# Annual Report 2025

aitken COLLEGE
In Mind and Spirit

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## PRINCIPAL'S MESSAGE

It is my pleasure to present this 2025 Annual Report, reflecting a year of renewal, growth and strategic focus for our College. In 2025, we commenced the development of a new long-term strategic plan, recognising that our previous strategy, *Inspiring Your Personal Best*, had reached a natural point of evolution. With the support of ChangeSmith Consulting, we began shaping a vision that will guide the College for the next decade. An updated Operational Strategic Plan was presented to the Board, outlining priorities for 2026–2028 and establishing our theme for 2026: Improving Learning Outcomes.

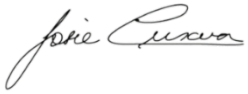
A major highlight of the year was the successful authorisation of the International Baccalaureate Primary Years Program (PYP), achieved ahead of schedule and with nine commendations—an exceptional achievement for our Primary team. We continued to strengthen our digital learning environment through the expansion of the AIMS Learning Management System and the introduction of Intellischools, providing real-time insights into student progress and wellbeing. The ACS program also continued to grow, with compulsory sport for Year 7 students and enhanced training structures supporting a strong culture of participation.

Our people remain central to our success. Seven staff members were recognised for 15 years of service, and leadership development continued as a priority across the College. We also welcomed our new Deputy Principal, Mr Craig Rodgers, commencing in 2026, following the retirement of Mr Kim Forward. Strong enrolment interest will lead to the introduction of an additional Year 7 class in 2026. Our Parents and Friends Association continued to support community engagement, scholarships and new facilities, while our Chaplaincy team strengthened the faith life of the College and our connection to the Uniting Church.

Significant progress was made across our facilities. Our Primary 3–6 building was shortlisted for the International LearningScapes Awards, and the new P–2 Fairview Building opened mid-year to great excitement. Additional upgrades—including improved pathways, enhanced science laboratories, new study spaces and gym improvements—continued to enrich the learning environment. Although our grant application for a basketball shade structure was unsuccessful, the project has been approved for College funding across 2026–2027.

Strong governance continued to underpin our work. The Board established a new Deductible Gift Recipient (DGR) Committee to support future scholarship opportunities, reviewed the College Constitution to ensure compliance, and engaged in Enterprise Agreement negotiations. Cybersecurity remained a priority, with an Essential Eight Audit completed and a transition to Centorrino Technologies as our Managed Service Provider.

As we reflect on the year, I extend my sincere thanks to our Board members for their leadership and to our dedicated staff for their unwavering commitment to our students and to the implementation of our strategic initiatives. Together, we continue to build a College that is future-ready, community-centred and committed to inspiring the personal best in every learner.



**Mrs Josie Crisara OAM**

## CHAIR OF THE BOARD MESSAGE

The 2025 year was one of steady progress for the Aitken College Board as we continued to guide the long-term development and sustainability of the College. A key achievement was the completion of the new Fairview building for Prep to Year 2, the final stage of the Primary precinct renewal. Decisions to improve the pedestrian access and upgrades to the gymnasium will further enhance the campus in 2026.

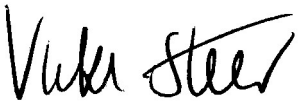
The Board remained focused on strategic planning, governance and risk oversight. Our annual Strategy Day provided an opportunity to consider long-term priorities, including enrolment trends, marketing, scholarships and future facilities planning. Cybersecurity continued to be an important area of attention, and the Board endorsed an audit of the Essential Eight strategies to strengthen the College's resilience. Regular governance training and ongoing review of Child Safety matters ensured strong oversight of our core responsibilities.

Financial sustainability was closely monitored throughout the year. The Board approved the 2026 budget and endorsed an additional Year 7 stream, reflecting continued strong demand for places. While a fee increase was necessary to meet rising operating costs and support staff retention, the Board also established a tax-deductible scholarship fund to improve long-term access and affordability for families.

Board membership saw some changes, with the welcome addition of Mr Dennis Freeman, whose expertise in community engagement and marketing strengthened the work of the Community Engagement and Marketing Committee. We also acknowledged the contributions of Mrs Helen Adams as she concluded her role on the Nominations Committee and welcomed Mr Kim Forward to that Committee.

The Board supported the leadership transition following the retirement of Deputy Principal Mr Kim Forward and the appointment of Mr Craig Rodgers, who will commence in 2026. We were also pleased to see the College achieve authorisation to deliver the International Baccalaureate Primary Years Program, an important step in strengthening the learning framework for primary students.

I extend my sincere thanks to Principal Mrs Josie Crisara, the Executive Team and all staff for their dedication throughout the year, and to my fellow Board members and the wider Aitken College community for their ongoing support.



**Vicki Steer**

## SCHOOL SNAPSHOT

| | |
|---|---|
| ***Description*** | Co-educational, Independent |
| ***Enrolment Group*** | Primary & Secondary School |
| ***Established*** | 1999 |
| ***ABN*** | 22 616 193 616 |
| ***Type of Organisation*** | Not for Profit |
| ***Number of Students 2025*** | 1,457 |
| ***Affiliation*** | Uniting Church of Australia |
| ***Funding*** | Australian Government Department of Education, Victoria State Government, School Fees |
| ***Contact Details*** | 1010 Mickleham Road, Greenvale, VIC 3059<br>Tel: +61 3 9333 9100<br>Email: admin@aitkencollege.edu.au<br>Website: https://aitkencollege.edu.au |
| ***Principal*** | Mrs Josie Crisara OAM |

# INTRODUCTION

Aitken College is an open-entry, co-educational independent school located in Greenvale, Victoria. In partnership with the Uniting Church, the College is committed to supporting every student in achieving their personal best through a strong focus on learning, wellbeing, good citizenship, problem solving, and critical thinking. Our values—**Compassion, Excellence, Honesty, Kindness, and Respect**—are embedded in all aspects of College life and guide the way our community learns, interacts, and grows.

The College upholds and promotes the principles and practices of Australian democracy, including respect for elected government, the rule of law, equality before the law, freedom of religion, freedom of speech and association, and a culture of openness and acceptance. These principles shape our programs, our teaching, and the environment in which students learn.

Aitken College encourages students to develop a lifelong love of learning. We strive to ensure that every student has the skills, resources, and motivation needed to thrive both at school and beyond. Our broad and academically rigorous curriculum fosters personal, moral, and spiritual development, while offering diverse pathways in the senior years, including the Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM), and Vocational Education and Training studies (VET).

Service to others is a central element of the Aitken experience. Students are encouraged to build meaningful connections within the community, deepening their understanding of human needs and inspiring a commitment to contribute positively to society. Spiritual growth is also nurtured, with students invited to explore the faith and teachings of the Christian Church alongside their own beliefs and those of others, developing a thoughtful and ethical framework for life.

Every member of the College community shares responsibility for ensuring the wellbeing and safety of all children and young people. This commitment underpins every action and decision made at Aitken College, reflecting our dedication to providing a safe, supportive, and inclusive environment for all.

# 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 is a company limited by guarantee, with its members forming the Aitken College Board. The Board serves as the governing body of the College and acts as the Board of Directors of the company. It is responsible for appointing the Principal, who, as Chief Executive Officer, oversees the day-to-day management and operational leadership of the College. Aitken College operates as a not-for-profit organisation, and its financial accounts are independently audited by Saward Dawson Chartered Accountants.

The Board provides strategic leadership by determining the College's Vision, Mission, and long-term Strategy, and by approving the policies that guide College operations. Strong governance is supported by the Aitken College Compliance Program, which ensures the College meets its legal, regulatory, policy, and contractual obligations. The College recognises that achieving its strategic objectives relies on both the quality of its compliance practices and the strength of its organisational culture. Accordingly, Aitken College maintains a high level of compliance with all relevant Acts, Guidelines, and Standards, including those set by the Victorian Registration and Qualifications Authority (VRQA). This commitment is upheld through a comprehensive suite of policies, ongoing staff training, and regular risk assessments.

Aitken College maintains a zero-tolerance approach to child abuse and is committed to acting in the best interests of children at all times. The College places the highest importance on child protection responsibilities and allocates the necessary resources to sustain a robust and proactive child-safe culture.

Throughout 2025, the Board continued to identify strategic priorities and establish the frameworks required to achieve optimal outcomes for the College community. Board Meetings, Board Committee Meetings, and the Annual General Meeting were held during the year. Regular reviews ensured that risk was effectively managed, financial accountabilities were met, and all legal obligations were fulfilled.

To support effective governance, the Board delegates specific responsibilities to a number of Committees. These Committees undertake detailed examination of their respective portfolios and provide recommendations to the Board for consideration, ratification, and implementation as appropriate. The Board Committees include:

- Finance Committee
- Governance and Risk Management Committee
- Planning Committee
- Nominations Committee
- Community Engagement and Marketing Committee
- DGR (Deductable Gift Recipients) Committee

# BOARD OF DIRECTORS 2025

### *Vicki Steer*

Vicki Steer joined the Aitken College Board in 2021 and took over as Chair of the Board in May 2024. She brought ging extensive leadership experience, having served as Principal of Ravenswood School for Girls, Cornish College and, in 2023, interim Principal of The Scots School Albury. Her earlier career included teaching English and Social Sciences and holding senior roles such as Vice Principal, Head of English and Head of Senior School. Vicki has also worked in the Victorian Public Service, mentored aspiring leaders, judged the Learning Environments Australasia awards and contributed to several educational associations. She holds degrees in Arts (Honours) and English, along with qualifications in Education and Educational Leadership.

### *Marianne Stillwell*

Marianne Stillwell specialises in three professional sectors: education excellence in independent schools, governance of family businesses, and long-term family investments. 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 family investment business which historically operated Stillwell Motor Group; recently sold to a public company in 2024. She currently chairs the Operating Board of the group, managing long term investments and associated property. 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 and now chairs the Wesley College Foundation. 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 alpine sports, 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 level 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).

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 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.

### *Stephen Craven*

Stephen 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.

Stephen 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. Stephen 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 Director of Studies. Stephen 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 can 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 of America, 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. He has held a range of senior management roles, leading financial strategy, governance, risk management and organisational performance, and developing 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. He brings deep experience in the not-for-profit and disability services sector, including NDIS funding, compliance and governance. Ben has held board positions with several large community organisations and brings strong governance and financial oversight expertise. He is a Fellow of CPA Australia (FCPA), holds a Bachelor of Business (Accounting), and is a registered Tax Agent.

Ben joined the Aitken College Board in 2023 and serves on the Board Finance Committee and the DGR Committee.

### *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.'

### *Poonam Anand*

Poonam Anand is an accomplished finance and governance executive with over two decades of experience spanning financial management, corporate governance, investment oversight, and operational leadership. Throughout her career, Poonam has held senior leadership roles across complex and highly regulated environments, where she has provided strategic financial stewardship and strengthened governance practices to support long-term organisational success.

Poonam brings deep expertise in managing corporate investment portfolios, including the development of investment strategies aligned with organisational objectives and risk frameworks. She has led the design and implementation of comprehensive governance and compliance frameworks, ensuring robust oversight and accountability in both public and private sector organisations.

Poonam holds a Bachelor of Commerce in Accounting and Finance, a Master of Business Administration (MBA), and is a qualified Chartered Accountant. She is also a Graduate of the Australian Institute of Company Directors (GAICD), further underscoring her commitment to strong governance and ethical leadership.

### *Dennis Freeman*

Dennis Freeman is a senior marketing and communications professional specialising in the independent education landscape. With career spanning leadership positions at Wesley College, Christ Church Grammar School, and Cornish College, he joins Aitken College with deep expertise in fundraising, alumni relations, and brand strategy.

As a Fellow of the Australian Marketing Institute, Dennis is a recognised industry mentor and award judge for AMI and Educate Plus. He balances his strategic work with a lifelong passion for music. Dennis has performed with major Australian symphony orchestras and serves as a long-term music assessor for the Victorian Curriculum and Assessment Authority (VCAA).

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Jamal Abou-Eid | Primary Teacher | MEd, BEd |
| Anne Adams | Primary Teacher | BA(Mus), AMusA, DipMT, MEd |
| Simon Adams | Director of Operations | BA, GDipEd, GDipIR&HRMngt |
| Sheikh Ahmed | Secondary Teacher | MTeach(SecEd), BBus, MIntHotelMngt |
| Lisa Andronikos | Primary Teacher | BEd |
| Doha Assafiri | Secondary Teacher | MTeach (SecEd), BRadSci |
| Betty Bai | Secondary Teacher | MTeach (SecEd), MPubHealth, BMed |
| Simone Bailey | Primary Teacher | Bed (Prim), DiPChildSer, DipSportsDev |
| Carla Barrett | Secondary Teacher | BEd |
| Kerri Batch | Secondary Teacher | BEd (Sec), MEd |
| Ash Beto | Specialist Support Laboratory Technician | BSci (Hons) |
| Joanne Birchmore | Primary Teacher | GCertCathlSt, DipEd, BA |
| Gavin Blakemore | College Chaplain | BAppSc, BTheol, AdDipMin, GradCertSup |
| Danny Blue | Secondary Teacher | MEd, BA |
| Clare Borg | Careers Counsellor | BA (Hons), GCertCareerCoun,GDipCarEd&Coun, MSSc (Careers) |
| Abigail Bose | Secondary Teacher | BA, MEd,PGCertEng(EAL), GCRelEduc, PGDipEd |
| Seb Bradilovic | Secondary Teacher | MTeach (SecEd), PGDipTeach, BA(MediaArts) |
| Kelly Brennan | Digital Platforms Manager | |
| Raelene Browning | Specialist Support Laboratory Technician | |
| Christine Budz | Secondary Teacher | BArts (Photo), GDipEd |
| Silvia Caceres | Specialist Support Laboratory Technician | BA, DipLib&InfoSer |
| Linda Camilleri | Secondary Teacher | BEd |
| Stacey-Louise Camilleri | Secondary Teacher | BA(MusTheatre), LMusA, MTeach |
| Isabella Capomolla | Specialist Support, Food Studies Technician | |
| Laura Capraro | Teacher Librarian | BEd, GDipInfMngt |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Elizabeth Carpenter | Instrumental Music Tutor | DipMus, BMus, AMusA |
| Graziella Carta | Secondary Teacher | BSci, GDipEd (Sec) |
| David Christofas | Primary and Secondary Teacher | MEd, DipEd, BBus, CertIVTrain&Ass |
| Bianca Cittadini | Primary Teacher | BTeach (Prim) |
| John Clampitt | Learning Support Assistant | TASS, CertIVChap&Past |
| Kylie Coker | Primary Teacher | BEd |
| Robyn Cole | Instrumental Music Tutor | BPerfArts, BA(Mus) |
| Megan Collins | Secondary Teacher | MEd, BA, PGCertEd |
| Michael Cooper | Primary and Secondary Teacher | BEd, DipTeach |
| Josie Crisara | Principal | BSci, GDipEd, GCert (Maths), MSL, FSTAV, MACEL, OAM |
| Melissa D'Amico | Assistant Principal (Learning and Innovation) | BAppSc, DipEd, Med Inn&Ch |
| Sherry Daniel | Secondary Teacher | BEd (SciSec) |
| Nadia D'Aprano | Primary Teacher | BEdEC, BEd(Prim) |
| Hayley Dench | Secondary Teacher | BAppSc |
| Kshitija Dhuna | Secondary Teacher | MTeach, MSc,Phd(BioMed) |
| Maria Dobson | Admin Assistant (Marketing and Admissions) | BA(CommArts) |
| James Docherty | Secondary Teacher | BPHE, BAppSc, CertIVTrain&Ass |
| Felicity Donohue | Primary Teacher | BBus, GDipEd, MEd |
| Emma Dowling | Primary Teacher | BEd (Hons), BTeach (EarlyCH) |
| Athelia Du Preez | Admin PA to Deputy Principal | CertIVBus |
| Joanne Dunuwille | Specialist Support Performing Arts Technical Assistant | BAUD |
| Jacqui Duong | Director of Admissions | AdvDipBM |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Michelle Edgar | Admin Assistant (Performing Arts) | |
| Robbie Edwards | Learning Support Assistant | CertIIIIntAide, CertIVTrain&Ass, CertIVBusAdmin |
| Damien Ellis | Instrumental Music Tutor | BA(Mus) |
| Claire Everton | Instrumental Music Tutor | AdDipConMus, CertIVTrain&Ass, EVTS |
| Fasiha Faizi | Primary Teacher | BEarlychild, MEd |
| Mary Ferlan | Admin Assistant (Finance) | |
| Samantha Ferraro | Secondary Teacher | BTeach, BA(Math) |
| Halisa Ferzulla | Secondary Teacher | BEd |
| Clare Fisher | Primary Teacher | DipTeach, GDipCompEd |
| Jillian Forward | Specialist Support Laboratory Technician | BSci, GDip (Theol) |
| Kim Forward | Deputy Principal | BSci (Hons), GDipEd, MEd |
| Zoe Frater | Instrumental Music Tutor | BMus |
| Petar Gajic | Director of Business | BCom, ChartAcc |
| Dwayne Ganci | Secondary Teacher | GDipEd, BSci (Hons), GDipAcc |
| Deborah Garlick | Secondary Teacher | BVisArts, BEd, DipSci |
| Adel Gawrgyous | Secondary Teacher | GDipEd |
| Jarmine Gawrgyous | Secondary Teacher | GDipEd |
| Nicole Gilbert | Primary Teacher | BTeach (Prim), BA |
| Thomas Gorman | Secondary Teacher | BASc (Hons), MTeach (SecEd) |
| Chris Graham | Assistant Principal (Secondary) | BAppSc, MSc (OrgLship), CERTIVMin |
| Carla Grbac | Secondary Teacher | BA (MediaArts), DipArts, GDipEd, DipVisArts |
| Asanka Gunarathna | Secondary Teacher | MTeach, BSci |
| Jayde Gunuc | Secondary Teacher | BPsySci, MTeach |
| Savita Hanspal | Secondary Teacher | MEd, BA (Hons)Math, BEd, MA (Math) |
| Tara Harding | Primary Teacher | BEd |
| Tabitha Herd | Secondary Teacher | GradDipEd |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Mitchell Heyes | Secondary Teacher | BSci, BBioSc, MTeach (SecEd) |
| Kopong Hilar | Secondary Teacher | BAg, BA, GDipEd (Sec) |
| Sarah Howells | Secondary Teacher | MTeach, PGDipTeach, BA (Hons) |
| Glenn Hudson | Agriculture Resources Manager | DipArt (ProdDes), AssDeg (UrbHort) |
| Christian Inturrisi | Secondary Teacher | MTeach, GDipTeach, BEng |
| Belinda Jarvis-Dymond | Secondary Teacher | BA, GDipEd |
| Emma Jensen | Visual Arts Technician | BA(MediaArts), DipLang, MArts |
| Nathan Johnson | Secondary Teacher | BAppSc, GradCertMath |
| Vanessa Jreige | Secondary Teacher | MTeach (SecEd), BBus (ProfAcc) |
| Sumiran Jyot | Secondary Teacher | BSci, GDipEd (Sec), PhD, MArts |
| Nigel Keegan | Primary Teacher | BEd |
| Ban Khoshaba | Secondary Teacher | MTeach (SecEd), CertIVTrain&Ass, BSci |
| Mick Kilpatrick | Secondary Teacher | BEd, Des&DevAssT, CertIVTrain&Ass, CertIVMusBus |
| Christalla Koukoullides | Secondary Teacher | BA, DipEd |
| Titus Lal | Secondary Teacher | Cert (SecTchTr), PG CertEd, BSci |
| Raida Lancaster | Specialist Support LOTE / Integration Aide | CertIIIEdSup |
| Ben Lawless | Secondary Teacher | PGDipTeach(Sec), BA(Hon), GDipA (Soc), MTeach,MA (SocPol) |
| Jenny Lilley | Secondary Teacher | BA, DipEd, CertIIIBus |
| Nick Linton | Secondary Teacher | BEdPE, CertIVTrain&Ass |
| Vicky Loukas | Learning Support Assistant | EdIntSupp, CertIIIEdSup |
| Emma Lowe | Secondary Teacher | GDipTechEd, CertIIIHosp, CertIVTrain&Ass |
| Megan Lutton | Secondary Teacher | MTeach,BSci (Hons), BBioSc |
| Katie Lynch | Admin Assistant (Reception) | CertBusAdmin |
| Jason Mackrell | Secondary Teacher | BAppScPE, CertIVTrain&Ass, CertIIIFit, CertIVFit |
| Megan Magupa | Secondary Teacher | BSc (EnvSc), MTeach (SEd) |
| Kellie Mahoney | Primary Teacher | BEd |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Makaela Malignaggi | Primary Teacher | MTeach,BA(Mus), AdvDipMusPerf |
| Cathy Manariti | Admin Assistant (Primary) | |
| Jamie Mariner | Primary Teacher | BEd (Prim), MEd&SW |
| Tom Marks | Primary Teacher | BPsySci, GDipEd |
| Sarina Mazzone | Specialist Support Aide (Teacher) | CertIIIIntAide, CertIIIChildSer |
| Margaret McCarthy | Learning Support Assistant | CertEdSup, DipAnimalCare, AdvCertVetNurs |
| Cameron McIntyre | Instrumental Music Tutor | BMusPerf (Hons), BMus (Hons) |
| Natalie McNamara | Primary and Secondary Teacher | BAppScPE, CertIVTrain&Ass |
| Luke Meletis | Property Operations Assistant | Dip (Sport&Bus) |
| Nick Meletis | Property Manager | DipMngt, DipBuild&Const, CertEng, PTCMechMan |
| Renaye Meletis | Specialist Support Aide (Teacher) | BTeach |
| Annamaria Meszaros | Teacher Librarian | BEd, PGCertLib |
| Jo Miles | Careers Advisor | GCertCareerEd,BA |
| James Miller | Primary Teacher | GDipTeach |
| Maryam Moghadam | Specialist Support Workshop Technician | |
| Elizabeth Monaghan | Secondary Teacher | BA |
| Chris Monos | Secondary Teacher | BA, DipEd |
| Isabel Monroy | Primary Teacher | MEdStud, DipEd, BSci |
| Josephine Motti | Teacher Librarian | BA, DipEd |
| Scott Munro | Primary Teacher | MTeach, BAnim&VetBioSc |
| Lina Nardella | Admin Assistant (Secondary) | Dip (PersCon) |
| Gemma Neilson | Primary Teacher | BAppScPE |
| William Nevill | Primary Teacher | BEd |
| Peter Osborne | Secondary Teacher | BBus, PGDipTeach, MSSc |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Phoebe Oti | Secondary Teacher | MTeach, BGLS, DipLang |
| Jeremiah Ovenden | Secondary Teacher | BA, PGCE |
| Kirra Pante | Specialist Support Student Counsellor | MCouns |
| Fotius Papadopoulos | Secondary Teacher | BBsMn |
| Anna Pavlou | Finance Manager | BBus |
| Dan Pedersen | Technical Operations Manager | CertIVAudioEng |
| Emma Pedersen | Admin Assistant (Learning Support) | CertIIIEdSup, DipChilServ, CertBusAdmin |
| Adrian Perger | Instrumental Music Tutor | |
| Jacinta Perilli | Admin Assistant (Learning and Innovation) | |
| Vince Perri | Secondary Teacher | BEd, GDipEd (Admin), GCertCathlSt |
| Sherry Perryman | Secondary Teacher | GDipTechEd, CertIVTrain&Ass, CertIIIFurn (CM) |
| Andrew Petrie | Director of Sport | CertIV (SportsAdmin), DipMngt |
| Jaimee Pezzutti | Primary Teacher | BEd (JnrPr&Pr) |
| James Phillips | Executive Director: People and Culture | BBusMngt (HRM), GDipTeach&Learn, MEdLship (Exec), MHRM |
| Ebony Piccolo | Primary and Secondary Teacher | BMus, MTeach, CertIVTrain&Ass |
| Anna Pietrolungo | Primary Teacher | BEd |
| Shivani Plaha | Secondary Teacher | BEd, MAEngLit, BA |
| Anthony Politini | Secondary Teacher | BTeach (Hons), BA(Hons) |
| Rita Preziuso | Secondary Teacher | BEd |
| Natasha Radley | Primary Teacher | BTeach, BA |
| Erin Ranieri | Primary Teacher | BEd (Prim) |
| Gabriella Raponi | Secondary Teacher | BA, BLaw, GDipEd |
| Jemima Rezel | Specialist Support Integration Aide | |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Kimberley Rezel | Admin Assistant (Reception) and First Aid Officer | EdEC, NTMBTheo |
| Brigitte Riscica | Primary Teacher | BEd, MEd (SpNeeds), GCertEdu, Med (ChristianEd) |
| Steven Rogers | Secondary Teacher | BA, BEd, GDipEd |
| Donna Rowe-Campbell | Primary Teacher | BEd (Prim) |
| Josie Russo | Primary Teacher | BEd |
| Marianna Sarris | Admin EA to Principal | BA |
| Jevon Scandrett | Primary and Secondary Teacher | BA, MTeach |
| Amy Schembri | Compliance Manager | DipPIM |
| Daniel Schembri | Secondary Teacher | BEd (Sec) |
| Leanne Schulz | Assistant Principal (Primary) | DipTeach, BEd, MEd, CertIVBus&PC |
| Jagriti Sharma | Secondary Teacher | MTeach (SecEd), MAcc&Bus, BCom |
| Jake Smith | Learning Support Assistant | DipEChEd, CertIVEdSpt |
| Natalia Smith | Director of Wellbeing / Psychologist | MSW, MEdPsych, BSci (Hons) |
| Shiny Sood | Secondary Teacher | MTeach |
| Juliana Spaleta | Secondary Teacher | BSci, BTeach, CertIVTrain&Ass |
| Nick Spyridis | Secondary Teacher | BEd (Sec), BKIN(Hons) |
| Jasmina Stafford | Secondary Teacher | BA, GrDipEd, PGDipArch, GCert (Lang), MArts (Arch), PGCert (LDS) |
| Jane Steenkamp | Primary Teacher | BEd |
| Christina Stoios | Learning Support Assistant | Dip (BusAdmin), CertIVSchoolBasedEdSupp |
| Claudia Stolfo | DET Tutor | BA(Ed) |
| Mickey Sukiman | Secondary Teacher | MTeach, BComm |
| Sophie Sykes | Secondary Teacher | BA, GDipEd (Sec) |
| Jade Talbot | Instrumental Music Tutor | BMus |
| Dean Taylor | Secondary Teacher | BAnim&VetBioSc, GDipEd(Sec) |
| Jill Thill | Admin Assistant (Finance) | |

| AITKEN COLLEGE STAFF 2025 | | |
|---|---|---|
| **NAME** | **ROLE** | **QUALIFICATION/S** |
| Harmony Thomas | Secondary Teacher | MTeach (SecEd), BSA |
| Rebecca Thompson | Admin PA to Assistant Principal (Secondary) | |
| Cizar Touma | Secondary Teacher | BA, MTeach, GDipInfmSystems |
| Rachel Touma | Primary Teacher | BEd |
| Jim Tsiambazis | Instrumental Music Tutor | CertIVTrain&Ass, GDipEd(Sec), BMusInd, DipMusPerf, CertIVMusInd |
| Teo Tuakana | Admin First Aid Officer / Specialist Support Aide | |
| Matthew Tzivakis | Instrumental Music Tutor | |
| Marielle Verte | Primary Teacher | BA, PGDipEd |
| Elpis Vlahopoulos | Secondary Teacher | BA, GDipEd |
| Julie Wachter | Secondary Teacher | BAppSc, GDipEd,CertIVTrain&Ass |
| Ian Watson | Secondary Teacher | BEdTech(Hons), CertIVTrain&Ass |
| Paul Whitwood | Instrumental Music Tutor | BMus |
| Daniel Williams | Specialist Support Library Technician | MInfStu, BA(Hons), BIntlSt,CertIVMultMEd |
| Jennifer Williams | Primary Teacher | BA, BEd, DipCouns, BSocSciPsy |
| Megan Williams | Primary Teacher | MEd, BEd, BA, MBA, PGDipSoc, PGDipCathStud |
| Anne Zugan | Primary Teacher | DipTeach, FCM |
| Pierre Zugan | Specialist Support Food Studies Technician | AdvCert (ERC), BTheol |

## SCHOOL STRUCTURE 2025

The College is led by the Executive Team, comprising of the Principal, Deputy Principal, Executive Director: People and Culture, 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, Year 3 to 6. Each school has its unique characteristics; however, both evolve and function as one Primary School.

#### *Fairview*

Fairview provides a vibrant, interactive, and nurturing environment for young learners. It offers opportunities for both individual exploration and guided learning, with a strong emphasis on building foundational skills in Literacy, Numeracy, and Integrated Studies. Critical and creative thinking, problem solving, and effective communication are central to the program, supported by a range of strategies and digital technologies.

Teachers foster curiosity and provide rich learning experiences within a supportive and caring environment. The curriculum is designed to meet each child's educational and individual needs, respecting their differences and learning styles. Learning takes place in the classroom, throughout the school grounds, and during excursions, with students also learning from one another as they share their cultural and personal experiences.

Student engagement in the College extends beyond academic learning to their active participation as valued members of the community. A strong sense of community spirit underpins the pastoral approach, ensuring that children are both supported and challenged in all aspects of their development. The partnership between home and school is highly valued, with parents recognised as essential collaborators in each child's educational journey. Through the Christian ethos of the College, students are encouraged to develop cooperation, tolerance, and responsibility. Open and effective communication between staff, students, and parents remains a priority. Family involvement in the College community is warmly welcomed.

### *Cumberland*

Cumberland places a strong emphasis on consolidating, building upon, and extending the skills developed in Fairview. Through engaging and challenging learning experiences, students work both independently and collaboratively—across small and large groups—on a wide range of tasks within each Key Learning Area.

Recognising that children learn at different rates and in different ways, teachers plan with a variety of learning styles and approaches in mind. They draw on students' prior experiences and utilise diverse resources and platforms to support learning. The Aitken Information Management System (AIMS) platform assists students in managing school events and homework tasks. Students are encouraged to balance schoolwork, extracurricular commitments, out-of-school activities, and family life, with effective time management seen as essential to ongoing growth and success.

Cumberland also provides a wide range of leadership opportunities. Students can take on roles such as Class Captain from Years 3 to 6, while Year 6 students may serve as School, Sports, Performing Arts, or Environment Captains, as well as Peer Support Leaders. These roles help students develop confidence, responsibility, and leadership skills.

Through the Christian ethos of the College, students are encouraged to develop cooperation, tolerance, and responsibility. Open and effective communication between staff, students, and parents is a priority, 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 comprises students continuing from the previous year, with the remainder joining the College for the first time. Aitken College has well-established programs and procedures to support a smooth and positive transition from primary to secondary schooling.

The Middle Years are a formative period in which students begin to develop greater independence and a stronger sense of identity. Alongside a strong academic program, the College places significant emphasis on students' social and emotional development. Each year level in the Middle School is led by a Head of Year who works closely with students and staff, fostering strong pastoral relationships and ensuring that individual needs are recognised and supported.

The College believes that a successful and confident student is the product of a strong partnership between the child, their family, and the school. Family involvement is welcomed and encouraged. Students are supported to reach their potential across all areas of school life, to show consideration and support for others, and to develop the skills needed to become active, responsible citizens beyond their school years.

During these critically important Middle Years, the focus is on igniting a passion for learning. A stimulating curriculum and a strong pastoral framework underpin this goal. Through engaging and challenging activities, students work independently and collaboratively in a variety of learning contexts. The responsible use of Information and Communication Technology further enhances their learning and organisational skills.

Students are also supported in developing effective time-management skills to balance academic responsibilities with extracurricular and out-of-school commitments. They are encouraged to strive for their personal best in all aspects of their school experience.

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 12, they continue to develop discipline, independent thinking, academic rigour, and social responsibility—qualities that prepare them to become confident, lifelong learners.

Brookhill places strong emphasis on academic engagement and classroom excellence, with high expectations for student participation, work ethic, and behaviour. Students are supported through a structured program of seminars, follow-up classes, and mentoring designed to build effective study habits and best-practice learning strategies.

In Year 10, students undertake a balanced program of traditional academic subjects, practical subjects, and life skills classes. This curriculum builds on the strong foundations established in earlier years and equips students with the core knowledge and skills needed for success in Senior School. All Year 10 students study English, Mathematics, Humanities, Science, Physical Education, and Religion and Values Education, and may select four semester-length electives from Commerce, Visual Arts, Performing Arts, Media, and Design and Technology.

In Year 11, students choose between the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE VM) pathway. As part of a rigorous, externally assessed curriculum, Year 11 students are expected to uphold high academic standards, take increasing responsibility for their learning, and work closely with their teachers. A strong focus is placed on preparing students for the assessment types—particularly examinations—that they will encounter in Year 12.

In Year 12, VCE students complete Units 3 and 4, which include formal assessments contributing to their Australian Tertiary Admission Rank (ATAR). This score plays a significant role in determining post-school tertiaty pathways, and students are encouraged to remain focused and disciplined to make the most of the preparation they have received throughout their schooling. All Year 12 students begin the year by participating in the Student Learning Conference, a professional-level program of seminars that sets the tone for the academic year ahead.

Students undertaking the Year 12 VCE Vocational Major are similarly expected to demonstrate high levels of motivation, organisation, and discipline as they prepare for their chosen post-school pathways and maximise the opportunities available to them.

## COURSES OF STUDY

Aitken College provides learning experiences that reflect our commitment to a comprehensive and balanced curriculum. We recognise the high expectations placed on schools and understand that these can only be met through programs that support the full development of every student. Learning is carefully selected and organised so that it is meaningful and developmentally appropriate, acknowledging that students learn in diverse ways. A variety of teaching approaches is used across all year levels within a caring, well-coordinated environment.

Continuity from Preparatory to Year 12 ensures that new learning builds on a strong foundation of prior knowledge and experiences. This whole-school approach supports steady educational growth and prepares students for future pathways.

Aitken College provides a high-quality education that:

- Ensures students gain a broad and balanced general education
- Offers a framework for moral and ethical decision-making grounded in Christian values
- Encourages students to understand their world, take responsibility for their actions, and contribute positively to society
- Develops constructive, reflective, and critical thinking across all areas of the curriculum
- Enables students to work collaboratively and effectively in teams
- Integrates theoretical understanding with practical application
- Creates learning experiences that are both challenging and rewarding, offering ongoing opportunities for success
- Supports students in building confidence and strong self-worth, empowering them to take responsibility for their own lifelong learning

## CURRICULUM PROGRAMS

The College Curriculum is designed to nurture and strengthen essential skills—particularly literacy and numeracy—empowering students to adapt to new challenges and thrive in an ever-evolving world. These foundational skills are vital for personal success and for active participation in today's dynamic social and economic landscape.

In addition to core learning, the College offers a range of specialised programs that enable students to explore their interests and deepen their expertise across diverse fields. Students are encouraged to embrace these opportunities as they shape their educational pathways and prepare for exciting future possibilities.

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

# GENERAL PROGRAMS

### Aitken College Extension (ACE) Programs

Aitken College offers a range of extension and enrichment programs for students who demonstrate high achievement across multiple subject areas. Data is used to develop a learning engagement profile for each student, ensuring that support and challenge are tailored to individual strengths. Within the classroom, students in the extension program benefit from differentiated learning experiences designed to extend their thinking and deepen their understanding.

A variety of extra-curricular opportunities further enrich the program, including participation in the Da Vinci Decathlon and the Tournament of Minds, enabling students to apply their skills in creative, collaborative, and competitive settings.

- Tournament of Minds
- Da Vinci Decathlon
- Accelium Olympics
- Debating and Public Speaking
- Creative Writing Competitions
- Mentorship Programs
- Maths Olympiad
- University Outreach Programs
- Illuminate Challenge
- Inquiry-Based Learning Projects
- Ethics Olympiad
- Chess Competitions

### Alumni

The Alumni program is dedicated to maintaining strong connections with and between our past students, fostering ongoing engagement with the college while sharing experiences and stories. It serves as a valuable network and resource for former students and the wider College community. Alumni reunions, guest speaker events, and mentoring opportunities provide meaningful ways for graduates to reconnect with peers and former teachers, strengthening lifelong ties to the College.

### Chaplaincy

The Chaplaincy Department oversees all weekly Chapel services as well as major religious events, including the annual Easter and Christmas Carol Services. In addition to leading these significant occasions, the Chaplaincy team provides vital support to the College community during times of loss, grief, and other crises.

Baptism and confirmation classes are offered for students wishing to further explore their spiritual journey within the Christian faith. The Reach Out Community (ROC) also plays an important role in

nurturing faith across the College, contributing to children's ministry and coordinating special events that encourage participants to deepen their understanding and expression of Christian faith.

### Student Wellbeing & Support

Student Wellbeing is overseen by the Director of Wellbeing / Senior Psychologist and is supported by a team of trained counsellors who provide assistance students and families experiencing a range of challenges. The team offers targeted pastoral care and counselling, including timely support during critical periods. Referrals are made in collaboration with school leaders and may be initiated by students, teachers, or parents. Where specialised intervention is required, students are referred to external professional services to ensure they receive the most appropriate 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)
- Reach Out Community (ROC)
- STEM Activities
- Debating Competitions
- Chess Competitions
- Musicals
- Eng Girls
- Sustainability
- College Plays

## Interact

The Interact Club is a service-focused leadership group for students in Years 7 to 12. Its mission is to organise activities, events, and fundraising initiatives that strengthen community connections, support those in need, and foster leadership skills and personal integrity among its members. In addition to its service projects, the Interact Club has placed a strong emphasis on wellbeing and mental health, recognising the importance of a supportive community as a foundation for sustainable care and resilience.

## AIMS

The College remains committed to providing students with meaningful access to the curriculum through the use of 21st-century technologies. This commitment ensures that learners are well prepared for a rapidly changing world. The integration of iPads into classroom practice continues to offer significant benefits in supporting student learning, organisation, and productivity. Students from Prep to Year 2 use class sets of iPads, while those in Years 3 to 9 use their own personal devices. Students in Years 10 to 12 may choose to use either an iPad or a MacBook, allowing flexibility to suit their learning needs.

AIMS, the College's online Learning Management System, provides students, staff, and parents with access to timetables, calendars, homework tasks, personalised assessment feedback, curriculum content, and College services. This platform supports transparent communication and enhances engagement across the entire school community.

## Learning Support

Students requiring support for a range of specific learning needs may be referred to the Learning Centre. Support is provided through a combination of in-class assistance and small-group programs, depending on individual needs. In some cases, parents may be encouraged to seek educational assessments from external specialists, with the results helping to guide the development of ongoing, tailored support for each student.

## Library

The Aitken College Library plays a central role in supporting and enriching the school's teaching and learning programs.  Students have access to the latest technology to locate and use information effectively. The Library system, Infiniti, enables students to access the catalogue and a wide range of digital resources from any internet connection, including from home.

A comprehensive collection of online and print resources is available to both students and staff. Internet and intranet services, along with access to broader online platforms, ensure that learners can draw on current, high-quality research materials. The Library's extensive print collection—including non-fiction, fiction, junior fiction, and picture storybooks—further supports curriculum needs across all year levels. To maximise access, the Library is open before school, at lunchtime, and after school, providing a welcoming and well-resourced environment for study, reading, and research.

### Life Skills

The Life Skills curriculum from Prep to Year 12 delivers the Personal, Social and Community Health strand of the Australian Curriculum for Health and Physical Education. Students engage with age-appropriate topics that build their understanding of resiliency, food and nutrition, the health benefits of physical activity, mental health and wellbeing, cyber safety, relationships, alcohol and drugs, sexuality, risk-taking behaviour, personal safety, bullying, and the transition to adulthood.

The program is designed to support students in developing a strong sense of self-worth and an appreciation for the diversity within their community. Through this learning, students become increasingly aware of the complex and ever-changing world around them and are equipped with the knowledge and skills needed to make informed, responsible decisions.

### Religion and Values Education (RVE)

As part of a well-rounded education, it is essential that young people develop an understanding of a range of religious world views. As a Christian-based school, our Religion and Values Education (RVE) program focuses on the central truths of Christianity and is compulsory for all students from Prep to Year 10. Alongside this, students also explore other major religions, as well as the foundations of morality and ethical behaviour, which naturally connect to an understanding of the Christian faith.

RVE classes are carefully designed to be age-appropriate, and the curriculum is regularly reviewed to ensure it remains contemporary and relevant. This allows students to make meaningful connections between faith-based perspectives and real-life situations. In addition, all students attend a weekly Chapel service where Christian themes are highlighted, explored, and applied to daily life.

## Sport

Students participate in a wide range of sports through both internal programs and interschool competitions. Primary students continue in School Sports Victoria (SSV) events, while Secondary students transition to the Association of Co-Educational Schools (ACS). As a full ACS member, the College now competes in swimming, athletics, cross-country, weekly sport, public speaking and chess.

The inaugural year of ACS participation was highly successful and established a strong foundation for future growth. The program focused on increasing participation, strengthening sporting culture and improving development pathways. Clearer structures for team selection, coaching, uniforms and communication contributed to greater consistency and professionalism. Partnerships with external sporting organisations further enhanced coaching quality and student experience.

Key achievements in 2025 included:

- Increased participation across ACS sports
- New uniforms and clearer competition standards
- Expanded coaching opportunities
- Improved communication with families
- Stronger student leadership and team culture

The year also identified areas for continued improvement, including facility scheduling, coaching support and transport logistics. Overall, the program exceeded expectations and positioned the College to continue building a sporting culture that promotes participation, excellence, wellbeing and community connection.

## SCHOLARSHIPS

The Aitken College Scholarship Program recognises and supports currently enrolled students who demonstrate exceptional academic achievement, leadership potential, and a strong commitment to their community. The program provides a range of scholarships that offer financial assistance or specialised learning opportunities designed to reward excellence and further students' academic growth. Scholarships available to current students include the Foundation Scholarship, Parents & Friends Arts Scholarship, Parents & Friends Sports Scholarship, and the Rachael Woodhams Music Scholarship.

## GENERAL INFORMATION

### Facilities and Resources

Approaching the College from Mickleham Road, visitors are welcomed by a winding entry road that highlights the school's rural setting. The campus features an extensive range of specialist facilities, including the Chapel and Performing Arts Centre, library, science laboratories, visual arts studios, computer laboratories, a design technology facility, an environmental barn, a kitchen garden centre, a food studies centre, and a gymnasium. The College continues to lead by example in sustainability, supported by an ongoing revegetation program along the wildlife corridor. The Primary School buildings further enhance the campus with contemporary learning and play spaces designed to support modern educational practice.

The Primary School provides an innovative and inclusive learning journey that nurtures each student's social, physical, academic, emotional, and spiritual development. The Fairview building was funded by the College with the support of a $1.5 million Federal Government Capital Grant.

### Parents and Friends Association

The Parents and Friends Association plays a vital role in fostering strong community engagement within the College. Its work supports the implementation of school programs, contributes to fundraising efforts and assists in planning and coordinating a wide range of social, sporting, cultural, and educational events that enrich school life. The Association also proudly supports student achievement through the Parents and Friends Arts and Sports Scholarships.

## SURVEYS

The Resiliency Survey provided a valuable snapshot of student wellbeing across Years 3–12, including students' sense of connection, coping, resilience, mental wellbeing and readiness to learn.

Overall, the results highlighted a number of positive foundations across the College. Years 3 and 4 showed particularly strong outcomes in friendship, school connection, caring behaviours and learning readiness. Many cohorts also reported positive relationships with family, peers and school.

The data also identified several opportunities for targeted support. Year 5 and Year 7 girls would benefit from further exploration of coping, mental wellbeing and readiness to learn. Senior students, particularly Year 11 girls and Year 12 students, may also benefit from additional support around workload, fatigue, help-seeking and learning engagement.

These findings are best viewed as an early indicator rather than a definitive measure. The next step is to examine the individual survey items, listen to student perspectives and compare the findings with attendance, engagement and wellbeing data.

This will enable the College to build on existing strengths while developing focused, practical responses for the cohorts requiring additional support.

## STAFF COMPOSITION, ATTENDANCE AND RETENTION

The staff workforce composition in 2025 reflects a healthy gender balance, with teaching staff comprising 65% female and 35% male, and non-teaching staff 52% female and 48% male. Teaching staff attendance remained strong at 92%, and staff retention reached 94%, representing an improvement on the previous year and highlighting the stability and commitment of our workforce.

### Teaching Staff Attendance:

| 2025 | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|
| 92% | 91% | 91% | 90% | 94% | 95% |

### Teaching Staff Retention

| 2025 | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|
| 94% | 93% | 90% | 84% | 95% | 93% |

### STAFF PROFESSIONAL LEARNING

In 2025, teaching staff dedicated a total of 3,467 hours to Professional Development, averaging 25.04 hours per staff member—well above the VIT annual requirement for teacher re-registration. This strong engagement reflects the continued commitment of our educators to ongoing growth and excellence.

Non-teaching staff also demonstrated a solid commitment to professional learning, completing 667.4 hours of Professional Development at an average of 12.3 hours per staff member, further strengthening capability across the college.

| Professional Development Hours | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Internal | | External | | All | |
| **Staff Type** | **#** | **Total** | **Avg** | **Total** | **Avg** | **Total** | **Avg** |
| Teaching | 138 | 1,032 | 7.4 | 2,435 | 17.64 | 3,467 | 25.04 |
| Non-teaching | 54 | 184 | 3.4 | 483.4 | 8.95 | 667.4 | 12.3 |
| | **192** | **1,216** | **10.8** | **2,918.4** | **26.54** | **4,134.4** | **37.34** |

The College provided several 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 PYP Planning
- Subject-specific curriculum content updates, including presentations on Primary Mathematics
- Learning management system/AIMS Training
- Youth Mental Health First Aid Training
- Leadership summits to develop leadership capacity

# TEACHING & LEARNING

New curriculum initiatives in 2025:

### Secondary Approaches to Learning

In order to make greater connections to the PYP Primary Programme, teachers in the secondary school collaborated to design new Approaches to Learning for secondary school students. While the intention was to use all of the PYP Approaches to Learning. Secondary teachers used the new Approaches to Learning to evaluate student learning for the Semester 1 Interim Report and the end of semester reports.

### PYP Primary Years Programme

This year, the College achieved authorisation for the International Baccalaureate Primary Years Programme (IB PYP) authorisation is the official process for schools to become an IB World School involving application, candidate status, and fulfilling rigorous Programme Standards and Practices (PSP) to develop inquiry-based, internationally minded learning, ensuring high quality and alignment with IB philosophy through guidance, documentation and verification visits.

### Primary School Semester Reports

The College adopted Accelerus as a reporting system in the Primary School. End of semester reports were redesigned to reflect the change to the PYP Primary Program. Units of Inquiry were included in core subjects.

### Secondary School Interim reports

The Secondary School used Accelerus to release an interim report based on the Approaches to Learning in June. From Semester 1, 2026, all secondary reporting will move to this platform. The end of semester report, released in June and December has been redesigned to include a subject description, the Approaches to Learning and assessment task results. This new format will be introduced Semester 1, 2026.

### Introduction of two new roles: The Director of Learning Analytics (Primary) and Director of Learning Analytics (Secondary) were introduced.

The Director of Learning Analytics (Primary and Secondary) analysed large sets of data identified opportunities for improvement and managed the quality and integrity of data at Aitken College. The roles have been essential for providing accurate and appropriate data to facilitate precise target setting, assessment and intervention.

### The Educational Leadership Team (ELT) was established and chaired by the Assistant Principal (Learning and Innovation)

The ELT meetings occurred fortnightly for the 2025 school year. Participants included leaders from both the Primary and Secondary School as well as the Executive Team. In Semester 2, the separate Curriculum Committee was collapsed and integrated into the ELT. Topics discussed included Assessment and Reporting, the PYP Primary Years Programme, The Victorian Curriculum 2.0 and documentation, Approaches to Learning, new curriculum offerings, the ACE program and data.

## STUDENT COMPOSITION, ATTENDANCE & RETENTION

The College enjoyed 1457 enrolments as of the August 2025 census date.

| Year Level | Male | Female | Total Number of Students | Retention Rate % | Attendance % |
|---|---|---|---|---|---|
| **0** | 37 | 41 | 78 | 96 | NA |
| **1** | 37 | 40 | 77 | 90 | 91.84% |
| **2** | 35 | 43 | 78 | 100 | 92.75% |
| **3** | 42 | 36 | 78 | 94 | 90.95% |
| **4** | 37 | 41 | 78 | 99 | 92.80% |
| **5** | 36 | 42 | 78 | 98 | 93.24% |
| **6** | 38 | 40 | 78 | 94 | 94.13% |
| **7** | 79 | 77 | 156 | 96 | 93.95% |
| **8** | 76 | 80 | 156 | 91 | 92.88% |
| **9** | 80 | 74 | 154 | 94 | 92.25% |
| **10** | 77 | 78 | 155 | 97 | 93.96% |
| **11** | 75 | 75 | 150 | 96 | NA |
| **12** | 69 | 72 | 141 | 99 | NA |
| **Total** | **718** | **739** | **1457** | | |
| **Percentage** | **49** | **51** | | | |

Aitken College has a diverse student body.

- 2 students identify as Indigenous.
- 60% of students speak a language other than English at home.
- 47 different languages are spoken at home.

The top 10 languages other than English spoken at home by students in 2025 were:

- Punjabi
- Hindi
- Sinhalese
- Turkish
- Malayalam
- Arabic (including Lebanese)
- Assyrian (including Aramaic)
- Italian
- Tagalog (Filipino)
- Nepali

## NAPLAN RESULTS

Across all year levels, most students achieved in the Strong or Exceeding categories, with consistently high performance in Reading and Numeracy. In Year 3, 79% of students met these higher proficiency levels, with Writing a particular strength (93% Strong or Exceeding). Year 5 results were similarly positive, with 80% in the top two categories and Numeracy notably strong at 82%. Year 7 achieved the highest combined result, with 85% in Strong or Exceeding, led by Reading (89%). Year 9 maintained strong outcomes, with 83% in the top bands, particularly in Spelling and Numeracy (both above 86%). The proportion of students needing additional support was low across all year levels (generally below 4%), indicating a solid foundation for targeted enrichment rather than remediation.

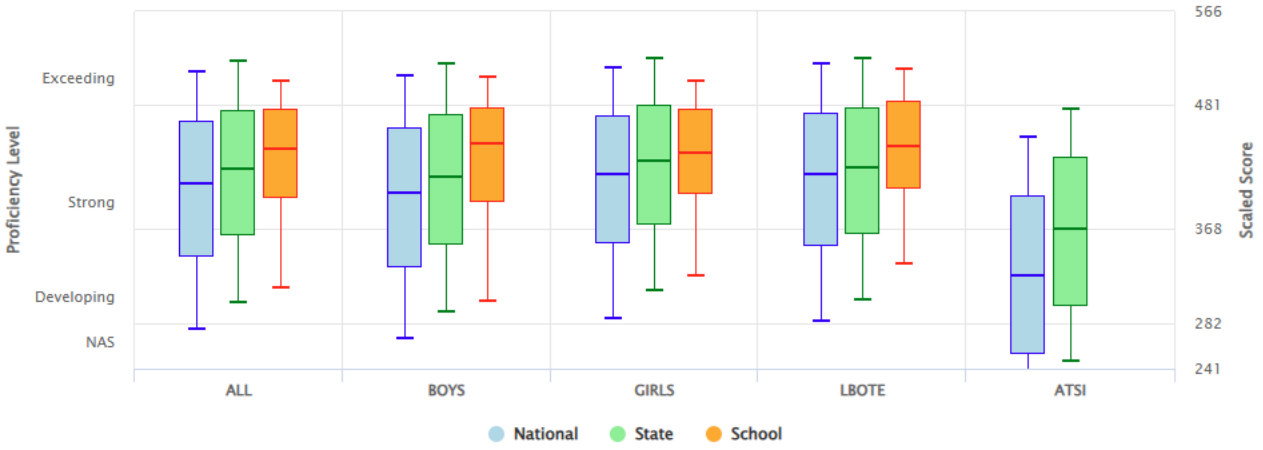
### Year 3 Analysis

The Aitken College median scores were above both state and national average for both boys and girls in all tests except girls' Numeracy.

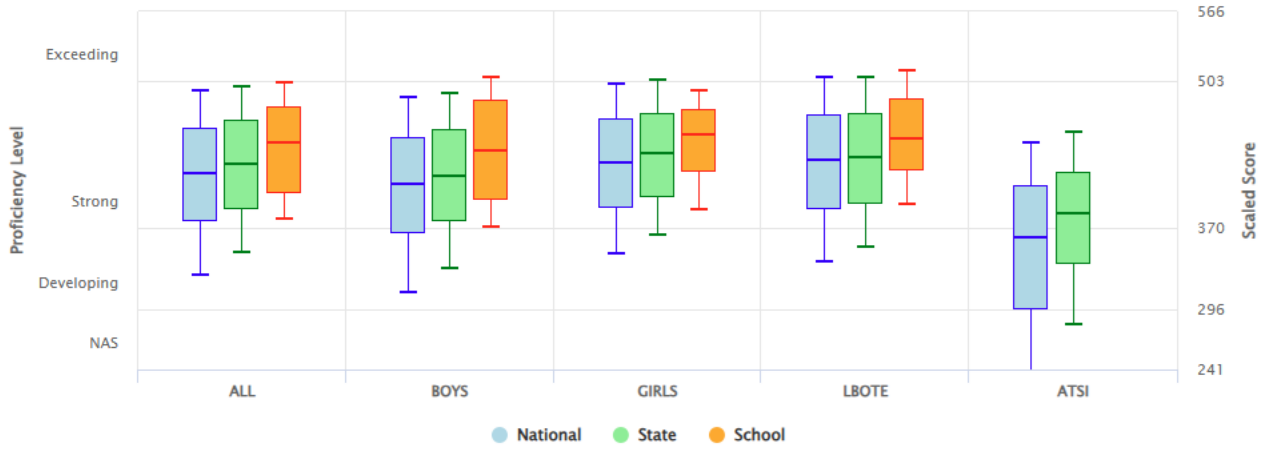
The percentage of students that scored in each Proficiency Standards are below:

| Test | Needs Additional Support | Developing | Strong | Exceeding |
|---|---|---|---|---|
| **Reading** | 3.9% | 16.88% | 55.84% | 23.38% |
| **Writing** | 0% | 6.67% | 82.67% | 10.67% |
| **Spelling** | 1.32% | 19.74% | 52.63% | 26.32% |
| **Grammar & Punctuation** | 6.58% | 19.74% | 59.21% | 14.47% |
| **Numeracy** | 6.41% | 23.08% | 55.13% | 15.38% |

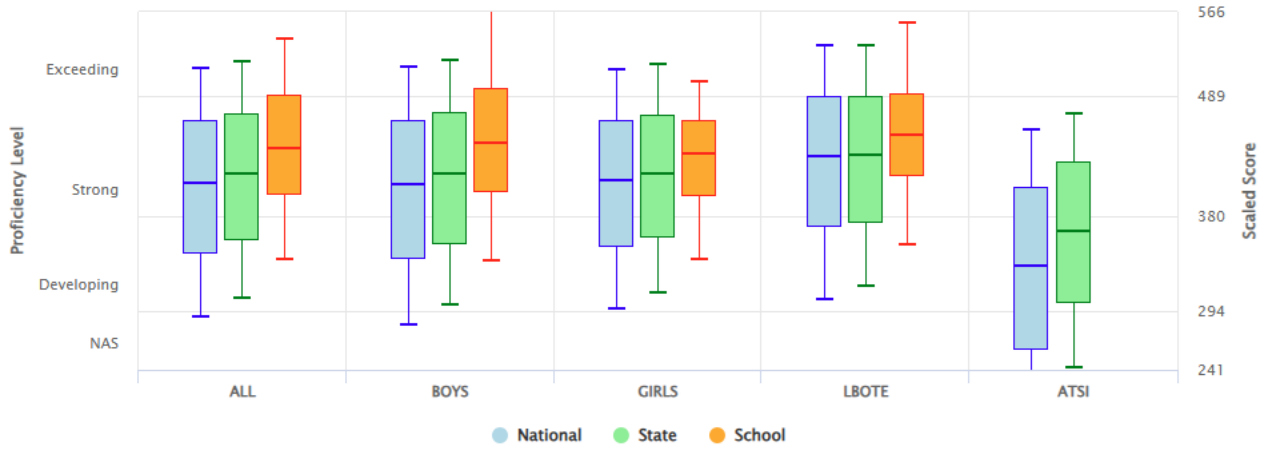
## READING



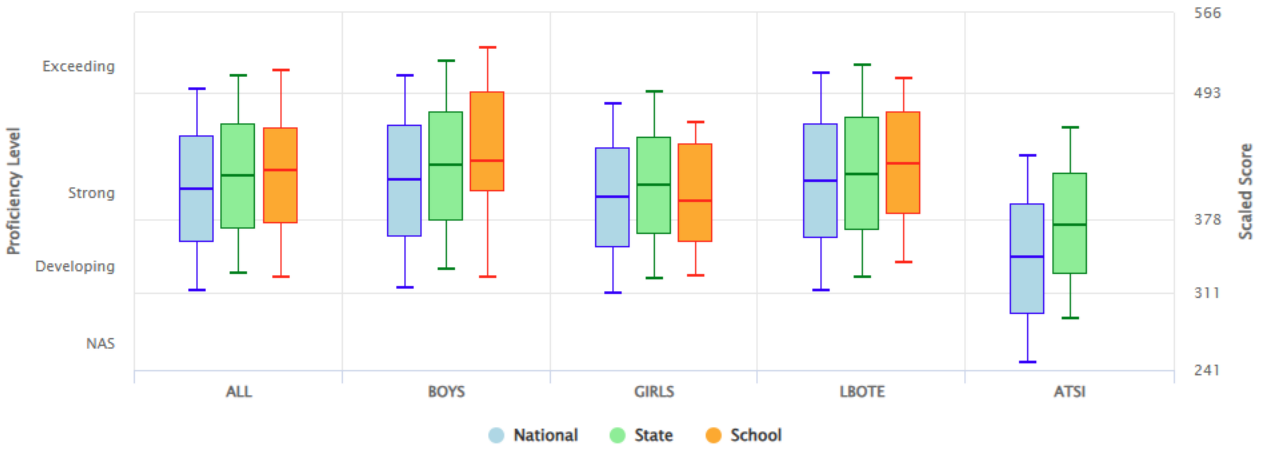

## WRITING



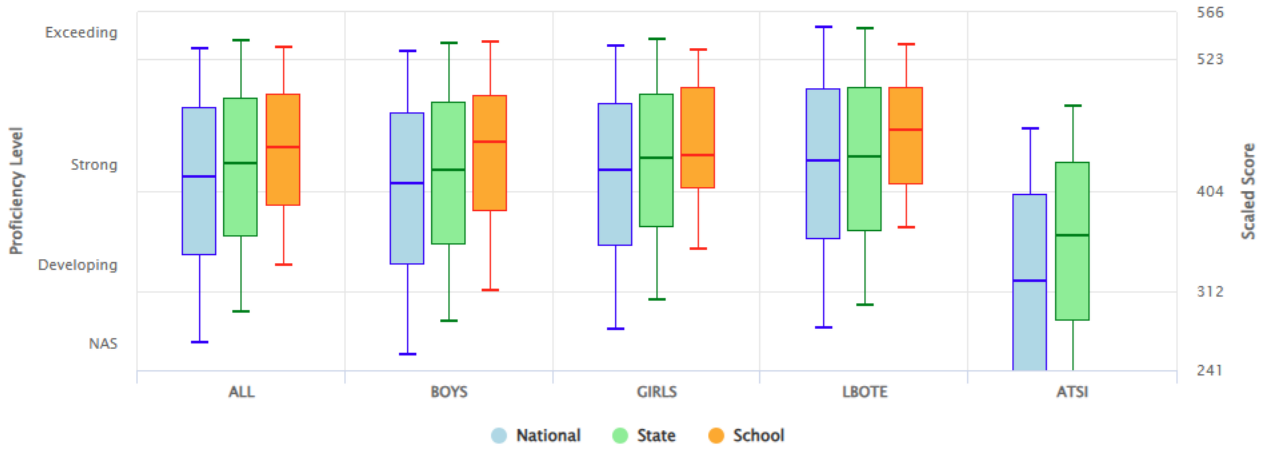

## SPELLING



## NUMERACY




## GRAMMAR & PUNCTUATION

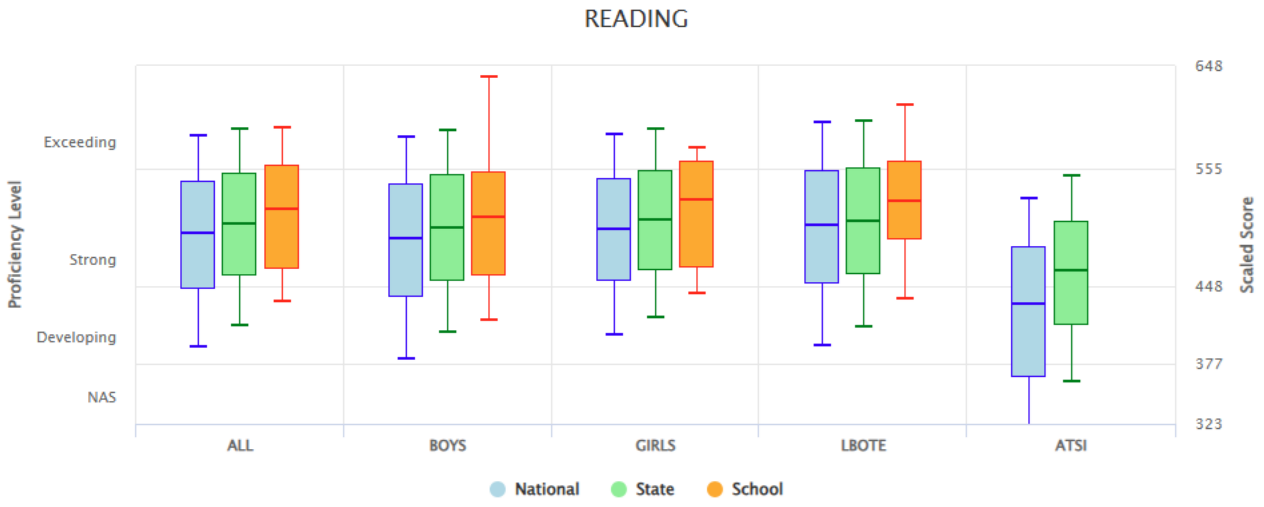


### Year 5 Analysis

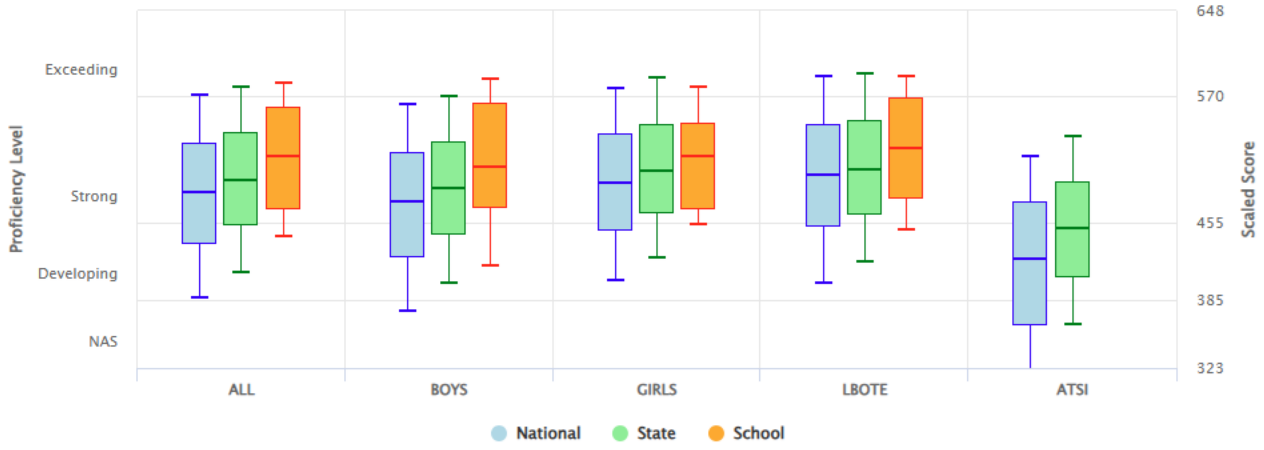
The Aitken College median scores were above both state and national average for both boys and girls in all tests except girls' Grammar and Punctation.

The percentage of students that scored in each Proficiency Standards are below:

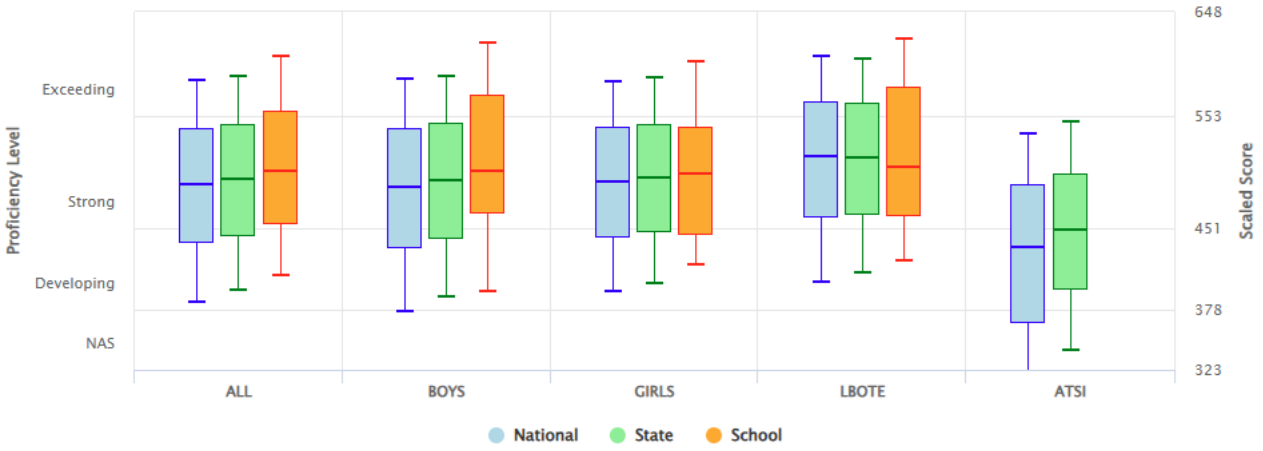
| Test | Needs Additional Support | Developing | Strong | Exceeding |
|---|---|---|---|---|
| **Reading** | 3.85% | 14.1% | 55.13% | 26.92% |
| **Writing** | 3.85% | 10.26% | 64.1% | 21.79% |
| **Spelling** | 2.56% | 20.51% | 50% | 26.92% |
| **Grammar & Punctuation** | 2.56% | 24.36% | 52.56% | 20.51% |
| **Numeracy** | 2.56% | 15.38% | 62.82% | 19.23% |



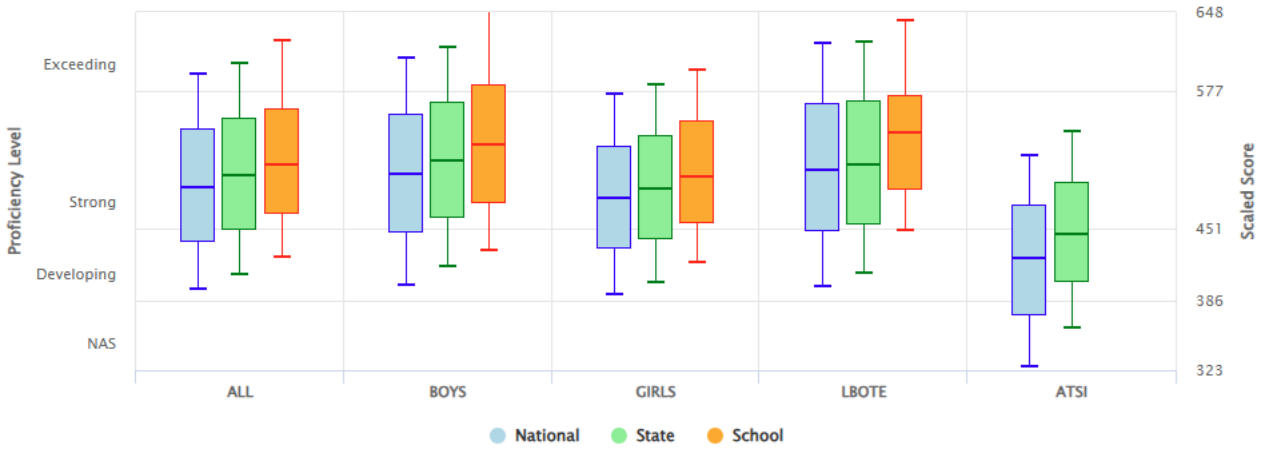
## WRITING

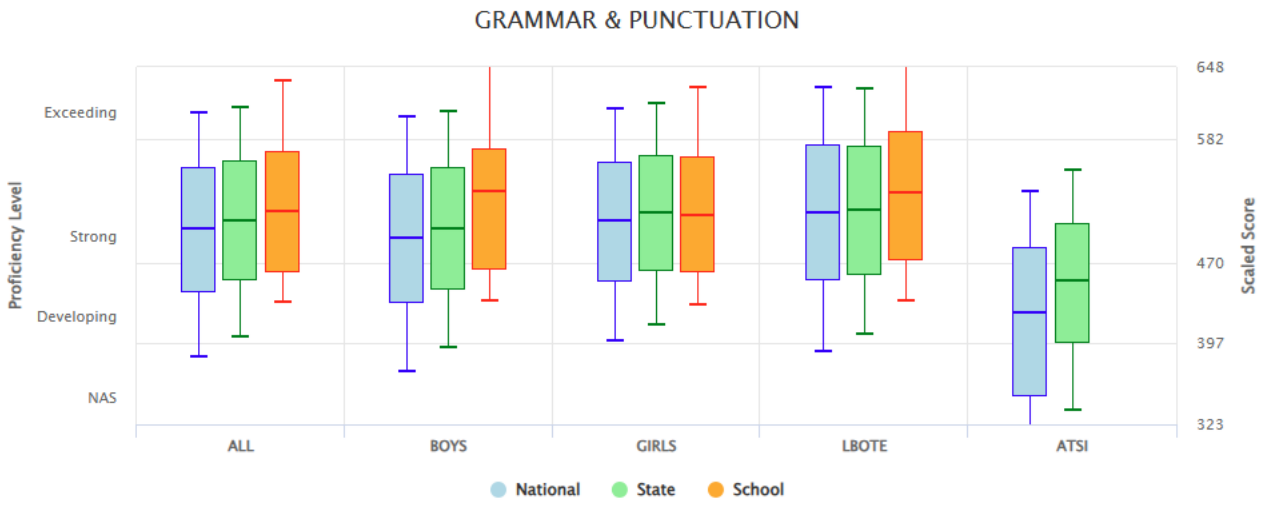



## SPELLING




## NUMERACY



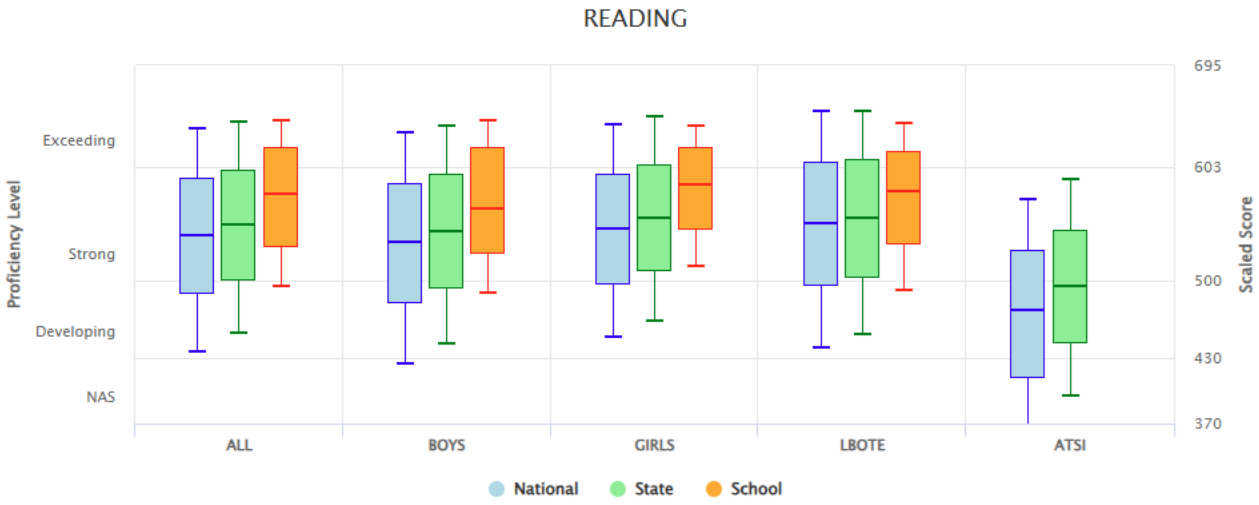

GRAMMAR & PUNCTUATION
Exceeding
Strong
Developing
NAS
Proficiency Level
648
582
470
397
323
Scaled Score
ALL
BOYS
GIRLS
LBOTE
ATSI
National
State
School

### Year 7 Analysis

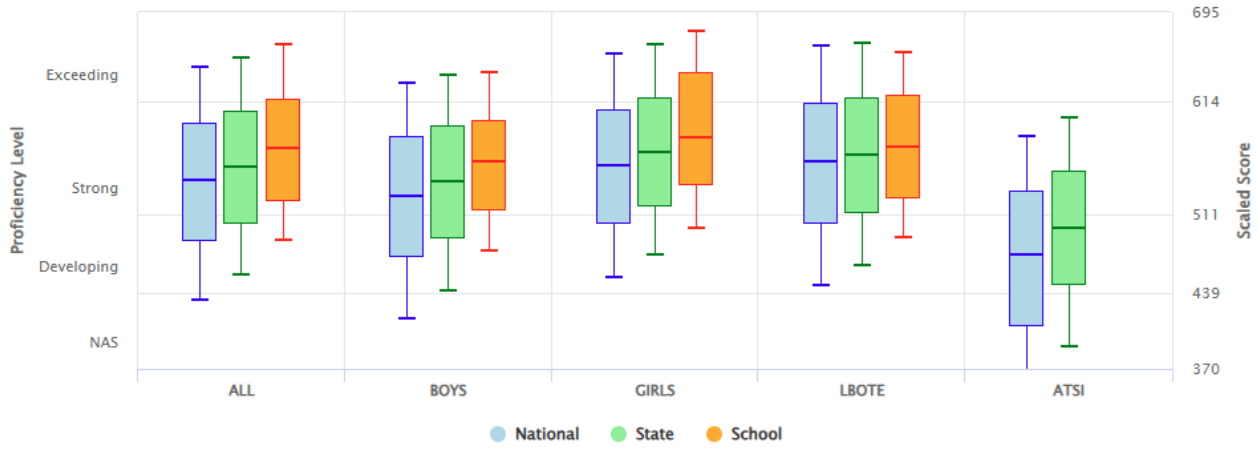
The Aitken College median scores were above both state and national average for both boys and girls in all tests.

The percentage of students that scored in each Proficiency Standards are below:

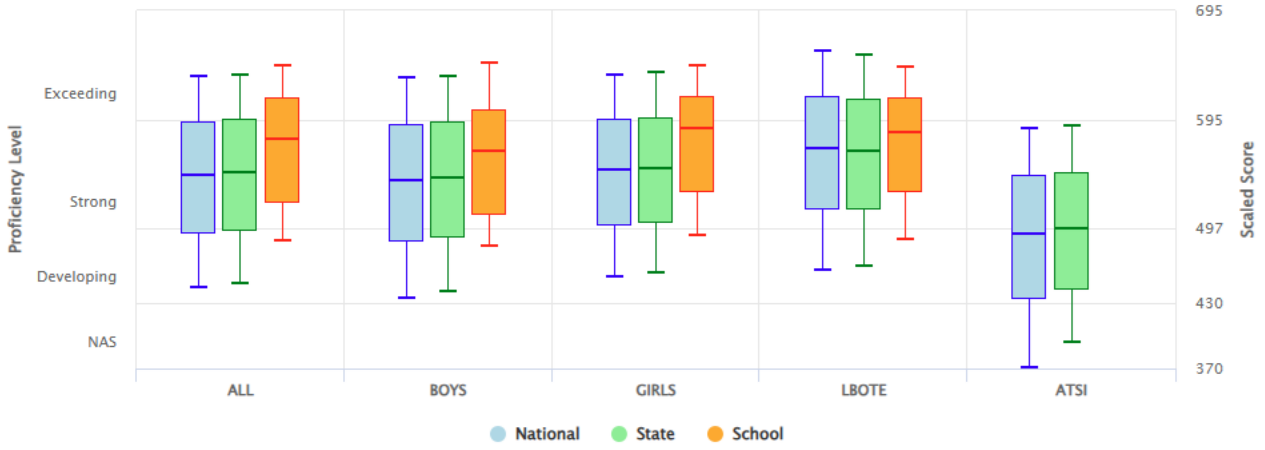
| Test | Needs Additional Support | Developing | Strong | Exceeding |
|---|---|---|---|---|
| **Reading** | 0.66% | 9.87% | 58.55% | 30.92% |
| **Writing** | 1.32% | 18.42% | 56.58% | 23.68% |
| **Spelling** | 1.32% | 11.92% | 53.64% | 33.11% |
| **Grammar & Punctuation** | 1.99% | 18.54% | 51.66% | 27.81% |
| **Numeracy** | 1.32% | 9.27% | 68.87% | 20.53% |



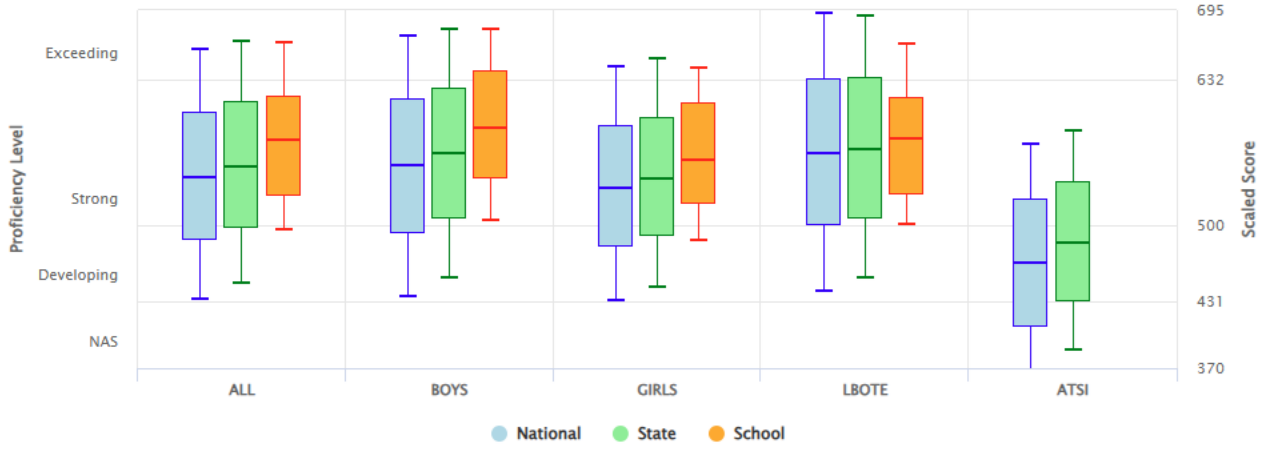
## WRITING

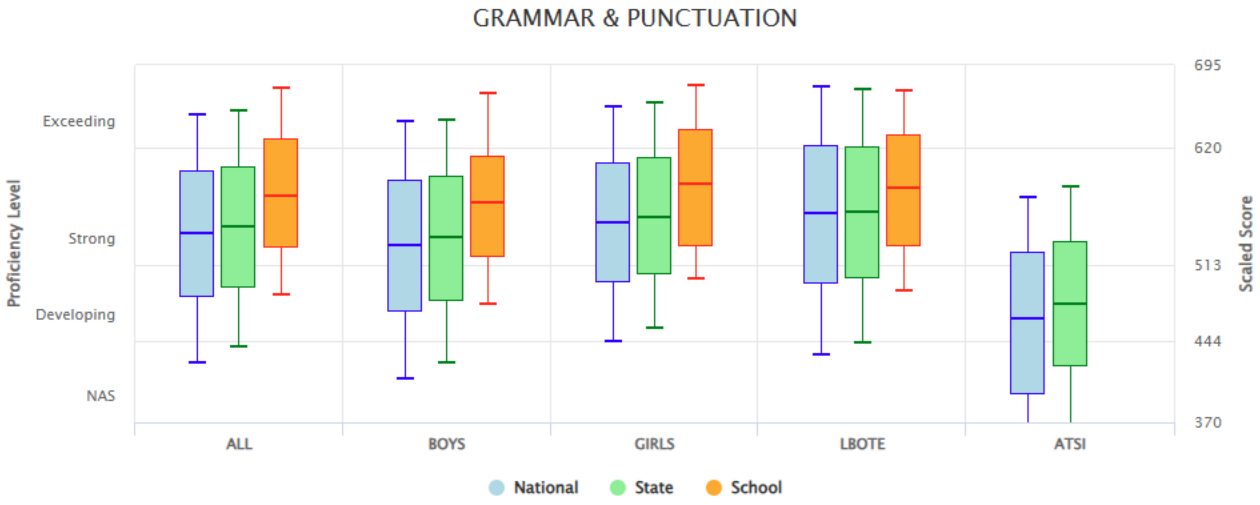



## SPELLING




## NUMERACY




GRAMMAR & PUNCTUATION
Proficiency Level
Exceeding
Strong
Developing
NAS
695
620
513
444
370
Scaled Score
ALL
BOYS
GIRLS
LBOTE
ATSI
National
State
School

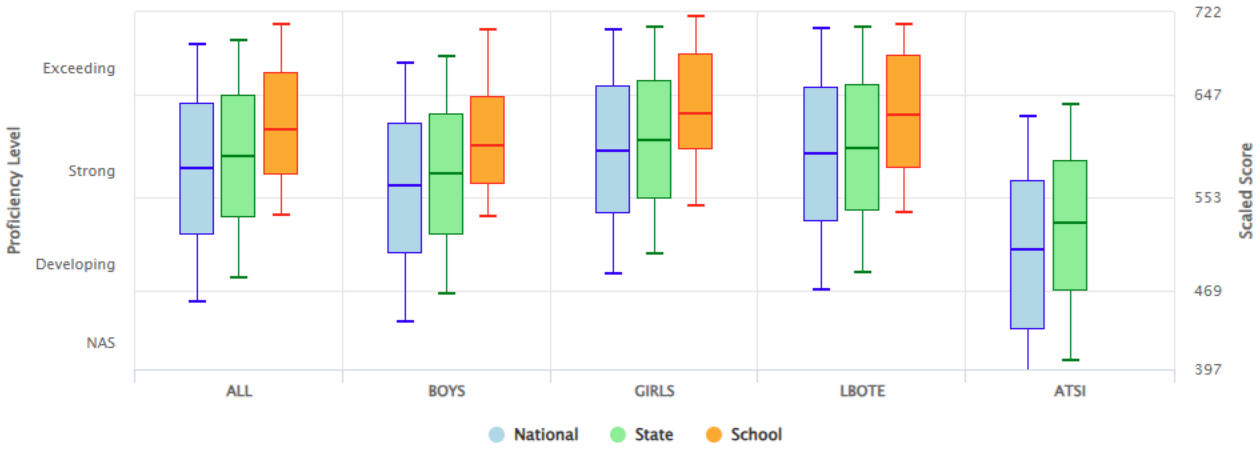
### Year 9 Analysis

The Aitken College median scores were above both state and national average for both boys and girls in all tests.

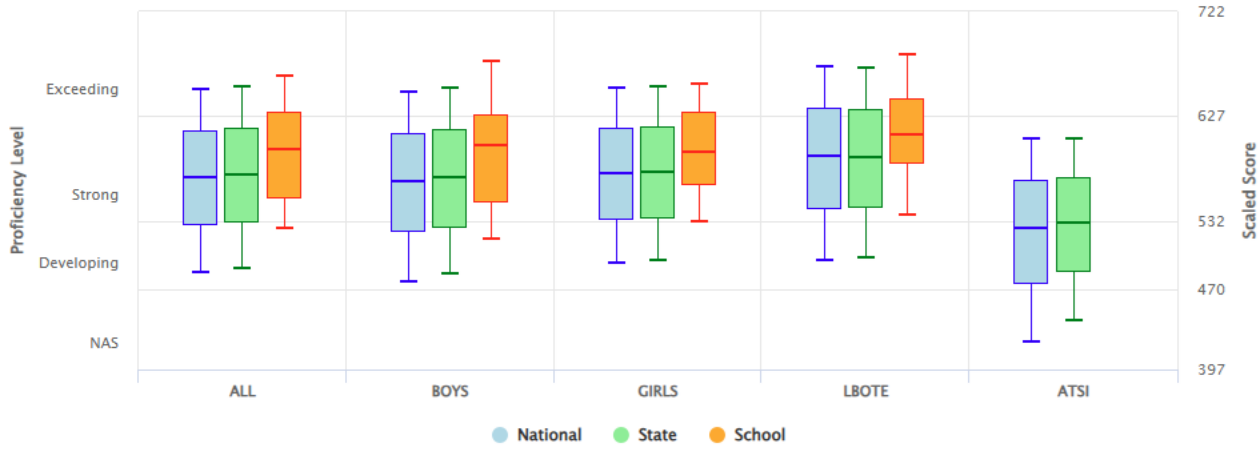
The percentage of students that scored in each Proficiency Standards are below:

| Test | Needs Additional Support | Developing | Strong | Exceeding |
|---|---|---|---|---|
| **Reading** | 0.67% | 22% | 50% | 27.33% |
| **Writing** | 1.95% | 11.69% | 54.55% | 31.82% |
| **Spelling** | 2.65% | 9.93% | 60.26% | 27.15% |
| **Grammar & Punctuation** | 0.66% | 23.1% | 56.29% | 19.87% |
| **Numeracy** | 0.66% | 12.58% | 71.52% | 15.23% |

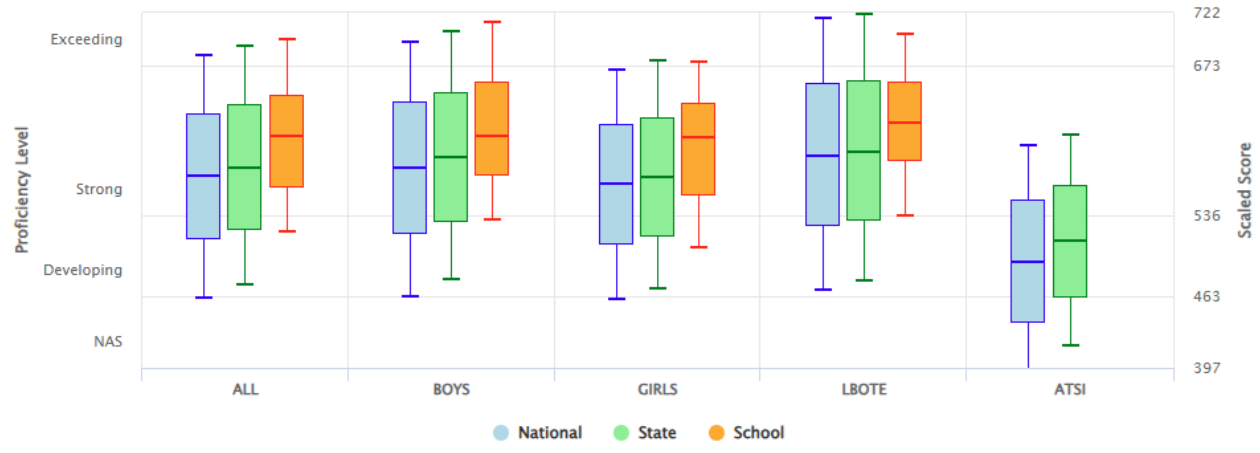
## WRITING

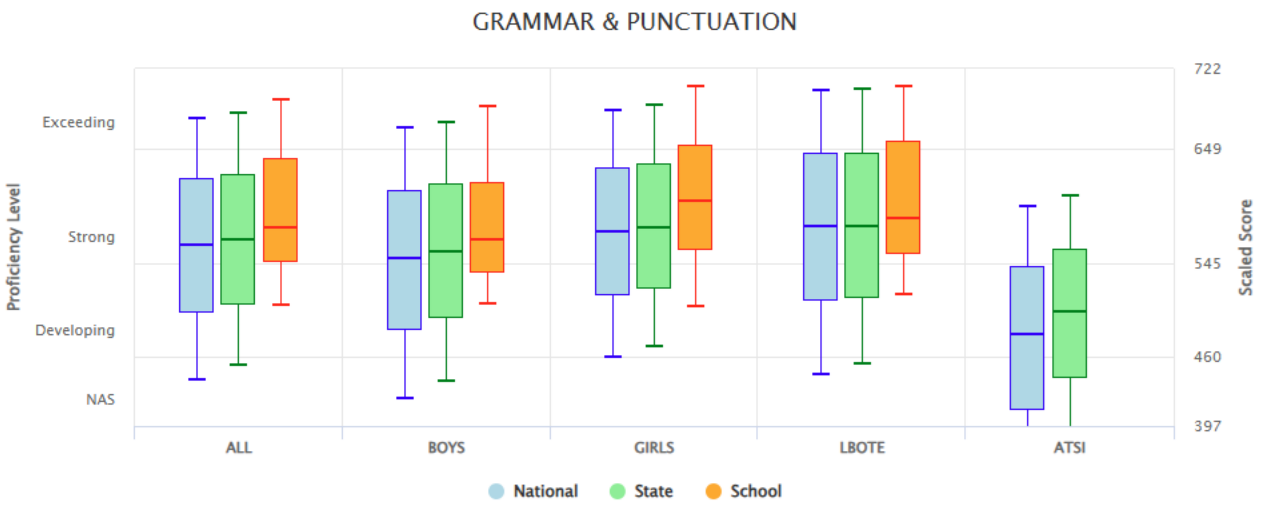



## SPELLING




## NUMERACY




GRAMMAR & PUNCTUATION
Proficiency Level
Exceeding
Strong
Developing
NAS
722
649
545
460
397
Scaled Score
ALL
BOYS
GIRLS
LBOTE
ATSI
National
State
School

## VCE VM & VET REPORT 2025

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

| Year | 2025 – Year 12 | 2025 – Year 11 |
|---|---|---|
| Total certificates issued | 7 | 0 |
| Total number of students enrolled | 8 | 9 |
| Number of students who left during the year to pursue other pathways (back to VCE, work apprenticeships) | 0 | 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.

In 2025 the VCE VM had numerous highlights, including many project-based tasks. All students complete assessment tasks in the following subjects: Literacy, Numeracy, Foundation Maths, Work Related Skills (WRS), and Personal Development Skills (PDS), as well as VET Business Studies and Industry Specific studies.

Five Year 11 students and one Year 12 student 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 2025, 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 Aviation Line Maintenance, Animal Care, Building & Construction, Electrotechnology, Agriculture, Allied Health Assistance, Screen & Media, and Plumbing. The internal VET subject was completed in VET Business.

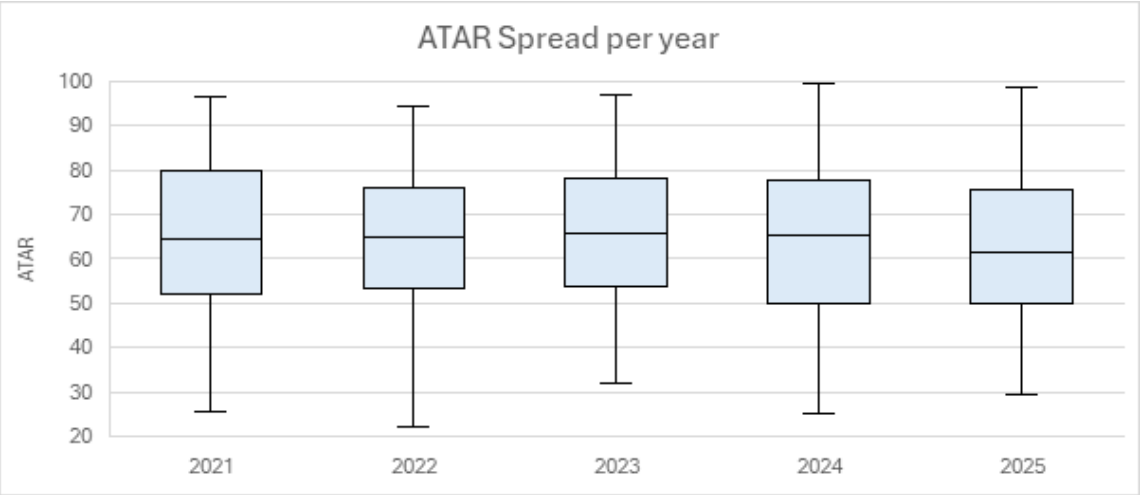
## SUMMARY OF VCE RESULTS

141 students were in the Year 12 class of 2025 (133 VCE, 8 in the VCE Vocational Major program)

- 13 students did not apply to VTAC, including 1 who exited prior to the end of year
- 128 students applied for a place though VTAC at University or TAFE (Cert IV or higher)
- 125 students received an offer through VTAC

*These are offers as at 06/02/2026 and do not reflect actual enrolment.*

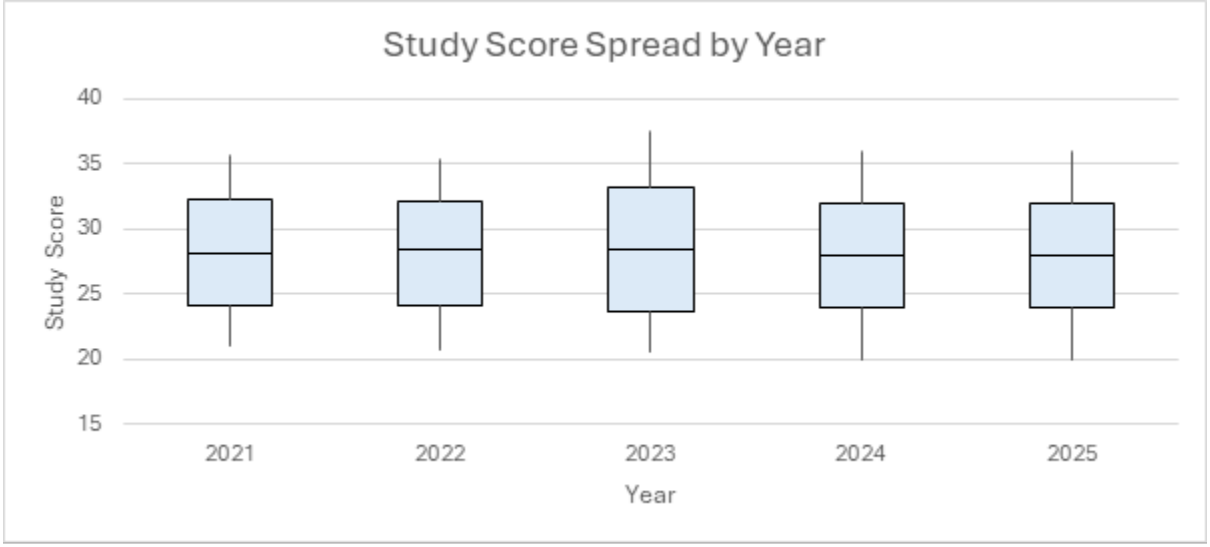
### ATAR 2021 – 2025




| Year | No. of Students | Min. | 25th Percentile | Median | 75th Percentile | Max. |
|---|---|---|---|---|---|---|
| 2021 | 114 | 25.40 | 52.19 | 64.30 | 79.74 | 96.70 |
| 2022 | 113 | 22.00 | 53.65 | 64.75 | 75.55 | 94.50 |
| 2023 | 115 | 32.05 | 54.55 | 65.70 | 77.85 | 97.00 |
| 2024 | 122 | 25.05 | 50.28 | 65.33 | 77.31 | 99.35 |
| 2025 | 123 | 29.30 | 50.03 | 61.70 | 75.40 | 98.75 |

**Note: To give a representation of the spread of ATAR, the median is used. However, ATAR is usually published in the media. The state mean ATAR is usually between 69.00-70.00.*

### Study Scores 2021 – 2025




| Year | No of Study Scores | Min | 10th percentile | 25th Percentile | 50th Percentile | 75th Percentile | 90th Percentile | Max |
|---|---|---|---|---|---|---|---|---|
| **2021** | 594 | 12 | 21 | 24.1 | 28.1 | 32.3 | 35.7 | 50 |
| **2022** | 584 | 12 | 20.7 | 24.1 | 28.4 | 32.2 | 35.4 | 48 |
| **2023** | 608 | 10 | 20.5 | 23.7 | 28.4 | 33.2 | 37.5 | 45 |
| **2024** | 637 | 10 | 20 | 24 | 28 | 32 | 36 | 50 |
| **2025** | 649 | 12 | 20 | 24 | 28 | 32 | 36 | 48 |

### ATAR Ranges

Analysis of ATAR distribution data continues to show a clear distinction between the highest-achieving students and the remainder of the cohort. The proportion of students performing within the top three ATAR brackets remains consistent with previous years, indicating stable performance among our strongest learners. However, the percentage of students in the below-60 range has increased. This trend highlights the need for targeted interventions and renewed strategies aimed at reducing the number of students falling into this lower band.

| | 2025 | 2024 | 2023 | 2022 | 2021 | 2020 |
|---|---|---|---|---|---|---|
| % > 95 | 1.6 | 2.5 | 3.5 | 0.0 | 2.6 | 3.4 |
| % > 90 | 8.9 | 9.0 | 7.8 | 5.3 | 8.8 | 7.8 |
| % > 80 | 19.5 | 19.7 | 21.7 | 15.9 | 24.6 | 16.4 |
| % > 70 | 33.3 | 34.4 | 40.9 | 32.7 | 36.8 | 37.1 |
| % > 60 | 52.0 | 59.8 | 60.0 | 59.3 | 57.9 | 53.4 |
| % < 60 | 48.0 | 40.2 | 40.0 | 40.7 | 42.1 | 45.7 |

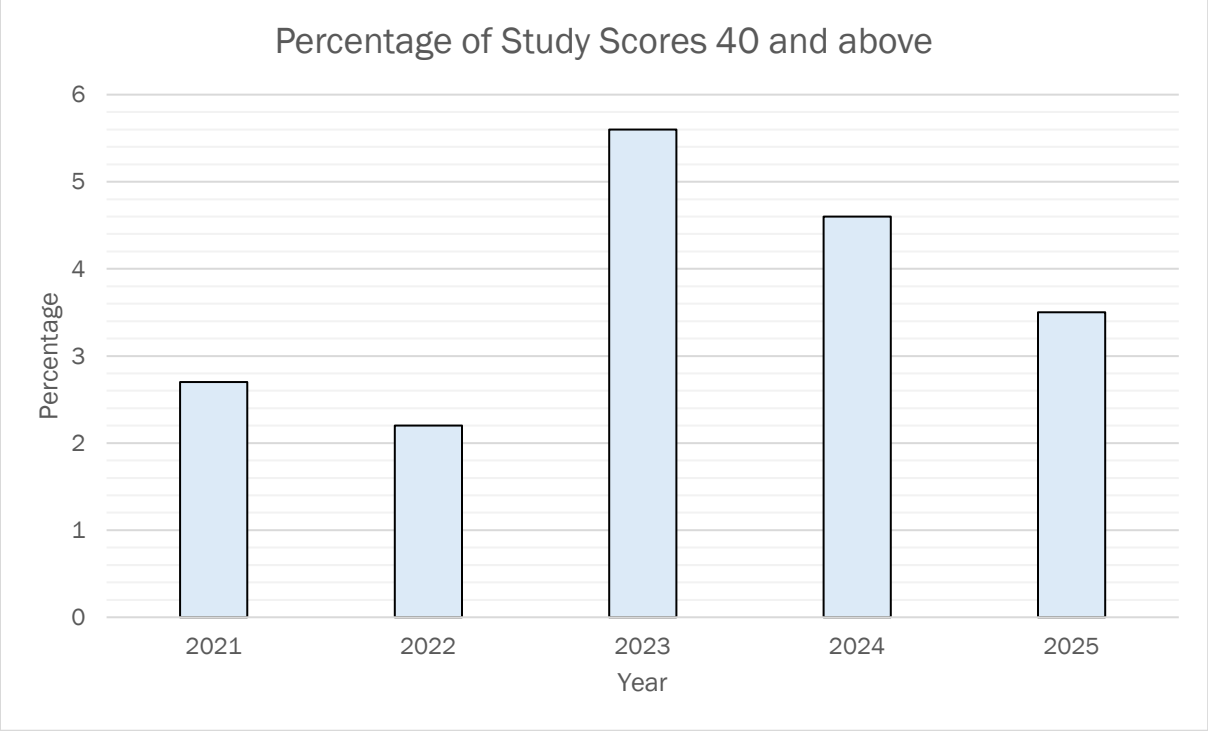
## Study Score Overview

*Percentage of Study Scores 40 & above*

In 2025, we experienced a second consecutive reduction in the percentage of students scoring 40 and above. There was a total of 23 study scores (down from 29) which were 40 and above. Three of these came from Year 11 students.

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

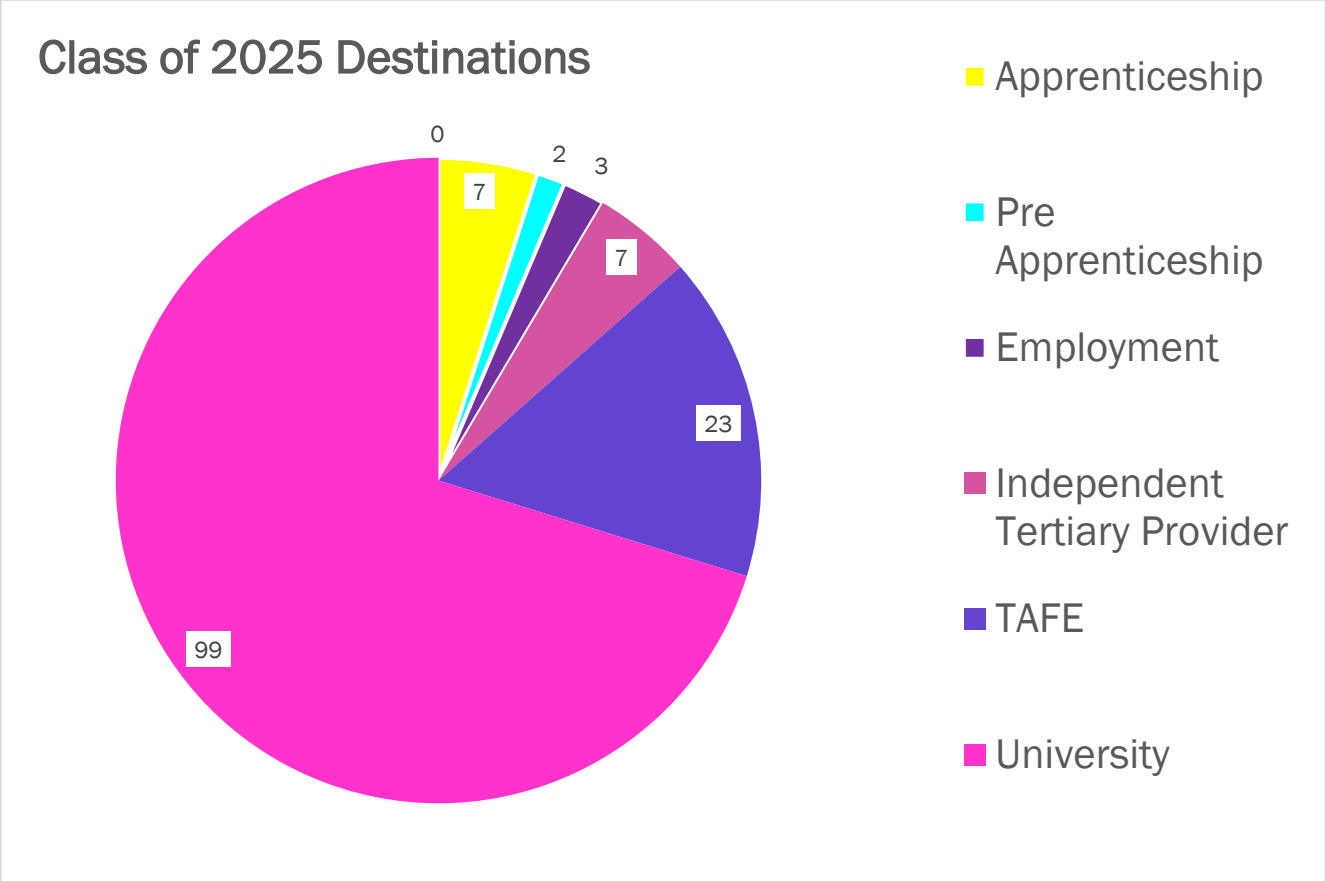
| Year | No of Study Scores | % of students scoring 40 and above |
|---|---|---|
| 2020 | 591 | 5.1 |
| 2021 | 594 | 2.7 |
| 2022 | 584 | 2.2 |
| 2023 | 608 | 5.6 |
| 2024 | 637 | 4.6 |
| 2025 | 649 | 3.5 |


Percentage of Study Scores 40 and above
Percentage
6
5
4
3
2
1
0
2021
2022
2023
2024
2025
Year

## STUDENT DESTINATIONS 2025

### Year 12 Destinations

| Student Destinations | 2025 | 2024 | 2023 | 2022 | 2021 |
|---|---|---|---|---|---|
| Apprenticeships | **7** | 3 | 2 | 9 | 10 |
| Pre-Apprenticeship | **2** | 1 | 5 | 3 | 3 |
| Bible College | | | | | 1 |
| Deferral | | | | | 1 |
| Employment | **3** | 3 | 4 | 7 | 2 |
| Gap Year | | | | | 1 |
| Defence Force | | | | | 3 |
| Independent Tertiary Provider | **7** | 3 | 1 | 9 | 5 |
| TAFE | **23** | 18 | 14 | 18 | 15 |
| University | **99** | 106 | 99 | 92 | 94 |
| Exit prior to year end | | 1 | | | |
| Unknown | **0** | 1 | 3 | | 1 |
| **TOTAL** | **141** | **136** | **128** | **138** | **136** |



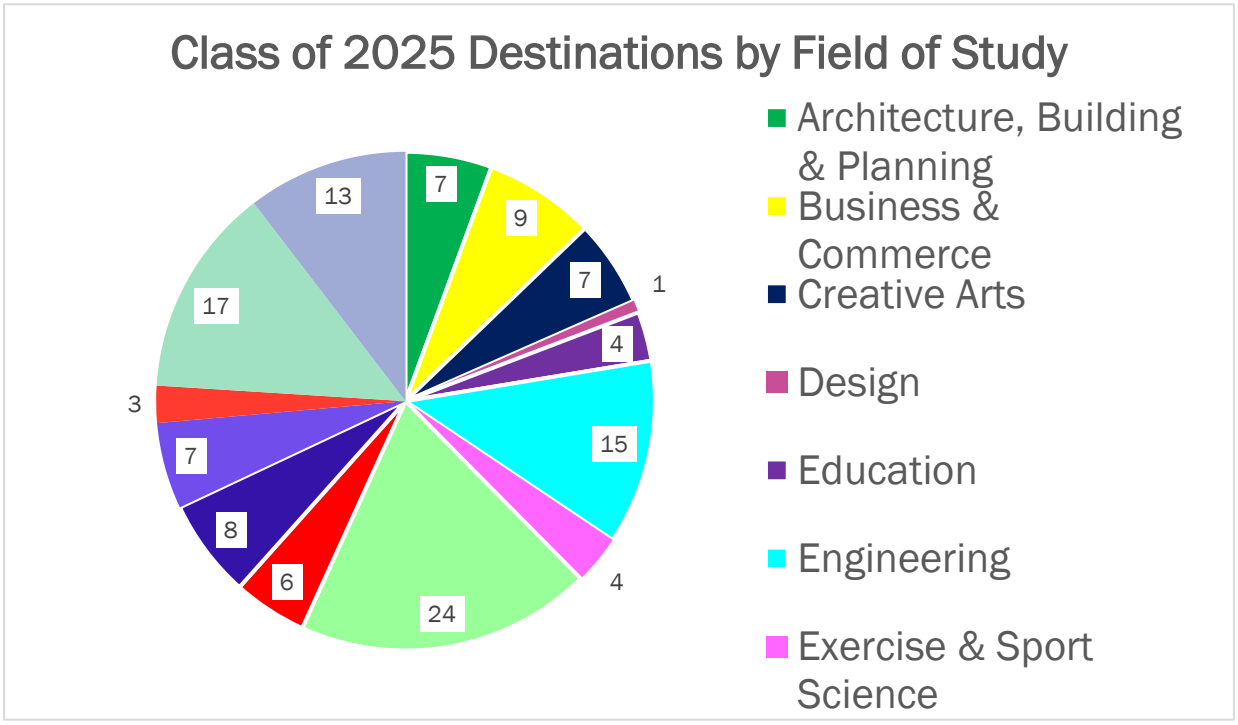
## 2025 Year 12 Students who Applied Through VTAC with a Tertiary Offer

*Destinations by Institution:*

| Institution | 2025 | 2024 | 2023 | 2022 | 2021 |
|---|---|---|---|---|---|
| Australian Catholic University | 4 | 8 | 3 | 3 | 6 |
| Carlton College of Sport | | | | | 1 |
| Collarts (Australian College of the Arts) | 0 | 1 | | 2 | 1 |
| Australian College of Applied Professions | | | | 1 | |
| Deakin University | 1 | 3 | 3 | 2 | 4 |
| KANGAN | | | | | |
| Independent Tertiary Colleges | 5 | | | | |
| JMC Academy / SAE | | | 1 | 2 | |
| La Trobe University | 37 | 47 | 45 | 21 | 25 |
| La Trobe College | 7 | 1 | | 4 | |
| Melbourne Polytechnic | 2 | | 1 | | |
| Monash College | 0 | 1 | | | |
| Monash University | 5 | 3 | 11 | 6 | 7 |
| RMIT University | 28 | 22 | 12 | 19 | 16 |
| RMIT TAFE | 10 | 11 | 10 | 11 | 10 |
| Swinburne University | 3 | 5 | 3 | 9 | 7 |
| Swinburne TAFE | 0 | 1 | 1 | 1 | 2 |
| Torrens University Australia | | | | | 1 |
| University of Melbourne | 14 | 8 | 10 | 8 | 9 |
| Victoria University | 7 | 10 | 12 | 24 | 23 |
| Victoria University TAFE | 1 | 1 | | 2 | |
| **TOTAL** | **125** | **122** | **112** | **115** | **112** |

*Destinations by Field of Study:*

| Field of Study | 2025 | 2024 | 2023 | 2022 | 2021 |
|---|---|---|---|---|---|
| Aviation | | | | 1 | 1 |
| Architecture, Building and Planning | 7 | 4 | 7 | 7 | 5 |
| Business & Commerce | 9 | 14 | 21 | 15 | 16 |
| Design, Film, Music & Creative Arts | 8 | 4 | 5 | 11 | 5 |
| Education | 4 | 9 | 3 | 7 | 5 |
| Engineering | 15 | 9 | 7 | 13 | 12 |
| Exercise & Sport Science | 4 | 5 | 7 | 4 | 7 |
| Health | 24 | 27 | 15 | 20 | 14 |
| Humanities, Psychology, Social Sciences & Law | 23 | 24 | 25 | 21 | 28 |
| IT | 8 | 8 | 6 | 6 | 4 |
| Media & Communications | 3 | 5 | 4 | 3 | 3 |
| Sciences | 13 | 13 | 12 | 7 | 12 |
| **TOTAL** | **125** | **122** | **112** | **115** | **112** |



## CAPITAL WORKS, PROJECTS, AND PROPERTY MANAGEMENT 2025

The year 2025 marked a significant milestone with the completion of the new P–2 building, concluding five consecutive years of continuous development within the primary precinct of Aitken College. It was with great satisfaction that the facility was formally handed over to staff and students at the commencement of Term 3.

The building's semi-open learning environments, combined with its expansive outdoor spaces, have generated considerable excitement across the College community. The new facilities have been warmly received and stand as a source of pride, reflecting the College's ongoing commitment to providing high-quality, contemporary learning spaces for our students.

### P – 2 Building

We extend our sincere appreciation to all internal and external stakeholders for their dedication, expertise, and care in transforming the vision for our primary facilities from initial concept drawings into a completed and vibrant learning environment.

Looking ahead, the College Planning Committee, together with Hayball Architects, has commenced work on an updated Masterplan. This forward-focused planning will guide future development and ensure the College continues to provide contemporary, high-quality facilities that support the evolving needs of our community.

### VCE1 Landscaping

During the construction of our new primary facilities, the College also completed a landscaping project within the senior section of the campus.

The brief for this project was to create an outdoor passive space that could be enjoyed by students and staff during both class time and breaks, offering a calm and functional environment for learning, reflection and social connection.

The space was officially opened in Term 2 and was immediately embraced by the College community, quickly becoming a popular and well-used addition to the senior precinct.

### Other Projects

Additional minor capital works were also completed throughout the year. A new packaged HVAC system was installed in the gymnasium, providing climate-controlled conditions for staff and students. This upgrade has enabled the College to utilise the facility more effectively as a multi-purpose venue.

The removal of the external CPA lift created an opportunity to develop an additional passive seating area for Middle School students, enhancing outdoor amenity and social spaces.

Enhancements were also made to the Cumberland playground, with the installation of a small rope apparatus that completes the final play element for this area.

The Library's quiet reading space received an upgrade through the installation of acoustic sliding doors, allowing the area to be separated from the main library and improving the environment for focused study.

Other minor works undertaken during the year included the replacement of several sewer pumps, installation of new canteen balustrading, repainting and the replacement of sliding windows in V2.

## Maintenance Works

The Property Department welcomed a new team member this year with the introduction of the Property Operations Assistant role. This position provides staff and students with a dedicated point of contact for all College events and setup requirements, while also supporting the coordination of contractors to ensure the uninterrupted delivery of our core business—educating students.

The Department continues to implement a comprehensive cyclical maintenance program, which includes the inspection and servicing of all essential services such as fire safety equipment, air-conditioning systems, emergency and exit lighting, paths of travel and exit doors. Additional critical components of the program include electrical test and tagging, thermal imaging of switchboards, fume cupboard testing, chemical waste disposal and annual tree inspections conducted by qualified arborists.

Preventative maintenance remains a key focus, with regular inspections of external timberwork, decking, water tanks, playgrounds, irrigation systems, gardens, and other internal building elements. Over the past 12 months, particular attention has been given to the replacement of external timber cladding with cement sheeting, which offers improved durability and reduced long-term maintenance requirements. As part of this process, older windows are also being assessed and replaced where necessary.

Mechanical services within older offices and classrooms have been another area of focus. The College continues to work closely with its mechanical services contractor to identify systems that are no longer economical to operate and require replacement, ensuring that learning and working environments remain comfortable, efficient and reliable.

## Capital Works considerations for 2026

- External triple court shade structure and court resurface
- Mechanical services upgrades
- External cladding upgrades to VCE buildings
- Gym changeroom OSHC refurbishment
- Pedestrian footpath and culvert extension

# FINANCE

## 2025 Income / Expenditure Ratios

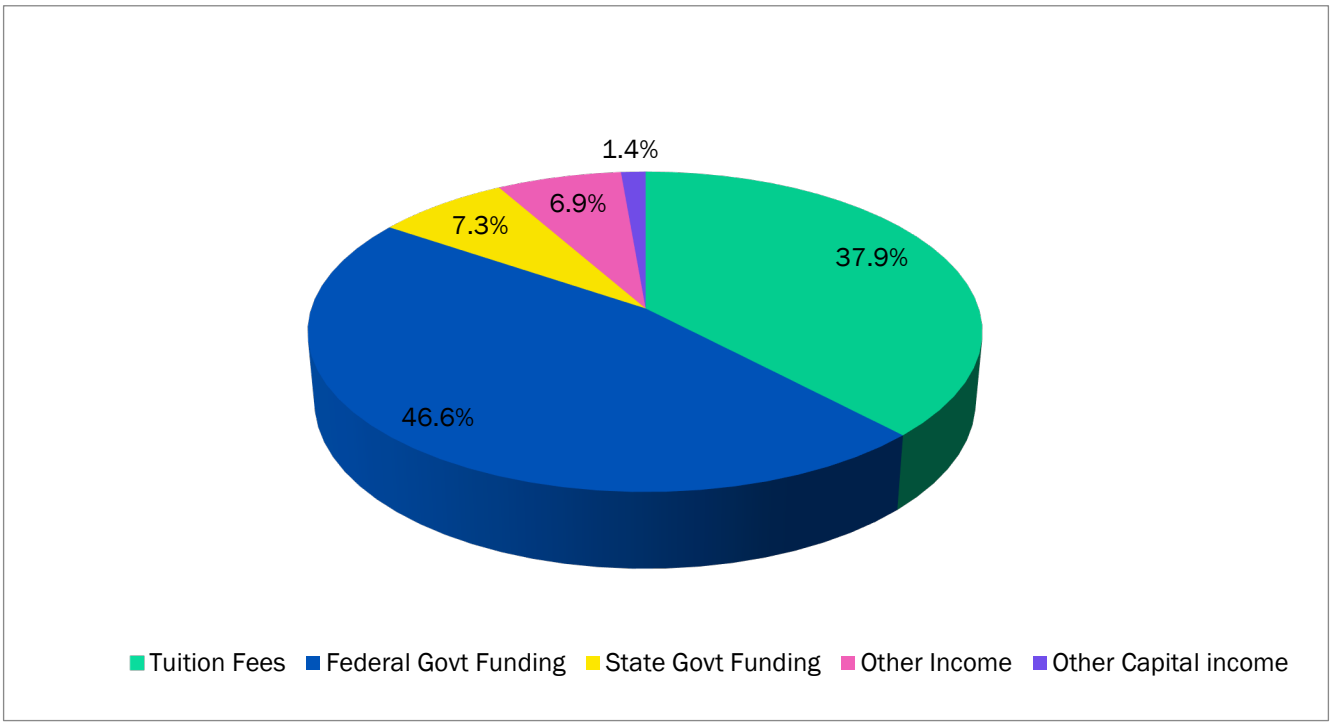
| Income | $ | % |
|---|---|---|
| **Tuition Fees** | 12,887,011 | 37.9% |
| **Federal Government Funding** | 15,844,639 | 46.6% |
| **State Government Funding** | 2,489,488 | 7.3% |
| **Other Income** | 2,340,487 | 6.9% |
| **Other Capital Income** | 459,587 | 1.4% |
| **Total Income** | **34,021,212** | **100.0%** |

| Expenditure | $ | % |
|---|---|---|
| **Employment Costs** | 22,865,210 | 66.6% |
| **Education & General** | 6,140,869 | 17.9% |
| **Buildings & Grounds** | 2,237,986 | 6.5% |
| **Depreciations** | 3,077,841 | 9.0% |
| **Total Expenses** | **34,321,907** | **100.0%** |

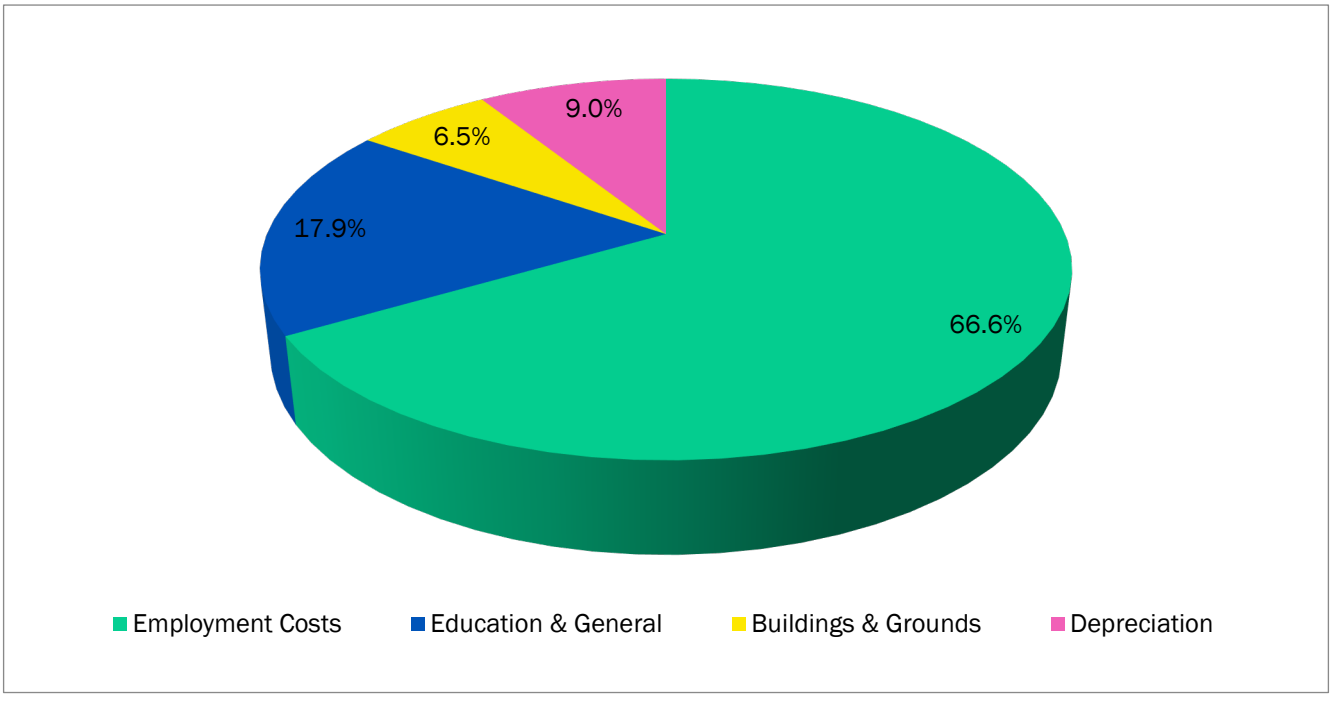
Notes:

1. The major source of income for the College was Federal and State Government funding (54%) and Tuition Fees (38%)
2. The major expenditure item is employment costs (67%). Education and general costs consist mainly of faculty and administration expenses (18%).
3. The reported operating deficit for the year was $300,696.

## 2025 Income




## 2025 Expenditure



Note:

In 2025 Tuition Fees were indexed by 7%. The indexation of Government recurrent funding at below 3% 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 2025, 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 material accounting policies, and the Director's 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 2025 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

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COLLEGE
In Mind and Spirit