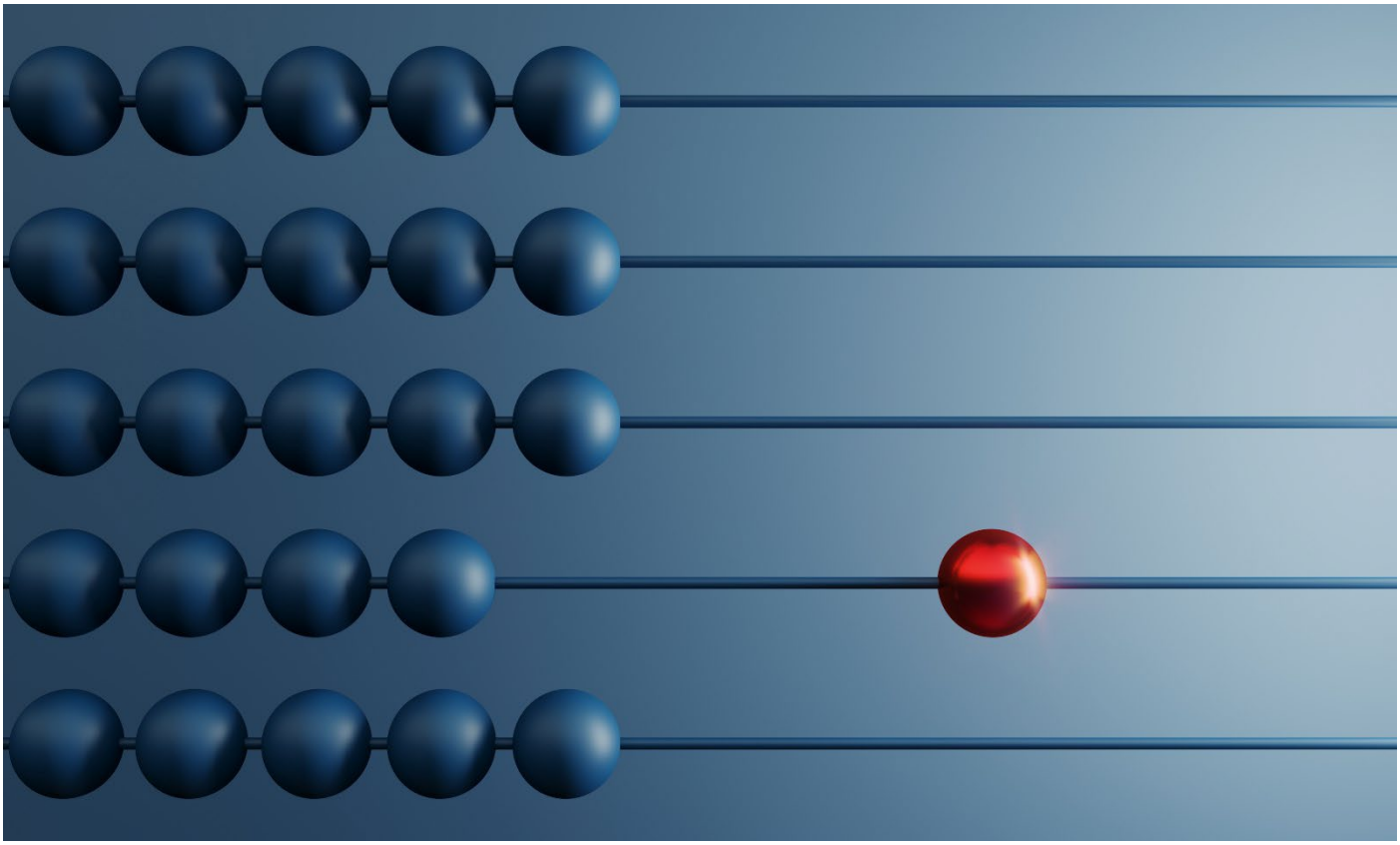
aitken
COLLEGE
In Mind and Spirit



ANNUAL REPORT

2022

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Principal

I am pleased to provide you with this Annual Report for 2022 for Aitken College. This Annual Report 2022 gives a broad account of a very successful year.

Having students back on-site full time allowed for in-class learning and for the suite of co-curricular experiences to be offered to students. It was a pleasure to hear excited and engaged students in all aspects of school life.

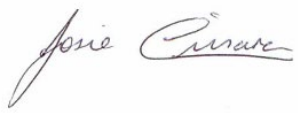
During 2022 the College undertook a strategic review across all aspects of the College's operations using NOTOSH school consultants as a partner. Parents, students, staff, and other school stakeholders provided input and feedback through extensive surveys, forums, and workshops, providing them with the opportunity to comment on what was good about the College, what could be improved and what further things could be explored. A Strategy Plan for 2023 and beyond was launched with the theme "Inspiring Your Personal Best". An update of the College Vision, Mission, Aims and Values was also undertaken.

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.

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



Mrs Josie Crisara OAM
Principal

Chairman of the Board

2022 was a busy year for the Aitken College Board as it embarked on a process of strategic planning with a view to ensuring that the College's vision and mission continue to be fit for purpose and relevant to the challenging years ahead.

Supported by our consultants the process involved in depth interviews with stakeholders including parents, students, alumni, and the wider College community. The results of the strategic planning consultation have reaffirmed the values and general direction of the College.

Aitken has become a firmly established part of the educational world of Northwest Melbourne and has come a long way from its commencement in 1999. Pride can be taken in its Christian foundation and values which deliver education and leadership in accordance with its teachings, but also in welcoming and being inclusive of students of all faiths and backgrounds through service, respect, and honouring the traditions of all those who join its community.

Furthermore, the College is proud of its environmental stewardship of the College grounds, and of its semi-rural outlook and remnant wetlands reminiscent of the land as it was at the time of settlement.

An important aspect of the College's faith journey was the call in 2022 of the Rev. Gavin Blakemore as College Chaplain.

In 2022 the building of the new Junior School building progressed significantly, and it opened in early 2023. Even in the early months of the new building it has proved to be not only a practical building for teaching and learning but also a comforting and welcoming space, with quiet places and places for the noise and chatter of larger groups. It is also aesthetically pleasing. Importantly the building project has remained within budget. In 2023 the Board proposes to consider a commitment to the next stage of primary school rebuilding for which we have received preliminary approval for a Commonwealth Grant of $1.5 million.

Changes to the Commonwealth Government's funding formula for independent schools in 2022, and subsequent reductions in government grants over the next funding period, meant that the Board has had to explore other ways to maintain the foundational ethos of the College as a low-fee school in the face of these challenges.

2022 was another highly successful year for Aiken College, and profound thanks are due to the College Principal, the management team, the teaching and non-teaching staff, and all volunteers for their untiring work in making Aitken College the great community that it is.

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

Robert Evans
Chairman 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 2022	1428
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, VCAL, 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.

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

College Vision, Mission and Aims Statements

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

Building on a foundation of Christian values, the mission of Aitken College is to 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.

Governance

Aitken College Board 2022

Chair	Robert Evans
Deputy Chair	Peter Gilbertson
Treasurer	Heather Ackland
Principal	Josie Crisara OAM

Board Members

Steve Craven
John di Martino
Michael McCarthy
Justine Sales
Vicki Steer
Marianna Stillwell
Chris Trodden

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 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 2022.

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 ratification and implementation.

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

Board of Director Profiles

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.

Peter Gilbertson BEng (Melb)

In the family business for 15 years, Peter held major roles as Director of Engineering and General Manager of Don Smallgoods. He then joined and was appointed General Manager for 16 years of the largest full-service meat consultancy in Australia. He was known for the development of successful business plans, strategies, and delivery to satisfy clients' complex needs.

For 11 years he became specialist advisor within a full delivery project management and construction company serving all aspects of the food and cold storage industries. He led the definition strategy and advanced solutions for the most beneficial capital works.

His extensive consulting experience at all levels has enabled him to recognise current practice and possible benefits through innovation. For his innovation and contribution to the profession he was made a Fellow of *Engineers Australia*, in 1997.

He has been a Board member for 24 years and Chair since 1999 of *Lionsville*, a large Not for Profit which has served the needs of seniors' living for nearly 60 years. It is recognised throughout the world as the largest project of any Lions club in Australia. Building on that history, he has set *Lionsville's* strategy of business renewal to become a major supporter of more diverse critical community needs.

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 has been a Board member at Aitken since 2008 and is currently Treasurer (since May 2013).

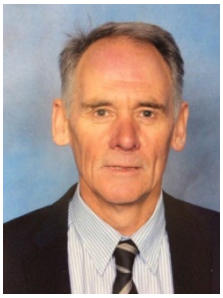
Josie Crisara

Josie Crisara is the current Principal at Aitken College. She taught previously at Goulburn Valley Grammar School and Overnewton College. She has held leadership positions as Head of Science, Head of Senior School and Deputy Principal. 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 taught Chemistry, Science, Mathematics, Digital and Design Technology, Food Studies and Religion and Values Education but mostly considers herself a teacher of young people.

Josie has held positions on the Science Teachers Association of Victoria Council, the Association of Heads of Independent Schools of Australia (AHISA) Board and is currently on the AHISA (Victoria) Executive, the Board of Independent Schools Victoria and on the ISV HALT Accreditation Board. She is the current Chair of the Science Victoria Board and chairs the Science Talent Search Competition run by the Science Teachers Association of VIctoria. Josie is a member of Greenvale Rotary (and is its Youth Director overseeing the Interact Club of Aitken College) as part of that role.

Josie was awarded an ACEL (Australian Council for Education Leaders) National Fellowship in 2022, was made a fellow of the Science Teachers Association of Victoria (STAV) in 1999 and was bestowed STAV Life Membership in 2020. She was made a Member of the Order of Australia (OAM) for her services to professional associations in June 2020.

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 has 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.

Professor 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.

John Di Martino

John Di Martino has served on the Aitken College school board since 2016. Both of his children have attended Aitken College, and he has been an active member of the Aitken community since 2002.

In his professional life, John has worked in the banking and finance industries for 35 years and is the founder of his mortgage broking firm, Reliance Mortgage Group. He lives by the company motto “Supporting Your Financial Future” and supports his retail and commercial clients with finance solutions to achieve their personal and financial goals. John’s extensive experience across the finance and compliance industries has provided valuable support and insight to the Board with its day to day running of the College.

John holds a Diploma in Finance and Mortgage Broking Management

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 is a former teacher in Independent and Government Schools and public servant. She was Principal of Ravenswood School for Girls, Sydney for eleven years and Cornish College for three and a half years. Previously she was Vice Principal at Penleigh and Essendon Grammar School (PEGS).

Vicki commenced her teaching career at Brunswick High School in 1980 teaching English and moved to McNab House at PEGS. For seven years she was a public servant with roles in human resources and training. She returned to teaching at Lowther Hall Anglican Girls Grammar School and held the positions of Head of the English Department and Head of Grant House.

Since retiring from teaching Vicki has continued her work as a professional companion in the Flagship Program of the Association of Independent Schools NSW. Vicki is a volunteer with Red Cross Emergency Services.

Vicki is a lifetime member of the Association of Heads of Independent Girls Schools. She has been a Board member since 2021.

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.

Chris Trodden

Chris is passionate about branding, marketing, and organisational development. For over 14 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.

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 Years 2, 3 and 4 utilise diaries, while in Year 5 and 6 they access the functions on their personal iPads.

Our 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 an Assistant Head of School 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

Senior School

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 Religious 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 VCAL.

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 VCAL programs (now called the 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.

The programs of, and teaching in, Aitken College support and promote the principles and practices of Australian democracy including a commitment to elected government, the right of law, equal rights for all before the law, freedom of religion, freedom of speech and association, and values of openness and tolerance.

Aitken College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making with zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

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.

Aitken College is committed to providing challenging and relevant learning activities for its students. Inquiry processes provide a framework for students to be actively involved in learning, as they ask questions and seek answers, helping to shape activities and programs at all levels. Practical activities are seen as important stimuli for the inquiry process.

The College encourages students to extend their learning experiences by providing suitable activities and, when necessary, appropriate extension material. Students are encouraged to achieve at their highest possible level and to move beyond the constraints imposed by the year level structure.

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.

Counselling

Counselling falls under the direction of the Head 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 the Head of School 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)
- Youth Group
- 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 a winding road through a rural landscape. The College is set out like a small village complete with plazas flanked by larger buildings and students walk down paths to individual classrooms, complete with pitched roofs and verandas. Inside, each classroom has heating and air conditioning, carpet, audio-visual facilities, bag storage and a teacher's office. Specialist facilities include the Chapel and Performing Arts Centre, a library, science laboratories, art rooms, computer laboratories, design technology facility, environmental centre, 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. A new Primary building catering for Years Prep -6 in the specialist areas of Visual Arts, STEM and Performing Arts and classrooms for students in Years 3-6 was being built ready for opening in 2023.

Online Information Services

The Aitken College website at www.aitkencollege.edu.au provides public information about the College including enrolment details, a virtual tour, major events, and key policies.

My Aitken, our Learning Management System accessible by students, parents, and staff, includes timetables, learning resources and student tasks and is used for submission of student work and assessment feedback.

The Parent Community Portal is accessed by parents to view financial accounts, book parent-teacher interviews and download student semester reports.

Consent2Go is our online information service for excursions, sports and camps and is used by parents to update student personal information and medical details and give parental consent when required.

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.

SCHOOL SURVEYS 2022

Aitken Strategy, 2023 and Beyond: Inspiring Your Personal Best

In mid- 2022, Notosh School Strategy Consultants undertook a full community survey of students, parents, teachers, staff, and the school's leadership to help define the school's identity, clarify its unique purpose, and gain its focus as a community for the years ahead. The survey involved 94 in-depth interviews, nearly 1,000 lines of survey data, 52 hours of analysis, analysis of the local landscape and inspiration from Notosh's work with leading international schools. The result was Aitken's Strategy for 2023 and Beyond, defining the school's future, building on its strong foundations and centring on the core idea that the school can be the place to inspire every learner to find their personal best in service to themselves and to others.

Parent Satisfaction Survey 2022

Aitken College participated in the Parent Satisfaction Survey led by Independent Schools Victoria. The objective of the survey is to measure school effectiveness and to help schools gain a better understanding of the views of parents on the quality of their child's schooling. 156 Schools and 136,080 parents were surveyed. Overall, Aitken College received a score of 8.31/10 for satisfaction of parents with their decision to send their child to this school.

Student Wellbeing Survey 2022

A survey of students in 2022 looked at areas of improvement to further support student needs.

AITKEN COLLEGE STAFF 2022

NAME	POSITION / STAFF CATEGORY	QUALIFICATIONS
Mr Jamal Abou-Eid	Primary Teacher	MEd,BEd
Miss Bianca Accurso	Primary Teacher	BTeach (Prim)
Mr Simon Adams	Secondary Teacher POR Head of Faculty Director of Operations	BA,GDipEd,GDipIR&HRMngt
Mrs Anne Adams	Primary Teacher POR Assistant Head of School Primary	Med,BA(Mus), DipMT,AMusA
Mrs Gagan Antaal	Teacher	BEd, CertIVTrain&Ass, MCom
Ms Jacqueline Armstrong	Secondary Teacher POR Drama Coordinator POR Acting Head of School	MBA,BEd(Sec),CertIVTrain&Ass, MEd
Miss Elisha Baera	Specialist Support Staff - Wellbeing Counsellor	BA (Psyc), MCouns
Mrs Carla Barrett	Secondary Teacher	BEd
Ms Kerri Batch	Secondary Teacher – Assistant Principal Learning	BEd(Sec),MEd,MACEL
Ms Charli Beales	Secondary Teacher POR Peer Support Coordinator and Coach	MTeach,GDipRepSci,BAppSc
Mr Andy Benito	Music Tutor	MTeach,BMus
Ms Ash Beto	Specialist Support Staff – Laboratory Technician	BSci(Hons)
Mrs Joanne Birchmore	Primary Teacher	GCertCathlSt,DipEd,BA
Rev Gavin Blakemore	Specialist Support Staff – School Chaplain	BAppSc(Comp Sci), BTh, AdDipMin, GCertSupervision
Mrs Clare Borg	Specialist Support Staff – Careers Counsellor	BA(Hons),GCertCareerCoun,GDipCarEd&Coun,MSSc(Careers)
Miss Helen Bower	Music Tutor	BMus (Hons)
Mrs Kelly Brennan	Specialist Support Staff – Digital Platforms Administrator	
Mrs Raelene Browning	Specialist Support Staff – Laboratory Technician	
Ms Silvia Caceres	Specialist Support Staff – Library Technician	BA,DipLib&InfoSer
Mrs Linda Camilleri	Secondary Teacher POR Head of Faculty	BEd
Ms Laura Capraro	Primary/Secondary Teacher Librarian POR Head of Faculty	BEd,GDipInfMngt
Ms Elizabeth Carpenter	Music Tutor	BMus
Ms Graziella Carta	Secondary Teacher	BSci,GDipEd(Sec)
Mr David Christofas	Secondary Teacher POR Assistant Director of Administration	MEd,DipEd,BBus,CertIVTrain&Ass
Mr John Clampitt	Specialist Support Staff – Integration Aide	TAss,CertIVChap&Past
Mrs Kylie Coker	Primary Teacher	BEd
Ms Robyn Cole	Music Tutor	BPerfArts,BA(Mus)
Mr Michael Cooper	Secondary Teacher Director of Community Engagement	BEd,DipTeach
Mr Ben Costello	Secondary Teacher	BEd
Mrs Josie Crisara	Primary/Secondary Teacher School Principal	BSci, GDipEd,GCert(Maths),FSTAV,MACEL,CertIVTrain&Ass,MSL,FACE,OAM
Mrs Nadia D'Aprano	Primary Teacher	BEdS(EarlyCh&Prim)
Ms Christine De Luca	Secondary Teacher	BA(Photo), GDipEd
Miss Hayley Dench	Secondary Teacher	BAppSc
Dr Kshitija Dhuna	Secondary Teacher	MTeach,MSc,Phd(BioMed)
Mrs Mary Ann Di Martino	Primary/Secondary Teacher POR Head of Faculty	BEd,DipTeach,GradCert(GiftEd)
Mrs Michaela Di Paola	Primary Teacher	BEd

Mr James Docherty	Secondary Teacher	BAppSci, BPHE
Mrs Emma Dowling	Primary Teacher POR House Sports Coordination	BEd(Hons),BTeach(EarlyCH)
Ms Athelia Du Preez	Administration Staff – PA to Deputy Principal	CertIVBus
Ms Jacqui Duong	Administration Staff – Director of Admissions	AdvDipBusMngt
Mrs Michelle Edgar	Administration Staff – Administration Assistant	CertIIIFit
Mrs Rhonda Edmonds	Secondary Teacher	BA,BBus,DipTheol,GDipEd,MArts(History)
Ms Robbie Edwards	Specialist Support Staff – Integration Aide	CertIIIIntAide,CertIVTrain&Ass, CertIVBusAdmin
Mr Tassie Eleftheriou	Secondary Teacher POR AHOS	PGDipTeach,BSci,MTeach
Miss Claire Everton	Music Tutor	DipMus,MTrain(EVTS),ADip(Mus)TAE
Miss Fasiha Faizi	Primary Teacher	BEarlychild
Mrs Mary Ferlan	Administration Staff – Accounts Receivable Clerk	
Ms Clare Fisher	Primary Teacher	DipTeach,GDipCompEd
Mr Kim Forward	Primary/Secondary Teacher School Deputy Principal	BSci (Hons),GDipEd,MEd
Mrs Jillian Forward	Specialist Support Staff – Laboratory Technician	BSci,GDip(Theol)
Mr Peter Francey	Secondary Teacher	BEd (Sec)
Mr Petar Gajic	Administration Staff – Finance Manager	BComm,ChartAcc
Mr Dwayne Ganci	Secondary Teacher POR Sustainability Coordinator	GDipEd,BSci(Hons),GDipAcc
Ms Deborah Garlick	Secondary Teacher	BVisArts,BEd,DipSci
Miss Carla Giardina	Specialist Support Staff POR Head of Wellbeing	BbehSc,PGDipPsych,MPsych(Counc)
Ms Rae Gibbs	Specialist Support Staff – Careers Counsellor	BEd,GDipCareerEd,GCertCareerCoun,GCert(Ed&Train),MSSc(Careers)
Mrs Nicole Gilbert	Primary Teacher	BTeach(Prim),BA
Mr Chris Graham	Secondary Teacher – Assistant Principal Secondary	BAppSc,MSc(OrgLship)
Ms Carla Grbac	Primary/Secondary Teacher	BA(MediaArts),DipArts,GDipEd,DipVisArts
Ms Olivia Grbac	Specialist Support Staff – Studio Assistant	BA(Animation&InteractiveMedia)
Ms Kathryn Grbac	Specialist Support Staff – Food Studies Assistant	BEd(Prim),GCertCathISt
Mr Asanka Gunarathna	Secondary Teacher	MTeach,BSci
Mrs Savita Hanspal	Secondary Teacher	MEd,BA(Hons),BEd,Marts(Math)
Mrs Tara Harding	Primary Teacher	BEd
Ms Mona Harsan	Secondary Teacher	DipEd,BAgSc,GDipInfMngt
Mrs Katie Hart	Secondary Teacher POR Head of Faculty	BAppSc,GDipEd,CertIVTrain&Ass
Ms Anthea Heiniger	Teacher	ASCIA,GDipEd,BBehSt,CertIVTrain&Ass
Miss Lidia Hermez	Primary Teacher	BEd
Mr Kopong Hilar	Secondary Teacher	BAg,BA,GDipEd(Sec)
Miss Sarah Howells	Secondary Teacher	MTeach,PGDipTeach,BA(Hons)
Dr Adele Hudson	Secondary Teacher POR Head of Faculty	BSci(Hons),PhD(ChemEng),GDipEd
Mr Glenn Hudson	Specialist Support Staff – Agriculture Resources Manager	DipArt(ProdDes),AssDeg(UrbHort)
Mr Noah Hutchinson	Music Tutor	BMus (Hons)
Mr Glen Impey	Secondary Teacher POR Acting Music Coordinator	MTeach(SecEd),CertIVTrain&Ass,CertIVMusPerf, AdvDipMusPerf.
Mr Christian Inturrisi	Secondary Teacher POR Head of Faculty	MTeach,GDipTeach,BEng

Mrs Belinda Jarvis-Dymond	Secondary Teacher POR Acting Head of Faculty POR Assistant Head of School	BA,GDipEd
Miss Gemma Jones	Primary Teacher	BPhyHlthEd
Mrs Sumiran Jyot	Secondary Teacher	BSci,GDipEd,PhD
Mr Nigel Keegan	Primary Teacher POR Assistant Head of School Primary	BEd
Mr Michael Kilpatrick	Secondary Teacher POR Head of Faculty	BEd,Des&DevAssT
Mr Linden Koodravsev	Secondary Teacher POR Media Coordinator	BA(MedArtPr), GDipEd(Sec)
Ms Christalla Koukoullides	Secondary Teacher	BA,DipEd
Miss Maria Koullas	Secondary Teacher	BTeach,BA
Ms Molly Krausgrill	Music Tutor	AdDipConMus,BA(Mus)
Mr Titus Lal	Secondary Teacher	Cert (SecTchTr),PGCertEd,BSci
Mrs Raida Lancaster	Specialist Support Staff – Language Assistant	CertIIIEdSup
Miss Melissa Lavender	Secondary Teacher	BA, BA(Ed)
Mr Ben Lawless	Secondary Teacher POR Researcher	PGDipTeach,BA(Hons),MArts(PoliSci),MTeach,GCertArts(Social Policy)
Mrs Jenny Lilley	Secondary Teacher	BA,DipEd,CertIIIBus,
Mrs Marisa Long	Administration Staff – Administration Assistant	
Mrs Vicky Loukas	Specialist Support Staff – Integration Aide	EdIntSupp,CertIIIEdSup
Ms Emma Lowe	Primary/Secondary Teacher	GDipTechEd,CertIIIHosp,CertIVTrain&Ass
Mrs Katie Lynch	Administration Staff - Receptionist	CertBusAdmin
Mr Jason Mackrell	Secondary Teacher POR Acting Secondary Interschool Sports Coordinator	BAppScPE,CertIVTrain&Ass,CertIIIFit,CertIVFit
Miss Cathy Manariti	Administration Staff – Administration Assistant	
Mrs Jamie Mariner	Primary Teacher POR House Activities Coordinator	BEd (Primary)
Miss Marina Markolefas	Secondary Teacher	MTeach,BSocSci
Mr Tom Marks	Primary Teacher	BPsySci,GDipEd
Mr Brook Marsom	Secondary Teacher	BA,GDipTeach
Mrs Sue Matthews	Administration Staff – Administration Assistant	
Ms Carmen Mazzarotta	Primary Teacher	BA,DipIntDes,DipEd,GDip(RE),PGStudWel
Mrs Sarina Mazzone	Specialist Support Staff – Teacher Aide	CertIIIIntAide,CertIIIChildSer
Mrs Margaret McCarthy	Specialist Support Staff – Integration Aide	CertEdSup
Miss Ebony McCarthy	Primary/Secondary Teacher POR Primary Concert Coordinator	BMus,MTeach
Mr Cameron McIntyre	Music Tutor	BMusPerf(Hons),BMus(Hons)
Mrs Michelle McKay	Secondary Teacher	BEd
Mr Nick Meletis	Building and Maintenance – Property Manager	DipMngt,DipBuild&Const,CertEng,PTCMechMan
Mrs Renaye Meletis	Specialist Support Staff – Teacher Aide	BTeach
Ms Annamaria Meszaros	Primary Teacher Librarian Integration Aide	BEd,PGCertLib
Ms Lisa Mililli	Secondary Teacher	GDip(RE),GDipEd(Admin),MTeach
Mr James Miller	Primary Teacher	GDipTeach
Mrs Wendy Mollica	Secondary Teacher	BA,PGDipCompEd,GDipEd,CertIVTrain&Ass

Mrs Chris Monos	Secondary Teacher POR Assistant Head of School	BA,DipEd
Ms Isabel Monroy Abad	Primary Teacher	MEdStud,DipEd,BSci
Mrs Maria Moscatelli	Specialist Support Staff -Wellbeing	AdvDipComS,DipCommWelf,CertIVTrain&Ass
Mrs Josephine Motti	Primary/Secondary Teacher	BA,DipEd
Ms Meriam Mujkanovic	Secondary Teacher POR Head of Faculty	BA,MTeach,CertIVTrvl&Tour
Mr Scott Munro	Primary Teacher	MTeach,BCh(BioVetSci)
Mr David Murphy	Secondary Teacher POR Head of School	BSci,DipEd,MEd,GCertEdLead
Mrs Gemma Neilson	Primary/Secondary Teacher	BAppScPE
Miss Bethany Nicholls	Teacher	BAppScPE,GDipEd(Sec)
Ms Kaltun Omar	Specialist Support Staff – Integration Aide	CertIVDisabWk,DiPChildSer,CertIIIChildSer
Ms Aine O'Neiil	Teacher	MTeach
Ms Stephanie Opasinis	Secondary Teacher	BA,GDipEd(Sec)
Mr Gordon Oreo	Secondary Teacher	BEd,CertIVTrain&Ass
Mr Peter Osborne	Secondary Teacher	BBus,PGDipTeach,MSSc
Ms Phoebe Oti	Secondary Teacher	MTeach,BGS,DipLang
Mr Kyle Parkinson	Primary Teacher	MTeach,BBus
Mr Michael Patchell	Secondary Teacher POR Assistant Head of School	BA(Hons), PGCertEd
Mrs Anna Pavlou	Administration Staff - Accountant	BBus
Mr Dan Pedersen	Administration Staff – Technical Operations Manager	CertIVAudioEng
Mrs Emma Pedersen	Specialist Support Staff – Integration Aide	CertIIIEdSup,DipChilServ,CertBusAdmin
Mrs Jacinta Perilli	Administration Staff – Administration Assistant	
Mr Vince Perri	Secondary Teacher POR Assistant Head of School	BEd,GDipEd(Admin),GCertCathlSt
Ms Sherry Perryman	Secondary Teacher	CertIVTrain&Ass,CertIIIFurn(CM),GDipTechEd
Miss Hannah Petterson	Primary Teacher	BA,GDipTeach
Ms Jaimee Pezzutti	Primary Teacher	BEd(JnrPr&Pr)
Mr Andrew Pharoah	Teacher	BSci(Hons);GdipEd
Mrs Shivani Plaha	Secondary Teacher	BEd,MArts
Mrs Gabriella Plummer	Specialist Support Staff	BA,BTeach
Mrs Chris Pocervina	Primary/Secondary Teacher POR Head of Faculty	BEdPE,DipRemTher,CertIVTrain&Ass
Ms Sandra Prendergast	Secondary Teacher	BComm,BA,GDipAcc,GDipEd,CertIVTrain&Ass
Mr Ben Prentice	Secondary Teacher POR House Sports Coordination	BEd
Ms Rita Preziuso	Secondary Teacher	BEd
Mrs Giselle Quadros	Administration Staff – Executive Assistant	CertBusAdmin,BA
Ms Keara Quadros	Administration Staff – Administration Assistant	BA(Hons)
Mrs Natasha Radley	Primary Teacher POR Assistant Head of School	BTeach,BA
Mr Ron Rees	Primary Teacher	BEd,DipTeach,GDipComputing
Mrs Kimberley Rezel	First Aid Officer	CertEd (EarlyChild-0-7), NTMBT
Miss Desiree Riny	Specialist Support Staff POR Workshop Technician	BIndDes(Hons)

Ms Joan Robinson	Secondary Teacher	GDipEd ,BMedSt,GCertMarket,DipSupMngt,CertIVTrain&Ass
Mr Steven Rogers	Secondary Teacher POR House Activities Coordinator	BA,BEd,GDipEd
Ms Donna Rowe-Campbell	Primary Teacher	BEd(Prim)
Mrs Josie Russo	Primary Teacher	BEd
Ms Sherry Sadler	Secondary Teacher POR Peer Coach Coordinator	BEd(SciSec)
Mr Victor Salloum	Secondary Teacher POR VCE Coordinator	BA,DipEd, MEd
Mr Jevon Scandrett	Primary Teacher POR Assistant Head of School POR Primary Performing Arts Concert Coordinator	BA,MTeach
Mrs Amy Schembri	Administration Staff – Compliance Manager	DipPIM
Mrs Leanne Schulz	Primary Teacher – Assistant Principal Primary	DipTeach,BEd,MEd,CertIVBus&PC
Mrs Francis Scuderi	Primary Teacher POR Head of School	BA,DipEd
Ms Brigitte Seivers	Primary/Secondary Teacher POR Primary Sports Coordinator	BAppSc,GDipEd
Mrs Jenny Shipp	Secondary Teacher	BSci,DipEd
Mrs Gail Sims	First Aid Officer	CertIVTrain&Ass,CertEdSup
Mr Peter Sinclair	Secondary Teacher	BA,DipEd,DipGenStudies
Mr John Smith	Secondary Teacher	BA,MArts(Hons),DipTeach,DipEd
Ms Sally Snowden	Secondary Teacher	BSci,DipEd,MEd,GDipMathsSci,Cert Hums(His)
Ms Juliana Spaleta	Secondary Teacher	BSci,BTeach
Mrs Jasmina Stafford	Secondary Teacher	BA,DipEd,PGDipArch,GCert(Lang),MArts(Arch),PGCert(LDS)
Mrs Jane Steenkamp	Primary Teacher	BEd
Mr Mickey Sukiman	Secondary Teacher	MTeach,BComm
Mr Rhys Sweatman	Secondary Teacher	BA, GDESec
Ms Sophie Sykes	Secondary Teacher	BA,GDipEd(Sec)
Ms Jade Talbot	Music Tutor	BMus
Mr Dean Taylor	Secondary Teacher POR Acting Secondary Interschool Sports Coordinator	BAnim&VetBioSc,GDipEd(Sec)
Mrs Amanda Taylor	Specialist Support Staff – Integration Aide	DipCommWelf,DiPChildSer
Mrs Jill Thill	Administration Staff – Accounts Payable Clerk	
Ms Beth Thomson	Primary/Secondary Teacher Manager People and Culture	GCertAppBus,BA,CertIVTrain&Ass,GDipEd,MSc(OrgLship)
Mrs Rachel Touma	Primary Teacher	BEd
Mr Cizar Touma	Secondary Teacher	BA,MTeach,GDipInfmSystems
Mrs Elsa Tsalapataris	Secondary Teacher	DipEd,BAppSc(Maths),GCert(Maths)
Mr Jim Tsiambazis	Music Tutor	CertIVTrain&Ass,GDipEd(Sec),BMusInd,DipMusPerf,CertIVMusInd
Ms Teo Tuakana	First Aid Officer	
Miss Rezzan Ufacikligil	Specialist Support Staff POR Performing Arts Technical Manager	BAudP,CertIVTrain&Ass
Mrs Elpis Vlahopoulos	Secondary Teacher POR Peer Coach	BA,GDipEd
Mrs Julie Wachter	Secondary Teacher	BAppSc,GDipEd,CertIVTrain&Ass
Mr Ian Watson	Secondary Teacher POR Head of Faculty	BEd(Hons),CertIVTrain&Ass
Mrs Sheridyn Weaver	Primary Teacher	BEd

Mr Paul Whitwood	Music Tutor	BMus
Mr Daniel Williams	Specialist Support Staff – Library Technician	MInfStu,BA(Hons),BIntlSt,CertIVMultMed
Mrs Jennifer Williams	Primary Teacher	BA,BEd,DipCoun,BSocSci
Ms Megan Williams	Primary/Secondary Teacher POR Deputy Head of Primary	MEd,BEd,BA,MBA,PGDipSoc,PGDipCathStud
Mr Niel Wrigglesworth	Specialist Support Staff – Integration Aide	BSc (Hons), HND(Bus&Ec),SKETeach(CompSci)
Mrs Laura Wrigglesworth	Primary/Secondary Teacher POR Director of Learning Support	BA(Hons), MArts,PGCertEd,PGCertSpecEd,PGCertPsycTest&Assess
Ms Elise Zijai	Secondary Teacher POR Head of Performing Arts	BCreatArts,DipEd,GDipCoun
Mrs Anne Zugan	Primary Teacher POR Head of Faculty	DipTeach,FCM

College Leadership Team 2022

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
Rev Gavin Blakemore	School Chaplain

Staff Workforce Composition, Attendance and Retention

The Staff Workforce Composition was 35% male and 65% female for teaching staff, and 19% male and 81% female for non-teaching staff. There were no indigenous staff members in 2022. Staff attendance was high at 90% and 84% retention.

Teaching Staff Attendance

2022	2021	2020	2019
90%	94%	95%	92%

Teaching Staff Retention

2022	2021	2020	2019
84%*	95%	93%	91%

Note* Includes 8% retirements.

Staff Professional Learning

During 2022, 122 external Professional Development activities were attended by the College's staff members. A total of 2252 hours were spent on Professional Development activities by teaching staff, at an average of 15.8 hours for each person who participated during the year. Non-teaching staff spent 494 hours on professional development, at an average of 10.3 hours per person. These figures are all significantly lower than in pre-pandemic years. The prevalence of COVID infections and the consequent difficulty of replacing staff who were absent with illness in 2022 meant that external Professional Development was severely curtailed: the vast majority of external events were held online.

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)
- "Fostering Positive and Engaged Learning" with Glen Pearsall
- Subject-specific curriculum content updates, including presentations from Paul Staniscia for primary Maths teachers
- Wellbeing and special needs
- Leadership coaching for middle level leaders
- Cultural Competence training
- "Decolonising the classroom" with Dr Al Fricker

Student Composition and Attendance

The College enjoyed 1428 enrolments as at the August 2022 census date.

Year Level	Male	Female	Total Number of Students	Retention Rate %	Attendance %
0	39	35	74	96	89
1	38	40	78	96	90
2	35	43	78	99	91
3	39	39	78	99	90
4	40	38	78	92	89
5	37	41	78	99	91
6	41	37	78	90	89
7	79	77	156	96	91
8	76	80	156	95	90
9	76	77	153	90	87
10	69	83	152	90	88
11	66	65	131	96	
12	68	70	138		
Total	**703**	**725**	1428		
Percentage	**49%**	**51%**			

Aitken College has a diverse student body.

- 3 Indigenous students were enrolled in the College in 2022.
- 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 were:

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

The Teaching and Learning development plans for 2022 were focussed on management of student wellbeing concerns, and a return to 'business as usual' in the classroom after two years of lockdowns. Classroom norms were re-established, and teachers and students were able to concentrate on setting and meeting learning goals.

New curriculum initiatives in 2022 included:

- **Year 5 & 6 Digital Technology classes** were introduced, with specialist teachers in Digital Technology. Content included robotics, block coding, STEM challenges and other highly engaging digital learning.

- **VCE Systems Engineering** was introduced to Yr 11, as an addition to our existing Design Technology offerings, with topics focussing on Mechanical Systems and Electrotechnological Systems.
- **Year 9 Writers Today** was introduced as a significant update from the previous 'Writers Workshop' elective subject. The new content focussed on writing in the 21st Century, including blogs, business writing, marketing, and journalism.

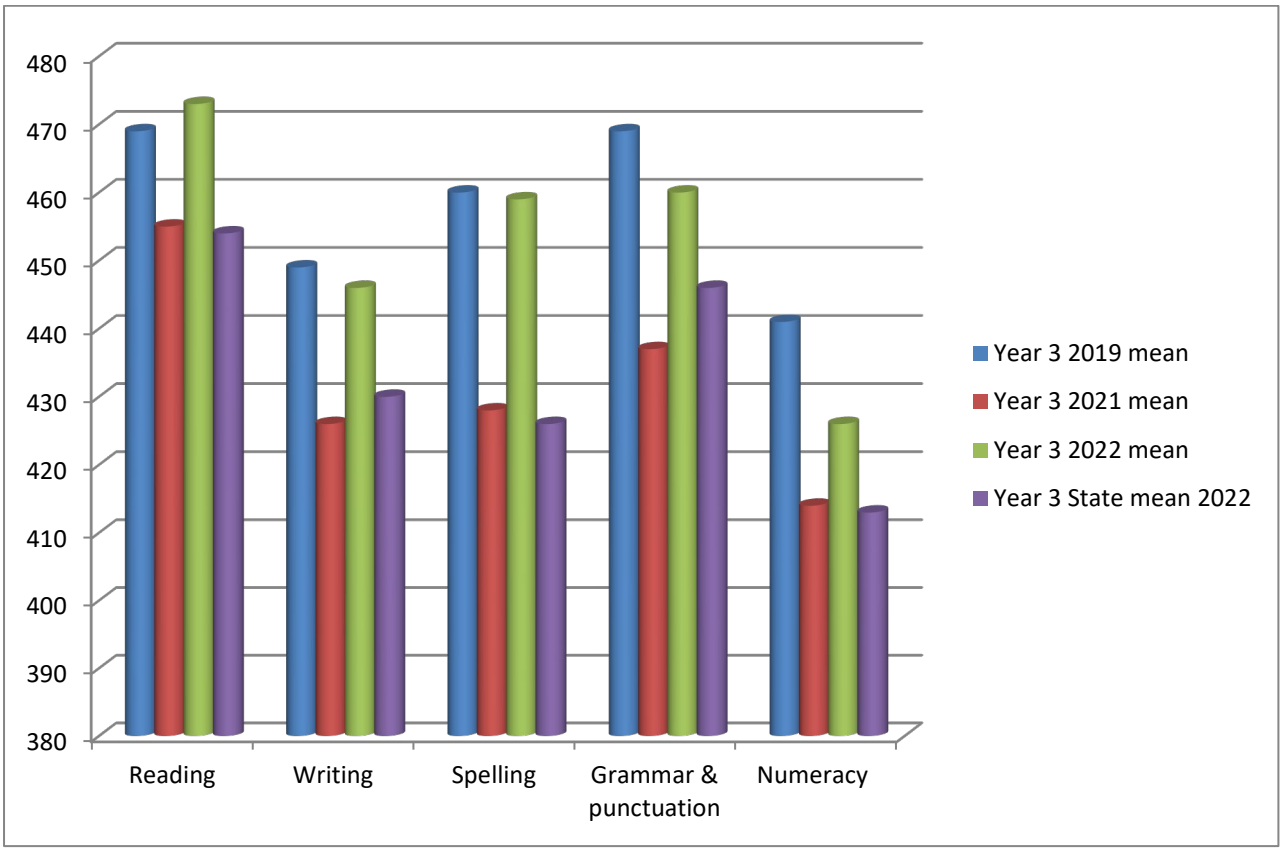
NAPLAN RESULTS

Below are comparison graphs showing Aitken College NAPLAN mean scores for 2019, 2021 and 2022 and the Victorian mean scores for 2022. 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 70 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 2022 state mean is only significant when compared to the 2022 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 2022 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 2022 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.
- 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: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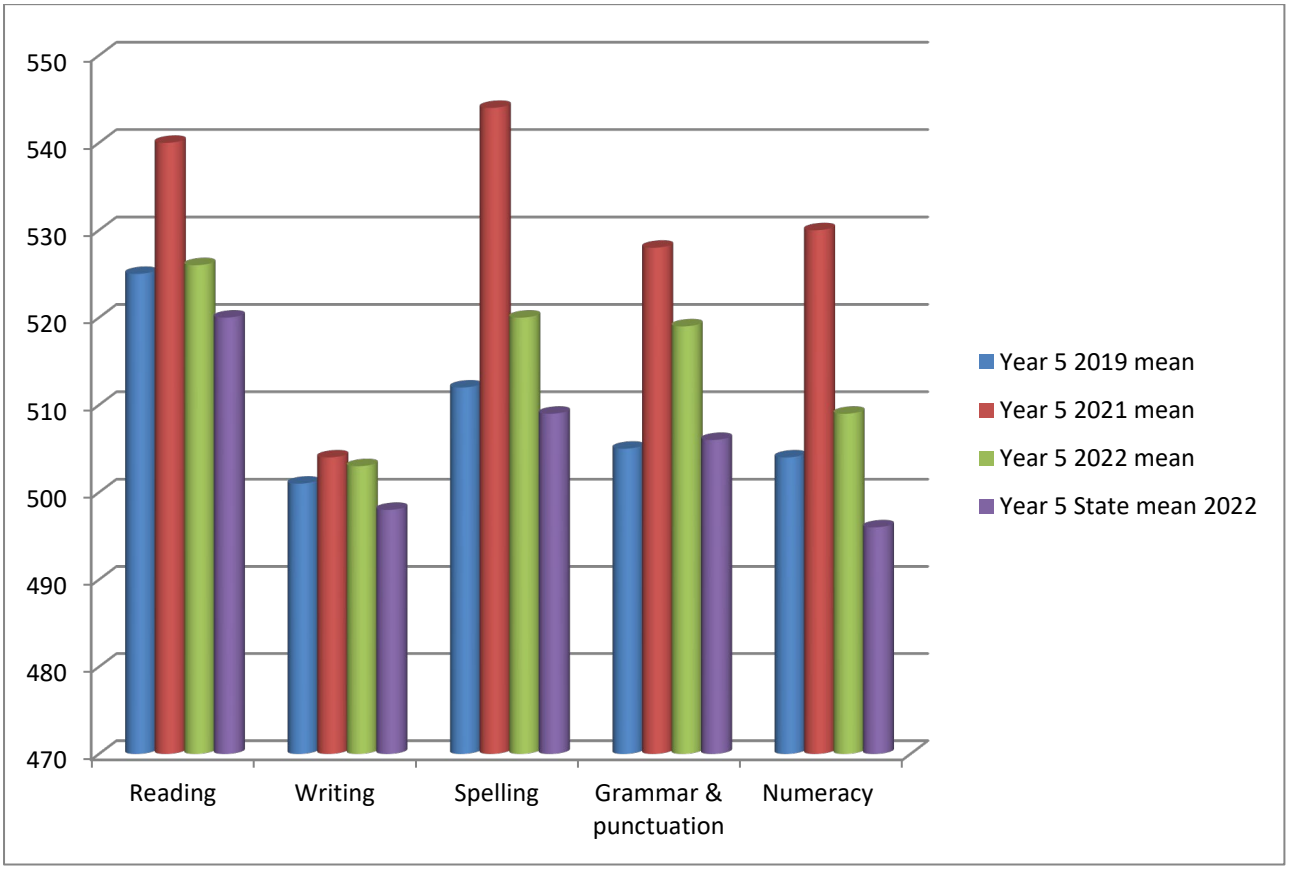
Year 3 2021 mean
Year 3 2022 mean
Year 3 State mean 2022

YEAR 5: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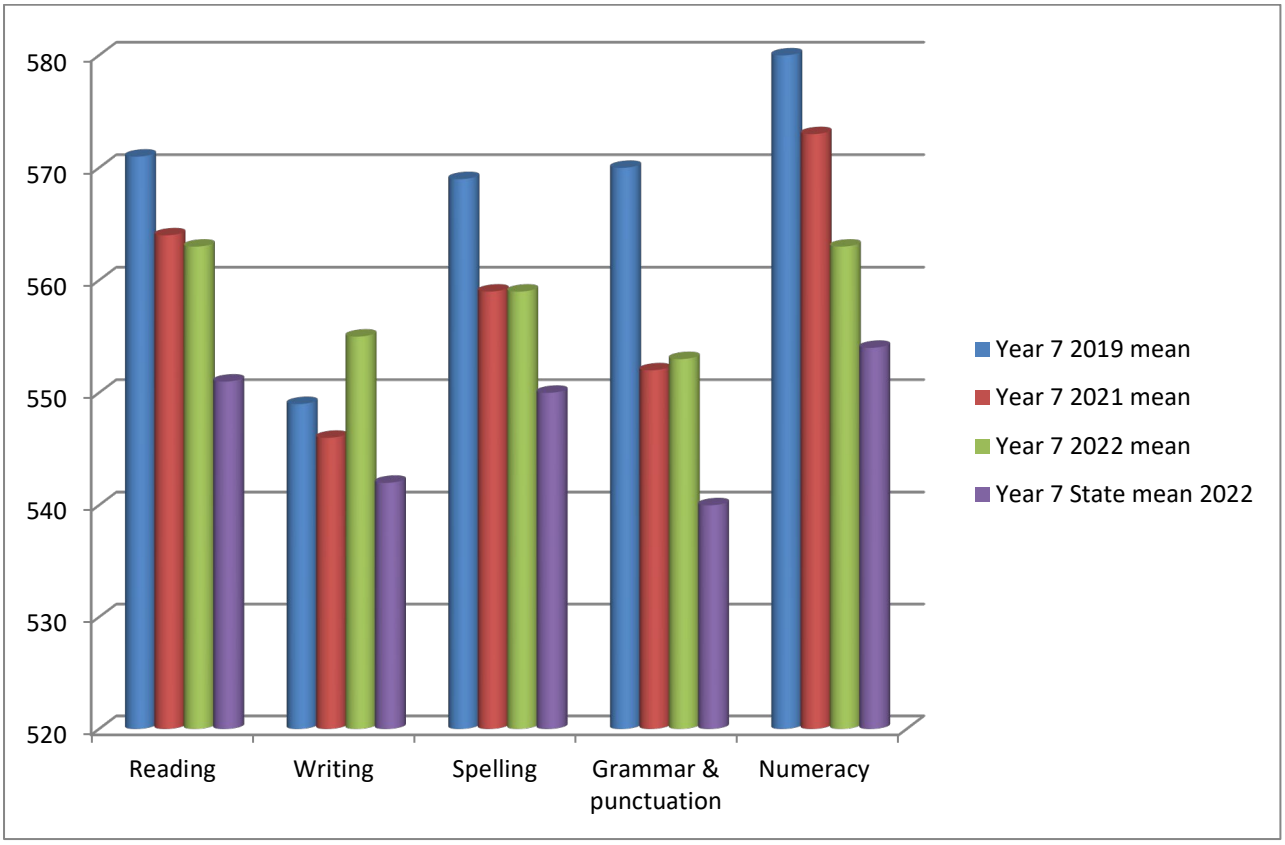
Year 5 2021 mean
Year 5 2022 mean
Year 5 State mean 2022

YEAR 7: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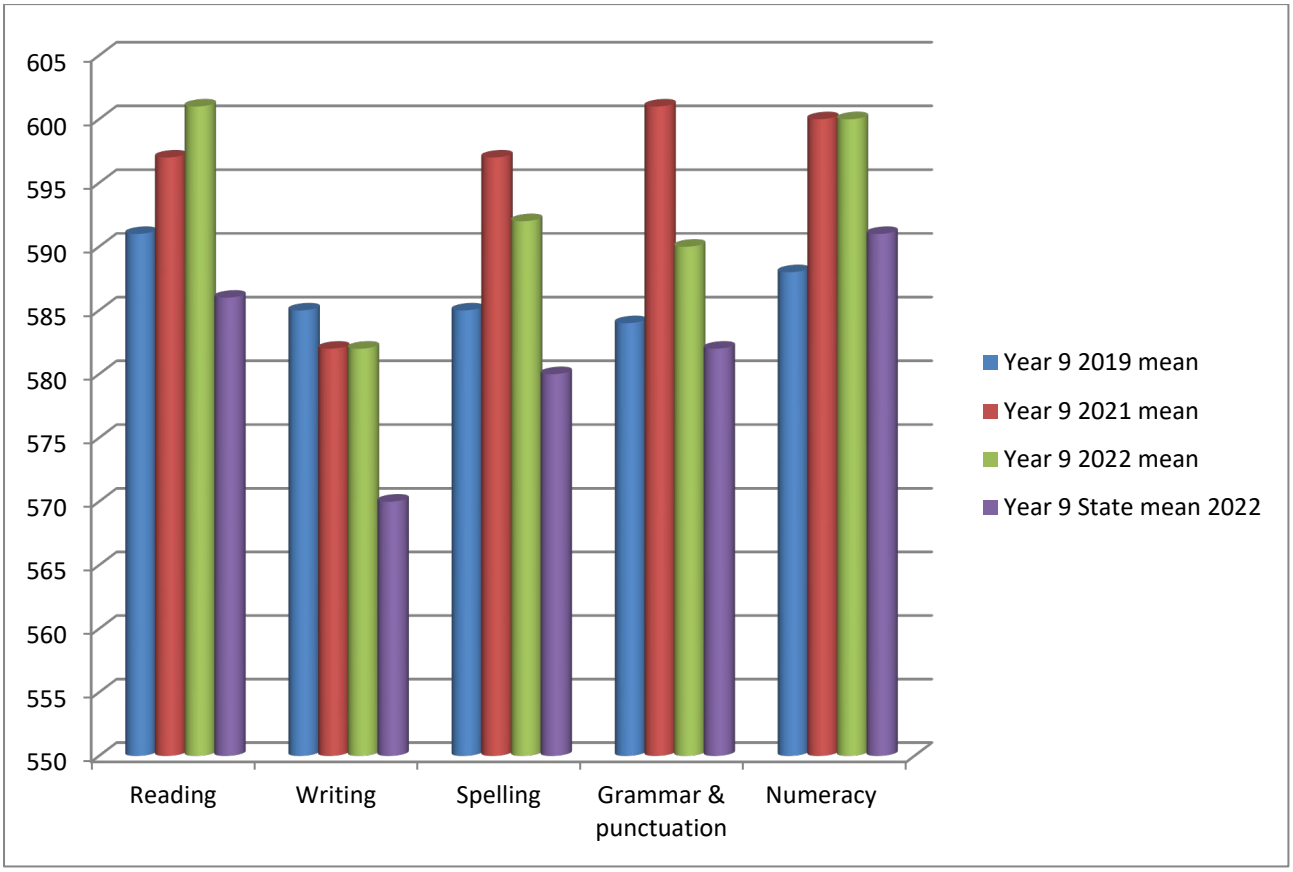
Year 7 State mean 2022

YEAR 9: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Numeracy
Year 9 2019 mean
Year 9 2021 mean
Year 9 2022 mean
Year 9 State mean 2022

VCE, VET & VCAL Report 2022

138 Year 12 students made up the class of 2022. 128 Students undertook VCE of which 15 completed an unscored VCE, and 10 students undertook the VCAL program.

The VCAL program once again, delivered very pleasing results. Of the 10 students who started Year 12 VCAL, all achieved their Senior VCAL Certificate.

There has been an increase state-wide in the number of students completing an unscored VCE and this was also seen at Aitken College. The careers team were dynamic and strategic in their approach in handling these fifteen students and as a result the students either secured a position with Victoria University guaranteed placement, found and commenced an apprenticeship, or joined the workforce in employment.

Summary of VCE Results

	2022	2021	2020	2019
% > 95		2.6	3.4	2.4
% > 90	6	8.8	7.8	4.9
% > 80	12	25	17	17
% > 70	19	37	37	37
% > 60	30	58	54	58
% < 60	46	42	46	42
Mean ATAR	63.8	65	62.4	63.2
Mean ATAR (Female)		68.6	65.3	61.5
Mean ATAR (Male)		60.8	58.1	64.8
Median ATAR	64.75	64.3		
Median ATAR (Female)		69.1		
Median ATAR (Male)		56.2		

The proportion of ATAR results over 50 was 82%.

VCAL Report

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

Year	2022	2021	2020	2019	2018	2017	2016
Total certificates issued	10	29	23	20	17	22	22
Total number of students enrolled	6	29	24	25	24	22	24
No of students who left during the year to pursue other pathways (back to VCE, work apprenticeships)	0	0	1	1	7	1	2

The Victorian Certificate of Applied Learning – VCAL - is a program where active learning is based on real life experiences, including vocational studies and time spent at the workplace. The certificate enables students to explore careers and develop technical and employability skills for the future. Students also complete two VET courses, have two Structured Workplace Learning experiences, and participate in the Duke of Edinburgh's Award.

2022 had numerous highlights including many project-based tasks. All students complete tasks that cover: Literacy and Numeracy Skills; Work Related Skills (WRS) which included setting up a safe and practical environment at home; Personal Development Skills (PDS) and Industry Specific Skills.

VCAL projects in 2022:

- Educational Dog Support Program with ‘Jewel’ a King Charles Cavalier belonging to a staff member.
- Project based activities every Friday.
- House Swimming and Cross Country (supporting the running of events).
- Maintaining the poppy flowers for Remembrance Day, which can be seen blooming at the college’s agricultural precinct.
- Creating a ‘Killer Queen Throne’ for the college musical production of ‘We will rock you.’
- Being involved in the college media’s make-up team
- Duke of Edinburgh’s Award camp at the Strathbogie Ranges
- Organising and helping with Library activities for Book Week
- Involvement in planting Indigenous and local, native plants for the Brodies creek revegetation program as well as supporting the primary school and Year 7 classes as they planted the new plants.
- Sorted and processed bottle top lids and bread tags to be turned into a useful product instead of ending up in landfill. The class have been also contributing to the collection of bread tags to support the organisation, ‘Aussie Bread Tags for Wheelchairs’. The tags are recycled locally, raising funds to buy wheelchairs for disadvantaged people.
- Creating educational activities for Bastille Day for Years One and Two.
- Numeracy Food Technology - various challenging including supporting the cafe.
- Numeracy Technology - initiating the building of bird boxes.
- Selling poppies; badges; wrist bands; tags; key chains for ANZAC Day and Remembrance Day.
- Work Related Skills - preparing risk assessments based on observations on construction sites which are currently on the school grounds.
- Fundraising for charities including a sausage sizzle.
- Collected old blankets, towels, and clothes for upcycling projects.
- Organising a Halloween activity in the library for Grade Two students
- During the VCE/VCAL Early Commencement Program students had a range of interesting guest speakers - including presenters from Hume Whittlesea LLEN and Kangan TAFE

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 VCAL program for 2022, all obtained a VCAL certificate.

VET Report

Vocational Education and Training is becoming increasingly popular amongst the students at Aitken College both on campus and completed externally. In 2022 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 and Beauty and Make Up. The internal VET subject was successfully completed in VET Business. One student received a HWLLEN Vocational Education Encouragement Award for their School Based Apprenticeship and Traineeship.

Student Destinations 2022

Year 12 Destinations

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

2022 Year 12 Students who Applied Through VTAC with a Tertiary Offer for 2023

Destinations by Institution

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

Destinations by Field of Study

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

Capital Works Projects and Property Management

Capital Works

2022 was another busy year with major and minor capital works at Aitken College. The construction of the Cumberland building continued, aiming for completion by Term 1 2023. Other main projects in 2022 were the completion of the canteen refurbishment, the installation of additional staff car parking, a new office pod, an amenity building next to the barn and external signage throughout the college.

A number of smaller capital projects were also completed. These projects included both statutory and aesthetic improvements to internal and external areas.

New Signage

The addition of College instructional signage assisted many in finding their way around the College grounds. The signage was installed along the roadways and internal pathways directing people to key facilities around the College.

Some of the key signs also have a QR code enabling users to view the College site map on their device for extra assistance.

Canteen Refurbishment

Stage 2 of the canteen works were completed with the installation of stainless steel benches throughout. The canteen was also fitted with a commercial grade rangehood,electric oven and food warmers. This will provide increased capacity in food preparation and storage.

Eastern Staff Car Park

The staff car park extension to the eastern side of the College provided an increased capacity of approximateley 28 additional car parking spaces for staff. This work was welcomed by staff as the College now provides ample parking for all its staff and visitors

Barn Toilet Amenities

The environment barn which has been a heavily used classroom for the College agriculture/horticulture students saw the need for the installation of toilet amenities. This was a much needed work for staff, students and vistors as more and more functions in and around the barn area have been taking place.

Many other projects were also successfully completed during the Christmas break. These included the installation of new basketball tower backboards and padding next to the gym, new ramps at the rear of the CPA allowing for greater student circulation.

The installation of pinboards throughout VCE classrooms provided staff with a greater student work display area. The installation of a new maintenance storage shed for the storage of college furniture and sundry equipment was also finished, as were works upgrading the school's height safety infrastructure.

Maintenance works

The school's Property department has 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.

Aitken's 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 under consideration for 2023:

- Demolition of existing Fairview buildings
- P33 studio refurbishment
- CPA façade repairs
- Refurbishment of Administration building entrance
- Additional cooking station in the Kitchen Garden
- Gym car park upgrade
- Installation of a new Cumberland playground
- Shade structures and landscaping in the Fairview area

Finance

2022 Income / Expenditure

INCOME

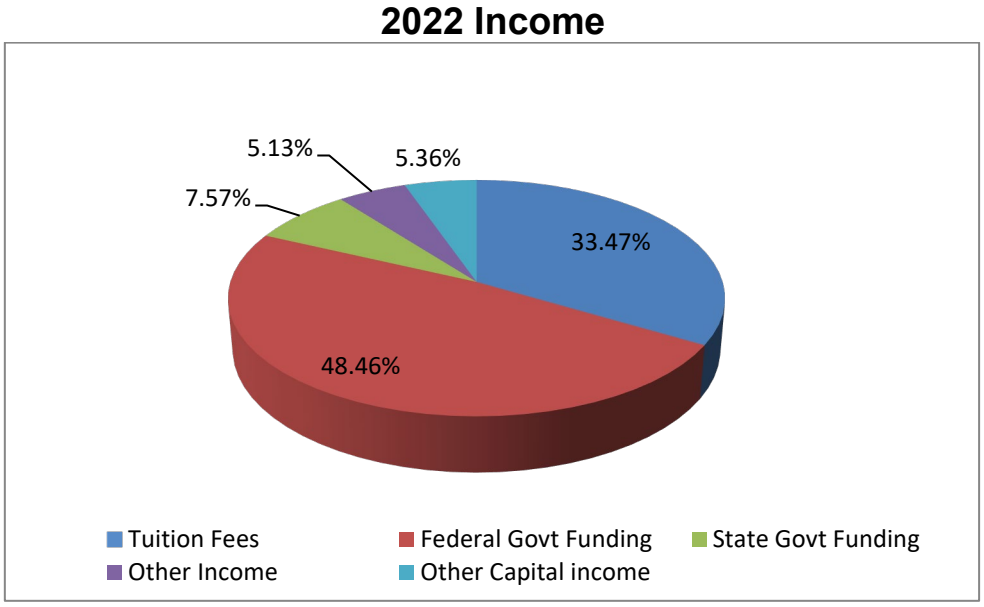
	$	%
Tuition Fees	10,254,856	33.47
Federal Government Funding	14,845,061	48.46
State Government Funding	2,319,616	7.57
Other Income	1,572,894	5.13
Other Capital Income	1,642,085	5.36
Total Income	**30,634,512**	**100.00**

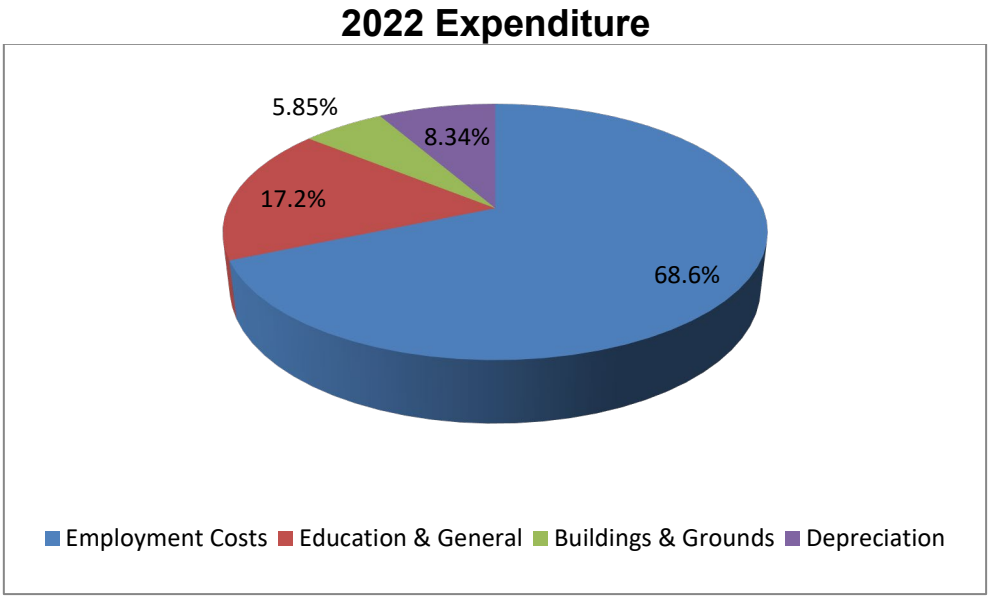
EXPENDITURE

	$	%
Employment Costs	19,275,406	68.6
Education & General	4,835,251	17.2
Buildings & Grounds	1,644,535	5.85
Depreciations	2,342,218	8.34
Total Expenses	**28097410**	**100.00**

Notes:

1. The major source of income for the College was Federal and State Government funding (56%) and Tuition Fees (33%).
2. The major expenditure item was employment costs (68%). Education and General costs are mainly comprised of Faculty and Administration Expenses (17%)





Note:

In 2022 tuition fees were indexed by 3.5%. The impact of reduced tuition fees during COVID and the change in Government funding restricted the College's ability to contain fees.

Auditors' Statement:

"We [Saward Dawson, Chartered Accountants] have audited the financial report of Aitken College Limited, which comprises the statement of financial position as at 31 December 2022, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In our opinion the financial report of Aitken College Limited has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-Profits Commission Act 2012*, including:

(i) giving a true and fair view of the Company's financial position as at 31 December 2022 and of its financial performance for the year ended; and
(ii) complying with Australian Accounting Standards – Simplified Disclosures and Division 60 of the Australian Charities and Not-for-Profits Commission Regulation 2022."

aitken
COLLEGE
In Mind and Spirit

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www.aitkencollege.edu.au