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In Mind and Spirit

Annual Report 2021

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Overview

Aitken College is a co-educational, independent school in association with the Uniting Church catering for students of in the northwest region of Melbourne.

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 we make every effort to ensure that they possess the skills, resources and motivation which will lead to a lifetime of learning. We endeavour to embrace a broad curriculum that is academically rigorous, which fosters personal, moral, spiritual awareness and understanding. Also developing a breadth of life skills and balancing essential knowledge with a choice of pathways in the final years of schooling, including VCE, VCAL and VET studies.

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

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.

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 realize their intellectual potential and equip them for life-long learning.
- Promote and develop creativity and self-expression.
- Enable each student to realize 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.
- Instill in students a sense of service and concern for the needs of others.

The following values underpin our interactions with each other:

- Compassion
- Honesty
- Integrity
- Kindness
- Respect

Our Vision

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

Covernance

Aitken College Board

Chair:	Mr Robert Evans
Treasurer:	Ms Heather Ackland
Deputy Chair:	Mr Peter Gilbertson
Principal:	Mrs Josie Crisara
Members:	Mr Steve Craven
	Mr John Di Martino
	Mr Chris Trodden
	Professor Michael McCarthy
	Mrs Justine Sales
	Mrs Vicki Steer

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.

The Aitken College Board determines the policies by which the College will operate.

It 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 2021.

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

Various responsibilities are delegated to committees (Finance and Risk Management Committee, Planning Committee, Nominations Committee) which undertake detailed examination of their particular area and report back to the Board. All Committee recommendations are brought to the Board for ratification and implementation.

Aitken College Staff 2021

Staff Surname	Given	Qualification
ABOU-EID (Mr)	Jamal	Bed, MEd
ACCURSO (Miss)	Bianca	BTeach(Prim)
ADAMS (Mr)	Simon	BA,GDipEd, GDipIR/HRMngt
ADAMS (Mrs)	Anne	BA, AMusA, GDipEd, GDipMusTh
ARMSTRONG (Ms)	Jacquelyne	BEd(Sec), MBA, CertIVTrain&Assess
AUDINO (Miss)	Claudia	Bach Nursing, First AidLevel3
BATCH (Ms)	Kerri	BEd, MEd
BEALES (Miss)	Charlotte	BAppSc, GDipRepSci, MTeach
BERNES (Mr)	Luciano	BEd, GDipStudWelfare
BOON (Mrs)	Jayne	BA(Hons), PGCE
BORG (Mrs)	Clare	BA(Hons), GradCertCareersCouns, GradDipCareersEd&Couns, MSocSci
BRENNAN (Mrs)	Kelly	
BRINCAT (Mr)	Victor	BA, BAudP, Mtech, CertIVTrain&Assess
BRODDLE (Ms)	Alexandra	BA(Mus)
BROWNING (Mrs)	Raelene	
CACERES (Ms)	Silvia	BA, DipLib&InfoServices
CALLARD (Mrs)	Angela	BA(Profwriting&publishing)
CAMILLERI (Mrs)	Linda	BEd
CAPRARO (Ms)	Laura	BEd, GDipInfmMan
CARPENTER (Ms)	Elizabeth	BA (Mus)
CARTA (Ms)	Graziella	BSc, GDipEd(Sec)
CARUSO (Ms)	Rosa	GDipCouns
CHEN (Miss)	Steph	BBus, GDipT(Prim)
CHRISTOFAS (Mr)	David	BBus, DipEd, MEd, CertIVTrain&Assess
CLAMPITT (Mr)	John	TAss, CertIV Chaplaincy&Pastoral Care
COLE (Ms)	Robyn	BAMusic
CONNELL (Mrs)	Leanne	CertIIIEdSupport, FirstAidCertLevel3
COOPER (Mr)	Michael	BEd, DipT
CRISARA (Mrs)	Josie	BSc, GradCertMaths, GDipEd, MSL, CertIVTrain&Assess, OAM
CROLE (Miss)	Gemma	BAppSc(PE)
DENCH (Miss)	Hayley	BAppSc,
DI MARTINO (Mrs)	Mary Ann	DipT, BEd
DI PAOLA (Mrs)	Michaela	BEd
DONOHUE (Miss)	Felicity	BBus, GDipEd, MEd
DOWLING (Mrs)	Emma	BEd(Hons), BTeach(EarlyChildhood)
DU PREEZ (Ms)	Athelia	CertIVBus, FirstAidCertLevel3
DUFFY (Mr)	Chris	BMus, DipEd
EDGAR (Mrs)	Michelle	CertIIIFitness
EDMONDS (Mrs)	Rhonda	BBus, BA, DipTh, GDipEd, MA(Hist)
EDWARDS (Ms)	Robbie	CertIIIIntAide, CertIVTrain&Assess
ELEFTHERIOU (Mr)	Tassie	BSci, PGDipTeach, MTeach
EVERTON (Miss)	Claire	Dip Mus
FAIZI (Miss)	Fasiha	BEd(EarlyChildhood)
FERLAN (Mrs)	Mary	
FISHER (Ms)	Clare	GDipComp, DTeach
FLOOD (Ms)	Jacqueline	BA, BEd, CertIVTrain&Assess
FORWARD (Mr)	Kim	BSc(Hons), GDipEd, MEdStud
FORWARD (Mrs)	Jillian	BSc, GradDipTheol
FRANCEY (Mr)	Peter	Bed(Sec)
GAJIC (Mr)	Petar	BCom(Melb), CA
GANCI (Mr)	Dwayne	BSc(Hons), GDip(Acc), GDipEd
GARLICK (Ms)	Deborah	BEd, BAVA, DipSci
GIARDINA (Miss)	Carla	BA, BBeh.Sc, PGDipPsych, MPSych
GIBBS (Ms)	Rae	BEd, GCertCareersEd, GDipCareers, MSocialSci, GCertEd&Train
GILBERT (Mrs)	Nicole	BA, BTeach(Prim)
GRAHAM (Mrs)	Cathy	BSc(Aviation), PGCertOnlineEd, GCertHumNutr, MEd, CertIVTrain&Assess
GRBAC (Miss)	Carla	BAMediaArts, GDipEd, DipArts
GRBAC (Ms)	Kathryn	BEd(Prim)
GRBAC (Ms)	Olivia	BA(AnimationandInteractiveMedia)
GUNARATHNA (Mr)	Asanka	BSc, MTeach

HARSAN (Mrs)	Mona	BAgSc, GDipEd, GDipInfMngt
HART (Mrs)	Katie	BAppSc, GDipEd
HEINIGER (Ms)	Anthea	Bbest, Gdip Ed, CertIVTrain&Assess
HILAR (Mr)	Kopong	BAg, BA, GDipSecEd
HOWELLS (Miss)	Sarah	BA, MTeach, PGradDipTeach
HUDSON (Dr)	Adele	BSc(Hons), GDipEd, PhD(ChemEng)
HUDSON (Mr)	Glenn	DipArts(Product Design)
HUTCHINSON (Mr)	Noah	BMusic (Hons)
IMPEY (Mr)	Glen	BE, GradDipTeach, Mteach, CertIVTrain&Assess
INTURRISI (Mr)	Christian	BE, GDipT, MTeach
JACKS (Mr)	Aaron	BA, MTeach
JACKSON (Miss)	Gemma	BPhyHlthEd
JARVIS-DYMOND (Mrs)	Belinda	BA, GDipEd
KEEGAN (Mr)	Nigel	BEd
KIELY (Mr)	Jordan	Adv. DMus, BAppMus, GDipT
KIM (Miss)	Ella	BSc, MTeach
KOODRAVSEV (Mr)	Linden	BA(MEdArts&Prod), GDipSecEd
KOUKOULLIDES (Ms)	Christalla	BA, DipEd
KOULLAS (Miss)	Maria	BTeach, BA
LAL (Mr)	Titus	BSc, PGCE, STTC
LANCASTER (Mrs)	Raida	CertIIIEdSupport, EdIntSupportCert
LAWLESS (Mr)	Ben	BA(Hons), MA, PGDipTeach, CertArts(Soc), MTeach
LI (Mr)	Garrick	BCom, MTeach
LILLEY (Mrs)	Jenny	BA, DipEd, CertIIIBus
LIMPAH (Mr)	Christopher	BMus(Hons), AMus.A
LINDSAY (Mrs)	Stephanie	BA, DipEd
LONG (Ms)	Marisa	BCompSc
LOUKAS (Mrs)	Vicky	CertIIIEdSupport, EdIntSupportCert
LUTTON (Ms)	Megan	BBiomedSc, BSc(Hons), MTeach
MACKRELL (Mr)	Jason	BAppSc(PE), CertIVTrain&Assess, CertIIIFit, CertIVFit
MACNAUGHTAN (Ms)	Leonie	BEd(Sec), PGrad(EdStudies-welfare), Med(Leadership)
MANARITI (Miss)	Cathy	
MARINER (Mrs)	Jamie	BEd(Prim)
MARKS (Mr)	Tom	BPsychSci, GDipEd
MARSOM (Mr)	Brook	GDipTeach, BA
MATTHEWS (Mrs)	Sue	
MAZZAROTTA (Ms)	Carmen	BA, DipIntDes, GDipEd, GCertRE, PGStudWelfare
MAZZONE (Mrs)	Sarina	CertIIIChildServ, CertEdIntAide,
McCARTHY (Mrs)	Margaret	CertEd(IntAid)
McCARTHY (Ms)	Ebony	BMus
McKAY (Mrs)	Michelle	BEd
McNAMARA (Mrs)	Natalie	BAppSc(PE)
MELETIS (Mr)	Nick	DipMngt, DipBuild&Const, TradeCert(Mech Man), CertEng(Mech)
MELETIS (Mrs)	Renaye	BTeach
MESZAROS (Ms)	Annamaria	BEd, PGDegLib
MILILLI (Ms)	Lisa	Bed,GDipEdAdmin, GDipRE
MILLER (Mr)	James	GDipTeach
MITCHELL (Mrs)	Kay	
MOLLICA (Mrs)	Wendy	BA, GDipEd, PGCompEd, CertIVTrain&Assess
MONOS (Mrs)	Chris	BA, DipEd
MONROY (Ms)	Isabel	BSc, DipEd, MEdStud, GradCertEd(Languages)
MOSCATELLI (Mrs)	Maria	BA, PGCertEd, MTeach
MOTTI (Mrs)	Josephine	BA, DipEd
MUJKANOVIC (Ms)	Merjam	BA, MTeach, CertIVTravel&Tourism
MUNRO (Mr)	Scott	MTeach, BCh BioVetSci
MURPHY (Mr)	David	BSc, DipEd, GCertEdLead, MEd
NEOPHYTOU (Ms)	Kerrie	DipEd, BEd, GCertEarlyChildhdTeach, PGEdStud(SpecialEd), Med, GAICD
NICHOLLS (Miss)	Bethany	BAppSc PE, GDESec
OMAR (Ms)	Kaltun	CertIIIChild Serv, CertIVDisWork, DipChild Serv
OPASINIS (Ms)	Stephanie	BA, GDipEd(Sec)
OREO (Mr)	Gordon	BEd, CertIVTrain&Asses
OTI (Ms)	Phoebe	BGS, MTeach

PARKINSON (Mr)	Kyle	MTeach, BBus(Acc)
PATCHELL (Mr)	Michael	BA(Hons), PGCE
PAVLOU (Mrs)	Anna	BBus
PAVLOVSKA (Ms)	Jana	BCom, CPA
PAWSON (Mrs)	Emma	BScience
PEDERSEN (Mr)	Daniel	CertIVAudioEng
PEDERSEN (Mrs)	Emma	CertBusAdm, DipChilServ, CertIIIEdSup
PERILLI (Mrs)	Jacinta	
PERRI (Mr)	Vince	BEd, GDipEdAd, GCertCathSt
PERRYMAN (Ms)	Sherry	GDipTechEd, CertIVTrain&Assess, CertIIIFurnMaking(TradeLvl),
PETTERSON (Miss)	Hannah	BA, GDipT
PLUMMER (Mrs)	Gabby	BA, DipEd
POCERVINA (Mrs)	Chris	BEd, CertIVTrain&Assess
POLITINI (Mr)	Anthony	BA(Hons), BTeach(Hons)
POSEGA (Ms)	Cinzia	BA, DipEd
PRENDERGAST (Ms)	Sandra	BCom, BA, GDipAcc, DipEd, CertIVTrain&Assess
PRENTICE (Mr)	Ben	BEd
PREZIUSO (Ms)	Rita	BEd
PUMPA (Ms)	Jane	
QUADROS (Miss)	Keara	BA(Hons)
QUADROS (Mrs)	Giselle	BA, CertBusAdmin
RADLEY (Mrs)	Natasha	BTeach, BA
REES (Mr)	Ron	BEd, DipT, GDipComp
REZEL (Mrs)	Kim	First AidLevel3
RINY (Miss)	Desiree	BIndDesign
ROGERS (Mr)	Steve	BA, GDipEd, BEd
RUSSO (Mrs)	Josephine	BEd
SADLER (Ms)	Sherry	BEd(Sc)
SALLOUM (Mr)	Victor	BA, DipEd
SCANDRETT (Mr)	Jevon	BA, MTeach
SCHEMBRI (Mrs)	Amy	DipPIM
SCHULZ (Mrs)	Leanne	DipT, BEd, MEd, CertIVBus&PersCoach
SCIGLITANO (Mr)	Carmelo	AssDipLab
SCUDERI (Mrs)	Francis	BA, DipEd
SEIVERS (Ms)	Brigitte	BAppSc, GDipEd
SHIPP (Mrs)	Jenny	BSc, DipEd
SIMS (Mrs)	Gail	FirstAidLevel 3, CertIVTrain&Assess, CertEd(IntAid)
SINCLAIR (Mr)	Peter	BA, DipEd, DipGenStudies
SMITH (Mr)	John	BA, DipEd, DipT, MA(Hons)
SNOWDEN (Ms)	Sally	BSc, DipEd, GDipMathsSc, MEd, CertHums
SPALETA (Ms)	Juliana	BTeach, BSci
STAFFORD (Mrs)	Jasmina	BA, DipEd, PGDipArch, MA(Arch), GCertLang(Indo), PostGrad CertLearnDiffSupp.
SUKIMAN (Mr)	Mickey	BComm, MTeach
TAYLOR (Mr)	Dean	BAnim&VetBioSc, DEd(Sec)
TAYLOR (Mrs)	Amanda	Dip(Child Serv), Dip(Comm Welfare)
THILL (Mrs)	Jillian	
THOMAS (Ms)	Angie	BTeach(Primary)
THOMSON (Ms)	Beth	BA, GDipEd, GCertBus(AppBus), CertIVTrain&Assess, MEd(Or gleadership)
TOUMA (Mrs)	Rachel	BEd
TSALAPATARIS (Mrs)	Elsa	BAppSc(Maths), DipEd, GCMaths
TSIAMBAZIS (Mr)	Jim	CertIVMusic, DMusPerf, BMusInd, GDipEd, CertIVTrain&Assess
UFACIKLIGIL (Miss)	Rezz	BAudProd, CertIVTrain&Assess
VAUGHN (Rev)	Jim	BA, MEd, DipCouns, CertIV Chaplaincy&PastoralCare, Cer tIVTrain&Assess
VLAHOPOULOS (Mrs)	Elpis	BA, GDipEd
WACHTER (Mrs)	Julie	BAppSci, GDipEd, CertIVTrain&Assess
WATSON (Mr)	Ian	BEd(Hons), CertIVTrain&Assess
WEAVER (Mrs)	Sheridyn	BEd
WIGHTON (Miss)	Katie	BMus, CertIIIBus.
WILLIAMS (Mr)	Daniel	CertIVMultimedia, BIntSt, BA(Hons), MInfSt
WRIGGLESWORTH (Mrs)	Laura	BA(Hons), MA, PGCE, PGCertSpecEd
ZIJAI (Ms)	Elise	BCreatArts, DipEd, GDipCoun.
ZUGAN (Mrs)	Anne	DTeach, Fellow Christian Ministries

Staff Workforce Composition, Attendance and Retention

The Staff Workforce Composition is 37.4% male and 62.6% female teaching staff, and 20.0% male and 80.0% female non-teaching staff. There are no indigenous staff members. Staff attendance at 94.1% and retention at 95.3% is high.

Teaching Staff Attendance (FTE)

2019	2020	2021
92%	95%	94%

Teaching Staff Retention

2019	2020	2021
91%	93%	95%

Staff Professional Learning

During 2021, 88 external Professional Development activities were attended by the College's staff members. A total of 1515 hours were spent on Professional Development activities by teaching staff, at an average of 12.6 hours for each person who participated during the year. Non-teaching staff spent 358 hours on professional development, at an average of 12.8 hours per person. These figures are all significantly lower than in pre-pandemic years. Lockdowns in 2021 meant that external Professional Development was severely curtailed: the vast majority of external events were cancelled; some moved to brief – and often free – online forums. Teaching staff continued to show rapid growth in their learning and expertise about the use of remote teaching and learning approaches and IT applications, most of which was self-taught or learnt through peer-to-peer sharing. This necessary professional development has not been captured in the official figures.

Despite the COVID challenges, we were able to provide a number of in-house professional development events, including some with external experts via video conferencing. Some of these in-house topics were:

- First Aid training (Level 2 Certificate, CPR, Anaphylaxis and Asthma management)
- "Behaviour Matters" and "Taking Care of Relationships" with David Vinegrad
- Subject-specific curriculum content updates, including presentations from Kath Murdoch and Paul Staniscia for primary Maths and English teachers
- Project Zero's "Cultural Forces"
- Wellbeing

Teaching and Learning

The Teaching and Learning development plans for 2021 were focused on management of student wellbeing concerns, after a semester of lockdown in 2020, and the additional extended lockdown in 2021.

New curriculum initiatives in 2021 included:

• Year 9 Service Project

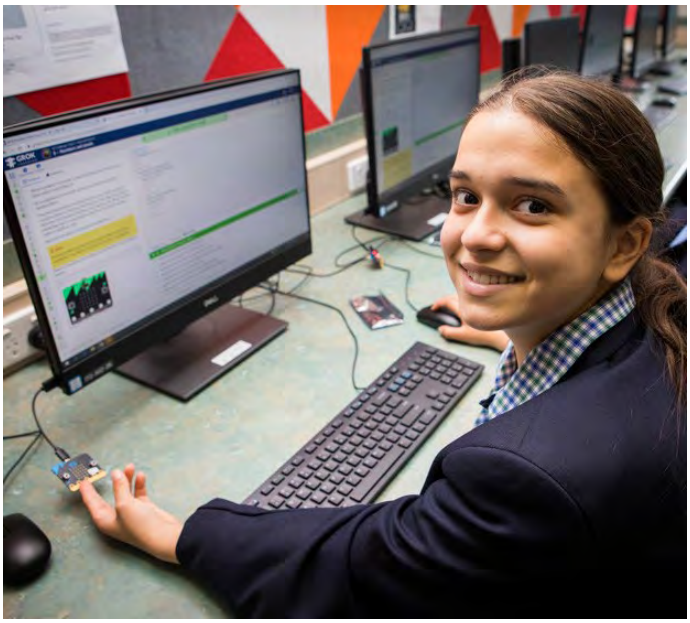
This program involved students working in small groups for approximately 40 hours spread across the year to develop and carry out a service project idea, engaging with community groups and services to meet local needs. The program was very successful in giving students the opportunity to explore interest areas and to develop organisational, communication and leadership skills. Despite the health restrictions in place in Semester 2, many groups were still able to contribute significantly to the wider community.

• Product Design in Yr 11 & 12 VCAL classes

In 2021 for the first time, all VCAL students used practical applications in the Product Design workshop to cover some of their Numeracy outcomes. This hand-on approach was engaging for students and added authenticity to the content, for these future tradespeople.

• Yr 7 Food and Fibers

All Year 7 students enjoyed a semester of a new subject, "Food and Fibers" in the new Kitchen Garden Centre, which built on what was previously one term of Food Studies. The new subject included some textiles content, and sometime in the Kitchen Garden, growing and harvesting food which was then included in the ingredients for the cooking component.



NAPLAN Results

Below are comparison graphs showing Aitken College NAPLAN mean scores for 2018, 2019 and 2021 and the Victorian mean scores for 2021. Due to the COVID pandemic, NAPLAN was cancelled across Australia in 2020, hence there are no NAPLAN results for 2020.

Some points to consider in relation to these graphs:

• School student cohort results are expected to vary slightly from year to year due to differences in student composition – because the number of student results included is relatively small, only a handful of particularly “stronger” or “weaker” students in a year level can have a significant impact on the mean results, particularly in Years 3 and 5 where fewer than 60 students completed the tests;

• The NAPLAN test questions change from year to year so comparisons between scores from year to year can be useful in identifying general trends only;

• Because test questions change from year to year, the state mean also varies slightly from year to year. Consequently, in the graphs provided, the 2021 state mean is only significant when compared to the 2021 school mean;

• Although national mean results have not been provided, it is important to note that Victorian mean scores were higher than the national mean on every test category and year level;

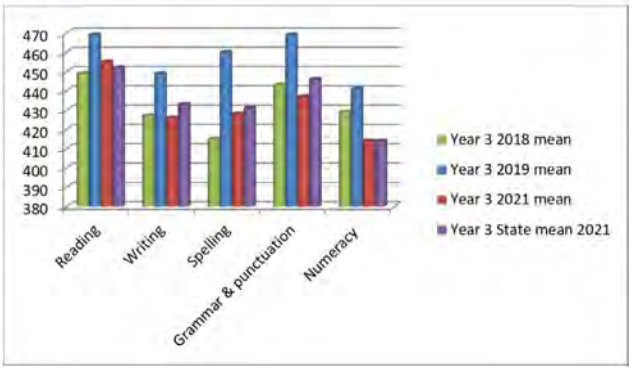
• In 2021 Aitken College students completed NAPLAN tests online for all tests except Year 3 Writing. Our first year of NAPLAN online was 2018, so all of Aitken College results shown in the graph are for online test formats.

• The results shown are only a small part of the total NAPLAN data picture – there are many other useful facets to the data. For instance, the 2021 results indicate that students in the bottom 10% of the school cohort are performing considerably better than students in the bottom 10% of the state in every area in Years 3, 5, 7 and 9 with the exception of Year 3 Writing and Spelling;

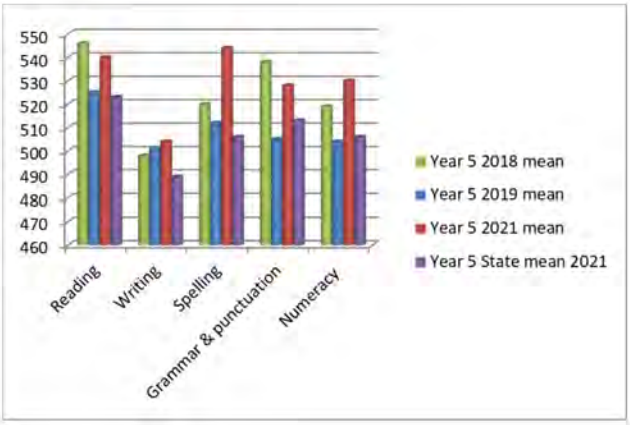
• Perhaps most importantly, NAPLAN data is only one form of information about student achievement levels. Teacher observations, class and school-based assessments and other forms of standardised testing are equally valuable in identifying student learning needs and rates of progress.

• There has been a proliferation of NAPLAN preparation material made available since the publication of individual school NAPLAN results on the MySchool website. International experience over many decades shows that schools who “teach to the test” on high-stakes tests may increase their test scores on standardised tests such as NAPLAN, but that these increases are often made at the expense of a broad and rigorous curriculum. In particular, it has been demonstrated that when the format of a test changes, schools who have “taught to the test” often experience a significant decrease in test scores, demonstrating that the education of students has been too focused on questions of the type used in the standardised tests. Aitken College is committed to the delivery of a rigorous, broad and engaging curriculum, and is hence resisting the move towards having students spend weeks on completing “practice NAPLAN tests” in order to inflate our test scores.

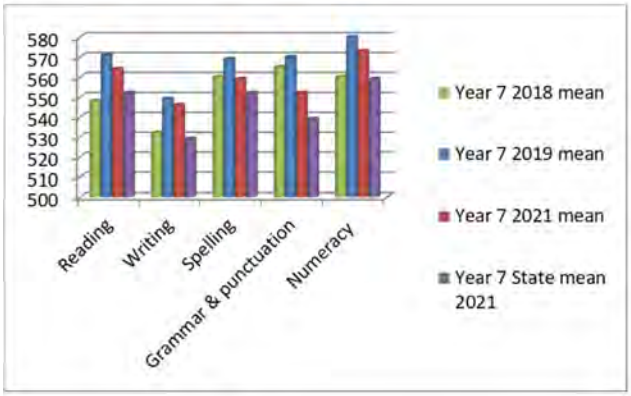
Year 3:



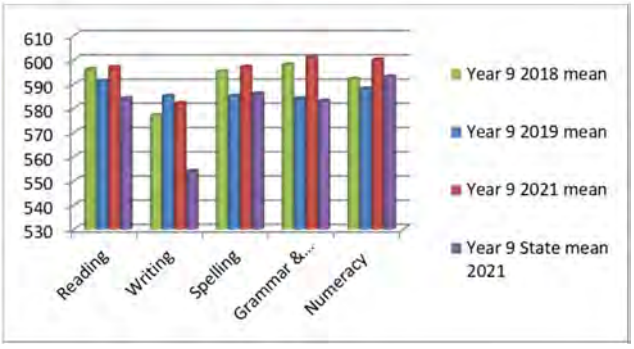
Year 5:



Year 7:



Year 9:



VCE & VCAL Report 2021

Of the class of 2021, 121 Students undertook VCE and 15 students undertook VCAL.

ATAR results show a pleasing increase in results across most markers. The benchmark percentage of ATAR results over 60 increased significantly on 2020 results and is back on long term trend. The mean and median ATAR scores also increased significantly and are the highest for several years.

The improved ATAR results may indicate that Aitken College has added significant value to student attainment, over and above that added by many other schools: although circumstances led to students not performing as well on assessment tasks, their performance relative to their peers in other schools was significantly improved.

Summary of VCE Results

	2021	2020	2019
% > 95	2.6	3.4	2.4
% > 90	8.8	7.8	4.9
% >80	25	17	17
% >70	37	37	37
% >60	58	54	58
% <60	42	46	42

	2021	2020	2019
Mean ATAR	65	62.4	63.2
Mean female ATAR	68.6	65.3	61.5
Mean male ATAR	60.8	58.1	64.8

Note:		
	Median ATAR	64.3
	Median Female ATAR	69.1
	Median Male ATAR	56.2

VCAL Report

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

Year	2019	2020	2021
Total certificates issued (Year 11 and 12)	20	23	29
Total number of students enrolled (Year 11 and 12)	25	24	29
No. of students who left during the year to pursue other pathways (back to VCE, work, apprenticeships)	1	1	0

VCAL - the Victorian Certificate of Applied Learning – continues to be a program that allows students to gain a head start into a career. Students also complete two VET courses, have two Structured Workplace Learning experiences, and participate in the Duke of Edinburgh's Award. The Senior Secondary Certificate Reform will mean applied learning from 2023 will be referred to as VCE Vocational Major (VCE VM).

VCAL Report

2021 brought more challenges for everyone, again due to lockdowns in Melbourne. The remote Home Learning program commenced on and off for part of the year and the VCAL students adapted yet again to learning remotely, considering that the VCAL is based on a practical and 'hands on' curriculum. Teaching staff worked incredibly hard to develop activities and assessment tasks to cater for a second year of Home Learning. All students completed tasks that covered: Literacy and Numeracy Skills; Work Related Skills (WRS); Personal Development Skills (PDS) and Industry Specific Skills. Students also participated in the Duke of Edinburgh's Award.

There were numerous highlights and projects in 2021 including:

• The Educational Dog Support Program – developed by VCAL students which offers the opportunity for educational enrichment and a positive wellbeing effect with two support dogs Sadie and Otto.

• Creating educational activities for Bastille Day for Years 1 and 2.

• House Cross Country, students helped facilitate the event.

• Numeracy Food Technology - various challenging tasks including designing a cake for a child.

• Numeracy Technology - creating herb garden planter boxes, using recycled products.

• Selling poppies; badges; wrist bands; tags; key chains for ANZAC Day and Remembrance Day. Maintaining the beautiful poppy flowers propagated by the VCAL students for Remembrance Day, which can be seen blooming at the college's agricultural precinct.

• Work Related Skills - preparing risk assessments based on observations on construction sites which are currently on the school grounds.

• Fundraising for the RSPCA included a sausage sizzle and collecting donations of dog-goods and non-perishable foods.

• Landscaping, clearing and maintaining areas around the college.

• During the year several VCAL students developed their own business opportunities, such as developing social media for a business or creating items such as bracelets to sell.

• Four Year 11 students Shelby Harrington, Luke Schultz, Kaitlyn Harris, David Angove and one Year 12 student Julian Torres received a Hume Whittlesea VET/VCAL/SBAT Award for Excellence and Encouragement for outstanding achievements and dedication in VCAL.

• During the VCE/VCAL Early Commencement Program the students benefitted from hearing guest speakers from the Duke of Edinburgh's Award and WPCGroup who specialize in apprenticeships and traineeships and help Mr Ganci with an environmental project.

Out of the 29 students who enrolled in the VCAL program for 2021, all obtained a VCAL certificate. The fifteen 2020 Year 12 students are now pursuing full time TAFE courses, beginning an apprenticeship, or have commenced working fulltime.

VET Report

More than 100 students were enrolled in Vocational Education and Training certificates this year with 3 VET certificates available for students to do on-site including Sport and Recreation, Business and Music (Performance).

VET Sport and Recreation (VSR) allowed students to acquire skills and knowledge for work in sports and outdoor recreation related industries. Students acquired leadership skills and capabilities in organizing and running sports and recreation events. VSR continues to be a popular subject with many students perhaps aspiring to be future events managers, sports administrators and sports and recreation facility managers.

All VCAL students completed the Certificate II in Business, with the course tailor-made for VCAL with more hands-on activities. As part of the course, students planned and created their own business ventures including a sausage sizzle, car wash, lolly shop and dunk tank.

VET Music was “a bit of a rollercoaster ride” with the on-again, off-again lockdowns. It is very difficult to rehearse on Zoom, but students rose to the challenge and did what was required. When on campus, the many rules regarding instruments that could and could not be played hampered training for wind and brass instruments. It was a tough year for any budding trumpeters, saxophonists and trombonists – but not so bad for drummers, violinists and guitarists.

A significant number of Brookhill students have been working on completion of VET qualifications off-campus. Certificates being completed include Equine Studies, Dance, Electrotechnology, Plumbing, Carpentry, Hospitality, Kitchen Operations, Make up, Screen and Media, Hairdressing and Beauty.

Students completing these VET Certificates attended various institutions in central Melbourne and the northern suburbs. This involved negotiating Melbourne’s public transport network to get to classes on time which was a learning opportunity in itself. These off-campus courses were also impacted by the lockdowns, but it was encouraging to see that the students maintained a positive outlook and did their best with Home Learning.

From students undertaking VET certificates off-campus, What I liked about doing my VET course was…

• Meeting new people and being able to up-skill in an area of interest.

• The knowledge that’s gained from the teachers. The hands-on learning was a great way to take the theory to a practical approach. I highly recommend taking part in a VET subject.

• Learning in a more adult environment that was completely different to school.

• Finally getting my pre-apprenticeship qualification.

• Getting my white card so I can work on building sites and get paid.

Careers Education

In a year filled with disappointments, stresses, anxiety, remote learning and uncertainty, the highlight of the Careers year was, without doubt, the Year 12 excursion to La Trobe University in May. We were incredibly fortunate to get onto the campus and be face to face with academics and other La Trobe staff. This allowed students to physically explore the campus, attend workshops and ask questions. It was a great day, all the more special as it was such a rare opportunity. Even the weather smiled on the activity.

Much of the past 12 months has been spent on Zoom and communicating via email, but when we are 'in residence' at school we continue to maintain our 'Open Door' policy; students can drop in without an appointment and receive a speedy response to their queries or have a longer consultation about their future. Appointments can also be made to meet with Careers staff.

It is in Year 10 we usually first start to work with the Brookhill students, encouraging them to think carefully about their interests, skills and values and to begin to look to a future beyond secondary school. We are fortunate to have time in the Year 10 Lifeskills program to work on Careers related topics and, with Lifeskills staff, prepare students for the significant decisions to be made during Term 3. The Morrisby Online program is delivered, providing students with an understanding of what might best suit them and how they can go about achieving their goals. Morrisby highlights a student's talents, helping them recognise where they are now and what might be their natural inclinations in terms of abilities and interests.

During Term 3, a Careers Speakers Panel made up of articulate, enthusiastic Alumni, outline their pathways to their current course or employment, their journey so far and their hopes for the future. They provide the Year 10 students with excellent advice about subject selection, following their dreams and undertaking career research.

Many other activities take place in relation to the Careers Department each year, with the backbone being the counselling of students and providing information and resources about all 'career' related matters. The fortnightly Career News and Daily Bulletin also assist with providing students with up to date information.

It is our aim that all students depart Aitken with a plan for their future which excites and inspires them and to which they are looking forward. Beyond that, we hope our students retain a strong sense of belonging and maintain that deep connection to the College over the years.

Year 12 Destinations

Class of 2021 Destinations all students

	Number of Students
Apprenticeship	10
Pre-Apprenticeship	3
Bible College	1
Deferral	1
Employment	2
Gap Year	1
Defence Force	3
Independent Tertiary Provider	5
TAFE	15
University	94
Unknown	1
Total	**136**

Year 12 Students Who Applied Through VTAC with A VTAC Offer

Destinations By Field of Study

Institution	**Number of Students**
ACU	6
Carlton College of Sport	1
Collarts (Australian College of the Arts)	1
Deakin University	4
La Trobe University	25
Monash University	7
RMIT University	16
RMIT Tafe	10
Swinburne University	7
Swinburne Tafe	2
Torrens University Australia	1
University of Melbourne	9
Victoria University	23
Total	**112**

Field of Study	**Number of Students**
Aviation	1
Architecture, Building & Planning	5
Business & Commerce	16
Design & Creative Arts	3
Education	5
Engineering	12
Exercise Science	7
Health	14
Humanities, Social Sciences & Law	28
IT	4
Media & Communications	3
Music & Sound Production	2
Sciences	12
Total	**112**

Of the cohort, 114 students completed VTAC preferences whilst others received offers through direct application, others undertook pre apprenticeships, apprenticeships or employment. number of students did not input VTAC preference

Learning Centre

Learning Support continues to develop at Aitken College. Our goal is to support the individual needs of our students through a variety of programs. These programs where possible, are tailored to the needs of the students and are adjusted to accommodate changing needs.

Further development of the Learning Support programme has seen us employ a primary specialist teacher and a Study Coach to work in Brookhill. The teacher is supporting students across the primary age range, working both in small groups delivering Mini Lit and Maq Lit but also on a one-to-one basis supporting the diverse needs of our Primary school students. We also offer Integration Aide support in some lessons, and we use a wide range of programs to support learning.

The study coach works with students with diverse needs within the classroom and in small study groups. In Year 10 this takes the form of study support, with further support in class for core subjects. In Year 11 we have offer a range of in class, one to one and small group support and in Year 12 we have been able to offer some in class support.

In Dunhelen we offer study classes, which provide support across all curriculum areas. classes ensure students have access to specialised support, for a range of learning needs. We also continue to offer, in class support to allow students to gain further support with the curriculum. This in-class aid assistance can be crucial, when supporting students to achieve their targets within the classroom environment.

We work closely with the student and families to make sure the correct referrals and supports are put in place. Creating a welcoming and safe environment where students feel encouraged, and resilience can be built is imperative. Our aim is to identify and support student's diverse needs, as we feel this is imperative to our student's success, academically, socially and emotionally. As a department we hope to equip our students with the skills which allow them to access the curriculum, develop good study skills and overcome any barriers they have to learning.

Extension Programs

Extension Programs, which are designed to challenge, extend, and inspire our students, continued to be one of the heartbeats of the school. Highly able students entered creative and complex problem-solving tasks and external competitions, participating in a wide range of multi-disciplinary endeavours, to enrich and extend their critical thinking.

A major highlight for the faculty was winning Gold at the Accelium International Olympics. 18 Dunhelen students took out the major prize and were crowned 2021 Global Champions in Thinking! The students competed against 157 schools from around the world, to become the inaugural winners of the Accelium Olympics. The Aitken team faced the best young minds from all over the world, amongst a total of 21 countries that competed this year. Winning the title Accelium World Champion', was a spectacular achievement for the College this year.

Other highlights for our students included participation in:

Maths Games Day
Our Years 5/6 teams produced outstanding results this year. Both teams finished 1st and 3rd in their categories with one team scoring the highest points across all categories.

Maths Challenge Program
Selected Year 4 students took part in the Maths Challenge organised by the Australian Maths Trust and 4 students were awarded Credit certificates.

Chess Tournaments
Both Primary and Secondary students participated in online tournaments. Our Primary students impressed with a 9th placing overall.

Maths Enrichment
The Euler Stage of the Australian Mathematics Trust (AMT) Enrichment Program was undertaken by the Year 6 Extension Maths class this year. Two students completed the program with perfect scores and High Distinctions. This was an outstanding achievement which demonstrated their impressive ability to solve very challenging mathematical problems from a range of contexts.

Tournament of Minds
We entered two teams this year. Students collaborated in Zooms, in small teams of seven, extending their lateral-thinking and devising unique solutions through video, scripts and other formats. The judges were notably impressed by Team One's movie trailer, particularly the promotional material and music, and Team Two's development of historical characters.

Ethics Olympiad
Our first Brookhill team engaged, via Zoom, with other schools around Victorian schools addressing eight complex cases using ethical theories. The judges were once again impressed by the creativity and intellectual rigor evident in their responses.

University of Melbourne- Research Project
Selected students worked in teams, using professional mathematical research methods to investigate their problems, simplify and visualize concepts, and ultimately prove their hypothesis. It was a very challenging competition requiring a high level of mathematical insight. The students in our Year 8 Intermediate team received certificates of High Commendation, and our team of Year 6 students received certificates of Distinction in their category. In fact, our Junior team project got all the way to the very last short list for the finals.

Young Writer's Contest
Six students across Years 4 to 9 entered the NaNoWriMo 2021 (National Novels Writers Month) submitting their 'Now What?' pieces. This gave them the chance to dive back into their novel and revise their excerpt of up to 400 words.

Extension Art Primary Program
The Art Extension Program, in conjunction with our 2021 Artist in Residence Program, offered selected Year 4 and 5 students the opportunity to enhance their artistic and creative skills in small group settings. Our aim is to extend the program and increase opportunities in 2022.

Student Composition and Attendance

The College had 1294 students at census date

641 male
653 female
2 indigenous students

40.69% students have a language other than English including 45 different native languages spoken by our students.

Student attendance, even through lockdown, was high

Year Level	Male	Female	All
1	97.80	97	97.40%
2	97.60	97.15	97.38%
3	97.50	96.90	97.20%
4	97.65	97.80	97.73%
5	96.25	97.30	96.78%
6	96.65	98.20	97.43%
7	95.45	96.65	96.05%
8	94.75	95	94.88%
9	93.40	94.40	93.90%
10	90.70	91.15	90.93%

Student Wellbeing

The Student Wellbeing Team continues to offer counselling, advocacy and information support to students and their families across the entire school.

This year we have experienced increased demand for direct student support and secondary consultation with staff. Notable referral trends include anxiety, low mood, and social difficulties, all consistent with trends observed in the broader community. Of those currently engaged with the Student Wellbeing Team, 30% are in Primary, and 72% are in Secondary school (50% Year 7-9 & 50% 10-12). This year the Team has also been involved in running Wellbeing Information Sessions, Student Mindfulness sessions and Student Psychoeducational groups.

The Wellbeing Committee is a voluntary committee that involves several staff members, each bringing a wealth of experience and knowledge that contribute to and drive the whole school's approach to Wellbeing. The committee is continuing to work toward rolling out the Be You program, a national mental health initiative designed to support schools to develop a positive, inclusive, and resilient learning community. This year, the committee will be focusing on Learning Resilience.

Examples of Wellbeing Initiatives include

- Providing our school community with access to evidence-based information on wellbeing topics of interest.

- Increasing the visibility of wellbeing and help-seeking around the school.

- Guest Psychologist, Dr David Collins, on supporting your child to develop resilience and positive mental health, and online information session for parents.

- Guest speakers exploring the challenges of parenting and how to respond to these challenges.

- Celebration of a range of awareness dates throughout the year, including R U OK Day, World Mental Health Day, Headspace Day, and International Youth Day.

- Formalizing the Resilience, Rights and Respectful Relationships learning curriculum.

- Staff wellbeing initiatives and professional learning on wellbeing topics.

School Life

Aitken College is divided into four “Schools” each with a Head of School. The schools are Fairview, Cumberland, Dunhelen, and Brookhill.

Primary

The theme for the Primary school for 2021 was ‘Together Everyone Achieves More (TEAM)’. Once again, our community of students, staff and parents have worked together to ensure that learning and positive relationships continued to flourish during lockdowns and when onsite at school. We are grateful for the ongoing support from parents as we all navigated the challenges of Home Learning. Each week during the Fairview and Cumberland Assemblies, student learning was shared, highlighting the amazing work being completed from home and in the virtual or physical classroom. We enjoyed viewing many videos, including student performances, literacy and numeracy in action, and science experiments being conducted at home. During the Assemblies, it enabled us to celebrate being part of such a wonderful community as we stayed connected during months of Home Learning. Assemblies also provided an opportunity to emphasize the importance of the College values of Respect, Compassion, Kindness, Honesty and Integrity. Many parents joined us for our weekly Zoom Assemblies and regular communication between home and school was maintained, fostering a strong home and school partnership. The Primary team of dedicated staff worked tirelessly to deliver quality teaching and learning experiences, catering for both the wellbeing and academic needs of the students in their care.

The Book Week Assemblies facilitated by the Library staff was a great way of celebrating reading and bringing the Fairview and Cumberland communities together. This year’s Book Week theme was Old Worlds, New Worlds, Other Worlds. Students and staff wore a variety of book character costumes. The Fairview students enjoyed parading in their costumes to music on Zoom while being spotlighted. The Cumberland students enjoyed a Kahoot shortlisted book challenge and dressing up as their favourite book character.

The Primary Year 6 Captains did an outstanding job creating and delivering messages to the Fairview and the Cumberland students. As well as emphasizing the College values, they provided clear and entertaining video messages on hope, resilience and wellbeing. One of their videos highlighted the importance of checking in with people and asking the question R U Ok? ‘R U Ok? Day’ played an important role in the primary classrooms as numerous lessons were planned throughout the weeks to ensure that student wellbeing maintained a top priority. The Zoom discos that Mr DJ Lawless provided reminded us all to take a break, smile, dance and have fun!

Overall, ‘Together Everyone Achieves More’ is exactly what happened throughout the year. Parents, students, and staff worked together through challenging times to continue learning and maintain a positive attitude. We have all shown an enormous amount of resilience.

Fairview

It was wonderful to have our new Preps and families join us at the beginning of the year. Our Preps settled in nicely to school routines and quickly formed friendships and positive relationships with staff. Many of the Prep students showed great resilience and flexibility when switching to Home Learning during lockdowns, and so did the parents! Our Prep students enjoyed many fun learning experiences both at school and during Home Learning. They were lucky to visit the Bundoora Children’s Farm early in the year where students enjoyed many hands-on experiences such as holding the guinea pigs, milking the cow, digging the compost, and going on a tractor ride. Preps also celebrated 100 Days of Prep online and had many fun days including crazy hair day, teacher dress up day, PJ day, backwards day, and a science and zoo incursion. Throughout the year, it has been wonderful to see the Preps’ literacy and numeracy development. They have learnt about different topics for Integrated Studies, and experienced specialist classes such as Library, Performing Arts, Visual Arts, Physical Education (PE), and Religion and Values Education (RVE). Our Preps’ journey at Aitken has just begun and we are looking forward to getting to know each student as they progress throughout the College and will enjoy watching them grow and develop.

Our Year 1 and Year 2 students have continued to blossom throughout the year, bringing lots of smiles and enthusiasm to Fairview. Their learning has been showcased during Assemblies, demonstrating lots of hand-on activities involving literacy and numeracy skills. Dress up days and fun games during Zoom sessions made learning interesting and engaging. It was also great to see student video performances that highlighted a variety of talents. How very lucky were the Year 2 students to go on their excursion to the IMAX and the Melbourne Museum just before a lockdown was announced! That excursion will be one to be remembered. Our Fairview community, including our dynamic team of teachers and the wonderful students and families, worked together to support the children through another challenging year.

Cumberland

The Year 4, 5 and 6 students have enjoyed spending time in the new ‘Cumberland Village’ while waiting for the exciting Year 3-6 area to be built for use in 2022.

All Cumberland students adapted quickly to Home Learning throughout the year. They embraced the learning opportunities presented to them and participated in a variety of experiences.

Year 3 and Year 4 students investigated and explored scientific concepts, learnt about Australia and its neighbours, and Australian history. They also enjoyed Zoom Kids Helpline sessions on wellbeing during Life Skills’ classes.

Both Year 4 and Year 5 students enjoyed participating in the Kitchen Garden Program either at school or at home during Home Learning. The students developed many skills while working in the garden and kitchen and were involved with planting and harvesting fresh vegetables and herbs then enjoyed cooking many recipes, such as vegetable spring rolls. For many students, they learnt to try new tastes using healthy ingredients from the garden.

One of the highlights for Cumberland students was the Movie Challenge involving storyboarding, teamwork and creativity. Their digital technology skills were used to create many incredible short film clips to entertain their peers.

The Year 5 students learnt about Australian history and the Colonial Era and enjoyed learning about Space. They also experienced life on the Goldfields at Sovereign Hill. The Year 6 students demonstrated their understanding of light and energy and learnt about politics and decision making while immersed in the class boardgame ‘Earth Craft’.

This year both the Year 4 and Year 5 students enjoyed their time at Camp Week away. They had opportunities to experience outdoor adventure activities while developing independence and collaborative team building skills.

Specialist classes were also enjoyed by all. They were fun and many involved movement and creativity. Quite a few dance moves were shown during Assemblies! Social Zoom time was also set up for Homeroom classes to mix with friends, enjoy a laugh, have fun and reconnect.

Secondary

Dunhelen (Middle School - Years 7-9)

Dunhelen started off 2021 hoping for a smooth year without too much disruption. The first few weeks felt good, and the students and teachers were looking forward to camp at Phillip Island. Unfortunately, days away from camp there was a snap lockdown which saw us all go back to home learning. Students were very sad about missing out on camp but got into home learning as best as they could.

Between lockdowns the Year 8 students enjoyed Medieval day. The students enjoyed the opportunity to dress up in medieval costumes, play games and learn about medieval weaponry as part of their Humanities unit.

Year 7’s missed out on Camp but the Social went ahead where there was lots of dancing and having fun with new and old friends. The 90’s music was a hit and the students donated $600 to charity.

Secondary

The Dunhelen Swimming Carnival was well attended, and students had a great day swimming, cheering and/or playing water volleyball to gain points for their house. Many of the students got involved as best they could and made their house proud. Cameron House took away the win.

Cross Country and Athletics Day continued to be successes with large numbers of students participating in both days. Although it was a cool day for Athletics it allowed many students the chance to shine in their chosen sport but also gave others the opportunity to have a go and try their best for their house. The Cameron House continued to dominate in the Athletics Carnival.

The Peer Support Leaders took their Peer Support groups through a series of activities to help the new Year 7 students become comfortable in their surroundings. Topics included, getting to know your school, teamwork, organisation and managing stress. Later in the year, after the lockdowns, the Leaders ran a catch-up day to check in on their groups, ran activities and enjoyed a BBQ lunch.

The Middle School Play went ahead in Term 2 and Peter Pan and the Lost Boys continued to be young forever. We had a huge cast from Year 7, 8 and 9's with many trying out performing for the first time. The show was a massive success and the students wowed packed audiences for their two shows. All students showed dedication and commitment through a tricky rehearsal process with some of them being held on zoom.

The Performing Arts continued to shine with the Dunhelen Dance Team doing their best to get in a dance practice whenever they were at school. They all worked hard to display their talent and were able to showcase their progress in the Performing Arts Captain's Concert where the students demonstrated amazing performance skills and the ability to prepare an entire dance in such short time which was great to see.

Year 9's completed their first year of Service Learning where all students worked in teams to help provide a service to those at Aitken and in the broader Community. Students ran Funhelen where Primary and Dunhelen students were invited to participate in activities and games which were all organised and run by the Year 9's. In the second half of the year the groups served the wider community, and some were lucky enough to visit local childcare centre's and run games for the children which was well received by all. The students and teachers worked collaboratively and should be proud of their efforts

City Experience was unfortunately cancelled with the snap lockdown. However, the Year 8's were able to participate in an interactive zoom presentation by 'The Big Issue'. Each class not only learnt about the serious and complex issue of homelessness in Melbourne but heard first-hand accounts from people who had slept rough due to difficult past experiences. During this time students heard about the amazing work 'The Big Issue' does to support people doing it tough including the chance to sell magazines and work within the business.

Year 9 Camp travelled to Broken Hill just in time. Students were exposed to the local Aboriginal Culture and learnt about the land management, the people, and their history. Some were lucky enough to ride camels through the dessert and all caught a glimpse of a spectacular sunrise over the red dirt mountains and mining community. Thankfully, before a quick exit a day early to make it home before another lockdown the Year 9's tasted the famous Belle's milkshakes and toured the town.

Although it was a disrupted year going in and out of lockdowns each term the staff and students did their absolute best to stay positive and keep working. Assemblies had a wellbeing focus and students were encouraged to participate in a series of events to win points for their house and prizes for themselves. Students participated in a photography competition where they put together a collage of the things and places they discovered during lockdown. They also cooked meals and baked cakes which were all captured and shown at assembly, as well as created unique art with a focus on their house colours and house pride. Teachers also worked hard to excite the students by running competitions such as Teachers and their Pets.

2021 was another trying year, but everyone worked as hard as they could to overcome the challenges that were put in front of them both at school and during remote learning. Returning to the College grounds in Term 4 was an exciting time for all. There were lots of opportunities to focus on the positives and socializing and getting back to as much normality as possible. To celebrate the difficult year Dunhelen held the Dunhelen Festival in the last week of school. The festival allowed the students to have some good old fashion fun with jumping castles, teacher dunking machine, fairy floss and face painting. All students and teachers had a blast.

Brookhill (Senior School - Years 10-12)

In so many ways, the unavoidable trials of 2021 have been more difficult to endure than those of 2020. Ongoing changes to living and working arrangements affected all members of our community, both at school and in their personal lives. For this reason, wellbeing has been a major focus of attention within Brookhill throughout the year.

We were grateful for a relatively normal start to the year. The Year 12 Learning Conference took place at the Hyatt, Essendon Fields in late February. Students heard an inspirational keynote address from Ben Pettingill, who explained the concept of limitless vision; big goals can be achieved through the process of Aspire, Acquire, and Action. Students then had a presentation on exam preparation from Elevate Education, which focused on concrete, practical steps that can be taken from the start of the year to be fully prepared for final exams. Students also enjoyed informative careers presentations from La Trobe and Victoria Universities, which focused on tertiary early acceptance programs and combined live presentations with live-streaming technology.

Students and staff were pleased to be able to run the annual House Swimming and Athletics carnivals this year. These carnivals are community building days; while the standard of competition is always high, the best part of these days is the sharing of fun and building of relationships between students and staff.

Throughout the ever-changing circumstances, academic programs carried on, and always delivered outstanding outcomes for students. The Study Skills program was delivered in full to all Brookhill students by Elevate Education, moving online during times of Home Learning. The mid-year exams ran very successfully, thanks to the great work of the VCE Coordinator. These combined some remote exams with on-site formal exams seamlessly and gave students valuable exam room practice.

As the year progressed, Home Learning once again became the mode for delivery of curriculum and assessment. Lessons learnt from 2020 enabled teachers and students to make productive use of technological tools to maximize outcomes for students. The use of emerging on-line tools, such as OneNote, enhanced the quality and flexibility of teacher-student interaction and showed that Aitken College teachers are at the leading edge of remote learning pedagogy.

Extended periods of lockdown and ever-changing social conditions took its toll on the wellbeing and mental health of many members of the Brookhill community. A report on this year would not be complete without noting that, as the lockdown dragged on, increasing numbers of students found difficulty maintaining engagement, with many experiencing the onset, or worsening, of mental health conditions. The message from students and families was that the quality of the Home Learning program was excellent; the disengagement and deterioration in mental health was due to isolation and inability to access recreation and regular pastimes.

Much of the work of Brookhill staff in the latter part of the year focused on working with students, families, and each other to support wellbeing. All staff are to be commended for the excellent and caring work they carried out.

In addition to the excellent prosecution of their roles, VCAL, VET, VCE Coordinators and Careers Teachers contributed greatly to wellbeing solutions for many students, as part of a fully integrated Brookhill team.

Performing Arts

2021 wasn't the year we had hoped it would be. Numerous shows and concerts were postponed or cancelled completely. Despite this, students still engaged in the many opportunities that were provided. Regardless, support from families and the College community was strong.

The Performing Arts captains, managed to present the Performing Arts Captains' Concert in March. Students chose the charity Minus-18 as their focus, an organisation which supports and raises awareness for young people who feel marginalised in the LGBTIQIA+ community. An audience of around 150 people raised $350, with students and staff continuing to show their support by wearing rainbow ribbon lapel pins.

Meanwhile, excitement was building amongst the cast for the College Musical, The Addams Family. Students, staff and the band headed off to Lake Dewar Lodge where they achieved a great deal in three days of workshops and rehearsals during the annual musical camp.

With the assistance of the Year 11 Theatre Studies class, this year's Middle School Play was JM Barrie's classic, Peter Pan or the Boy Who Would Not Grow Up. This colourful production was brought to life by almost 30 students from Years 7 to 9 for two performances in May. Almost 350 appreciative audience members celebrated their achievements.

Just prior to the mid-year lockdown, our VCE Theatre Studies class were set to present their production of a contemporary Australian play, boy girl wall. This fast-paced comedy was about life experiences that we can all relate to. After an opening night performance with a live audience, the remaining performances were moved to an online stream. The mid-year lockdown meant that we had to put on hold the VET Music Industry Night, Emerging Performers Concert and the highly anticipated, Winter Music Soiree.

After being postponed in 2020, the new cast of the College Musical, The Addams Family, were moving into their final rehearsals as Term 2 ended, even though some of these were conducted online. After multiple re-schedules, The Addams Family company never got the opportunity to perform in front of a live audience. On the afternoon of yet another lockdown, staff and students returned to school at 5pm to run one complete show for photographic purposes and their own enjoyment before the 8pm lockdown deadline. We congratulate all involved for the resilience demonstrated and the one amazing performance they gave to an empty auditorium.

Late in Term 3, our VCE Theatre Studies students filmed in-progress performances of their monologue examination pieces. A streamed broadcast was made available for the community to enjoy. In a similar vein, our VET Music students filmed parts of their rehearsals for the VCE/VET Music Performance Examination. 7 students presented solo performances in their chosen musical style/genre. A streamed broadcast showcasing their preparation was available for families.

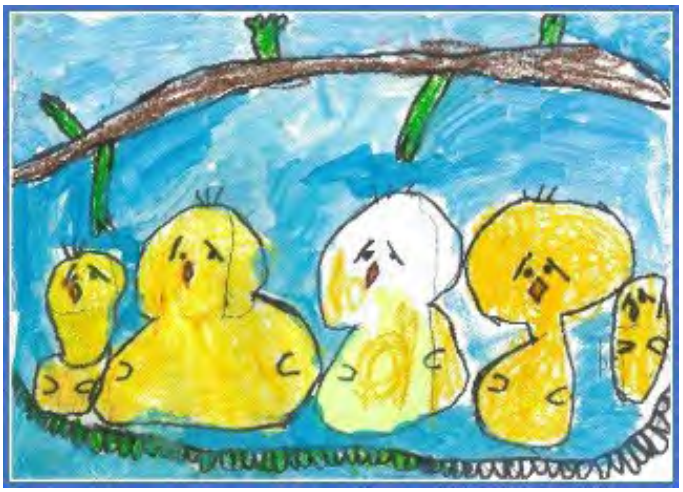
The Instrumental Music Program has continued to motivate and encourage the musical skills of students from Prep to Year 12, sometimes in person and sometimes remotely. We saw students learning guitar, drums/percussion, piano strings and vocals as well as brass and woodwind instruments. The success of the transition from onsite to Remote Learning, is a credit to the hard work, energy and commitment of our dedicated Instrumental Tutors. We also showcased some of the work the instrumental students and ensembles did through a series of online concerts.

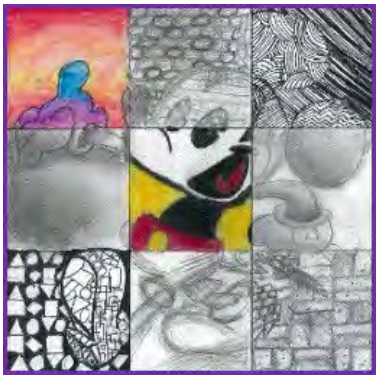
We weren't able to stage our highly popular Primary School Concerts; instead, our Primary Performing Arts staff shared various in class performances with families through our Remote Learning management system. Despite not having the big showcase, students still had plenty of opportunities to perform.

Work undertaken in Media, Primary Performing Arts, Music and Drama was highlighted across Term 4 through a number of initiatives. The second of our VET Music Industry Nights and the extremely popular outdoor Twilight Concert and Director's Choice Gala Concert were both cancelled.

Visual Arts

What another inspiring year. We were on site, remote, onsite, remote again, all requiring continued perseverance that saw our students continue to learn, strive for excellence, and respond with passion. Sydney J Harris once wrote, the whole purpose of education is to turn mirrors into windows. Art allows us to see beyond ourselves, find inspiration in others and the world around us, be open, observe – not glance, question not accept, to open the mind and respond in unique ways; that is us, that is Visual Art. This year, we asked primary students to respond to questions about their Art practice. Their responses humbling; for this reason, our teaching a joy.





Having planned for disruption, we began this year with ceramic units. Having missed this fun and messy medium in 2020, it was a priority to get students into hands-on projects, to focus on fine motor and engineering skill. The work was fantastic; however, as the glazing/painting was abruptly interrupted, they were not photographed to share. Other tasks, like those pictured here, were also interrupted, started on site, finished remotely, submitted on return. They capture how motivation and care lead to success.

Flexibility became a key criterion for success in 2021. Students should be congratulated for not only completing but excelling in challenging times. These Elements of Art pieces demonstrate their resolve, to respond with care, creativity and careful observation.

The 2021 online exhibition celebrated all students and their work, highlighting the variety of tasks our faculty present, to engage the various interests of students. We endeavor to provide enough ingredients; students create the recipe.

Sport

This year has certainly had some challenging times due to COVID-19. Once again, at times, we found ourselves with a modified program for Sports and Physical Education. We were very lucky to have run some of our major events such as the Swimming and Athletics Carnivals which brought so much happiness to our students and staff. Whilst we did our best to provide activities to students online, it was a challenge, but was also encouraging to see students become more resilient when taking on these tasks. Our main aim was for students to be active.

Our PE curriculum had to be modified for the adjusted conditions and we included an exciting Year 7 to 9 Dance program that provided students a different way to include PE into the curriculum. This was a welcome addition to our program in Term 4.

Secondary Sport

Term 1 got off to a great start with over 10 teams progressing to the Northern Metropolitan Region Finals in sports such as Tennis, Cricket and Softball.

Term 2 we had success with the boys Senior and Intermediate Soccer teams, both advancing to the regional finals. Due to continual postponements, the teams never got the chance to compete at the next level.

A big congratulations to our Cross-Country and Swimming teams with many outstanding individual achievements and personal bests. We are hoping next year we will be able to continue the great success we had in the summer competition and look forward to being back next year, better than ever.

Languages Faculty

It was another fun-filled year in the Languages faculty where students participated in a variety of events which added context to their language learning.

Year 8 went to the Parkville Zoo to learn about South-East Asian animals and use their Bahasa skills to complete a variety of language-based tasks. While still on-site, Year 1 and 2 French classes studied Bastille Day and celebrated with a French breakfast adorned with French flags and a paper puppet. Year 7 students used their newly developed language skills to create posters in Bahasa Indonesia about their interests and what they do in their spare time. Year 8 classes created comics about getting up and ready to go to school in the morning while Year 9 students wrote about a place they visited on the weekend. Activities in secondary languages classes included the always popular Kahoot quizzes and Education Perfect tasks. While onsite at school secondary students engaged in the many cultural and games-based activities in our language laboratory.

Although we have once again been faced with the challenges of teaching and learning via Zoom, I have been very impressed with how teachers across the Languages Faculty have adapted their teaching methods and assessment to suit the changing circumstances. Furthermore, I congratulate students for continuing to adapt to the routine of learning languages online.

Alumni

Alumni functions, specifically reunions were once again impacted negatively by COVID lockdowns and protocols.

However, when functions were able to be held, they were successful and well attended.

In 2021, two Alumni functions were held, and these were events that otherwise would have taken place the previous year, but were re-scheduled to a time less likely to be impacted by social distancing and/or mask wearing requirements.

Class of 2010 Report

When asked ‘What did you like best about Aitken?’, the answer from those in this group was a resounding ‘lifelong friendships in a tight year level’. After TEN years away from the school, many have a range of academic/workplace experiences for purposes of comparison, and some are even choosing schools for their own children!

Sixty plus Alumni returned for the reunion with an additional 23 sending apologies. Work commitment, prior engagement, holiday/travel plans and residing interstate/overseas accounted for most of these.

Immediately after finishing school, friendships tend to remain strong for some time. However, the busyness of life: studies, career, new relationships, family commitments etc. can begin taking up more time and despite best intentions, the drift away from school friends is inevitable. What was very clear however, was the affection these Alumni have for the College and the easy rapport they enjoy with their peers with whom they once spent so much time. Photos of happy smiles tell the story. One of our guests even travelled from Canberra to attend!

For these Alumni, the new (to them) buildings were incredible, a far cry indeed from what they experienced whilst at school; and the Kitchen Garden Centre provided the perfect venue for the relaxed gathering on a balmy evening.

So many different occupations and career pathways have been pursued by this interesting, energetic and resourceful group of former students. Too many to list, but some include:

Brand manager
Business owner
Building inspector
Communications advisor
Customer Service Coordinator
Electrician
Energy officer
Food Technologist
Management accountant
Mechanic
Mechanical Engineer
Medical receptionist
Nurse
Occupational Therapist
Oral Health therapist
Personal Trainer
Police Detective
Property developer
Sales manager
Taekwondo instructor
Teacher
Train Driver
Town Planner

Class of 2015 Report

Thirty plus Alumni returned to the College to catch up with friends and teachers. During the last five years these young adults have completed studies and commenced their careers in a range of industries both professional and vocational.

Alumni from this cohort have been incredibly generous with their time by 'paying it forward' and agreeing to participate in Careers related activities such as the annual Year 10 Careers Panel benefitting current students and in doing so, they have confirmed their fondness and regard for the College. Their knowledge and first-hand experience across a range of occupations can provide a valuable insight for current students considering career options and undertaking careers research. Some of the occupations represented included:

Architect graduate
Banker
Carpenter
Civil Engineer
Dietitian
Director (Media)
Electrician
Environmental Engineer
Exercise Scientist
Hairdresser
Lawyer
Midwife
Occupational Therapist
Office Manager
PhD candidate (Science – Microbiology)
Public Relations & Marketing Coordinator
Signwriter
Teacher

Alumni from the Class of 2015 really appreciated being able to catch up with former teachers Mrs Rita Paniagua (Head of Brodie), Ms Alicia Hewes (Head of Cameron) and the Rev Jeanne Beale who were also in attendance.

We look forward to hearing more about their adventures beyond Aitken when we meet next. Many thanks to all who assisted and attended.

Interact Club

This year, the Interact Club created a focus regarding what we wanted to achieve by the end of 2021; that focus was sustainable service within our community.

We began the year with an information session, and when students were asked to officially sign up, we gained 36 members. The following week, members voted for their preferred board committee leaders, and soon a total of 8 board members were elected:

In Term 1, our first event was in collaboration with Clean Up Australia, which tied together with our aim. On Friday 5 March, 12 Interact volunteers along with Ms Neophytou and Mr Ganci, cleaned up around our school's creek, and the surrounding area. Our purpose was to create a long-lasting change in our environment and encourage others to clean up their local area as well.

In April, 10 Interact members volunteered to sell ANZAC badges, keychains, and wristbands to staff and students from Prep to Year 12 to support ANZAC funds and spread awareness about the meaning behind the day and the reason why we donate to ANZAC organizations. Shortly after, we held a Membership Acknowledgement Presentation, where the students received their certificates and badges in recognition of their membership status.

Our most recent event was 'Tree Planting Day, which was inspired by National Tree Day. On Friday 30 July, Interact volunteers joined our school's environment monitors, to plant trees in a section of grass located near the Ring Road. Additionally, we made a commitment to supporting the student community with mental health, well-being and gratitude strategies.

The Interact Club have had lunchtime meetings every second Friday of the school week, which have consistently displayed strong attendance, engagement, and most importantly, enjoyment. Many students have stated that their favourite part of being an Interact Club member has been the friendships they have made and/or strengthened.

We are thankful for every Interactor's contribution and the opportunity to work with our fellow Interact Club members in making a positive change within our community.

Sustainability and Environment

Aitken College has continued to participate in sustainability activities during 2021. This has been of great benefit to the environment and the school community. Aitken College continues to surpass government expectations in regard to embedding sustainability practices. We have achieved a 4-star certification rating as a result of demonstrating continuous improvement in areas of biodiversity, energy, waste and water. The table below (Figure 1.) outlines the progress that Aitken College has made towards its stars and module certification since its baseline year of 2008.

Figure 1. Benchmark Report for 2021

Resource	Benchmark (per student)	Usage		Currently meeting or below benchmark
		Baseline Year	Current Year 2021	
ELECTRICITY	400.0 kWh	446.88	364.13	Y
LANDFILL	0.3 m3	0.88	0.32	N
WATER	4.0 kl	0.10	3.14	Y
PAPER	N/A	2.74	1.78	N/A
RECYCLING	N/A	0.20	0.14	N/A
*BIODIVERSITY	>75	0.00	83.00	NR

* Biodiversity is an aspirational goal and should be striven for where possible.

This year the Sustainability team focused on renewing the schools' water module. This is a requirement of the ResourceSmart Schools Program which is funded by Sustainability Victoria. This involved undertaking a comprehensive water audit of the school. The data collected is used to help raise awareness and hopefully change behaviour/habits towards water conservation and improve Aitken College's water management in the future. Below is a summary of the data obtained from the audit along with suggested recommendations (Figure 2a and 2b).

Figure 2a. Summary of data collected from school's water audit

Item	Quantity	Type	Water source
Toilets	79	100% dual flush	Potable
Urinals	10	80% Sensor 20% Timed	Potable
Taps	185	60% – timed push 40% - Twist	Potable
Drinking fountains	18	100% Push handle	Potable
Water tanks	12 – various sizes and locations	137000L Total Capacity	
Other water items: Urns, Dishwasher, Washing Machines	16		Potable

Figure 2a. Summary of data collected from school's water audit

Current practices at Aitken College to Conserve water	Future recommendations
• Regular maintenance of amenities: no leaks were found in any of the amenities. • Mulch on garden beds. • Use of wise water plants – natives suited to the area. • Automatic irrigation drip system • Water harvesting – water collected in tanks. • Landscaping designed to slow stormwater – swales, brodies creek, wetlands pond. • Fitted flow controllers. • Water monitoring system – SWEP.	• Install signage about water conservation practices in staffroom, toilets, bathrooms etc. • Check flow rates of taps to make sure they are in line with best practice. • Conduct a curriculum audit with HOF to determine water activities already conducted in the classroom and potentially look to have staff and students participate in local waterways projects/activities – construction of pond in Wildlife corridor. • Bottle refill stations • Timers on hot water systems and lower temperatures and check water efficiency ratings of appliances. • Investigate alternative water saving systems. • Speak to relevant HOF to see if we have rinse and wash protocols in place for food tech, science, art etc.

During 2021, the Sustainability team also introduced the Bokashi compost system into the junior school to reduce the amount of rubbish going into landfill. This compost system enabled the school to compost all food scrapes such as fruit, vegetables, meat and bread. Moving forward, the Environment team is looking at expanding the bins to include the Senior school and investigate the possibility of composting paper towels.

Classroom Compost Bin

Compost from the bokashi method

Aitken College was successful in obtaining a 2021 Victorian Junior Landcare and Biodiversity Grant to redevelop the Wildlife Corridor. The redevelopment included a construction of a pond and a path as well as planting and propagating native plants. The main aim of the redevelopment was to improve biodiversity by increasing native indigenous plants and thus habitat for native animals. In particular, those animals that are endangered to the area. The redevelopment will also provide an opportunity for students to use the Wildlife Corridor as an educational resource.

New path and pond constructed in the Wildlife Corridor

Aitken College also participated in the 2021 Schools Clean Up Australia Day and National Tree Day. The primary objectives of these two events were to clean up rubbish and plant trees. This also promoted increased awareness of the importance of trees and the impact of rubbish has on the environment and community.

Schools Clean Up Australia Day

National Tree Day

It has been great to see that more and more students have become involved with environmental initiatives, and therefore growing as sustainable citizens.

Environmental Studies

Science in agriculture

This year, students brought science into agriculture by introducing investigation, research and experimentation to their learning. Students investigated the science of soil with the aim of improving water efficiency, soil health and structure for good crop yield and quality. This resulted in helping grow quality vegetables for the school market and kitchen programs. Agriculture is always developing new innovations and techniques to solve difficult problems that might be caused by the environment, disease or urban developments. Using scientific and innovative approaches, students learned how we can grow quality food in an ever-changing environment.

Our farm animals

It was great to have two calves on the farm that formed part of the careers program for students. Students had to bottle feed, measure growth and monitor health conditions of the calves over a period of 3 weeks before they were handed back to the farmer. Students also had the opportunity to learn many aspects involved in looking after the alpacas, sheep and chickens on the farm. They learned to understand animal nutrition, potential diseases and paddock and pasture management. Areas that were covered as part of the Animal Husbandry and Health program were:

- Administer drenching injections for parasites and worms for sheep and alpacas
- Learn how to trim the sheep and alpaca nails
- Check teeth to determine age and health of animals
- Check for body weight and assess muscle shape and structure
- Learn about and administer vitamin A, D and E injections
- Pasture and paddock management
- Watch and learn how animals are shorn

The science of growing GIANT pumpkins

The key to growing a giant pumpkin is seed genetics in conjunction with correct soil structure, feed regime and environmental conditions. This year we managed to grow 2 giant pumpkins both weighing between 71 and 75kg. We hope to do better next year and pass 100kg. We recently discovered the important role that genetics and other factors play in growing gigantic vegetables; however, it was our failures that helped us find a solution. These fun activities will be part of our ongoing scientific challenges which give us opportunities to try new methods and investigations.

Agriculture stall at STEM week

During STEM week, agriculture students ran a workshop where they taught other students how to propagate seeds and grow plants. Seeds were propagated in small biodegradable pots which can be planted directly in the soil. Well done to all the students who got to see hundreds of seeds propagated.

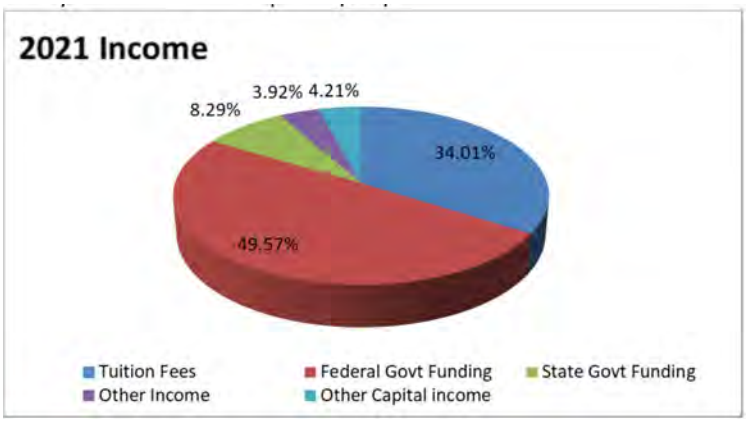
Finance

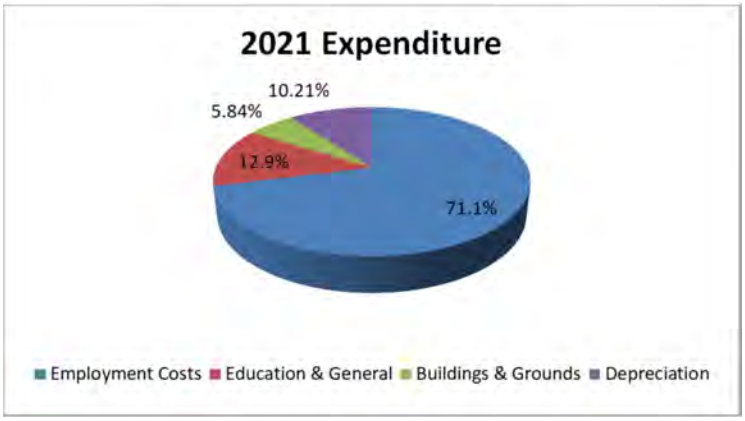
INCOME	$	%
Tuition Fees	9,011,781	34.01%
Federal Govt Funding	13,132,152	49.57%
State Govt Funding	2,195,386	8.29%
Other Income	1,039,286	3.92%
Other Capital income	1,116,007	4.21%
	26,494,613	
Total Income		95.8%

EXPENDITURE	$	%
Employment Costs	16,865,078	71.1%
Education & General	3,061,390	12.9%
Buildings & Grounds	1,386,929	5.84%
Depreciation	2,423,063	10.21%
	23,736,460	
Total Expenses		100.0%

The major source of income for the College was Federal and State Government funding (58%) and tuition fees (34%)

The major expenditure item is employment costs (71%). Education and General costs are mainly faculty and administration expenses (13%)





In 2021 tuition fees were increased by a modest 1%. To further support families through the COVID pandemic, a goodwill credit was given.

In order to manage this financially the College Board decided to suspend some Capital projects to fund the bursaries. Unexpected expenditure in the recurrent budget included additional cleaning and set up of infrastructure to manage COVID Health and Safety, an increase in IT software to support home learning and the employment of additional teaching staff to support students in the Home Learning at school program and cover vulnerable staff.

Capital Works Projects and Property

This year we completed a number of smaller capital projects. These smaller projects allowed us to add the finishing touches to a number of areas around of the College from building additions to landscaping and aesthetic improvements.

The Dunhelen play and passive area was fully landscaped. We installed passive seating areas as well as large play areas to compliment the large barrel vault shade structure and new basketball court.

The landscaping also consisted of new fencing and planting along our eastern and southern boundary fencing to further improve the security around the site.

Stage 1 of the canteen works begun with the expansion of the preparation and serving area for the canteen staff. We also constructed two separate entry and exit points for primary and senior students. This has allowed for a much more steady and efficient service model for the canteen operators.

Stage 2 works will see the remodeling of the cooking and food preparation spaces which will certainly provide the canteen staff with much more room and food storage space.

The kitchen garden and pizza oven area required a number of additions. The first addition was a large, shaded structure over the pizza oven to allow students and staff to prepare and cook food all year round. It is also an area that will be utilized for staff functions and parent and friends events.

The second addition within the kitchen garden area also required a hot/green house to assist with the propagation of vegetable seedlings and plants for the garden as well as a large storage shed for tools and consumables.

The third addition was the construction of a chicken coup which will house approximately 20 chickens for the purpose of supplying eggs to the food studies faculty.

As usual we also managed to complete many other projects during the Christmas break. This included the installation of circulating fans to the gymnasium hall to assist with air movement during the warmer months.

We installed two new wheelchair assisted lifts to CR1 and CR2 to achieve compliance with BCA.

The soccer field which was being difficult to manage due to poor drainage had a drainage system installed and will from 2022 have a maintenance regime to raise the standard of sports turf in and around our sporting precinct.

We also started stage 1 of our roof access upgrades to further improve roof entry and exit for our staff and our sub-contractors who perform tasks on the college buildings.

The Property department which has a cyclical maintenance program 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.

Primary School New Building (Years 3-6 and specialist facilities).

The new building for primary school commenced in late 2021. It will allow for a variety of learning opportunities. There will be adaptable indoor and outdoor spaces that promote activities such as explicit teaching, collaboration, critical thinking, creativity and innovation, independent learning, rejuvenation and socializing. The spaces will provide opportunities for interactive, active learning environments that allow teachers and students structure, variety and choice.

The building design is structured into Learning Neighborhoods, with Years 3 and 4 being on the lower level and Years 5 and 6 on the upper level. Each Neighborhood allows for 3-year level classes comprising of 26 students in each class on each side of the building. There will be a mix of quiet classroom spaces, small group structured spaces, and shared learning spaces for each year level. The new building will enhance teaching and learning, provide flexibility, integrate technology, and support and accommodate a variety of learning preferences.

Also included in the design are beautifully equipped P-6 Learning Spaces for Performing Arts, Visual Arts, and Design and Technology.

The students and staff eagerly anticipate the completion of the new Primary School Building for Years 3-6 and specialist classes for P-6. The expectation for completion is late 2022.

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In Mind and Spirit

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