AITKEN COLLEGE

ANNUAL REPORT 2024

aitken
COLLEGE
In Mind and Spirit

CONTENTS

Principal's Message
Chair of the Board Message
School Snapshot and Introduction
Vision, Mission, Aims, Values
Governance
Board of Directors - Profiles
College Leadership
Aitken College Staff 2024
School Structure
Courses of Study
General Programs
General Information
Staff iLEAD Survey
Staff Composition, Attendance and Retention
Staff Professional Learning
Student Pathways and Demographics Summary
Student Composition, Attendance and Retention
Teaching and Learning
NAPLAN Results
VCE VM and VET Report
Student Destinations
Capital Works, Projects and Property Management
Finance

PRINCIPAL

I am pleased to provide you with this Aitken College Annual Report for 2024. This Annual Report gives a broad account of another very successful year.

The theme for this year was "Let's Innovate", giving a deep and exciting learning experience for students and for the school as a whole. New ways of learning were encouraged and facilitated through creativity, critical thinking, and collaboration, contributing to the development and resilience we all want for our young students.

In May, we welcomed our new Chair of the Aitken College Board, Vicki Steer, and we sincerely thank Marianne Stillwell for undertaking that role so effectively during the first half of the year.

Our school mission was further enhanced in 2024. We continue to strive for academic excellence and to achieve our personal best, aiming to develop students' self-esteem and confidence, expand their skills and intellect, and encourage them to become vital and compassionate members of the local and global community.

It gave us a huge sense of pride and achievement to be the co-winner of the New Building (Large) Category at the Learning Environments Australasia Design (LEAD) Awards 2024 for the new Years 3-6 Cumberland Building. For this building, we were also named as the overall winner for Educational Facilities from around Australia. The awards were announced at the LEAD Dinner at the Forum Theatre in May 2024. The award gave us full confidence that we are on the right path with the construction of the P-2 Fairview Building, expected to be completed in May 2025.

It was also a pleasure to be named finalists in Sustainability Victoria's ResourceSmart Schools Awards 2024 in the categories of Community Leadership School of the Year, Curriculum Leadership School of the Year, and Teacher of the Year (Secondary).

The International Baccalaureate Primary Years Program (PYP) continued to develop strongly in 2024 as we aim for accreditation in 2026. As the College continues to grow, this student-centred approach to learning places high emphasis on the value of excellence in our pursuit of best practice in teaching and learning.

Other achievements included a new website, which was launched in May, and the secondary consent application for 1700 students, which was approved, allowing us to offer more places to meet demand.

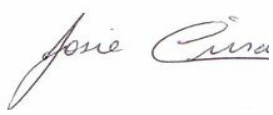
Improved administration systems, such as Alii for purchase orders and Edstart for fee payment facilitation, were introduced to improve internal efficiencies and provide additional payment options for families.

The proposed imposition of a Payroll Tax for Independent Schools remained a challenge for us in 2024, as we continue to advocate and monitor the situation to ensure a minimal impact on the school in the future.

The dedication and resilience of our staff, students, and families have been the cornerstone of our success. Together, we have navigated new learning environments, embraced innovative educational practices, and celebrated the remarkable achievements of our students, both in and outside of the classroom.

Looking to the future, Aitken College remains dedicated to nurturing well-rounded individuals who are not only academically proficient but also equipped with the skills, values, and mindset to become compassionate, ethical leaders in the global community. We are excited about the continued opportunities for growth and development, as we prepare our students to face the challenges and opportunities of tomorrow.

Thank you to all who continue to support and contribute to the Aitken College community. Together, we will continue to inspire excellence and lead the way in shaping the future of our students.



Mrs Josie Crisara OAM
Principal

CHAIR OF THE BOARD

Improving and maintaining the quality of the College's built environment is a continuing focus for the Board. In recognition of the innovative and engaging learning spaces in the Cumberland Junior School building, the building was the overall winner of the Learning Environments Australasia Design awards in 2024. The substantial upgrade of primary facilities continues, and the construction work commenced on the new Prep to 2 Building, which will open in mid-2025. Major works to improve access to the Aitken College entrance and Mickleham Road interchange continued.

The Board's annual Strategy Day, conducted in April, concentrated on the future direction and needs of the College. In this context, a review of fees was subsequently undertaken to ensure that Aitken College continues to be well placed to serve the community by providing an affordable, high-quality independent education to its students.

It has been a privilege to serve as Board Chair since Marianne Stillwell stepped down from the role at the Annual General Meeting in May 2024. The Board benefited greatly from her stewardship over the twelve months and is grateful that she continues to bring her significant educational governance experience as Deputy Chair.

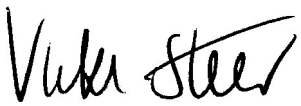
Two Directors retired from the Board at the Annual General Meeting. Robert Evans was a Director for ten years and in that time generously gave of his time as Chair of the Governance and Risk Committee and Board Chair (2019-2023). Chris Trodden was a Director for 3 years, also serving as Chair of the Community Engagement and Marketing Committee. Amanda Way, Director and Chair of the Governance and Risk Committee, retired from the Board in September. The Board gratefully acknowledges the service given to Aitken College by each of these individuals.

The Board was saddened to learn of Robert Evans' passing, so soon after completing his membership of the Board. We were also saddened to learn in June of the passing of The Rev. Clem Dickinson who served as Chair of the Board from 2001-2019.

In July, the Board approved Georgina Borg to be a Director. A member of the College Planning Committee since 2020, Georgina has extensive experience in Strategic Planning in the Local Government sector.

On behalf of the Board, I thank College Principal, Mrs Josie Crisara, and her executive team for their leadership and dedication to the College in 2024. Thank you also to all the staff at Aitken College for the care, commitment, and expertise from which our students benefit.

I thank all of my Board colleagues and members of the Aitken College community for your service and support in 2024.



VICKI STEER
Chair of the Board
(May to December)

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 2024	1442
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 on 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 that 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, and spiritual awareness and understanding. A breadth of life skills, balancing essential knowledge with a choice of pathways, is developed in the final years of schooling, including VCE VM, and VET studies.

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

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

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

COLLEGE VISION, MISSION, AIMS AND VALUES

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

Vision

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

Mission

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

aitken COLLEGE

VALUES

Compassion
We display genuine concern and support those in need.

Excellence
We strive to achieve our personal best.

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

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

Respect
We accept and appreciate ourselves, others and our environment.

GOVERNANCE

Aitken College Board 2024

Chair	Marianne Stillwell (January - May) Vicki Steer (May - December)
Deputy Chair	Marianne Stillwell (May - December)
Treasurer	Cameron Moroney
Principal	Josie Crisara OAM

Board Members

Robert Evans
Vicki Steer
Steve Craven
Benjamin Moodie
Justine Sales
Chris Trodden
Amanda Way
Georgina Borg

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

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

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

The Aitken College Compliance program enables it to meet its legal and regulatory, organisational policy, and contractual obligations. The school understands that its ability to effectively achieve its strategic goals and objectives is reliant upon its ability and the quality of its work in meeting those obligations, partnered with its commitment to the strength of its culture. To this end, Aitken College is committed to maintaining a high level of compliance with relevant and applicable Acts, Guidelines, and Standards, including those of the VRQA. The College maintains a suite of policies, facilitates staff training, and undertakes thorough risk 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 2024.

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

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

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

BOARD OF DIRECTORS 2024 - PROFILES

Vicki Steer

Vicki Steer joined the Aitken College Board in 2021. She has extensive experience in school leadership, having been Principal of three schools affiliated with the Uniting Church: Ravenswood School for Girls, Cornish College and, in 2023, interim Principal of The Scots School Albury. Vicki taught English and Social Sciences at Penleigh and Essendon Grammar School (PEGS), Lowther Hall Anglican Girls Grammar School and in the government system with leadership roles as Vice Principal, Head of English Department and Head of Senior School. She took a break from teaching for a number of years, working in the Victorian Public Service with roles in human resources and training. Vicki has worked as a mentor for aspiring school leaders, served as a judge for the Learning Environments Australasia awards for outstanding school design and supported independent education on various associations and committees. Vicki has a Bachelor of Arts (Honours) in English and Politics, a Masters degree in English, Diploma in Education and a Graduate Diploma in Educational Leadership.

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 currently 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.

Cameron Moroney

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

Cameron has held senior executive leadership positions at COO/CFO/CIO levels across multi-site complex businesses in both K-12 and tertiary education (Wesley College Melbourne / RMIT University), healthcare (Epworth Healthcare), telecommunications (Ericsson) and heavy industrial (BHP – steel, mining, petroleum, transport) industries. Executive responsibilities have encompassed strategy/business planning, market/business development, customer service delivery and support, financial and performance management, facilities management, information systems, supply/major contract negotiation, insurance and risk management.

Josie Crisara OAM

Josie Crisara is the Principal at Aitken College. She has held leadership positions as Head of Science, Head of Senior School and Deputy Principal at the College.

Previously she taught at Goulburn Valley Grammar School and Overnewton College. Josie has taught Chemistry, Science, Mathematics, Digital and Design Technology, Food Studies and Religion and Values Education, but mostly considers herself a teacher of young people. She has a Bachelor of Science degree, a Graduate Diploma of Education and a Masters in Educational Leadership from the University of Melbourne.

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

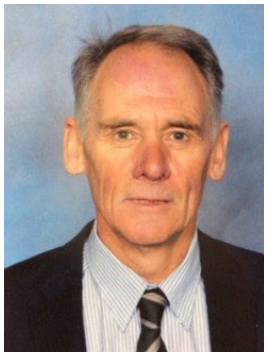
Josie was made a Member of the Order of Australia (OAM) for her services to professional associations in June 2020. She was awarded an ACEL (Australian Council for Education Leaders) National Fellowship in 2022.

Robert Evans (In Memoriam)

Robert Evans was 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 was Chair from 2019-2024.

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

Steven Craven



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

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

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

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.

Benjamin Moodie

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

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

Chris Trodden

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

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

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

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

Amanda Way

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

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

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

Georgina Borg

Georgina Borg joined the Aitken College Board in 2024.

Georgina is an experienced urban planner and leader with an extensive career in the State and Local government sectors.

Georgina has a Bachelor of Arts in History and Politics and a Masters Degree in Urban Planning and currently serves on the Aitken College Planning Committee.

Georgina highly values children's education and knows that our future is in great hands with the children of today who are empathetic, inquisitive and creative. She believes that the 'children of today will be our leaders of tomorrow.'

COLLEGE LEADERSHIP

Josie Crisara OAM	Principal
Kim Forward	Deputy Principal
Leanne Schulz	Assistant Principal (Primary)
Chris Graham	Assistant Principal (Secondary)
Melissa D'Amico	Assistant Principal (Learning and Innovation)
James Phillips	Executive Director: People and Culture
Simon Adams	Director of Operations
Jacqui Duong	Director of Admissions
Christian Inturrisi	Director of Secondary Pathways
David Christofas	Director of Timetabling
Michael Cooper	Director of Community Engagement
Natalia Smith	Director of Wellbeing
Petar Gajic	Director of Business
Rev. Gavin Blakemore	College Chaplain

AITKEN COLLEGE STAFF 2024	
NAME	**QUALIFICATIONS**
Stephanie Abela	GDipEd (Sec), BMus, FA(Anaphy), CertIVTrain&Ass
Jamal Abou-Eid	MEd, BEd
Sheikh Ahmed	MTeach(SecEd), BBus,MIntHotelMngt
Bianca Accurso	BTeach (Prim)
Simon Adams	BA,GDipEd,GDipIR&HRMngt
Anne Adams	BA(Mus), AMusA,DipMT,MEd
Richard Allison	
Elisha Baera	BA(Psych), MCouns
Betty Bai	MTeach (SecEd), MPublicHealth, BMedicine
Simone Bailey	BEd(Prim),DiPChildSer,DipSportsDev
Carla Barrett	BEd
Kerri Batch	BEd (Sec), MEd,MACEL
Charli Beales	MTeach,GDipRepSci,BAppSc
Ash Beto	BSci (Hons)
Joanne Birchmore	GCertCathlSt,DipEd,BA
Gavin Blakemore	BAppSc,BTheol,AdDipMin,GradCertSup
Clare Borg	BA(Hons), GCertCareerCoun,GDipCarEd&Coun,MSSc(Careers)
Abigail Bose	BA,MEd,PGDipEd
Sebastian Bradilovic	MTeach(SecEd), PGDipTeach,BA(MediaArts)
Kelly Brennan	
Victor Brincat	MTeach,BA,BAudP,CertIVTraAss
Raelene Browning	
Cade Burgess	MArts,BFineArt
Silvia Caceres	BA,DipLib&InfoSer
Linda Camilleri	BEd
Laura Capraro	BEd,GDipInfMngt
Elizabeth Carpenter	BMus
Graziella Carta	BSci,GDipEd(Sec)
David Christofas	MEd,DipEd,BBus,CertIVTrain&Ass
John Clampitt	TAss,CertIVChap&Past
Kylie Coker	BEd
Robyn Cole	BPerfArts,BA(Mus)
Megan Collins	MEd,BA,PGCertEd
Michael Cooper	BEd,DipTeach
Stephanie Cosmano	BMus
Ben Costello	BEd
Josie Crisara	BSci, GDipEd,GCert(Maths), FSTAV,MACEL,CertIVTrain&Ass,MSL,FACE,OAM
Melissa D'Amico	BAppSc,DipEd, Med (Innov&Change)
Sherry Daniel	BEd (SciSec)
Nadia D'Aprano	BEdEC
Christine De Luca	BArts (Photo), GDipEd
Jennifer Dean	BA(Hons), GDipInfSys,GDipEd,GCert (Maths)

NAME	QUALIFICATIONS
Hayley Dench	BAppSc
Kshitija Dhuna	MTeach,MSc,Phd(BioMed)
Mary Ann Di Martino	BEd,DipTeach,GradCertGiftEd
Michaela Di Paola	BEd (JnrPr&Pr)
James Docherty	BPHE,BAppSc
Karen Docherty	BAppSc, PGDDipPsych,GradDipPsych,MTeach
Felicity Donohue	BBus,GDipEd,MEd
Emma Dowling	BEd(Hons), BTeach(EarlyCH)
Athelia Du Preez	CertIVBus
Jacqui Duong	AdvDipBM
Michelle Edgar	CertIIIFit
Robbie Edwards	CertIIIIntAide,CertIVTrain&Ass,CertIVBusAdmin
Damien Ellis	BA(Mus)
Claire Everton	AdDipConMus,CertIVTrain&Ass,EVTS
Fasiha Faizi	BEarlychild
Mary Ferlan	
Samantha Ferraro	BTeach,BA(Math)
Halisa Ferzulla	BEd(P-12)
Clare Fisher	DipTeach,GDipCompEd
Kim Forward	BSci(Hons), GDipEd,MEd
Jillian Forward	BSci,GDip(Theol)
Peter Francey	BEd (Sec)
Zoe Frater	BMus
Petar Gajic	BComm,ChartAcc
Dwayne Ganci	GDipEd,BSci(Hons), GDipAcc
Deborah Garlick	BVisArts,BEd,DipSci
Adel Gawrgyous	GDipEd
Rae Gibbs	BEd,GDipCareerEd,GCertCareerCoun,GCert(Ed&Train), MSSc(Careers)
Nicole Gilbert	BTeach (Prim), BA
Chris Graham	BAppSc,MSc(OrgLship)
Carla Grbac	BA(MediaArts), DipArts,GDipEd,DipVisArts
Asanka Gunarathna	MTeach,BSci
Jayde Gunuc	BPsySci,MTeach
Savita Hanspal	MEd,BA(Hons)Math,BEd,M.A Math
Tara Harding	BEd
Katie Hart	BAppSc,GDipEd,CertIVTrain&Ass
Tabitha Herd	GradDipEd
Lidia Hermez	BEd
Mitchell Heyes	BSci,BBioSc,MTeach(SecEd)
Kopong Hilar	BAg,BA,GDipEd(Sec)
Sarah Howells	MTeach,PGDipTeach,BA(Hons)
Adele Hudson	BSci(Hons), PhD (ChemEng),GDipEd
Glenn Hudson	DipArt (ProdDes), AssDeg(UrbHort)
Noah Hutchinson	BMus (Hons)

NAME	QUALIFICATIONS
Maryam Il	BEd (Prim)
Christian Inturrisi	MTeach,GDipTeach,BEng
Belinda Jarvis-Dymond	BA,GDipEd
Nathan Johnson	GradCert(Maths), BAppSci
Gemma Jones	BPhyHlthEd
Vanessa Jreige	MTeach(Sec), BBus(Prof.Acc)
Sumiran Jyot	PhD,MArts,BSci,GDipEd(Sec)
Nigel Keegan	BEd
Ban Khoshaba	MTeach (SecEd), CertIVTrain&Ass
Mick Kilpatrick	BEd,Des&DevAssT, CertIVTrain&Ass
Christalla Koukoullides	BA,DipEd, GCert(Spec.IncEd)
Maria Koullas	BTeach,BA
Titus Lal	Cert (SecTchTr), PGCertEd,BSci
Raida Lancaster	CertIIIEdSup
Ben Lawless	PGDipTeach,BA(Hons), MArts(Hons),MTeach,GradCertArts(Sociology)
Jenny Lilley	BA,DipEd,CertIIIBus
Nick Linton	BEdPE
Marisa Long	BcompSC
Vicky Loukas	EdIntSupp,CertIIIEdSup
Emma Lowe	GDipTechEd,CertIIIHosp,CertIVTrain&Ass
Megan Lutton	MTeach,BSci(Hons), BBioSc
Helen Luxman	MBusAdmin,BSci(FoodTech&Nutrition)
Katie Lynch	CertBusAdmin
Jason Mackrell	BAppScPE,CertIVTrain&Ass,CertIIIFit,CertIVFit
Kellie Mahoney	BEd
Cathy Manariti	
Jamie Mariner	BEd (Prim)
Tom Marks	BPsySci,GDipEd
Brook Marsom	GDipTeach,BA
Sue Matthews	
Sarina Mazzone	CertIIIIntAide,CertIIIChildSer
Margaret McCarthy	CertEdSup,DipAnimalCare,AdvCertVetNurs
Ebony McCarthy	BMus,MTeach,CertIVTrain&Ass
Cameron McIntyre	BMusPerf (Hons), BMus (Hons)
Natalie McNamara	BAppScPE, CertIVTrain&Ass
Nick Meletis	DipMngt,DipBuild&Const,CertEng,PTCMechMan
Renaye Meletis	BTeach
Annamaria Meszaros	BEd,PGCertLib
Lisa Mililli	BEngg (Hons), BBiomedSci, MTeach
James Miller	GDipTeach
Maryam Moghadam	
Wendy Mollica	BA,PGDipCompEd,GDipEd,CertIVTrain&Ass
Chris Monos	BA,DipEd
Isabel Monroy	MEdStud,DipEd,BSci

NAME	QUALIFICATIONS
Maria Moscatelli	AdvDipComS,DipCommWelf,CertIVTrain&Ass
Josephine Motti	BA,DipEd
Merjam Mujkanovic	BA,MTeach,CertIVTrvl&Tour
Scott Munro	MTeach, BAnim&VetBioSc
Lina Nardella	
Gemma Neilson	BAppScPE
William Nevill	BEd
Bethany Nicholls	BAppScPE, GDipEd (Sec)
Peter Osborne	BBus,PGDipTeach,MSSc
Phoebe Oti	MTeach,BGS,DipLang
Anna Pavlou	BBus
Dan Pedersen	CertIVAudioEng
Emma Pedersen	CertIIIEdSup,DipChilServ,CertBusAdmin
Jacinta Perilli	
Vince Perri	BEd,GDipEd(Admin), GCertCathlSt
Sherry Perryman	CertIVTrain&Ass,CertIIIFurn(CM), GDipTechEd
Hannah Petterson	BA,GDipTeach
Jaimee Pezzutti	BEd (JnrPr&Pr)
Ann Phillips	BA(Ed), GDipCarEd&Coun,CarEdDev
James Phillips	BMngt (HumRes), MHRM,GDTeach&Learn, MEdL'ship(ExecL'ship)
Teah Phu	
Ebony Piccolo	BMus,MTeach,CertIVTrain&Ass
Anna Pietrolungo	BEd
Shivani Plaha	BA, BE, MA(EngLit)
Chris Pocervina	BEdPE,DipRemTher,CertIVTrain&Ass
Anthony Politini	BTeach(Hons), BA(Hons)
Sandra Prendergast	BComm,BA,GDipAcc,GDipEd,CertIVTrain&Ass
Rita Preziuso	BEd
Natasha Radley	BTeach,BA
Erin Ranieri	BEd (Prim)
Gabriella Raponi	BA,BLaw,GDipEd
Ron Rees	BEd,DipTeach,GDipComputing
Kimberley Rezel	EdEC,NTMBTheo
Desiree Riny	BInDes(Hon)
Brigitte Riscica	GCertEd(Research), MEd (Specialist&Inclusive), MEd (L'ship&Curr)
Steve Rogers	BA,BEd,GDipEd
Josie Russo	BEd
Aysel Saglam	BA(Hons), MArts,GDipEd
Reema Salloum	
Marianna Sarris	BA
Jevon Scandrett	BA,MTeach
Amy Schembri	DipPIM
Daniel Schembri	BEd (Sec)
Leanne Schulz	DipTeach,BEd,MEd,CertIVBus&PC

NAME	QUALIFICATIONS
Paul Scott-Williams	BMusEd,AGSM,MCouns
Jagriti Sharma	BCom, MAcc&Bus (Finance), MTeach (Sec)
Peter Sinclair	BA,DipEd,DipGenStudies
Jake Smith	DipEChEd,CertIVEdSpt
Natalia Smith	MSW,MEP,BSc (Hon)
Shiny Sood	MTeach
Juliana Spaleta	BSci,BTeach, CertIVTrain&Ass
Nick Spyridis	BEd (Sec), BKinesiology
Jasmina Stafford	BA,DipEd,PGDipArch,GCert(Lang), MArts (Arch), PGCert (LDS)
Jane Steenkamp	BEd
Mickey Sukiman	MTeach,BComm
Sophie Sykes	BA,GDipEd(Sec)
Dean Taylor	BAnim&VetBioSc,GDipEd(Sec)
Jill Thill	
Angie Thomas	BTeach (Prim)
Harmony Thomas	MTeach (Sec), BScreenArts
Rebecca Thompson	
Cizar Touma	BA,MTeach,GDipInfmSystems
Rachel Touma	BEd
Jim Tsiambazis	CertIVTrain&Ass,GDipEd(Sec), BMusInd,DipMusPerf,CertIVMusInd
Teo Tuakana	HLTAID002, HLTAID001, HLTAID003, ASCIA
Rezzan Ufacikligil	BAudP,CertIVTrain&Ass
Marielle Verte	BA,PGDipEd
Elpis Vlahopoulos	BA,GDipEd
Julie Wachter	BAppSc,GDipEd,CertIVTrain&Ass
Ian Watson	BEd(Hons), CertIVTrain&Ass
Paul Whitwood	BMus
Daniel Williams	MInfStu,BA(Hons), BIntlSt,CertIVMultMed
Jennifer Williams	BA,BEd,DipCouns,BSocSci
Megan Williams	MEd,BEd,BA,MBA,PGDipSoc,PGDipCathStud
Niel Wrigglesworth	BSci
Mirella Zalakos	GDipEd
Elise Zijai	BCreatArts,DipEd,GDipCoun
Pierre Zugan	AdvCert (ERC), BTheol
Anne Zugan	DipTeach, FCM

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 and Innovation).
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 the 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 valued community members. 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 to the differing needs of young learners. As educators, teachers aim to make connections with students' experiences using various resources and learning platforms. For example, students in Year 2 utilise diaries, while in Years 3 to 6 they access the functions on their iPads. The learning management platform AIMS 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 are 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 to 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, realizes the importance of the social and emotional development of everyone. For this reason, each year level in the Middle School is overseen by a Head of Year who works closely with the 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 welcome. 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, extracurricular, and out-of-school activities. Students are encouraged to achieve at their very best in all areas of their school life.

Our students are encouraged to:

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

Brookhill

As students progress through Brookhill, from Years 10 to Year 12, they develop the skills of discipline, independent thought, academic rigour, and social responsibility, which enable them to become lifelong 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 undertake an appropriate Senior School course of study successfully.

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

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

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

In Year 12, VCE students undertake Unit 3 and 4 subjects, which contain formal assessments 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 focused 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 that frame the academic year.

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

COURSES OF STUDY

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

Aitken College provides a high-quality education which:

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

CURRICULUM PROGRAMS

The College Curriculum is designed to nurture and enhance essential skills, like literacy and numeracy, empowering students to adapt to new challenges and thrive in an ever-evolving world. These fundamental skills are key to unlocking personal success and fully participating in today's dynamic social and economic landscape.

In addition, the College offers a range of specialised programs that allow students to explore their passions and deepen their expertise in various fields. We encourage students to take full advantage of these unique opportunities to shape their educational journey and prepare for exciting futures.

- Commerce
- Design Technology
- Digital Technology
- Food Studies
- Humanities
- Languages
- Library
- Performing Arts
- Physical Education
- Religion and Values Studies
- Science
- Sustainability
- Visual Arts

AITKEN COLLEGE EXTENSION PROGRAMS (ACE)

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.

- Tournament of Minds
- Da Vinci Decathlon
- Accelium Olympics
- History Enrichment Program
- Debating and Public Speaking
- Creative writing competitions
- Mentorship Programs
- Maths and Science Olympiads
- University Outreach Programs
- Illuminate Challenge
- Inquiry-based learning projects
- Ethics Olympiad
- Chess Competitions

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 speakers, 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 responding to loss and grief and other crises which arise from time to time. Baptism and confirmation classes are provided for those interested in developing their spiritual journey within the Christian Church, and ROC (**R**each **O**ut **C**ommunity) provides a means of nurturing faith issues for the whole community. ROC is involved in children's ministry and special events, which encourage those who attend to explore their faith.

Student Wellbeing and Support

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

Co-Curricular

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

include:

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

Interact

The Interact Club is a service club at Aitken College for young leaders in Years 7 to 12. The intent is to conduct activities, events, and fundraisers to enhance community, serve others, and 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.

AIMS

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 9 have their own personal iPads. Students in Years 10 - 12 can choose to supply an iPad or a MacBook.

AIMS 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 work. 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 provides the most current resources for research. A large collection of non-fiction, fiction, junior fiction, and picture storybooks further supports 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 in developing 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 significant and relevant. All students attend a weekly Chapel service at which Christian themes are highlighted and explained.

Sport

Students can participate in a wide range of sports both within the school and on an interschool basis. Primary students in all competitions participate in the School Sports Victoria (SSV) Competitions.

Secondary students will move from SSV to participate in the ACS competitions. The College was accepted as a full-time member of the Association of Co-Educational Schools (ACS), which allows for interschool competitions in swimming, athletics, cross-country, weekly sports, public speaking, and chess. The ACS values strive for excellence, teaching teamwork, developing qualities of fair play, courage, graciousness, and resilience are aligned with our school values. Students will be able to produce their best possible performance whilst respecting everyone's right to positive learning beyond the classroom experiences. Respect for officials, opponents, teammates, coaches, and venues underpins values that ACS can offer, in line with those of Aitken College. The school will remain with Schools Sports Victoria for Primary and an associate member in Secondary, which will still allow for students to state and national level competitions.

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).

Scholarships

The Aitken College Scholarship Program is designed to recognise and support currently enrolled students who demonstrate exceptional academic achievement, leadership potential, and a strong commitment to their community. The program offers the following scholarships to current students, providing financial assistance or courses of study that will reward or further their academic potential: Foundation Scholarship, Parents & Friends Arts Scholarship, and the Rachael Woodhams Music Scholarship.

GENERAL INFORMATION

Facilities and Resources

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

The Primary School offers an innovative and inclusive learning journey, supporting each student's social, physical, academic, emotional, and spiritual development. Our Cumberland building was completed and opened at the beginning of 2023. A contract to build a Prep to Year 2 facility was signed in late December 2023, with an expected completion in May 2025.

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 assisting 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.

STAFF iLEAD SURVEY

The staff satisfaction survey is part of a suite of LEAD surveys completed over a three-year cycle. These are the staff, student, and parent surveys, with one completed each year of the three-year cycle.

This report considers both those things that need to be celebrated as well as the things to focus on for improvement, with recommended actions. It recognises that change was a challenge and that perhaps the range of initiatives, including AIMS, PYP, and the focus on Innovation, all part of the strategic direction, impacted staff satisfaction. This needs to be looked at in terms of what has been achieved, which includes but is not limited to:

- Implementation of a new Learning Management System (AIMS)
- Reduction of teacher workload in the use of AIMS for assessment and reporting, with the College committed to reducing workload through the use of advances in technology
- Progress towards PYP candidacy
- ACS implementation, which has been positively received by students and parents, demonstrating student agency in the school.
- Adaptive leadership program outcomes to benefit the College innovation goals
- Study Skills (Learner Toolkit) for secondary students
- Consistency in assessment and grading in secondary
- Parent engagement with AIMS, Notice of Assessment, Parent Teacher Interviews, and Information sessions
- Faculty innovation initiatives which include but are not limited to the Bridge program in Indonesian, Year 8 English writing program, Agriculture and Horticulture programs, introduction of STEM electives in Design Technology, Units of inquiry in primary, the Precious Plastics program, RVE CHAT program for Year 9, Use of games in RVE, Coffee and Food Van implementation, Hospitality Group programs, CS in schools in Digital Technology, range of Maths and Humanities activities etc.
- Learning Environments Awards for the Cumberland building
- Improved administration systems such as Alii (purchase orders) and Ed Start (fee payment systems)
- College website upgrade
- New Managed Service Provider (Centorrino Technologies) and expanded support available
- New roles in Learning Analytics to assist with improving student outcomes
- Building Staff leadership through the Adaptive Leadership Program with outcomes related to the strategy plan

The staff survey was completed by approximately 50% of staff, with primary staff satisfaction higher than secondary staff satisfaction, which was higher than the non-teaching staff satisfaction. Compared to 2021, there was a drop in satisfaction in part, which can be attributable to the change in expectations in 2024 and the focus on the Strategy Plan. However, there cannot be improvement without change, and change is a constant in the educational space. Managing the change process is the key.

STAFF COMPOSITION, ATTENDANCE AND RETENTION

The Staff Workforce Composition is 67% female and 33% male teaching staff, and 71% female and 29% male non-teaching staff. Staff attendance was at 91% in 2024 and staff retention at 93%, an increase from the previous year.

Teaching Staff Attendance

2024	2023	2022	2021	2020
91%	91%	90%	94%	95%

Teaching Staff Retention

2024	2023	2022	2021	2020
93%	90%	84%	95%	93%

STAFF PROFESSIONAL LEARNING

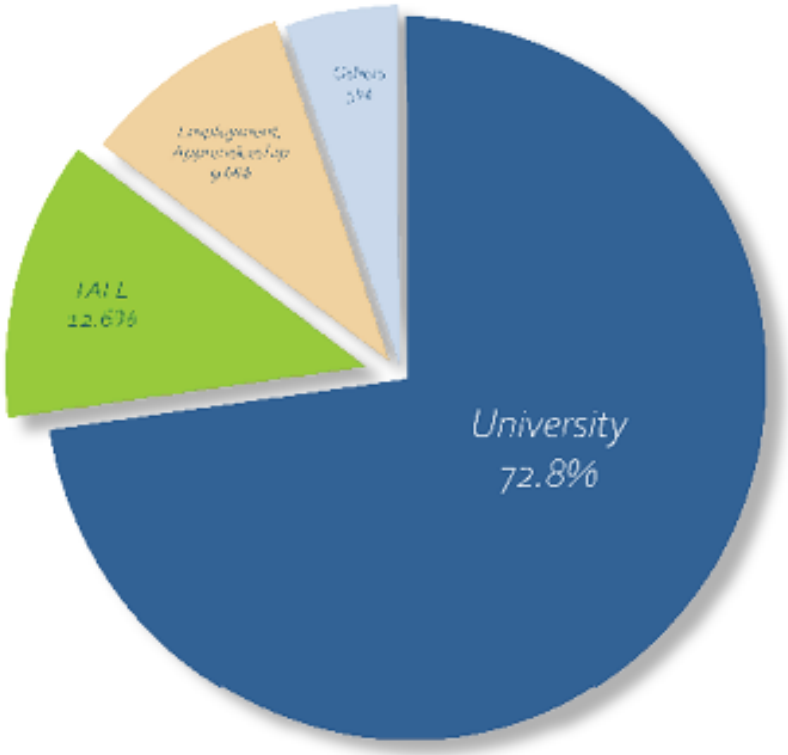
During 2024, a total of 6189.5 hours were spent on Professional Development activities by teaching staff, at an average of 32 hours per teacher. This is more than the VIT annual requirement for teacher re-registration. Non-teaching staff spent 726.5 hours on Professional Development, at an average of 13.7 hours per non-teaching staff member.

		Professional Development Hours					
		Internal		External		All	
Staff Type	No	Total	Avg	Total	Avg	Total	Avg
Teaching	166	2019	12.2	3295	19.8	5314	32
Non-Teaching	53	149	2.8	726.5	13.7	875.5	16.5
	219	**2168**	**15**	**4021.5**	**33.5**	**6189.5**	**48.5**

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

- First Aid Training (Level 2 Certificate, CPR, Anaphylaxis, and Asthma Management)
- Building your International Baccalaureate (IB) Programme: Primary Years
- Innovation and Education session (Cura Education)
- The CHAT Program
- PYP Planning
- Subject-specific curriculum content updates, including presentations on Primary Mathematics
- Learning management system / AIMS Training

Student Pathways & Demographics



Year 12 Student Pathways after graduation
(Stats recorded in the last 5 years)

Top 4 University Destinations

Melbourne University | La Trobe University | RMIT University | Victoria University

Student Demographics

49% Male 51% Female

Top 10 Languages Spoken by Students

(Other than English)

Hindi
Punjabi
Sinhalese
Arabic (inc. Lebanese)
Turkish
Malayalam
Italian
Assyrian (inc. Aramaic)
Greek
Tagalog (Filipino)

STUDENT COMPOSITION, ATTENDANCE AND RETENTION

The College enjoyed 1442 enrolments as of the August 2024 census date.

Year Level	Male	Female	Total Number of Students	Retention Rate %	Attendance %
0	37	40	77	95	93
1	36	42	78	97	92
2	40	38	78	97	91
3	37	41	78	96	91
4	36	42	78	100	93
5	38	40	78	100	92
6	40	38	78	92	91
7	75	80	155	96	92
8	77	79	156	92	90
9	77	79	156	97	91
10	77	77	154	92	89
11	69	72	141	97	N/A
12	62	73	135	99	N/A
Total	**701**	**741**	**1442**		
Percentage	**49**	**51**			

Aitken College has a diverse student body.

- 2 students identify as Indigenous.
- 53% of students speak a language other than English at home.

44 different native languages are spoken, with the top 10 languages other than English spoken by students being:

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

TEACHING AND LEARNING

New curriculum initiatives in 2024 included:

- **Primary School – The** International Baccalaureate (IB) Primary Years was introduced. The College is currently in the candidacy stage of the IB Primary Years Programme and is working towards authorisation.

- **Year 9 Science electives –** Agriculture and Environmental Studies were split into two separate electives: Agriculture and Horticulture and Environmental Science.

- **VCE/VCE VM Expo –** This year, the College introduced an expo to coincide with student subject selection. The expo commenced with an information session by the Director of Secondary Pathways to Year 10 students and their parents about the pathways offered in the senior years (VCE or VCE VM pathways). The Heads of Learning and teaching staff were present to answer questions about the subjects offered at the College.

- **The Victorian Curriculum 2.0 -** The overarching structure of the Victorian Curriculum F-10 Version 2.0 has not changed from the previous one. The learning areas, capabilities, and cross-curriculum priorities remain the same. The English and Mathematics learning areas are in the familiarisation stage of the new curriculum. Implementation of the Victorian Curriculum 2.0 for these subjects will be in 2025.

- **Introduction of Dunhelen examinations –**Middle School students completed their first formal examinations at the end of Semester Two.

- **An Aitken College Secondary Examination Policy** was introduced for Year 7 exams in English and Mathematics and for Years 8 and 9 exams in English, Mathematics, Science, Humanities, and Indonesian. By introducing exams in a supportive environment, students gain confidence and resilience, laying a strong foundation for the more demanding assessments they will encounter in senior years.

- **Working parties –** collaborative working parties were established with staff self-nominating based on their professional interests and areas of expertise. These initiatives reflect our shared commitment to improving teaching, learning, and communication. The key areas of school improvement are:

    - A curriculum documentation template to support consistent planning across learning areas

    - Review of the school's Approaches to Learning in the secondary school to potentially align with the Approaches to Learning of the IB Primary Years Programme

    - End of semester reports for the primary and secondary school

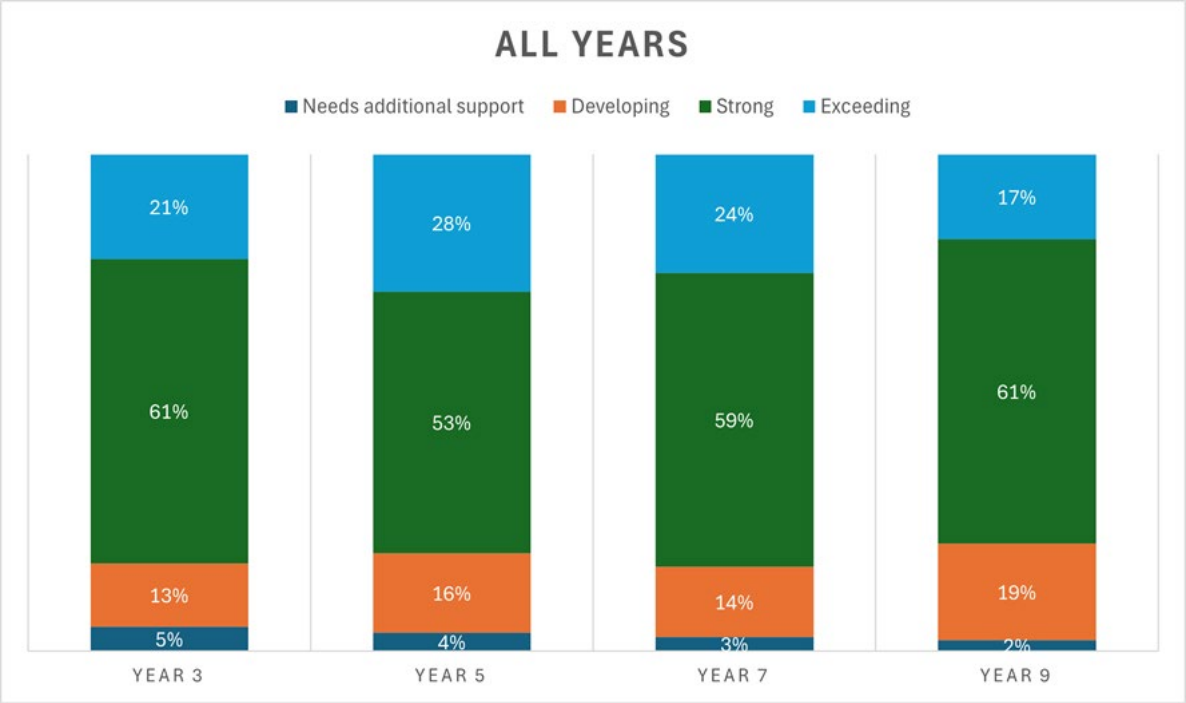
NAPLAN RESULTS

Below are comparison graphs showing Aitken College NAPLAN mean scores and the Victorian and National mean scores for 2024.

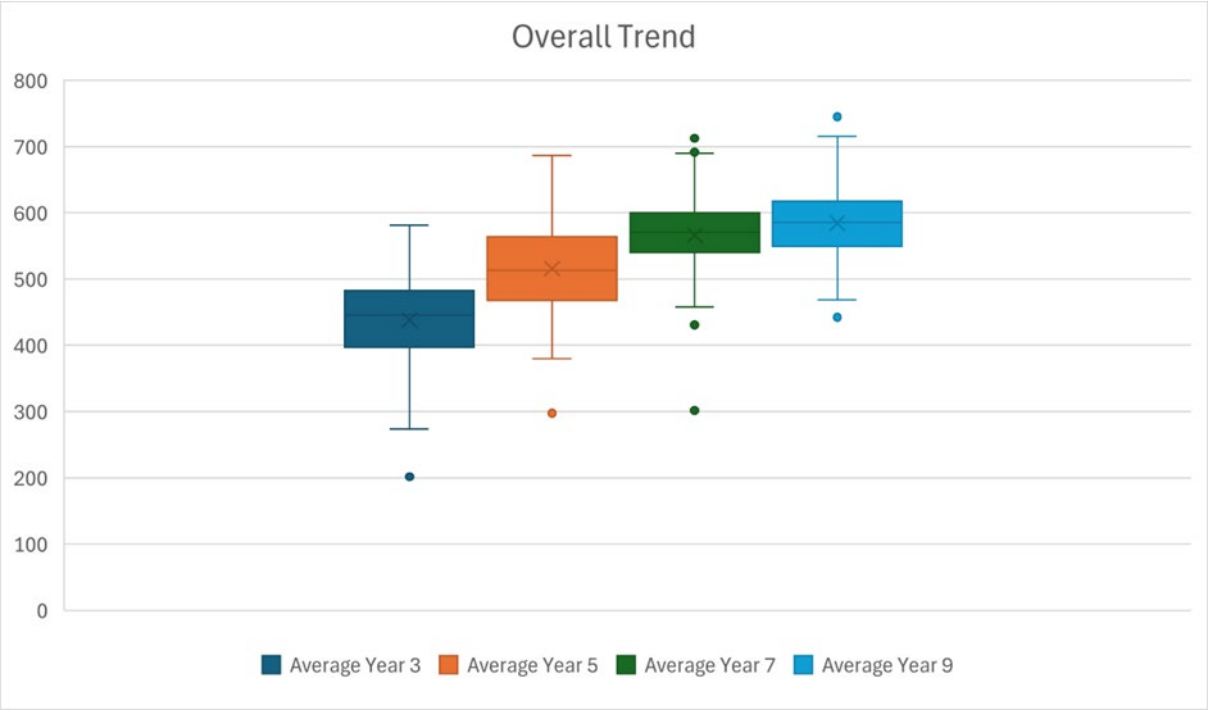
Some points to consider in relation to these graphs:

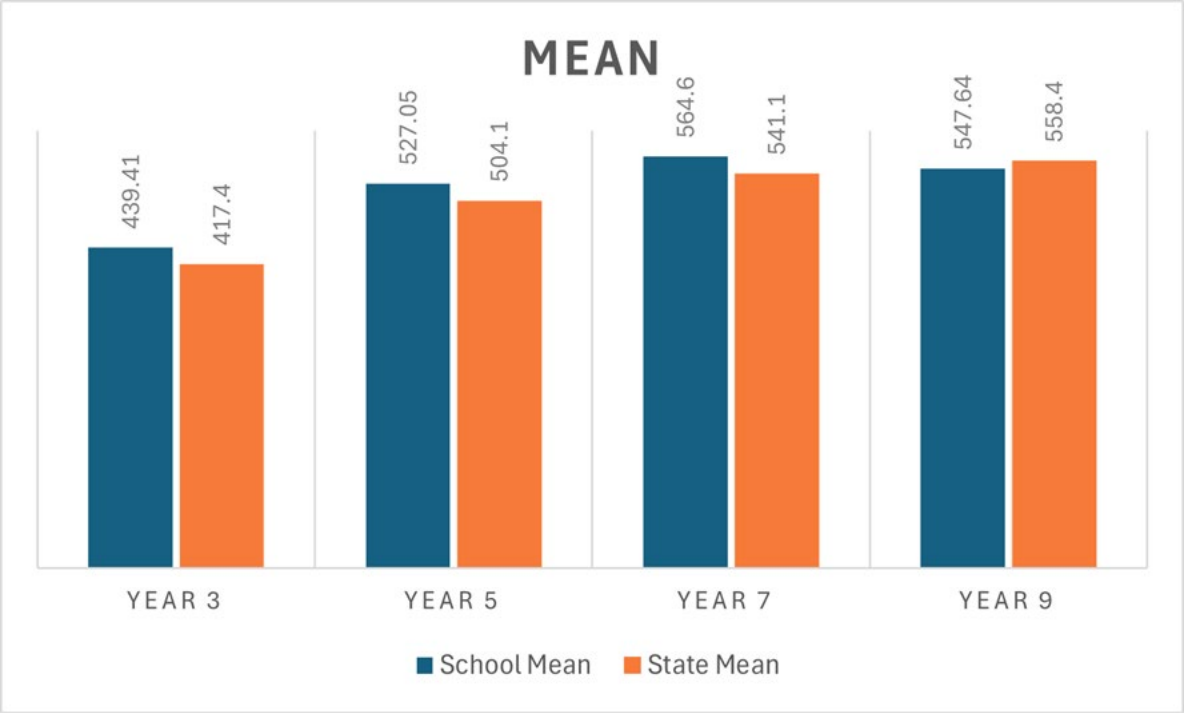
- NAPLAN online reading, numeracy, and conventions of language use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level. Tailored testing allows all students to demonstrate their knowledge and encourages students to stay engaged with the test. Tailored testing also provides teachers and schools access to more targeted and detailed information on students' performance in the assessment.
- There is a 2023 and 2024 comparison provided in this report.
- NAPLAN data is only one form of information about student achievement levels. Teacher observations, class and school-based assessments, and other forms of standardised testing are equally valuable in identifying student learning needs and rates of progress/growth.

Overall Trend



- Depicted in this graph is the overall trend across year levels. Student achievement is categorised into four bands: Needs Additional Support, Developing, Strong, and Exceeding.
- The graph indicates that a high percentage of students across years 3, 5, 7, and 9 have achieved 'Strong' and 'Exceeding' across the four assessments. There is a very low percentage of students requiring additional support. Students requiring additional support receive support through the classroom teacher, the relevant Head of Year, and the Learning Support Centre.
- With all assessments considered (Reading, Writing, Conventions of Language and Numeracy), the mean indicates that students outperformed the State and National averages across year levels 3, 5, and 7.

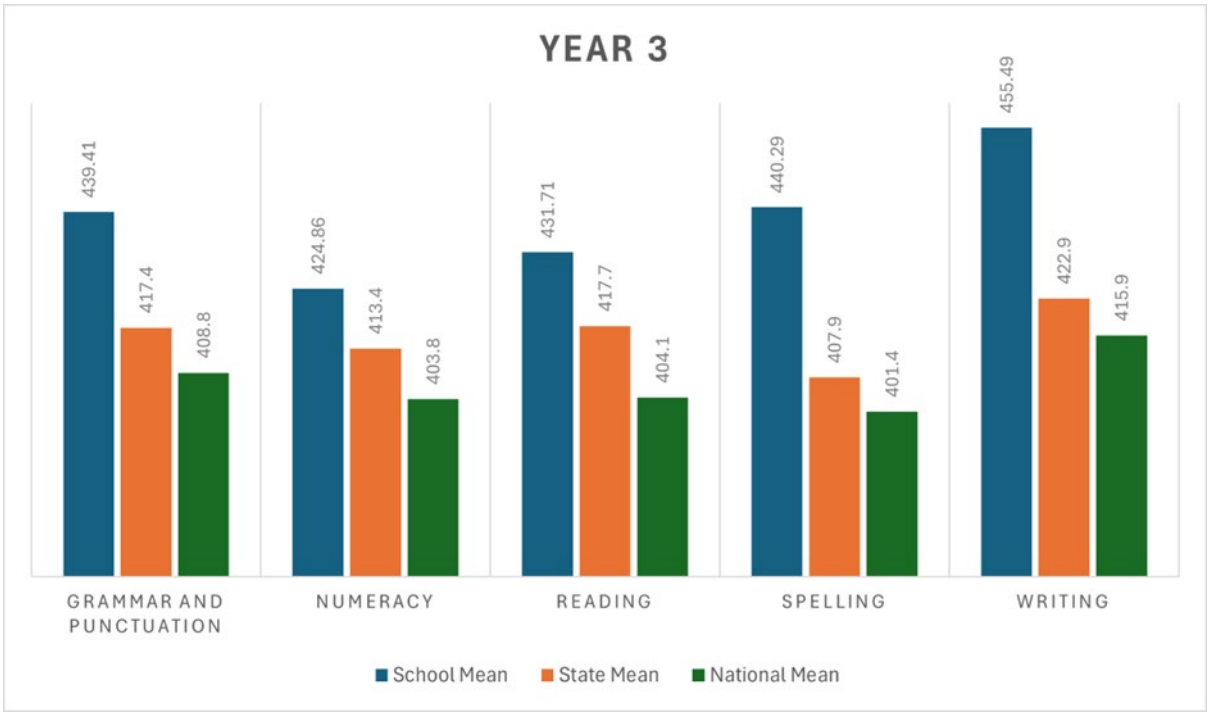




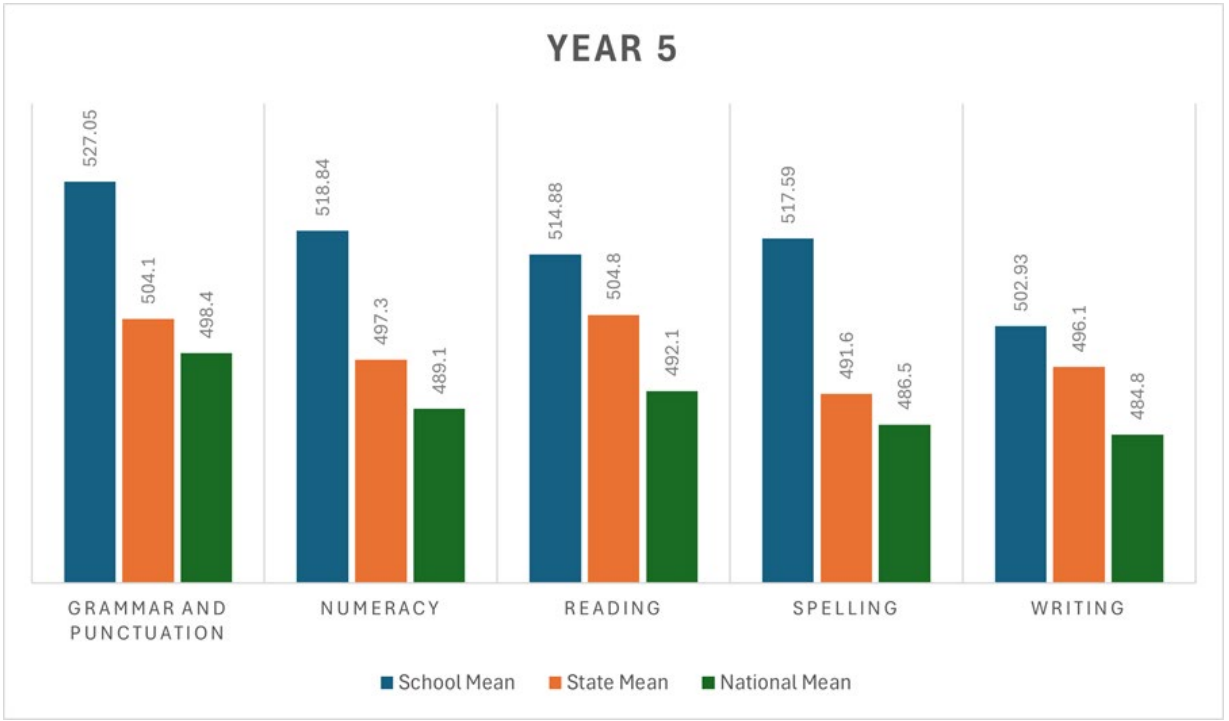
- With all assessments considered (Reading, Writing, Conventions of Language and Numeracy), the mean indicates that students outperformed the State and National averages across year levels 3, 5 and 7. The graph indicates that the Year 9 cohort is below the state mean.
- Teachers across all year levels participate in Professional Development sessions to enhance their instructional practices.
- Highly able/extension students entering Year 7 were given more challenging tasks, particularly in Mathematics, resulting in significantly higher Numeracy scores compared to the State and National averages.

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

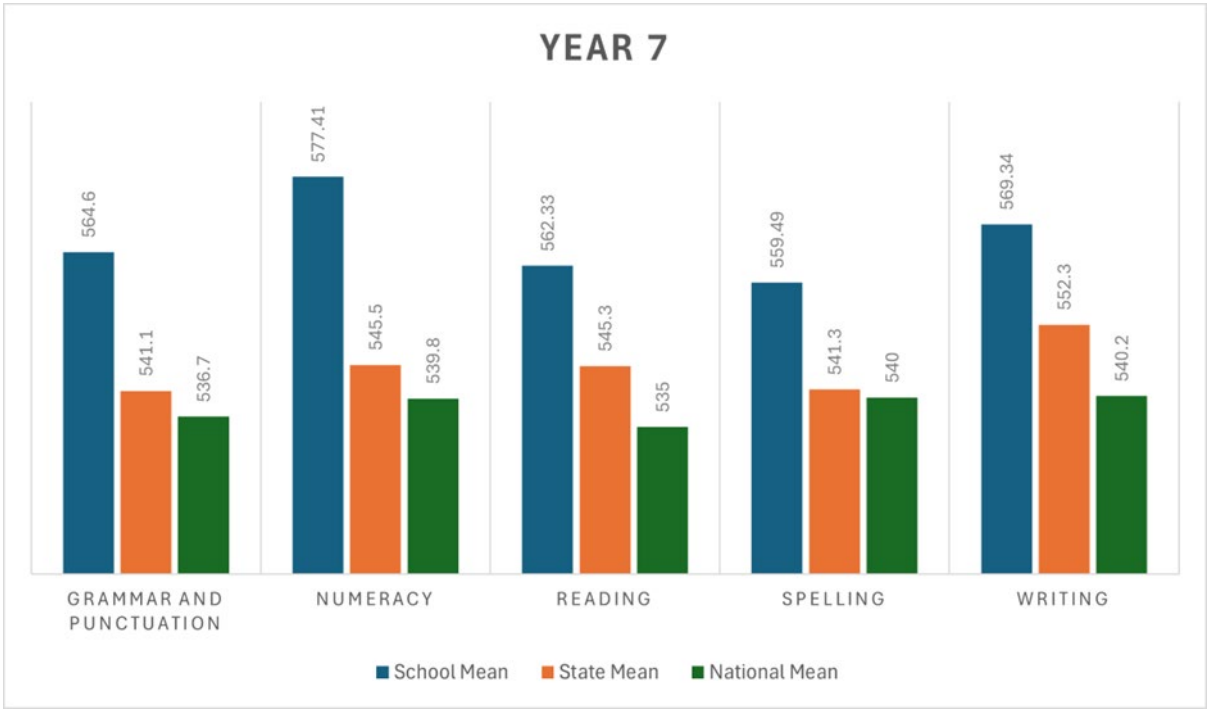
Year 3:


YEAR 3
439.41
417.4
408.8
424.86
413.4
403.8
431.71
417.7
404.1
440.29
407.9
401.4
455.49
422.9
415.9
GRAMMAR AND PUNCTUATION
NUMERACY
READING
SPELLING
WRITING
School Mean
State Mean
National Mean

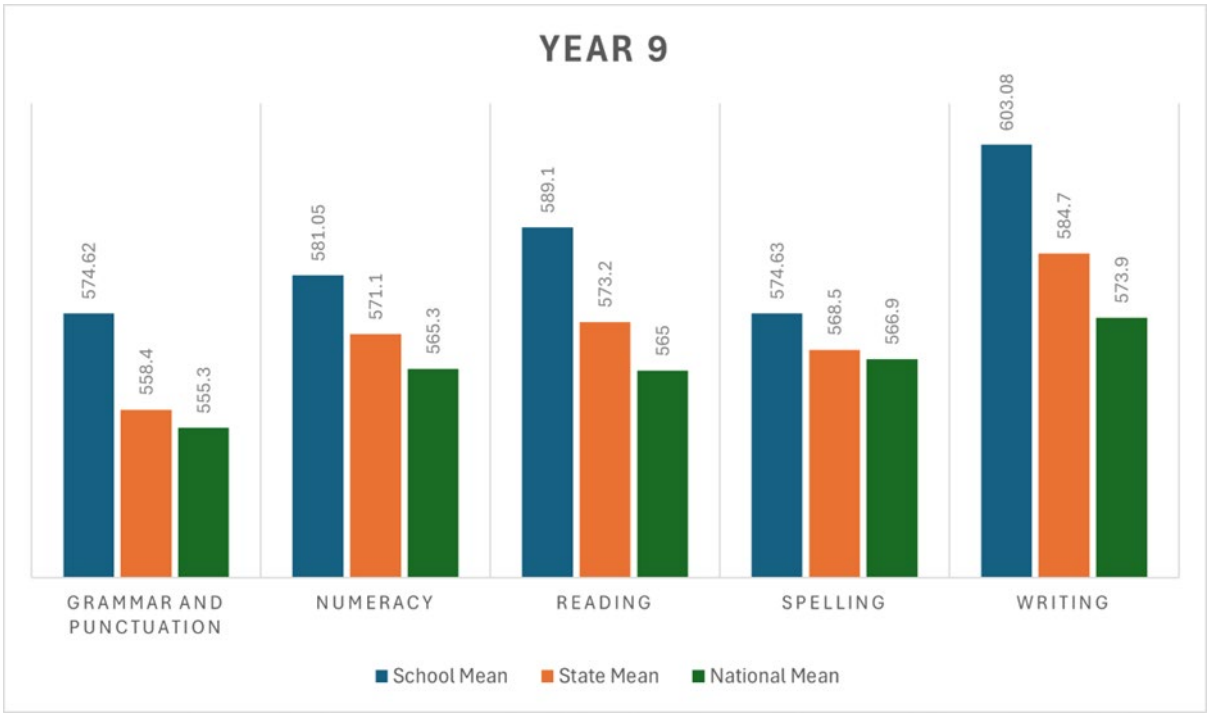
Year 5:


YEAR 5
527.05
504.1
498.4
518.84
497.3
489.1
514.88
504.8
492.1
517.59
491.6
486.5
502.93
496.1
484.8
GRAMMAR AND PUNCTUATION
NUMERACY
READING
SPELLING
WRITING
School Mean
State Mean
National Mean

Year 7:

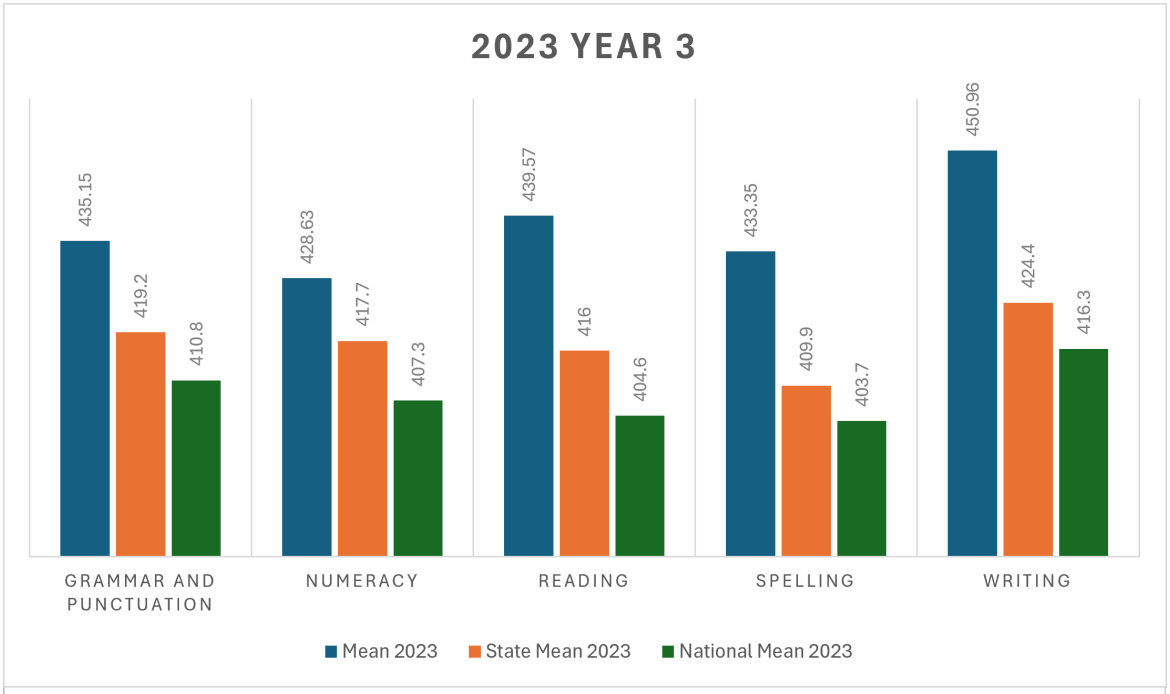


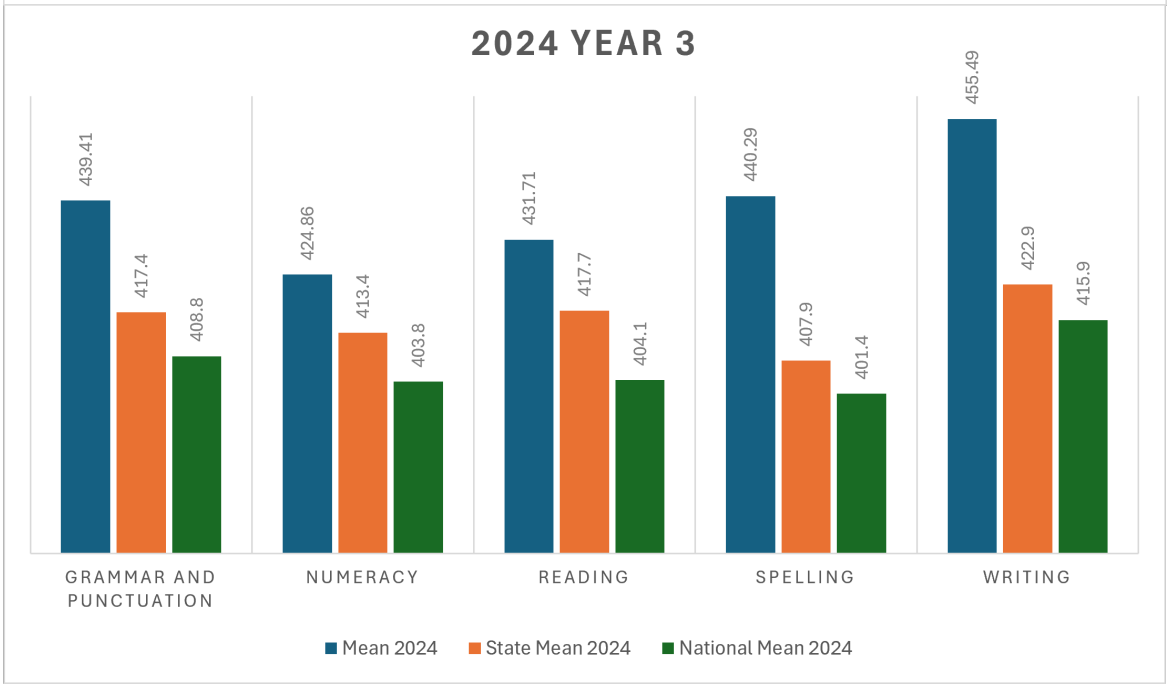
Year 9:



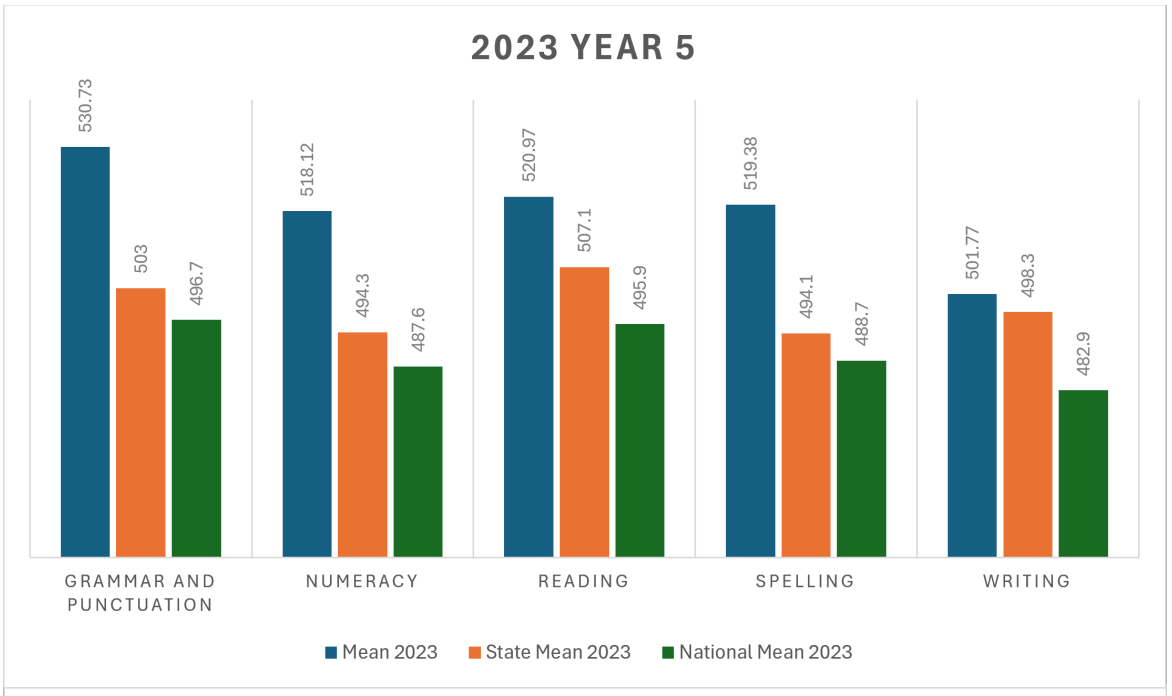
Overall, the graphs demonstrate that students at Aitken College achieve significantly higher results across all year levels and test types compared to State and National benchmarks.

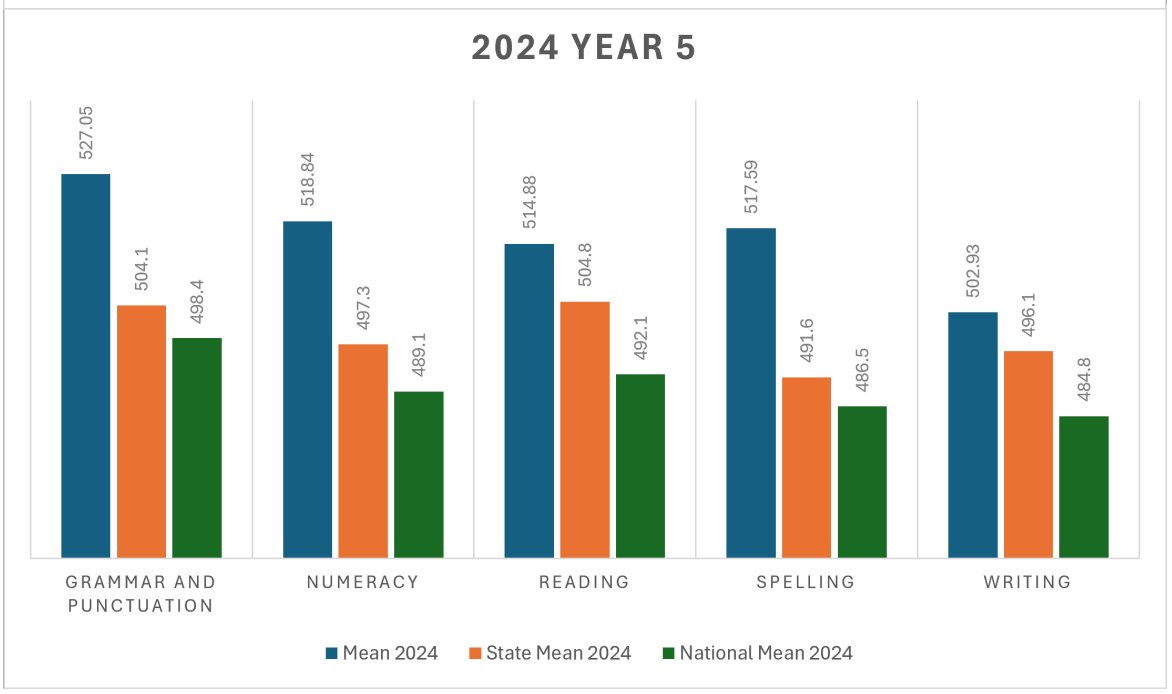
2023/2024 COMPARISON –Year 3



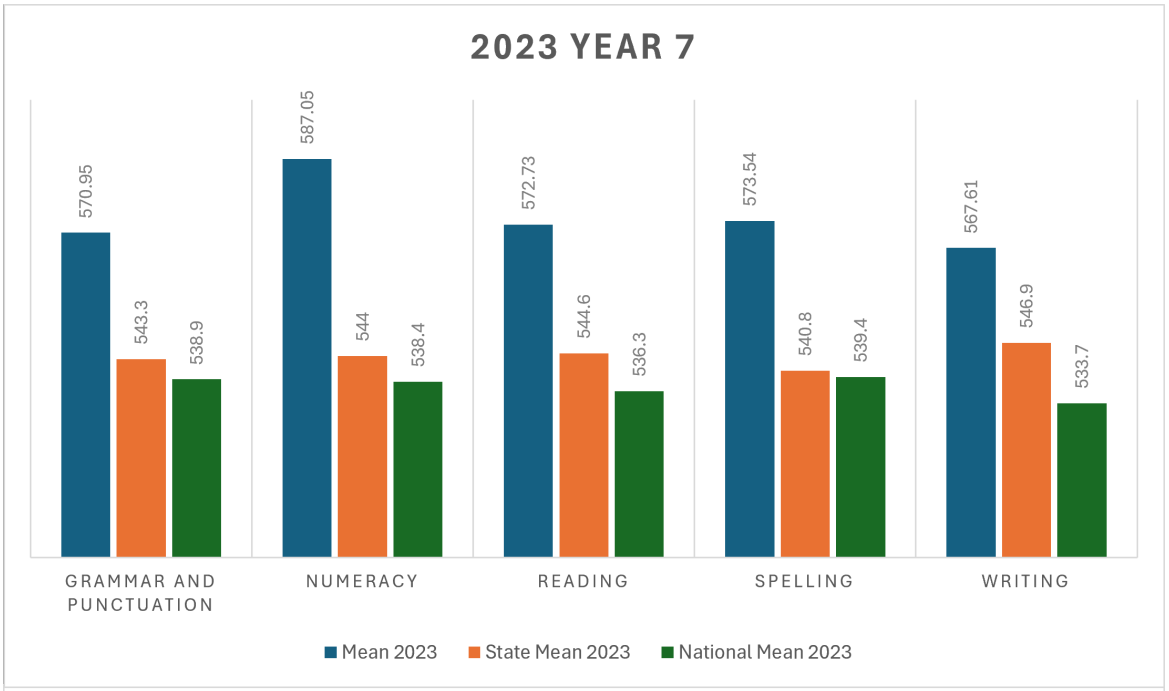


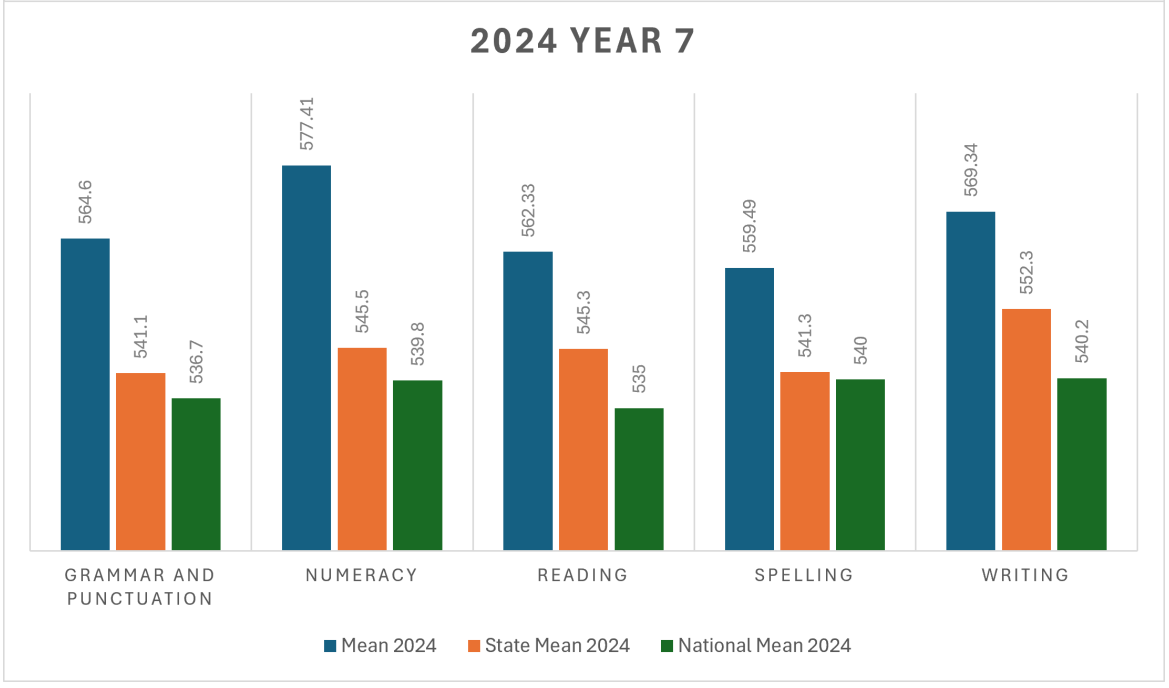
2023/2024 COMPARISON – Year 5



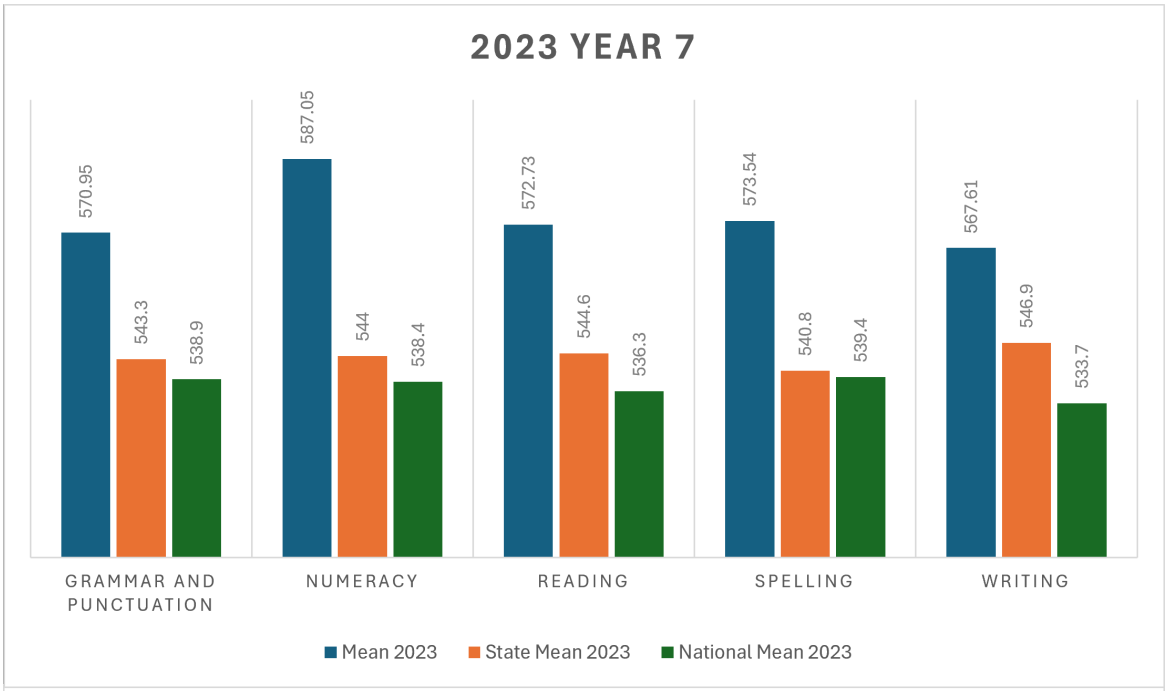


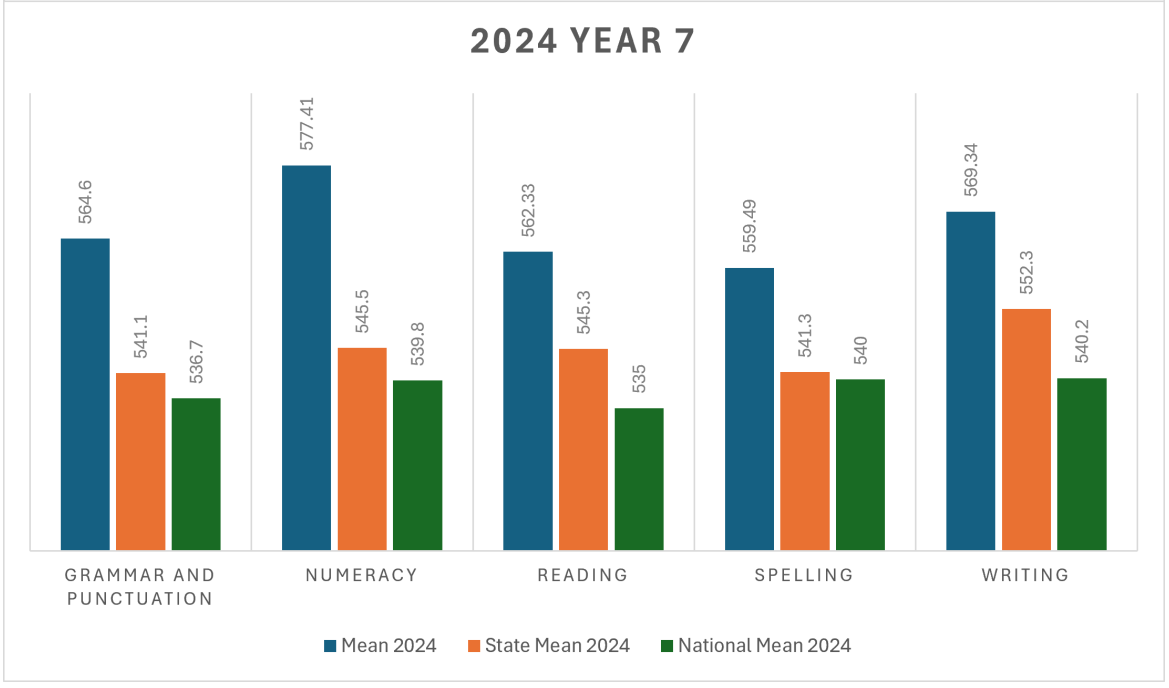
2023/2024 COMPARISON – Year 7



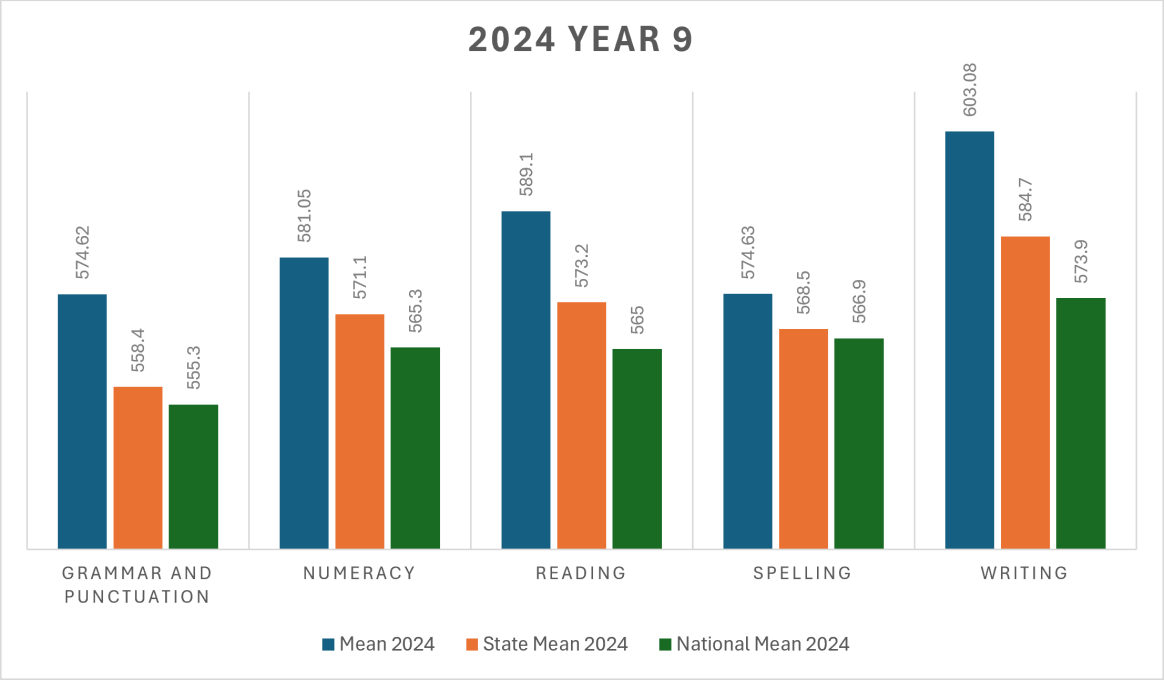


2023/2024 COMPARISON – Year 7





2023/2024 COMPARISON – Year 9



- It is not possible at this stage, to provide a three-year trend for NAPLAN data as the affective (categories) were modified into four bands: Needs Additional Support, Developing, Strong, and Exceeding in 2023.
- Therefore, only a comparison between 2023 and 2024 data can be made.

Overall, the College has maintained its high standard of achievement in comparison to the state and national means.

VCE VM REPORT 2024

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

Year	2024
Total certificates issued	35
Total number of students enrolled	35
No of students who left during the year to pursue other pathways (back to VCE, work apprenticeships)	0

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

2024 had numerous highlights, including many project-based tasks. All students complete assessment tasks in the following subjects: Literacy, Numeracy, Work Related Skills (WRS), and Personal Development Skills (PDS). As well as VET Business studies and Industry Specific studies.

Three Year 11 students were successful in obtaining a Hume Whittlesea LLEN Vocational Education Award for their vocational study achievements.

Vocational Education and Training is becoming increasingly popular amongst the students at Aitken College, both on campus and completed externally. In 2024, 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 Animal Care, Electrotechnology, Agriculture, Allied Health Assistance, Screen & Media, and Beauty and Make Up. The internal VET subject was completed in VET Business.

SUMMARY OF VCE RESULTS 2024

136 Year 12 students made up the class of 2024. 136 Students undertook VCE, with 8 students undertaking the VCE VM program.

The VCE VM program delivered very pleasing results. Of the 6 students who started Year 12 VCE VM, all achieved their VCE VM Certificate.

124 Students applied for a place through VTAC at a University or TAFE (Cert IV or Higher). 122 Students received an offer through VTAC, some of the offers came from La Trobe University, RMIT University, Victoria University, and RMIT TAFE.

ATAR ranges

The percentage of students achieving an ATAR of above 60 has remained consistent in the last three years. There was a saturation of students in the 60 – 69 range, with 31 students (~ 25% of the cohort) within this range. The below-60 group is approximately 40%. Further work should be done to look at ways of reducing the number of students appearing in the below-60 group.

A positive in these results comes in the form of our above 90 ATARs, which is the highest it has been for five years.

	2024	***2023***	***2022***	***2021***	***2020***
% > 95	2.5	3.5	0.0	2.6	3.4
% > 90	9.0	7.8	5.3	8.8	7.8
% > 80	19.7	21.7	15.9	24.6	16.4
% > 70	34.4	40.9	32.7	36.8	37.1
% > 60	59.8	60.0	59.3	57.9	53.4
% < 60	40.2	40.0	40.7	42.1	45.7

Study Score Overview

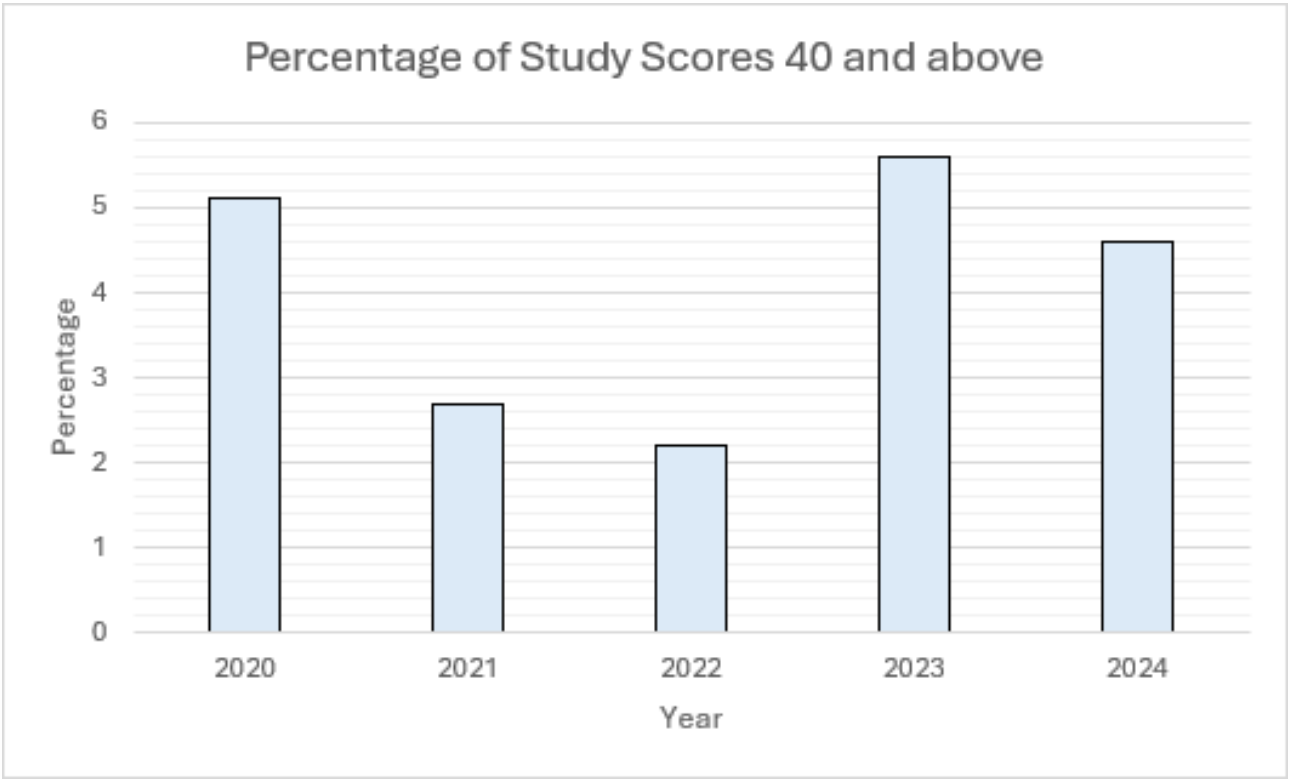
Percentage of Study Scores 40 and above

In 2024, there was a slight reduction in the percentage of students scoring 40 and above. There was a total of 29 scores that were 40 and above. Five of these came from Year 11 students.

Four students achieved a score of 40 or above in more than one subject.

One perfect score of 50 was achieved in General Mathematics.

Year	***No of Study Scores***	***% 40 or above***
2020	591	5.1
2021	594	2.7
2022	584	2.2
2023	608	5.6
2024	637	4.6


Percentage of Study Scores 40 and above
Percentage
6
5
4
3
2
1
0
2020
2021
2022
2023
2024
Year

99.35 ATAR
Aitken College
congratulates
Devmi Peiris
2024 College Dux

STUDENT DESTINATIONS 2024

Year 12 Destinations

Number of Students	2024	2023	2022	2021
Apprenticeships	3	2	9	10
Pre-Apprenticeship	1	5	3	3
Bible College				1
Deferral				1
Employment	3	4	7	2
Gap Year				1
Defence Force				3
Independent Tertiary Provider	3	1	9	5
TAFE	18	14	18	15
University	106	99	92	94
Exit prior to year end	1			
Unknown	1	3		1
TOTAL	**136**	**128**	**138**	**136**

2024 Year 12 Students who Applied Through VTAC with a Tertiary Offer for 2024

Destinations by Institution

Institution	2024	2023	2022	2021
Australian Catholic University	8	3	3	6
Carlton College of Sport				1
Collarts (Australian College of the Arts)	1		2	1
Australian College of Applied Professions			1	
Deakin University	3	3	2	4
JMC Academy / SAE		1	2	
La Trobe University	47	45	21	25
La Trobe College	1		4	
Melbourne Polytechnic		1		
Monash College	1			
Monash University	3	11	6	7
RMIT University	22	12	19	16
RMIT TAFE	11	10	11	10
Swinburne University	5	3	9	7
Swinburne TAFE	1	1	1	2
Torrens University Australia				1
University of Melbourne	8	10	8	9
Victoria University	10	12	24	23
Victoria University TAFE	1		2	
TOTAL	**122**	**112**	**115**	**112**

Destinations by Field of Study

Field of Study	2024	2023	2022	2021
Aviation			1	1
Architecture, Building and Planning	4	7	7	5
Business & Commerce	14	21	15	16
Design, Film, Music & Creative Arts	4	5	11	5
Education	9	3	7	5
Engineering	9	7	13	12
Exercise & Sport Science	5	7	4	7
Health	27	15	20	14
Humanities, Social Sciences & Law	24	25	21	28
IT	8	6	6	4
Media & Communications	5	4	3	3
Sciences	13	12	7	12
TOTAL	**122**	**112**	**115**	**112**

CAPITAL WORKS, PROJECTS AND PROPERTY MANAGEMENT 2024

P-2 Primary Building

It was with great excitement that we saw construction begin on the final stage of our primary building redevelopment. This new primary building will provide an amazing learning and play space for our P-2 cohort.

Many of our primary staff and primary students were consulted and contributed to the design of this building as part of the preliminary design process.

The new building has again been designed by our College architects, Hayball Architects, who were responsible for the design of our recently completed 3-6 building, which won multiple prestigious design awards.

We all eagerly await the beginning of Term 3 in 2025 for when the building is scheduled to be completed and opened for use by our P-2 cohort.

Bike Shelter

One of the most noticeable of the smaller projects was the installation of a large bike shelter constructed near our northern pedestrian gate.

This facility has provided students with another mode of transport to the College, with many students making the decision to now ride to school. This has had a positive effect on the College traffic flow, further reducing traffic entering the College and the surrounding neighborhood.

Other Projects

Other small projects in 2024 included:

- The connection of mains water and sewer to the College Environment barn and Farmhouse.
- The redirection of our stormwater network along the eastern side of the College ring road. This enabled us to reduce the risk of overland flooding on the southern soccer field.
- The installation of visitor and contractor parking spaces around the maintenance office.
- The creation of an oversized roundabout for large delivery vehicles to access our sheds.
- The upgrade to mobile shelving in the Library allows the library staff greater flexibility to alter the library layout for different events held during the year.

Some other minor works included the replacement of several damaged asphalt pathways around the College buildings, the installation of a new pathway into the B32 office and the installation of a new kiln in our senior art room building.

Maintenance Works

The College 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.

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.

We are always looking at ways of making the College facilities more efficient and economical. We have been focusing on our older fluorescent lighting systems with a view to changing them to LED. This is a gradual process undertaken through our recurrent budget.

An area of minor concern is the ageing of our mechanical ventilation systems. There may be a need to look at a full upgrade to several systems, which are beginning to show signs of wear and tear. This will be monitored over the next couple of years.

Capital Works considerations for 2025

- VCE 1 Landscaping
- CPA Lift decommissioning
- Gymnasium building HVAC installation
- Gymnasium Alteration for OSHC space
- Cumberland playground addition
- External triple court shade structure and court resurface

FINANCE

2024 Income / Expenditure Ratios

INCOME

	$	%
Tuition Fees	11,665,189	35.1%
Federal Government Funding	15,444,408	46.5%
State Government Funding	2,384,234	7.2%
Other Income	2,458,483	7.4%
Other Capital Income	1,252,661	3.8%
Total Income	**33,204,975**	100.0%

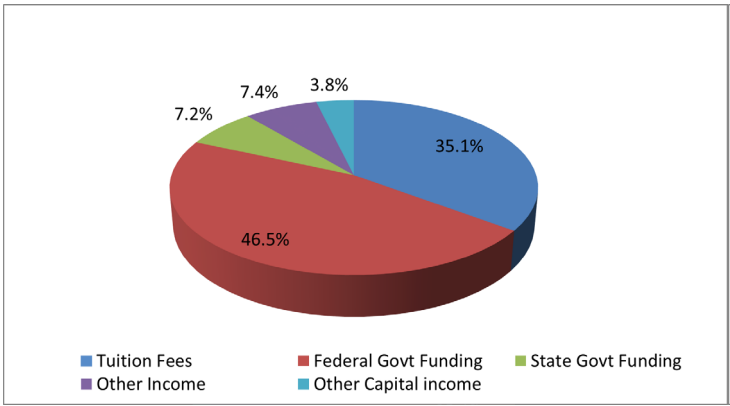
EXPENDITURE

	$	%
Employment Costs	22,202,996	69.8%
Education & General	4,953,218	15.6%
Buildings & Grounds	1,885,141	5.9%
Depreciations	2,764,367	8.7%
Total Expenses	31,805,722	100.0%

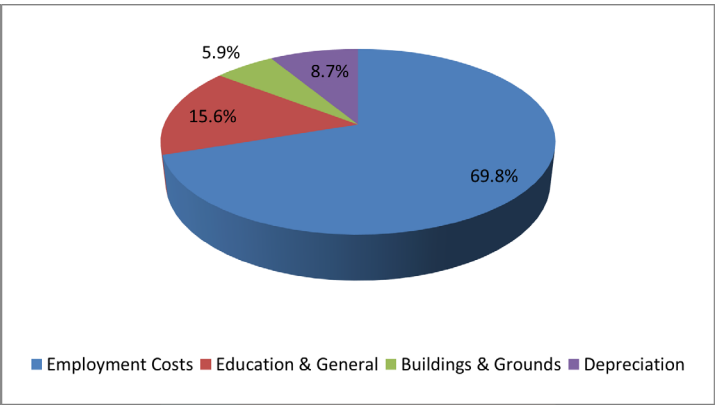
Notes:

1. The major source of income for the College was Federal and State Government funding (54%) and Tuition Fees (35%)
2. The major expenditure item is employment costs (70%). Education and general costs consist mainly of faculty and administration expenses.

2024 Income



2024 Expenditure



In 2024 Tuition Fees were indexed by 4.8%. The indexation of Government Recurring funding at 2% restricts the College's ability to generate income to cover increasing expenditure costs.

Auditor's Statement

"We have audited the financial report of Aitken College Limited, which comprises the statement of financial position as at 31 December 2024, the statement of profit or loss, 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 Director's declaration.

In our opinion, the financial report of Aitken College Limited has been prepared under 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 2024 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

1010 Mickleham Road
Greenvale VIC 3059
T 03 9333 9100
admin@aitkencollege.edu.au

www.aitkencollege.edu.au

In Mind and Spirit