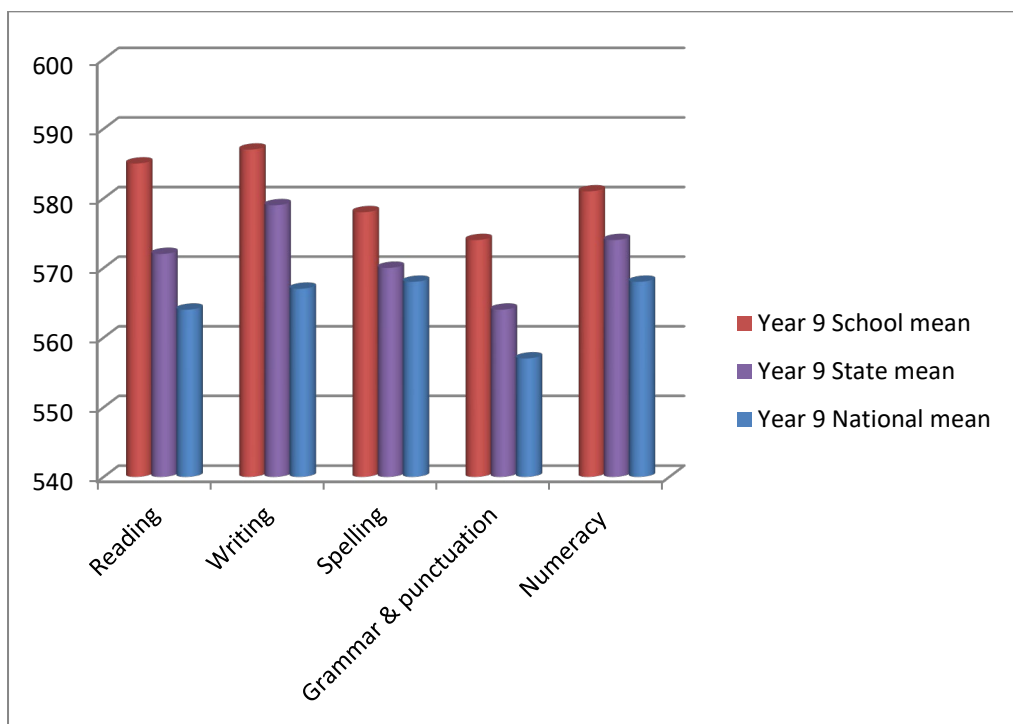
YEAR 5:



YEAR 7:



YEAR 9:



The graphs above indicate that:

- The College consistently outperforms the State and National averages in Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy across all year levels (3, 5, 7, and 9).
- The primary school benefits from having a NAPLAN assessor on staff, who guides Year level teachers in explicit instruction. Focus areas included the explicit teaching of genres for Prep-2 students and narrative and persuasive writing for Year 3, incorporating the 7 Steps to Writing Program.

- Teachers across all year levels participated in Professional Development sessions to enhance their instructional practices.
- Highly able/extension students entering Year 7 were given more challenging tasks, particularly in Mathematics, resulting in significantly higher Numeracy scores compared to the State and National averages.

Overall, the graphs demonstrate that students at Aitken College consistently achieve significantly higher results across all year levels and test types compared to State and National benchmarks.

VCE VM AND VET REPORT

The annual enrolment and number of VET certificates, for Years 11 and 12 are shown below:

Year	2023
Total certificates issued	16
Total number of students enrolled	16
No of students who left during the year to pursue other pathways (back to VCE, work apprenticeships)	0

128 Year 12 students made up the class of 2023. 128 Students undertook VCE with 5 students undertaking the VCE VM program.

The VCE VM program, delivered very pleasing results. Of the 5 students who started Year 12 VCE VM, all achieved their VCE VM Certificate.

There has been an increase state-wide in Early offers to students completing VCE and this was also seen at Aitken College. The careers team were dynamic and strategic in their approach in handling these with a total of over 50 early offers ranging from La Trobe, Victoria University and Swinburne. This allowed students to conditionally secure a place at a university prior to sitting their exams.

Summary of VCE Results 2023

	2023	2022
% > 95	4.3	
% > 90	7.8	6
% > 80	21.7	12
% > 70	40.9	19
% > 60	60	30
% < 60	40	46
Mean ATAR	65.7	63.8
Mean ATAR (Female)	66.2	
Mean ATAR (Male)	65.2	
Median ATAR	65.7	64.75
Median ATAR (Female)	65.1	
Median ATAR (Male)	65.95	

The proportion of ATAR Results over 50 was 82%. There was an improvement in the Median ATAR and Study Scores.

Number of Study Scores of 40 or greater:

2023	2022	2021	2020	2019
32	13	14	30	30

The Victorian Certificate of Education – Vocational Major (VCE VM) is a vocational and applied learning program within the VCE. Active learning is based on hands-on and practical experiences, including vocational studies and time spent at the workplace. The VCE VM gives students greater choices and flexibility. Students can pursue their strengths and develop skills and capabilities needed to succeed in education, work, and life. Students complete an external (TAFE) and an internal VET course as well as undertake Structured Workplace Learning (SWL) experiences throughout the year.

2023 had numerous highlights including many project-based tasks. All students complete assessment tasks in the following subjects: Literacy, Numeracy; Work Related Skills (WRS); Personal Development Skills (PDS). As well as VET Business studies and Industry Specific studies.

Four Year 11 students were successful in obtaining a Hume Whittlesea LLEN Vocational Education Award for their vocational study achievements. Out of the 16 students who enrolled in the VCE VM program for 2023, all obtained a VCE VM or VCAL certificate.

Vocational Education and Training is becoming increasingly popular amongst the students at Aitken College both on campus and completed externally. In 2023 VET Sport and Recreation, VET Business and VET Music (Performance) were studied by students on site.

During the year, students completed a variety of external TAFE courses including Electrotechnology, Carpentry, Community Services, Music Industry, Early Childhood Education and Beauty and Make Up. The internal VET subject was successfully completed in VET Business.

STUDENT DESTINATIONS 2023

Year 12 Destinations

Number of Students	2023	2022	2021
Apprenticeships	2	9	10
Pre-Apprenticeship	5	3	3
Bible College			1
Deferral			1
Employment	4	7	2
Gap Year			1
Defence Force			3
Independent Tertiary Provider	1	9	5
TAFE	14	18	15
University	99	92	94
Unknown	3		1
TOTAL	128	138	136

2023 Year 12 Students who Applied Through VTAC with a Tertiary Offer for 2023

Destinations by Institution

Institution	2023	2022	2021
Australian Catholic University	3	3	6
Carlton College of Sport			1
Collarts (Australian College of the Arts)		2	1
Australian College of Applied Professions		1	
Deakin University	3	2	4
JMC Academy / SAE	1	2	
La Trobe University	45	21	25
La Trobe College		4	
Melbourne Polytechnic	1		
Monash University	11	6	7
RMIT University	12	19	16
RMIT TAFE	10	11	10
Swinburne University	3	9	7
Swinburne TAFE	1	1	2
Torrens University Australia			1
University of Melbourne	10	8	9
Victoria University	12	24	23
Victoria University TAFE		2	
TOTAL	112	115	112

Destinations by Field of Study

Field of Study	2023	2022	2021
Aviation		1	1
Architecture, Building and Planning	7	7	5
Business & Commerce	21	15	16
Design, Film, Music & Creative Arts	5	11	5
Education	3	7	5
Engineering	7	13	12
Exercise & Sport Science	7	4	7
Health	15	20	14
Humanities, Social Sciences & Law	25	21	28
IT	6	6	4
Media & Communications	4	3	3
Sciences	12	7	12
TOTAL	112	115	112

CAPITAL WORKS, PROJECTS AND PROPERTY MANAGEMENT

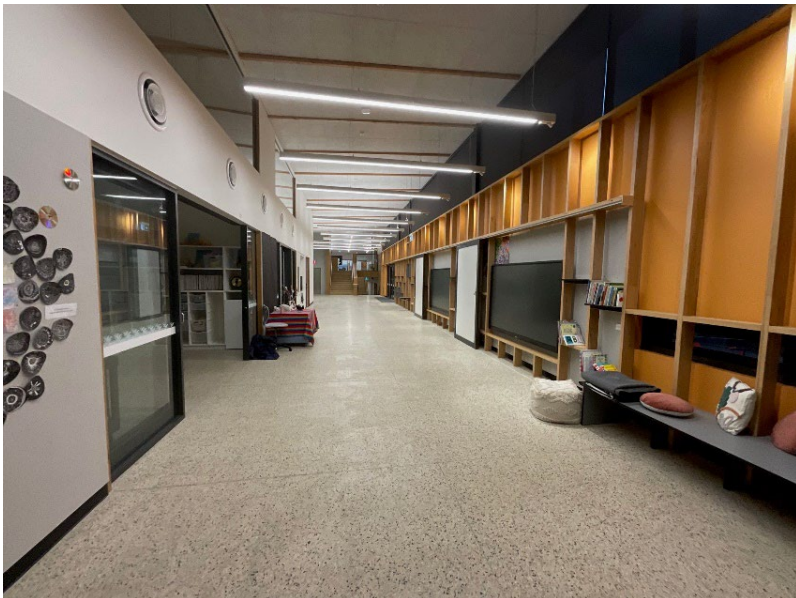
Cumberland Building

One of the highlights of 2023 was the opening of the Years 3-6 Cumberland Building. It was a big project to dream, plan and execute. This state-of-the-art building is a dynamic space that encourages exploration, collaboration and creativity. It was designed to provide new learning spaces not only for direct instruction, but also to include break out spaces, indoor / outdoor learning spaces, tutorial rooms, cubbies, performing arts / visual arts spaces, undercover teaching spaces and much more. In its construction it also considered environmental initiatives such as solar panels and the collection of rainwater for toilets.

Creative learning spaces allow our primary students to foster a positive and engaging educational environment. The building is an investment in our future, reimagining education spaces that inspire, captivate, and cultivate the brilliant minds of tomorrow and will be here for many more Aitken students to come.

The College thanks Hayball Architects and Melbcon Construction for their persistence in striving to complete our beautifully designed building through very challenging times. We also thank the many Aitken College committees, colleagues and stakeholders who all had an input into the planning and design of the building.

The College will embark on the next big project which is the Years P-2 building. The contracts were finalised in 2023 with works to begin in early 2024.



Capital Works

The College completed many other medium sized capital projects during 2023 including a new playground next to the new 3-6 primary building. The CPA received a face lift, and the gym car park had its final stage completed.

Some other smaller projects completed consisted of both statutory and aesthetic improvements. These included the landscaping and shade structures in the Fairview village, P33 studio refurbishment, a new basketball tower at VCE2 and an additional cooking station in the Kitchen Garden.

New Cumberland Playground



The playground and landscaping slotted in beautifully alongside the new 3-6 building. The playground consists of several slides and many climbing features for students to enjoy.

We also constructed a large blue tongue lizard sculpture within the native landscaped areas as well as large mud rock stepping stones.

The playground area was finished off with several small trampolines and rubberised soft fall protection turf.

Demolition of existing Fairview buildings

As part of the College master plan the College decided to proceed with the construction of a new P-2 building. In order for this to progress efficiently, existing Fairview buildings needed to be demolished. The process was detailed as many services had to be decommissioned or re routed.



CPA Refurbishment



The Chapel and Performing Arts Centre (CPA) was completed late 2006 and was our most prestigious building. It is still one of our most prestigious buildings however the northern façade was starting to show the weathered signs of facing many hot summers and was in need of re-cladding.

The process of recladding and re-painting into a new colour scheme was undertaken to fit in with current day styles. The building works were very successful and received many positive comments from staff and students.

Gym Car Park Stage 2

Stage 2 of the Gym car park refurbishment was completed over the Christmas break. This final stage allowed us to increase the number of parent car parks.

It also improved pedestrian paths of travel and car park drainage.



Maintenance works

The Property team undertakes 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 inspections of external timber work, decking, water tanks, playgrounds, irrigation systems, gardens, and other minor internal items.

Capital works planned for 2024

- Sewer and mains water connection to maintenance facilities
- VCE landscaping
- Bike shelter and racks
- Completion of maintenance parking areas
- New Kiln to Visual Arts department

FINANCE

2023 Income / Expenditure Ratios

INCOME

	\$	%
Tuition Fees	10,978,802	34.89%
Federal Government Funding	14,860,992	47.23%
State Government Funding	2,381,954	7.57%
Other Income	2,216,933	7.05%
Other Capital Income	1,029,226	3.27%
Total Income	31,467,907	100.0%

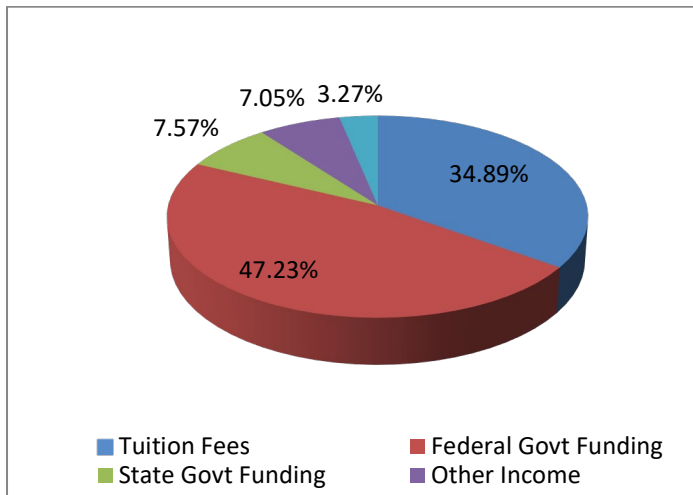
EXPENDITURE

	\$	%
Employment Costs	20,448,766	68.3%
Education & General	4,893,920	16.3%
Buildings & Grounds	1,854,969	6.19%
Depreciations	2,755,594	9.20%
Total Expenses	29,953,250	100.0%

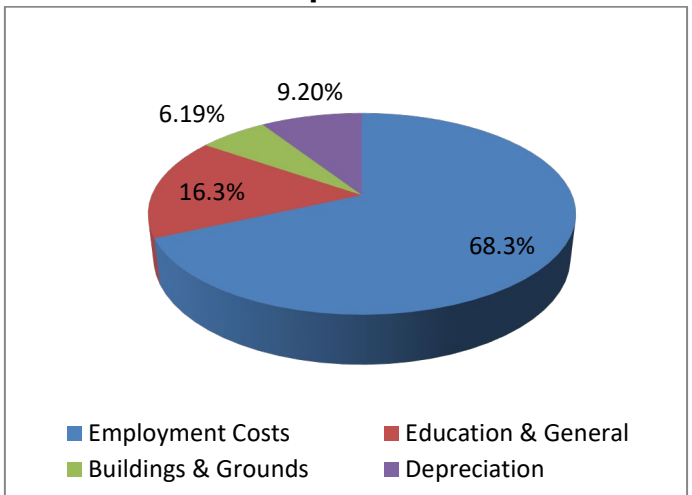
Notes:

1. The major source of income for the College was Federal and State Government funding (55%) and Tuition Fees (35%)
2. The major expenditure item is employment costs (68%). Administration, Building and Grounds, Education and General costs make up the remainder of expenses.

2023 Income



2023 Expenditure



Note:

In 2023 Tuition Fees were indexed by 3.6%. The impact of reduced tuition fees during COVID and the change in Government funding restricted the College's ability to generate additional revenue.



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In Mind and Spirit