



aitken
COLLEGE
In Mind and Spirit

ANNUAL REPORT

2020



1010 Mickleham Road, Greenvale Vic 3059

www.aitkencollege.edu.au

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OVERVIEW

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

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

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

We particularly encourage students to develop a sense of service to others, especially to those less fortunate in the community.

For this reason, they are encouraged to develop community relationships where individuals will interact in such a way that it will lead to a deeper understanding of human needs and a desire to actively engage in meeting those needs.

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

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

VISION

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

MISSION

Building on a foundation of Christian values, the mission of Aitken College is to enable students to become informed and compassionate members of the wider community by inspiring academic achievement and creativity, nurturing self-worth, encouraging environmental responsibility and committing to service with and for others.

Aitken College will aim to:

- Make the Christian faith relevant through an understanding of its major teachings and by encouraging a personal faith journey.
- Inspire and challenge students to realise their intellectual potential and equip them for life-long learning.
- Promote and develop creativity and self-expression.
- Enable each student to realise their self-worth in a safe, healthy and happy environment that responds to personal and community needs.
- Encourage individuals and the community to take responsibility for the environment and to act accordingly.
- Instil in students a sense of service and concern for the needs of others.

Key Stakeholders have been involved in working on the next Strategic Plan (2019 – 2022) with a focus on the following values:

- Compassion
- Honesty
- Integrity
- Kindness
- Respect

GOVERNANCE

Aitken College Board

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

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

They act as the Board of Directors of the Company and appoint the Principal who as CEO is responsible for the day to day management of the College. Aitken College is a not-for-profit organisation. Its accounts are independently audited.

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

It identifies strategic needs and puts in place the framework to achieve the most desirable outcomes. Fifteen Board Meetings and the Annual General Meeting were held during 2020. Additional meetings were held to manage the COVID challenges and the VRQA review.

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

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

A governance review was undertaken and a new constitution along with the governance charters for the Boards and Committees were adopted. The Executive and Faith Committees no longer form committees of the Board.

AITKEN COLLEGE STAFF 2020
TEACHING STAFF

Staff Surname	Given	Qualification
Abou-Eid (Mr)	Jamal	Bed, MEd
Accurso (Miss)	Bianca	BTeach(Prim)
Adams (Mr)	Simon	BA, GDipEd, GDipIR/HRMngt
Adams (Mrs)	Anne	BA, AMusA, GDipEd, GDipMusTh
Armstrong (Ms)	Jacquelyne	BEd(Sec), MBA, CertIVTrain&Assess
Barker (Mr)	Leonard	AdvDipMus(Contp), BContempMus, GDipT
Batch (Ms)	Kerri	BEd, MEd
Beales (Miss)	Charlotte	BAppSc, GDipRepSci, MTeach
Bernes (Mr)	Luciano	BEd, GDipStudWelfare
Boon (Mrs)	Jayne	BA(Hons), PGCE
Camilleri (Mrs)	Linda	BEd
Capraro (Ms)	Laura	BEd, GDipInfmMan
Carta (Ms)	Graziella	BSc, GDipEd(Sec)
Catoggio (Mr)	Daniel	BBus, GDipT(Prim)
Christofas (Mr)	David	BBus, DipEd, MEd, CertIVTrain&Assess
Cooper (Mr)	Michael	BEd, DipT
Costabile (Mr)	Luke	MTeach
Crisara (Mrs)	Josie	BSc, GradCertMaths, GDipEd, MSL, CertIVWorkplaceAssess, OAM
Crole (Miss)	Gemma	BAppSc(PE)
Dench (Miss)	Hayley	BAppSc,
Di Martino (Mrs)	Mary Ann	DipT, BEd
Di Paola (Mrs)	Michaela	BEd
Donohue (Miss)	Felicity	BBus, GDipEd, MEd
Dowling (Mrs)	Emma	BEd(Hons), BTeach(EarlyChildhood)
Edmonds (Mrs)	Rhonda	BBus, BA, DipTh, GDipEd, MA(Hist)
Eleftheriou (Mr)	Tassie	BSci, PGDipTeach, MTeach
Flood (Ms)	Jacqueline	BA, Bed, CertIv Training and Assessment
Forward (Mr)	Kim	BSc(Hons), GDipEd, MEdStud
Ganci (Mr)	Dwayne	BSc(Hons), GDipAcc, GDipEd
Garlick (Ms)	Deborah	BEd, BAVA, DipSci
Gilbert (Mrs)	Nicole	BA, BTeach(Prim)
Grbac (Miss)	Carla	BAMediaArts, GDipEd, DipArts
Gunarathna (Mr)	Asanka	BSc, MTeach
Harsan (Mrs)	Mona	BAGSc, GDipEd, GDipInfMngt
Hart (Mrs)	Katie	BAppSc, GDipEd
Healey (Miss)	Jessica	BA, BEd
Herron (Ms)	Cristy	BSc(ExssPhys), GDipEd, MA(OutEnviEd), CertIVTrain&Assess
Hilar (Mr)	Kopong	BAG, BA, GDipSecEd
Hoole (Mrs)	Abbigale	BTeach, BA
Hudson (Dr)	Adele	BSc(Hons), GDipEd, PhD(ChemEng)
Inturrisi (Mr)	Christian	BE, GDipT, MTeach
Jackson (Miss)	Gemma	BPhyHlthEd
James (Miss)	Brittany	BEd
Jarvis-Dymond (Mrs)	Belinda	BA, GDipEd
Kada (Ms)	Jwan	MA, GDipEd, MEd
Karavasilis (Ms)	Stephanie	DCreative Arts, BA(Hons), DipEd
Keegan (Mr)	Nigel	BEd
Khahra (Mrs)	Winnie	Bsc, Bed, Msc
Kilpatrick (Mr)	Michael	BEd, CertIVTrain&Assess
Kim (Miss)	Ella	BSc, MTeach
Koodravsev (Mr)	Linden	BA(MEdArts&Prod), GDipSecEd
Koukoulides (Ms)	Christalla	BA, DipEd
Koullas (Miss)	Maria	BTeach, BA
Lal (Mr)	Titus	BSc, PGCE, STTC
Lawless (Mr)	Ben	BA(Hons), MA, PGDipTeach, CertArts(Soc), MTeach
Leonard (Ms)	Jade	BMusPerf(Hons), BTeach, CertIVTrain&Assess, MEd
Li (Mr)	Garrick	BCom, MTeach
Lilley (Mrs)	Jenny	BA, DipEd, CertIIIBus
Lindsay (Mrs)	Stephanie	BA, DipEd
Lowe (Mrs)	Emma	Cert III Hosp., GDipTeach
Lutton (Ms)	Megan	BBiomedSc, BSc(Hons), MTeach

Mackrell (Mr)	Jason	BAppSc(PE), CertIVTrain&Assess, CertIIIFit, CertIVFit
Malkoun (Ms)	Pauline	GDipEd, BA(Hons)
Mariner (Mrs)	Jamie	BEd(Prim)
Marks (Mr)	Tom	BPsychSci, GDipEd
Marsom (Mr)	Brook	GDipTeach, BA
Mazzarotta (Ms)	Carmen	BA, DipIntDes, GDipEd, GCertRE, PGStudWelfare
Mckay (Mrs)	Michelle	BEd
Mcnamara (Mrs)	Natalie	BAppSc(PE)
Meszaros (Ms)	Annamaria	BEd, PGDegLib
Mollica (Mrs)	Wendy	BA, GDipEd, PGCompEd, CertIVTrain&Assess
Monos (Mrs)	Chris	BA, DipEd
Monroy (Ms)	Isabel	BSc, DipEd, MEdStud, GradCertEd Languages
Motti (Mrs)	Josephine	BA, DipEd
Mujkanovic (Ms)	Merjam	BA, MTeach, CertIVTravel&Tourism
Munro (Mr)	Scott	MTeach, BCh BioVetSci
Murphy (Mr)	David	BSc, DipEd, GCertEdLead, MEd
Neophytou (Ms)	Kerrie	DipEd, BEd, GCertEarlyChildhdTeach, PGEdStud(SpecialEd), Med.
Opasinis (Ms)	Stephanie	BA, GDipEd(Sec)
Oreo (Mr)	Gordon	BEd, CertIVTrain&Asses
Patchell (Mr)	Michael	BA(Hons), PGCE
Perri (Mr)	Vince	BEd, GDipEdAd, GCertCathSt
Perryman (Ms)	Sherry	GDipTechEd, CertIVTrain&Assess, CertIIIFurnMaking(TradeLvl),
Pettersson (Ms)	Hannah	BA, GDipT
Pocervina (Mrs)	Chris	BEd, CertIVTrain&Assess
Politini (Mr)	Anthony	BA(Hons), BTeach(Hons)
Prendergast (Ms)	Sandra	BCom, BA, GDipAcc, DipEd, CertIVTrain&Assess
Prentice (Mr)	Ben	BEd
Prezioso (Ms)	Rita	BEd
Radley (Mrs)	Natasha	BTeach, BA
Rees (Mr)	Ron	BEd, DipT, GDipComp
Reid (Mr)	Chris	BSc, GDipSec, MSSc(IntDev)
Riddell (Ms)	Kate	CertIVTrain&Assess, DipEd, GDipEd, GCertRural Leads, Mapp.Sc
Rogers (Mr)	Steve	BA, GDipEd, BEd
Sadler (Ms)	Sherry	BEd(Sc)
Saglam (Mrs)	Aysel	BA(Hons), MA, GDipEd
Salloum (Mr)	Victor	BA, DipEd
Scandrett (Mr)	Jevon	BA, MTeach
Schulz (Mrs)	Leanne	DipT, BEd, MEd, CertIVBus&PersCoach
Scuderi (Mrs)	Francis	BA, DipEd
Seivers (Ms)	Brigitte	BAppSc, GDipEd
Shipp (Mrs)	Jenny	BSc, DipEd
Sinclair (Mr)	Peter	BA, DipEd, DipGenStudies
Smith (Mr)	John	BA, DipEd, DipT, MA(Hons)
Snowden (Ms)	Sally	BSc, DipEd, GDipMathsSc, MEd, CertHums
Spaleta (Ms)	Juliana	BTeach, BSci
Stafford (Mrs)	Jasmina	BA, DipEd, PGDipArch, MA(Arch), GCertLang(Indo),
Sukiman (Mr)	Mickey	BComm, MTeach
Sweatman (Mr)	Rhys	BA, GDipEd
Taylor (Mr)	Dean	BAnim&VetBioSc, DEd(Sec)
Thomson (Ms)	Beth	BA, GDipEd, GCertBus(AppBus), CertIVTrain&Assess,
Touma (Mrs)	Rachel	BEd
Tsalapataris (Mrs)	Elsa	BAppSc(Maths), DipEd, GCMaths
Vaughn (Rev)	Jim	BA, MEd, DipCouns, CertIV Chaplaincy and Pastoral Care,
Vlahopoulos (Mrs)	Elpis	BA, GDipEd
Wachter (Mrs)	Julie	BAppSci, GDipEd, CertIVTrain&Assess
Ward (Mr)	Chris	BSc, GDipAppSc, GDipEd, GDipMentalHlth
Watson (Mr)	Ian	BEd(Hons), CertIVTrain&Assess
Weaver (Mrs)	Sheridyn	BEd
Williams (Mrs)	Jennifer	BA, Bed, GDCoun.
Wrigglesworth (Mrs)	Laura	BA(Hons), MA, PGCE, PGCertSpecEd
Zijai (Ms)	Elise	BCreatArts, DipEd, GDipCoun.

NON-TEACHING STAFF

Staff Surname	Given	Qualification
Banks (Mrs)	Kim	
Borg (Mrs)	Clare	BA(Hons), GradCertCareersCouns, GradDipCareersEd&Couns, MSocSci
Brennan (Mrs)	Kelly	
Broddle (Ms)	Alexandra	BA(Mus)
Browning (Mrs)	Raelene	
Caceres (Ms)	Silvia	BA, DipLib&InfoServices
Callard (Mrs)	Angela	
Caruso (Ms)	Rosa	GDipCouns
Clampitt (Mr)	John	TAss, CertIV Chaplaincy&Pastoral Care
Cole (Ms)	Robyn	BAMusic
Connell (Mrs)	Leanne	CertIIIEdSupport, FirstAidCertLevel3
Cooke (Mrs)	Jane	CertBusPrac
Du Preez (Ms)	Athelia	CertIVBus, FirstAidCertLevel3
Edgar (Mrs)	Michelle	CertIIIFitness
Ferlan (Mrs)	Mary	
Flood (Ms)	Jacqueline	BA, Bed, CertIv Training and Assessment
Forward (Mrs)	Jillian	BSc, GradDipTheol
Frewen (Mrs)	Melissa	CertIVEdSupport
Gajic (Mr)	Petar	BCom(Melb), CA
Gibbs (Ms)	Rae	BEd, GCertCareersEd, GDipCareers, MSocialSci, GCertEd&Train
Graham (Mrs)	Cathy	BSc(Aviation), PGCertOnlineEd, GCertHumNutr, MEd,
Grbac (Ms)	Kathryn	BEd(Prim)
Grbac (Ms)	Olivia	BA(AnimationandInteractiveMedia)
Hudson (Mr)	Glenn	DipArts(Product Design)
Hutchinson	Noah	BMusic (Hons)
Kiely (Mr)	Jordan	Adv. DMus, BAppMus, GDipT
Lancaster (Mrs)	Raida	CertIIIEdSupport, EdIntSupportCert
Limpah (Mr)	Christopher	BMus(Hons), AMus.A
Long (Ms)	Marisa	
Loukas (Mrs)	Vicky	CertIIIEdSupport, EdIntSupportCert
Manariti (Miss)	Cathy	
Matthews (Mrs)	Sue	First Aid
Mazzone (Mrs)	Sarina	CertIIChildServ, CertEdIntAide, TeachAide
Mccarthy (Mrs)	Margaret	CertEd(IntAid)
Mccarthy (Ms)	Ebony	BMus
Mccoy (Mr)	Jonathan	BA(Hons), GDipDivinity
Meletis (Mr)	Nick	DipMngt, DipBuild&Const, TradeCert Mech Man, Cert Eng(Mech)
Meletis (Mrs)	Renaye	BTeach
Mitchell (Mrs)	Kay	
Muddyman (Mr)	Ben	BMus, MMus, GDipEd, AMusA
Pavlovska (Ms)	Jana	BCom, CPA
Pedersen (Mr)	Daniel	Cert IV AudioEng
Pedersen (Mrs)	Emma	CertBusAdm, DipChilServ, CertIIIEdSup
Perilli (Mrs)	Jacinta	
Plaschke (Mrs)	Meryl	CertBusStud
Rezel (Mrs)	Kim	First Aid
Rumble (Mrs)	Glenda	BEd, PGDC(Child Adolescent)
Schembri (Mrs)	Amy	DipPIM
Sciglitano (Mr)	Carmelo	AssDipLab
Sims (Mrs)	Gail	FirstAidCertLevel 3, CertIVTrain&Assess, CertEd(IntAid)
Thill (Mrs)	Jillian	
Tsiambazis (Mr)	Jim	CertIV Music, DMusPerf, BMusInd, GDipEd, CertIVTrain&Assess
Ufacikligil (Miss)	Rezz	BAudProd, Cert Iv Train&Assess
Wighton (Miss)	Katie	BMus, CertIII Bus.
Williams (Mr)	Daniel	CertIVMultimedia, BIntSt, BA(Hons), MInfSt

STAFF WORKFORCE COMPOSITION, ATTENDANCE AND RETENTION

The Staff Workforce Composition is 37.9% male and 62.1% female teaching staff, and 19.2% male and 80.8% female non-teaching staff. There are no indigenous staff members. Staff attendance at 95.0% and retention at 93.5% is high. In 2020 two teaching staff entered into retirement.

TEACHING STAFF ATTENDANCE (FTE)

2018	2019	2020
92%	92%	95%

TEACHING STAFF RETENTION

2018	2019	2020
87%	91%	93%

STAFF PROFESSIONAL LEARNING

During 2020, 106 external Professional Development activities were attended by the College's staff members. A total of 1656 hours were spent on Professional Development activities by teaching staff, at an average of 14.5 hours for each person who participated during the year. Non-teaching staff spent 577 hours on professional development, at an average of 13.7 hours per person. Total expenditure on professional development in 2020 was \$29,458 (compared to \$125,813 in 2019.) These figures are all significantly lower than in recent years, due to the onset of the COVID pandemic and the switch to Home Learning for much of the year. Lockdowns meant that external Professional Development was severely curtailed: the vast majority of external events were cancelled; some moved to brief – and often free – online forums. Teaching staff experienced a rapid growth in the use of remote teaching and learning approaches and IT applications, most of which was self-taught or learnt through peer-to-peer sharing. This necessary professional development has not been captured in the official figures.

We did still manage to provide a number of in-house professional development events, including:

- First Aid training (Level 2 Certificate, CPR, Anaphylaxis and Asthma management)
- Subject-specific curriculum content updates
- Professional Learning Teams and associated research projects
- Remote classroom management
- Screen casting, video editing and on-line forms for assessment

TEACHING AND LEARNING

The Teaching and Learning development plans for 2020 were quickly replaced by the need to manage remote teaching and looking after the wellbeing of students and staff when working and learning from home, as described above. By the end of the year, teachers had gained confidence and skill in using online assessment tools, including self-marking tools and digital forms, and were producing multimedia resources themselves, with a much higher production quality than previously.

In 2020 four Professional Learning Teams (PLTs) were established, with a total of 22 participants. Each team met fortnightly for one semester to focus on a particular aspect of teaching practice. Topics included “Supporting Reluctant Learners”, “Homeroom Strategies to Support Teacher and Student Needs”, “Ready to use Even More ICT to Improve Student Learning” and “Positive Relationships through Classroom Management”. Each team read academic articles on recent educational research findings, reflected on Aitken and individual teacher classroom practice, gathered data about their teaching to indicate which areas could benefit from further improvement, developed and carried out an action research plan, and shared research findings with the College teaching staff. Discussions in team meetings were animated and robust.

NAPLAN RESULTS

Due to the COVID pandemic, NAPLAN was cancelled across Australia in 2020, hence there were no NAPLAN results for 2020.

PARENT SURVEY

Due to the COVID Pandemic, our usual 3-year cycle of satisfaction surveys was suspended, as satisfaction commentary during 2020 was likely to reflect the unique circumstances of the year, rather than general satisfaction with the College. Instead, parents and guardians were surveyed on the switch to remote Parent Teacher Interviews, using Zoom. We received 265 responses from parents.

A summary of the most relevant results is shown in the tables below:

	Agree or strongly agree	Disagree or strongly disagree	Unsure or not applicable
The remote interviews were just as effective as on-site interviews	93.21%	4.52%	2.26%
The instructions on how to access the interviews worked	96.18%	3.39%	0.38%
I prefer remote interviews to on-site interviews	74.34%	13.21%	12.45%

	Yes	No
Did you need to use the IT support email address to help you in the interview evenings?	5.66%	94.34%

What did you like most about the remote interviews?	Convenience of staying at home 45.28%	Time efficient 31.32%	Ease of access – no difficulty finding rooms 15.09%
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These results indicated that the overwhelming majority of respondents were happy with the remote interview system. We also received many, many comments along that lines that the remote interviews were one of the best things to come out of the COVID crisis. Consequently, it was decided that we would continue to run interviews remotely in future.

Some respondents suggested that five minute interviews with most teachers were not long enough. The College is committed to giving parents and guardians access to conversations with all teachers of their children. A typical secondary teacher at Aitken teaches 150 students each week, and for some specialist teachers this can be as high as 300 students. This means that Parent Teacher Interviews need to be kept very brief to be able to fit them all in, without breaching industrial standards for the time teachers are required to work after hours for such events. Increasing the duration of each interview by just 5 minutes per person would mean that either fewer parents would be able to make interview appointments, or teachers would be required to work on many additional evenings, taking time away from their own families and children – and this would be on top of the many hours per week most teachers already spend at home on lesson preparation and assessment after the school day has officially ended.

Parents and guardians who have concerns about their child, or who would like to check in with their child's teachers, are encouraged to contact teachers via email or phone, and to stay well informed about their child's progress in classes by regularly checking the feedback provided in My Aitken in the 'marks and feedback' section.

VCE & VCAL REPORT 2020

This year 133 students completed Year 12 at the College in 2020. VCE was completed by 122 students and VCAL by 11 students.

ATAR results show a slight decline on the previous year, however, the number of students achieving a score >90 increased. The benchmark percentage of ATAR results over 60 is close to long-term trend. The mean study score declined slightly, although the number of study scores ≥ 40 held steady for a third consecutive year. The College DUX achieved an ATAR of 98.55 while a perfect 50 study score was achieved in English also.

SUMMARY OF VCE RESULTS 2020

	2020	2019	2018	2017	2016
% > 95	3.4	2.4	2.5	2.6	5.5
% > 90	7.8	4.9	5.9	5.3	8.7
% >80	17	17	23	16	30
% >70	37	37	42	30	49
% >60	54	58	61	50	67
% <60	46	42	39	50	33

	2020	2019	2018	2017	2016
Mean ATAR	62.4	63.2	63.8	59.6	67.0
Mean female ATAR	65.3	61.5	62.7	60.8	71.4
Mean male ATAR	58.1	64.8	65.2	58.3	61.2

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

Year	2016	2017	2018	2019	2020
Total certificates issued (Year 11 and 12)	22	22	17	20	23
Total number of students enrolled (Year 11 and 12)	24	22	24	25	24
No. of students who left during the year to pursue other pathways (back to VCE, work, apprenticeships)	2	1	7	1	1

VCAL - the Victorian Certificate of Applied Learning – is a program that allows students to gain a head start into a career. VCAL suits students who are clear about their career direction and would like to enter TAFE, complete an apprenticeship, get a job after finishing school or complete a TAFE certificate before a university course. The program is flexible and caters for the interests of individual students. Students also complete two VET courses, have two Structured Workplace Learning experiences, and participate in the Duke of Edinburgh’s Award.

2020 was a very challenging year for everyone, with the worldwide COVID-19 pandemic. The Remote Home Learning program took effect in both Term 2 and Term 3. The VCAL students adapted very well to learning remotely, considering that the VCAL is based on a practical and ‘hands on’ curriculum. Teaching staff worked tirelessly to reinvent and create new activities and assessment tasks to cater for the changed circumstances. Using available resources, staff were able to maintain a quality - just different- program for students.

There were numerous highlights. This includes participation in the Duke of Edinburgh’s Award. Completion of all components continued throughout the year, including Voluntary Service undertaken by online or virtual volunteering, as well as weekly fitness activities via links to fitness programs. During the lockdown, all activities were completed at home and documented in assessment tasks. The tasks continued to be project based and relied on student initiative and interest. All students’ complete tasks that cover: Literacy and Numeracy Skills; Work Related Skills (WRS) which included setting up a safe and practical environment at home; Personal Development Skills (PDS) and Industry Specific Skills. Some students were able to complete Structured Workplace Learning (SWL) if their place of work was not in lockdown. Students completed additional forms to include an employer’s advice on reducing the risk of transmission of COVID-19 in the workplace. They also signed forms that included parents and student acknowledgement that COVID-19 had changed the proposed work environment.

VCAL projects included:

- Educational Dog Support Program.



- Cumberland House Swimming and Cross Country (supporting the running of events).

- Face Masks - researching, designing, creating, and sewing face masks for the community, selling them and raising money for charity. Other sewing projects, including wheat bags.



- During lockdown, students completed the 'Isolation Projects' where they documented and recorded practical tasks and activities that they undertook around the home. In Numeracy Food Studies – cooking for the family became an assessment task.



- An 'Escape Room' incursion experience for the class organised by a Year 12 student (due to Melbourne's Stage 2 and 3 Lockdown, rendering it impossible to attend any outside activities).

- Students created their own COVID-19 Virtual Museum experience for others to learn from and enjoy.
- Maintaining the poppy flowers for Remembrance Day.
- Landscaping, clearing and maintaining areas around the college.



During the VCE/VCAL Early Commencement Program students had interesting guest speakers - including presenters from the young Workers Centre, the Hume Whittlesea LLEN, Kangan TAFE Next Step Jobs and Skills Program, representatives from the Duke of Edinburgh's Award and Mr Glenn Hudson (Environment Programs Assistant).

The VCAL students and staff were grateful for the physical return to the College after twenty-one weeks of Remote Home Learning. It was a challenging time for all however, staff remained very proud of the students' resilience as they completed both practical and online assessment tasks at home.

Three Year 11 students and three Year 12 students received a Hume Whittlesea VET/VCAL/SBAT Award for Excellence and Encouragement for outstanding achievements and dedication in VCAL.

From the 24 students who enrolled in the VCAL program 23 obtained a VCAL certificate. One student left the College during the year to pursue an apprenticeship; three students transferred from VCE to VCAL. Eleven Year 12 students remained at the College to complete a Senior VCAL certificate in 2021.

The eleven Year 12 students are now pursuing full time TAFE courses, beginning an apprenticeship, or have commenced working fulltime.



VET REPORT

2020 presented several challenges for teaching and learning due to the COVID-19 pandemic, and VET was no exception. In fact, it could be argued that Vocational Education and Training was the hardest hit; how do students acquire practical skills via remote learning?

Students doing in-school VET courses including Sport and Recreation, Business and Music were able to adapt lessons to be completed via Zoom and complete much of the theoretical work during the lockdown and move onto practical work when schools reopened.

The various RTO's that deliver VET to our students were confronted by even more challenges due to the students coming from various parts of Melbourne from a wide range of schools. Nevertheless, because of creative thinking and forward planning, the various RTOs formulated plans that would enable the students a safe return to face-to-face learning. The result was that despite the lengthy lockdown in the middle part of the year, all Aitken College students undertaking off-site VET completed all required Units of Competency.

Our gratitude is extended to our partners in the TAFE sector, including Kangan TAFE, Victoria University Polytechnic, Melbourne Polytechnic, the Headmaster's Institute, Northern College of the Arts and Technology, Box Hill TAFE and William Angliss for providing solutions to enable the students to safely complete the year of study. This included holding extra classes on weekends, in the evenings and during the school holidays.

Unfortunately, students did not have the opportunity to complete Structured Workplace Learning (SWL) in 2020 and, as a result it was determined by VCAA that SWL would not be a required due to the shutdown. Hopefully, students will have the opportunity to complete this important aspect of the VET program in 2021.

Despite the lockdown, the efforts of some of our students who achieved above and beyond were officially acknowledged in awards granted by the Hume-Whittlesea LLEN. The students included Year 11 student (Cert II in Building Construction) and Year 12 students (SBAT – Electrotechnology) and (Cert III in Beauty Services).

Looking to the year ahead, VET subjects delivered on-campus at Aitken College remain popular with strong enrolments in VET Sport and Recreation, VET Business and VET Music Industry (Performance). Students are also undertaking a variety of VET Courses off-site including Salon Assistant, Make-Up, Beauty Services, Electrotechnology, Plumbing, Building Construction, Equine Studies, Hospitality and Kitchen Operations.

The year ahead will see a return to normalization; but if there are any further lockdowns, the lessons learnt last year should come to the fore to enable the delivery of vocational education to continue despite difficult circumstances.

CAREERS EDUCATION

As with every aspect of our lives in 2020 we needed to deliver Careers programs and provide advice and assistance in very different ways. There have been some positives along the way, however. The reliability of the Year 10 and 12 students in appearing punctually for their Careers interviews was outstanding. Our students were very invested in participating in making choices about their future directions and were delightful, cooperative and engaged. It was a real joy to meet and talk with them.

Early in Term 3 we had the great good fortune to host the Year 10 Careers Panel (via Zoom). We are always overwhelmed by the joy and enthusiasm shown by our returning Alumni who volunteer to talk to the Year 10 students about their journey through Brookhill and their pathways after leaving the College. As ever they were engaging, informative and inspiring.

A huge first for 2020 was the delivery of Morrisby Online to the Year 10s. Morrisby aims to inspire and provide guidance about choosing a future pathway and study options. An interactive web-based report is produced to help students make better choices, providing objective and relevant information about the student and opportunities available.

A Careers newsletter is published once a fortnight, aiming to provide information which may assist students with their career research. Careers staff are there to assist students to explore their career potential, helping them become more self-aware and teaching them how to undertake their career research and to use the wide variety of resources available to them as they travel through Brookhill, and into life after secondary school. It is the effort and energy put into the career research process that can result in clear sighted and perceptive decision making by a student. Our aim is for every exiting Year 12 student to have a pathway they understand, have prepared for and, hopefully, are feeling excited about. We work with each student to come up with a plan that has them looking forward to a positive future.

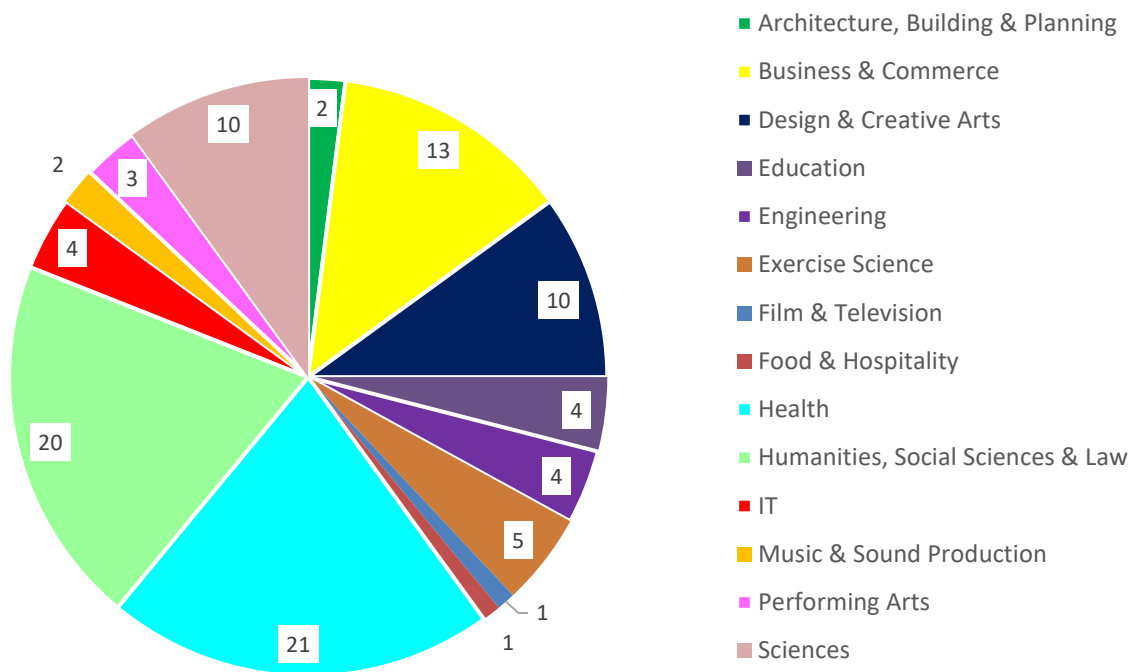
YEAR 12 STUDENTS WHO APPLIED THROUGH VTAC WITH A VTAC OFFER

Institution	Number of Students
ACU	9
DEAKIN UNIVERSITY	1
JMC	2
LA TROBE COLLEGE	1
LA TROBE UNIVERSITY	24
MELBOURNE POLYTECHNIC	1
MONASH UNIVERSITY	5
RMIT UNIVERSITY	22
RMIT TAFE	7
SWINBURNE UNIVERSITY	6
SWINBURNE TAFE	2
UNIVERSITY OF MELBOURNE	8
VICTORIA UNIVERSITY	11
WILLIAM ANGLISS	1
Total	100

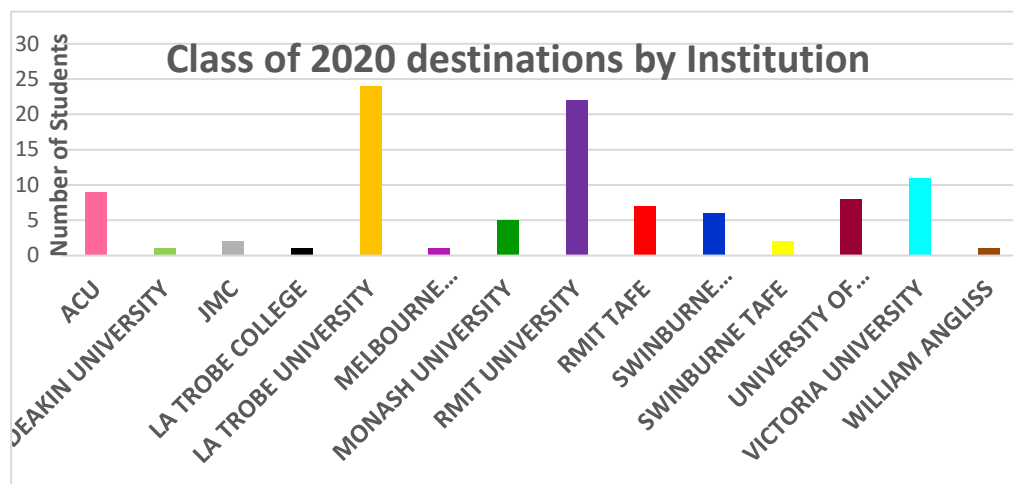
Field of Study	Number of Students
Architecture, Building & Planning	2
Business & Commerce	13
Design & Creative Arts	10
Education	4
Engineering	4
Exercise Science	5
Food & Hospitality	1
Health	21
Humanities, Social Sciences & Law	20
IT	4
Media	1
Music & Sound Production	2
Performing Arts	3
Sciences	10
Total	100

- ✓ 132 students were in the year 12 class of 2020 (120 VCE, 12 VCAL)
- ✓ 27 students did not apply VTAC preferences
- ✓ 105 students applied for a place through VTAC at university or TAFE (CERT IV or higher)
- ✓ 100 students received an offer through VTAC
- ✓ 3 students who originally applied through VTAC, received an offer (CERT IV or higher) via direct application

Class of 2020 Destinations by Field of Study



DESTINATIONS BY INSTITUTIONS



DESTINATIONS

Destinations	Number of Students
Apprenticeship	13
Pre-Apprenticeship	2
Employment	3
Gap Year	1
Independent Tertiary Provider	6
TAFE	20
University	86
Unknown	1
Total	132

LEARNING CENTRE

Ongoing development of the Learning Centre and its resources has allowed us to develop our support, for a wider range of student's needs. Primary School support includes, Mini Lit, one to one support, Nessie learning and Lexia, we also have small group withdrawals for Numeracy and Literacy. Students who attend these programmes, often also have support from an Integration Aide in the classroom. We are also developing further provision and understanding of students with anxiety. Creating a welcoming and safe environment where students feel encouraged and resilience can be built is imperative to our development.

Our Secondary School program runs from Year 7 to 12, where we offer Study Support. In Years 7-9 the support targets subject access and understanding and homework guidance. In Year 10 we offer small group support instead of Humanities, this support is aimed at getting students ready for VCE and VCAL and is staffed by a range of specialist teachers. In Years 11-12 we offer more specific study guidance for VCE and VCAL. Furthermore, we also offer Integration Aide support in the classroom, this allows us to target needs as they arise.

The Learning Support department is there to offer support and assistance to any student who may need help and guidance. Recognising and supporting student's diverse needs, is imperative for student success. The Learning Support Department is continuously reviewing our provisions, to make sure we develop our provision around the changing needs of the students.

NCCD and student provision has become a major factor within Learning Support. The collection and storage of evidence for funding has become an integral part the departments planning and record keeping. Students who have additional needs which can be met by 'Quality Differentiated Teaching Practice' receive a DLD (Differentiated Learning Document). Students who need greater support receive a PLP (Personalised Learning Document) both documents provide evidence of adjustment for NCCD.

By recognising individual differences and by developing appropriate learning programs, the Learning Support teachers and Integration Aides aim to provide each student with support and guidance to enable them to develop positive self-esteem and achieve success in the classroom.

INTERVENTION PROGRAMS

The Learning Support Program provides small group withdrawal for those students who may need additional assistance in literacy and/or numeracy. This withdrawal is continuously evolving to allow students intensive support on four mornings per week.

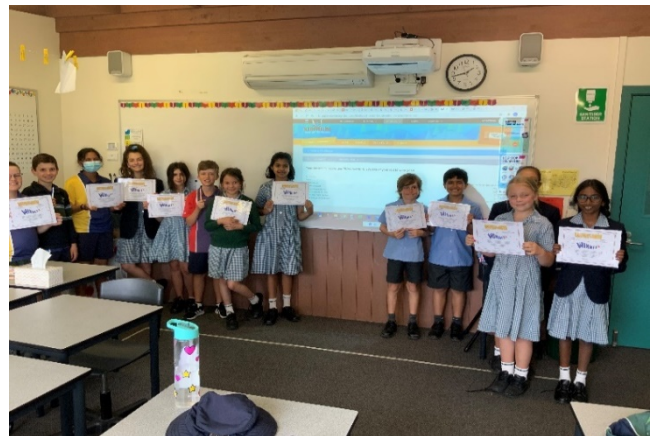
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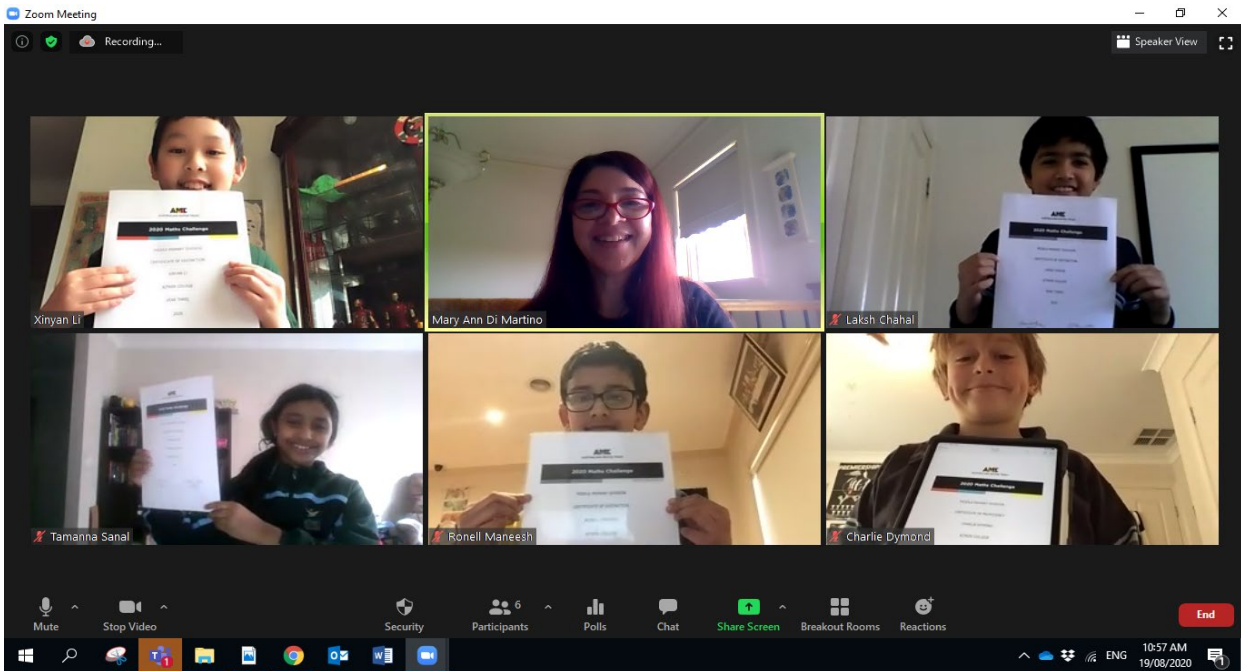


EXTENSION PROGRAMS

2020 saw Extension Programs divert to online learning platforms by the unprecedented impact of COVID-19. In line with the College's strategy for home learning, the Extension Programs Faculty forged ways to enrich, extend, and enhance the learning of students who displayed noticeably high levels of ability in particular areas of the school curriculum. Using links and communication tools, the faculty facilitated a range of extension and enrichment activities across a wide range of learning areas, which allowed our highly able cohort to pursue their interests and develop their potential. These virtual learning experiences enabled highly able students at the College to remain connected and learn with other like-minded peers, to interact with practicing experts, develop their higher order thinking skills, make in-depth investigations of real problems, and engage in open-ended activities which encouraged choice and negotiation. Some of the programs offered in this year were:

- Tournament of Minds Super Challenge Program
- International Accelium Mind Olympics
- Australasian Problem-Solving Mathematical Olympiads
- Australian Maths Trust Maths Challenge Modular Program
- G.A.T.E.WAYS
- University of Melbourne Micro Mathematicians Extensions Programs
- VCE subject acceleration across specific key learning areas in Year 10 and 11
- University Research Competitions
- ISV Poetry Competition
- NanoWriMo Young Writers Program





Final Standings

June 15/06/2020

Standings	Country	School's Name	Score
1	Australia	St Andrew's School	208.78
2	Czech Republic	Základní škola Varnsdorf, Edisonova	207.94
3	Israel	Ankori, Tel Aviv	206.65
4	Romania	Liceul Pedagogic Anastasia Popescu	206.2
5	India	OP Jindal School, Raigarh	205.77
6	Czech Republic	Základní škola, Sázavská	204.29
7	Poland	Szkola Podstawowa nr 23 im. Kawalerów Orderu Uśmiechu	202.47
8	Romania	Mind Club Timisoara	200.54
9	Romania	Scoala Gimnaziala Nr 30 Timisoara	199.4
10	Argentina	Lucero Norte	197.13
11	Romania	Liceul Teoretic Grigore Moisil Timisoara	195.36
12	Romania	RE-MIND CENTER	192.88
13	Argentina	Escuela N°23 de San Miguel	190.15
14	Panama	TJ School	188.5
15	Panama	Colegio Bilingüe San Jose del Carmen	188.02
16	India	DAV Model School, IIT Kharagpur	186.51
17	India	DAV Model School, Durgapur, WB, India	186.25
18	Australia	Aitken College	185.1
19	Italy	Istituto Comprensivo Roncalli	183.85
20	Romania	Scoala Gimnaziala "Omega"	183.24
21	Romania	Liceul Waldorf Timisoara	183.22

STUDENT COMPOSITION AND ATTENDANCE

STUDENT COMPOSITION

The total student enrolment at Census date was 1277.

50% of student cohort are male.

50% of student cohort are female.

0.15% indigenous background

41.8% of students have a language background other than English.

Parents are required to contact the College if a student is to be absent from school. If notification regarding student absence has not been received the parents are contacted by phone. Year 9 and 10 students were the least engaged most likely challenged by the extended period of Home Learning due to COVID. Regular wellbeing checks were made on these students.

STUDENT ATTENDANCE

Year Level	Male	Female	All
1	97.1	97.2	97.15
2	95.95	96.8	96.37
3	97.75	97.5	97.62
4	96.95	96.35	97.62
5	98.6	97.3	97
6	97.65	97.6	97.95
7	94.1	95.65	94.87
8	95.9	94.7	95.3
9	87.95	87.65	87.8
10	92.6	92	92.3

STUDENT WELLBEING

Student Wellbeing encompassed widened challenges during the year as staff and parents supported students through the extended periods of Home Learning between April and October.

The Counselling team continued to support many students while they were at home by utilising telephone and Zoom meetings arranged in conjunction with their parents. Some students who were attending the Home Learning at School Program were able to meet with their Counsellor on site.

Participating Learning Community



Throughout the year a Wellbeing Committee met regularly and worked towards establishing a Whole School Approach to Wellbeing at the College. The College is registered with Be You, a national initiative launched by Beyond Blue for educators, aimed at promoting and protecting positive mental health in children and young people. This enables us to work with a Be You consultant and have access to the numerous resources available.

The Wellbeing Committee have been working through a process to identify the needs of our Learning Community, develop a plan, and take action. The process begun by gathering data using a reflection audit tool of existing practices and collecting information through staff, student and family surveys. The results highlighted that there are many effective practices currently in place throughout the College and identified that the initial focus should be on promoting Mentally Healthy Communities and Learning Resilience.

Some Wellbeing initiatives throughout the year included:

- Guest speakers at the Middle School and Senior School Assemblies from the Black Dog Institute to promote strategies to support mental health.
- Guest speakers from the Black Dog Institute at Parent Forums and a staff meeting.
- Guest Psychologist at a Parent Forum for Primary parents outlining strategies to support childhood anxiety.
- Student initiatives through the Interact Club for RUOK? Day
- Year Prep-12 Lessons and activities for the week in Life Skills highlighting RUOK Day?
- Incursions with counsellors from the Kids Helpline focussing on positive coping strategies, friendships and developing resilience.



HOME LEARNING

The College's biggest challenge during 2020 was the implementation of Home Learning necessitated by the lengthy lockdowns imposed by the Victorian Government's response to the COVID-19 pandemic.



Teaching and non-teaching staff rose to the challenge in admirable and creative ways. Utilising My Aitken, Zoom and various Microsoft 365 platforms, classes from Prep to Year 12 were able to continue online with students and teachers discovering and embracing new ways of learning. Parents, especially in the Primary school, were able to observe and even participate in some online lessons, seeing their children's education in a new light. The students are to be congratulated on adapting and even often thriving in this new learning environment; parents deserve considerable thanks for the enormous support given.

Children of essential workers and children identified as vulnerable were able to attend the Home Learning at School program. With the assistance of non-teaching staff supervising and oversight from several of our long-term emergency teachers, up to fifty students from Prep to Year 10 attended the program and were able to engage in their classes' Home Learning lessons in a supervised and supportive environment.



WELLBEING SURVEY

Children's Survey (Years 4-6)-November

STRENGTHS

- My teachers encourage me to treat others with respect.
- I believe both my teacher and my family want me to be the best I can be.
-

AREAS FOR IMPROVEMENT.

- My school is a place where I can show my emotions.
- I feel comfortable speaking to a teacher if I am feeling sad or upset.

Young People's survey (Years 7-11) November

STRENGTHS

- I believe good mental health and wellbeing is important for my learning.
- I know how to be a helpful/positive person to others.

AREAS FOR IMPROVEMENT

- My school is a place where I can be myself and express my feelings without judgement.
- I have opportunities to voice my opinions about improving mental health and wellbeing in my school.

Family Survey- November 2020

STRENGTHS

- I understand mental health and wellbeing is important for children and young people's learning and development.
- I am aware that our experiences can influence our mental health and wellbeing in both helpful and unhelpful ways.

AREAS FOR IMPROVEMENT

- I am confident the educators at my Learning Community can recognise signs and symptoms of mental health issues.
- I have been made aware of policies and procedures on responding to a critical incident.

STAFF SURVEY-SEPTEMBER

STRENGTHS

- I understand my professional duty of care and the mandatory reporting requirements relevant to my position.
- I recognise the professional boundaries of my role in supporting children and young people experiencing mental health difficulties.

AREAS FOR IMPROVEMENT

- I'm aware of my roles in supporting my learning community following a critical incident.
- My learning community helps me promote mental health in my everyday practice.

SCHOOL LIFE

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

PRIMARY

The theme for the Primary school for 2020 was *‘No Act of Kindness No Matter How Small is Ever Wasted’*. Throughout the year, both at school and during Home Learning, there have been numerous acts of kindness demonstrated by students, staff and parents. We have all navigated our way through challenging times by supporting each other in every way possible. In times of adversity, the College values of kindness, compassion, integrity, honesty and respect shine through. The relationships and connections between home and school have been strengthened as everyone worked together to ensure that the students in our care experienced successful learning experiences and continued to grow and develop. We give thanks to the students for their positive attitudes, commitment to learning, and care for one another. We are grateful for the constant communication, positive feedback and dedication shown by families whilst juggling parenting, work commitments and supporting the Home Learning process. How very fortunate we are to have a team of Primary staff who are dedicated to providing for the emotional, spiritual and academic needs of the students in their care. The teachers worked tirelessly to create and deliver an engaging curriculum that catered for the needs of all students.

Although we missed out on many of the cocurricular activities usually experienced in a regular school year, there have still been numerous highlights. Every week at Fairview and Cumberland Assemblies, learning was celebrated. A big thank you to all the parents who managed to join the Zoom Assemblies! One of the highlights was watching the families who sent in entries for the Home Learning Lip Synch video challenge about being in lockdown. Some very creative entries entertained the Primary students, staff and families.

The Book Week Assemblies facilitated by the library staff were a great way of celebrating reading and bringing the Fairview and Cumberland communities together. This year’s Book Week theme was *Curious Creatures Wild Minds*. Students and staff wore an array of book character costumes. Fairview students enjoyed parading in their costumes to music while being spotlighted. Cumberland students enjoyed a Kahootz shortlisted book challenge. Homeroom teachers represented emotion monsters from the book *The Colour Monsters*, as a focus during Home Learning was on wellbeing and emotional intelligence.

Catering for the wellbeing of students, staff and families was a priority throughout the year. Many Assemblies emphasized tips for looking after ourselves and others, both emotionally and physically. One of our kind families shared some physio stretches that we did during Assemblies to help our bodies while using technology more than we usually would during a normal school day.

Overall, this year has taught us to be resilient and that we can adapt to changes as long as we support each other. Well done to all students, families and staff for rising to the challenges presented with Home Learning and getting through this year together.

FAIRVIEW (PREPARATORY SCHOOL - PREP TO YEAR 2)

Meeting and welcoming our Prep families at the beginning of the school year to the Aitken community was such a pleasure. We can’t wait to welcome back families to the College grounds so that relationships can be further strengthened and a sense of connectedness can be nurtured. Our Prep students have developed friendships and have enjoyed many fun experiences both at school and during Home Learning. They had a visit to the farm, celebrated 100 Days of School, have taken part in a Pyjama day, participated in many hands-on activities, have demonstrated their writing, reading and mathematical development, learnt about different topics for integrated studies, and experienced specialist classes such as library, performing arts, visual arts, physical education (PE), perceptual motor program (PMP), and religion and values education (RVE). Our Preps’ journey at Aitken has just begun and we are looking forward to getting to know each student as they progress throughout the College and will enjoy watching them grow and develop.

Year 1 and 2 students have flourished throughout the year. They have grown in confidence and have demonstrated a wide range of learning during their classes and at Assemblies. One of the highlights has been watching how household items can be adapted and used readily to help students learn in a variety of ways. Lots of real-life mathematics was used where teddies, toys, kitchen items and cooking reinforced mathematical and scientific concepts. Many students have enjoyed video recording and reflecting on what they have learnt. Science experiments involving different materials were demonstrated at Assembly, as well as some incredible parachutes that were created. Dress up days and fun games during Zoom sessions made learning fun and engaging.

Another Fairview highlight was the Disco facilitated by one of our teachers at the College, DJ Ben Lawless. The Prep/One/Two students were dressed the part with glitz and glamour. Some students danced and danced showing off their disco moves, while others took in the atmosphere.

We are fortunate to have a warm and nurturing Fairview community! We acknowledge the dynamic team of teachers and to the wonderful families who have all worked together to support the children through a challenging year.

CUMBERLAND (JUNIOR SCHOOL – YEARS 3-6)

The Cumberland students embraced the learning opportunities presented to them throughout the year. They demonstrated their learning in a variety of ways as could be seen in the videos presented at Assemblies.

Year 3 and 4 students demonstrated their scientific understandings in many ways. There were amazing *Rube Goldberg Machines* created, some going the entire length of the house! Science experiments involving Forces and Motion were shown and Mathematical 3D shapes were identified and made using objects found around the home. History topics were also explored where the Year 4s got to learn about Australian History and first contact, and the Year 3s played an engaging online game learning about Australia and its Neighbours.

Both Year 4 and 5 students enjoyed participating in the Kitchen Garden Program either at school or at home during remote learning. They got to learn about planting, growing and harvesting fresh vegetables and herbs then enjoyed cooking simple recipes. For many students, they learnt to try new tastes using healthy ingredients from the garden. One of the highlights for Year 5 and 6 students was the Digi-tech *Stop Motion Challenge*. Their digital technology skills were used to create many incredible animations using lego, playdough, textas and other household objects.

The Year 5 students learnt about Australian history and the Colonial Era, and delved into their Space inquiry unit. The Year 6s demonstrated their understanding of light and energy, and learnt all about Parliament. Specialist classes were also enjoyed by all. They were fun and many involved movement and creativity. Quite a few family dance performances were shown during Assemblies! Social Zoom time was also set up for Homeroom classes to mix with friends, enjoy a laugh, have fun and reconnect.

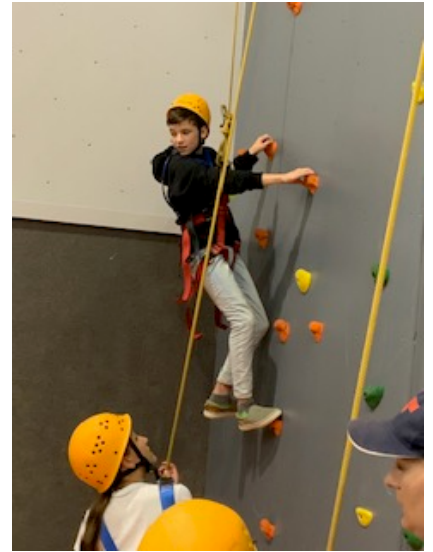
The Year 4, 5 and 6 students participated in a Zoom incursion where a counsellor from Kids Helpline discussed topics promoting wellbeing. The sessions were informative, engaging and interactive. The counsellor provided positive strategies for coping with change and stressful situations.

The Cumberland community provides a strong sense of connectedness and belonging for all involved. We acknowledge the students, families and teachers for supporting one another along the journey.

DUNHELEN (MIDDLE SCHOOL - YEARS 7-9)

Dunhelen commenced the year as normal with the Year 7 students enjoying their camp to Phillip Island Adventure Resort. The weather held out for activities and many of the students were pushed out of their comfort zone with challenging activities such as twin flying fox, crate climbing, rock wall, high ropes, giant swing and canoeing. This camp is always a time for the new secondary students to come together away from the college setting and get to know their peers and their teachers. The camp promotes teamwork, supporting each other, developing independence, and fostering friendships.

The Year 8 students enjoyed Medieval day. The students enjoyed the opportunity to dress up in medieval costumes, play games and learn about medieval weaponry.





The Dunhelen House Swimming Carnival was well attended and enjoyed by many. Students participated in various swimming events and parents were invited to cheer them on. Millar House was the overall winner for the day.



Our Performing Arts captains continued the Dunhelen Dance Team which commenced in 2019. Students met on selected lunchtimes and practiced routines. One of the goals was to have a routine established for assemblies and the final assembly. Despite their best efforts, however, this did not eventuate this year due to the lockdown.



Peer support for Year 7 went ahead and our new Year 7 students enjoyed the opportunity to meet some of our older students. The program helps develop confidence and allows the younger students to get to know some of the senior students. Students participate in various activities, both written and practical.



Due to school closures many things were completed online this year. Assemblies were held every week via zoom. We commenced with 3 separate assemblies for each year level and then narrowed down to 2. One for Year 7 and another for Year 8 and 9. Our school captains continued to be a presence and ran assemblies and information sessions. Assembly themes this year covered things such as goal setting, positive routines, organizational skills, meditation, mindfulness, resilience, and perseverance. There were many interactive assemblies where students were asked to join a Kahoot quiz. The feedback received from the students about these types of assemblies was very positive and they expressed an interest in having more of these.

Routines to aid Mental Health

Why routines are important:

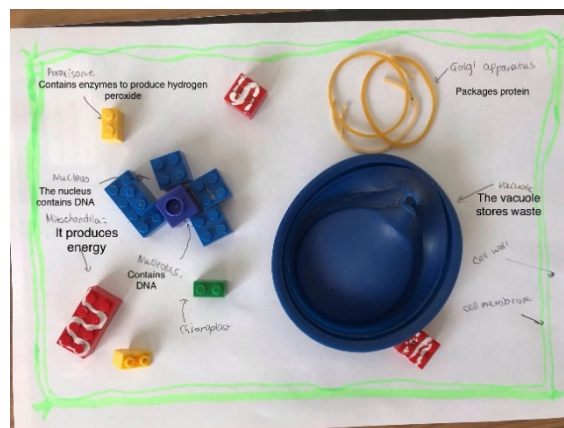
- Alleviate anxiety and stress
- Help ensure you do things well
- Aid creativity and productivity
- Make time for what matters to you
- Create structure
- Give a sense of accomplishment

Perseverance skills

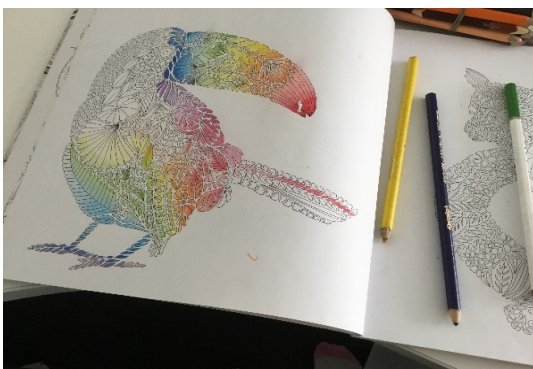
- Set goals – smart goals
- Don't be afraid to fail – you will learn
- Understand there will be obstacles
- Have the right kind of support
- Giving up is not an option – keep getting up
- Always keep your goal in mind – focus
- Take risks – get out of your comfort zone
- Look after yourself
- Stay optimistic



Teachers and students adapted to Home Learning with many wonderful activities taking place. In addition to written work and exercises students also completed ‘hands on’ tasks. Students were involved in bake-offs, role playing, science projects, puppet making, exploring nature, and exercising, just to name a few.



Wellbeing was an integral element of many teaching lessons. Teachers checked in with students and other staff members regularly and wellbeing activities were given to students to try and help them cope with the world they were living in at the time.



It was a trying and different year for students and staff, however, all adapted very well and an effort to maintain community spirit and a caring approach was upheld. Our return to school in Term 4 was heralded with great excitement. Students were happy to be with friends again and staff were happy to be back with the students. Despite the tremendous challenges that 2020 brought to the Dunhelen cohort, it was a productive and memorable year.

A year that has challenged us beyond what we could have imagined. A year in which we rose to heights that we could not have believed within us.

The beginning of the year proceeded as those before. Student leadership was a focus of Term One. This year saw the first Brookhill Captains appointed to oversee the Brookhill Council, which consists of representatives from each of the 20 Brookhill Homerooms. The Brookhill Captains joined other student leaders at the induction ceremony and training day in February. Excellent student leadership ensured the annual Brookhill Swimming Carnival was a success; unfortunately, this was the last time we gathered as a Senior School for the year.

Late Term One saw the threat of COVID, and our response to the virus, began to affect life in Brookhill. The onset of Home Learning forced rapid adoption of new tools for teaching and communicating.

History shows that adversity can bring about rapid change and growth; and change and grow we did. Credit is due to teachers for the speed with which they learnt and became adept at using new platforms for teaching; there was no research or model to follow, so teachers worked with each other, students and families to create their own solutions. Praise is also deserved by students and families; their rapid adoption, cooperation and valuable feedback ensured that high quality learning continued for Brookhill students.

During Home Learning, Brookhill programs continued to be delivered, with modifications made as needed. Elevate Education moved their Study Skills program to both online and remote delivery modes and Brookhill students remained fully engaged with this valuable resource.

Assemblies continued and were delivered remotely. Assemblies covered a range of relevant themes: Wellbeing was a topic that was covered thoroughly and a highlight was the Interact Club's presentation for RUOK day; Year 10 students had assemblies dedicated to study skills; and VCE students were kept up to date with changing assessment and exam requirements.

Music and performing arts are always a highlight of the year, and we were not going to let a lockdown stop us. The performing arts team and students moved online and the community was treated to a range of innovative performances, which included live and recorded music and play readings.

The VCE assessment program continued. During periods of non-attendance, teachers delivered formative assessment tasks, which were used, alongside those formal assessment tasks that could be administered, to provide accurate scores for School Based Assessment, which ensured no student was disadvantaged.

Communication with parents evolved during 2020. Parent information evenings moved online, which resulted in increased participation on previous years. Additional, less formal, parent meetings were also organized; these were very well attended, and feedback was very positive. It is likely that this innovation will stay with us into the future.

It was our great fortune to have Mr. Salloum overseeing the VCE program. The VCE program is often the greatest cause of anxiety for students and families, and this area experienced significant flux throughout the year; never before have VCE conditions and dates been changed and amended throughout a year, as they were in 2020. The Brookhill community is eternally grateful to Mr. Salloum for his calm professionalism and students first paradigm during this strange year.

E-LEARNING

2020, a year we will never forget! Anytime, anywhere learning became really real! Thankfully 'My Aitken' was truly embedded into the workflow of the College and was already our 'go to' resource for almost everything. Setting and receiving tasks, adding and receiving feedback and creating information pages was already part of what we do at Aitken. Adding Zoom to the technology available to both students and staff meant that we were able to transition to our new home offices and workstations with minimum fuss and continue teaching and learning safely.

During Home Learning, the My Aitken statistics were quite amazing – within a 7-day period in September, there were 64,000 student visits to My Aitken and 9,801 teacher visits in the same period of time. The most active times were between 9-10am but with many working late into the evening. By adding Zoom links to our tasks in My Aitken, students were able to join their online classes and participate fully in their learning.

We have had Assemblies and Chapels via Zoom as well as staff meetings, professional development for teachers, Quiz and Trivia nights. Aitken Voices sang beautifully on their Zoom video. Even the Art and Design Exhibition went digital in 2020 with the Moving Art Exhibition depicting the growth in student art from Prep to VCE and digital Art Exhibitions online with the Aitken community being able to vote for some of their favourite art works. Students accessed our ClickView Digital video platform to watch over 14,168 learning videos within the library or content created specifically for them by their teachers between January and September This was an increase of 1,418%.



Minecraft Mondays have become very popular in the Primary school – they can only happen on Mondays during term often with a waiting list to get into the room because of the lack of space. Hopefully they can return in 2021. Other exciting events have been the Years 5 and 6 Stop Motion animation challenge where students were required to animate objects of their own choosing. We had some amazing entries from students. We had animations using Lego of Harry Potter and Platform 9 ¾, lollies, cars, pencils and pens. The quality of the animations produced was amazing. Years 3 and 4 had a coding challenge where they learned the basics of coding using puzzles which became increasingly difficult. They had such fun coding their characters in Frozen, Star Wars, Angry Birds and Minecraft.

As always, planning technology for 2021 is already in hand with new developments and upgrades ahead for Aitken staff and students along with further updates to facilities and equipment.



PERFORMING ARTS

Involvement in Performing Arts, curriculum and co-curricular, enables students to develop skills that they may not otherwise develop. The bonus is the community and cultural engagement that it brings. This was what our students missed the most, because of the restrictions that were in place across 2020. Instead we had to be creative in trying to provide opportunities for students to engage and interact.

The three Performing Arts Captains, Filipe Filihia, Max Hobbs and Anthony Roperto, had already commenced work on their Captains' Concert, raising money for 'Dancing With The Black Dog', focusing on mental health. Instead, they supported others by running a number of remote events. They hosted the Lip Sync Battle that was held Term 2, a great way to get the community connecting.



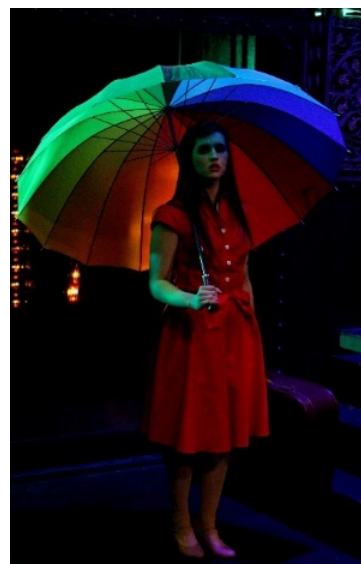
While two of the Captains were performing in the VET Music Live-Streamed Concert, the third undertook hosting duties. This concert was our first attempt at Live Streaming an event and it was very popular with families.

Our College Musical, *The Addams Family*, was put on hold until 2021, with those already in the cast invited to continue into next year.

This year's VCE Theatre Studies play was performed as a Live Stream across three performances during the early part of Term 3, when students were permitted back on site. *Eurydice* by Sarah Ruhl, tells the well-known myth of Orpheus' journey to The Underworld through the eyes of his wife Eurydice and her father, Hades. The students created a most amazing set and presented a moving production enjoyed by more than 150 via YouTube Live.

In the absence of further performance opportunities, a number of students and staff came together to present some unrehearsed script readings across Zoom. These provided us with the opportunity to consider scripts for future productions or assist the VCE students in understanding their monologue scripts. Across the two terms while restrictions were in place, we enjoyed hearing *Exit the King* by Eugene Ionesco, *Two Weeks with the Queen* by Mary Morris, *Murder at Warrabah House* by May Jasper and Sam Wilson, and finally *Private Peaceful* by Michael Murpurgo.

Late in Term 3, our VCE Theatre Studies students filmed in-progress performances of their monologue examination pieces. A streamed broadcast was made available for the community to enjoy.



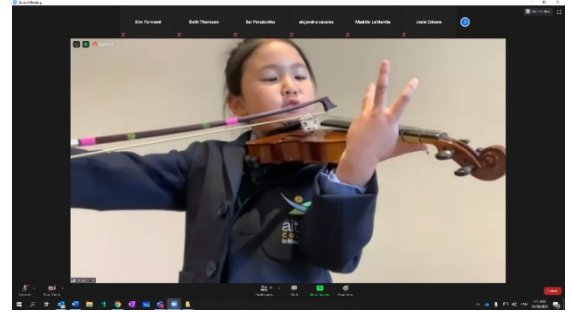
In a similar vein, our VET Music students filmed parts of their rehearsals for the VCE/VET Music Performance Examination. A combination of solo and group performances, each assessment requires students to prepare 20-30 minutes of repertoire based around a chosen musical style/genre. A streamed broadcast showcasing their preparation was available to families.

The Instrumental Music Program has continued to motivate and encourage the musical skills of over 160 students from Prep to Year 12 this year. We saw students learning guitar, drums/percussion, piano strings and vocals, as well as a number of brass and woodwind instruments. The variety this year has been impressive. Our team consists of ten outstanding Music Tutors who adapted effortlessly when lessons were moved to Zoom sessions. The success of the transition from face to face to online, is a credit to their hard work, energy and commitment.

Students also engaged in our co-curricular Music programs which included the opportunity to join one of our seven Music Ensembles. We ran three choirs (catering to different ages and abilities), two Guitar Ensembles (primary and secondary), a Woodwind Group (mixed ages) and our Strings Academy (Primary based) over the year.



In the absence of our highly popular Primary School Concerts this year, our Primary Performing Arts Staff shared various class performances with families through our online learning management system. Despite not having the big showcase, students still had plenty of opportunities to perform. Work undertaken in Media, Primary Performing Arts, Music and Drama was highlighted across Term 4 through a number of initiatives.



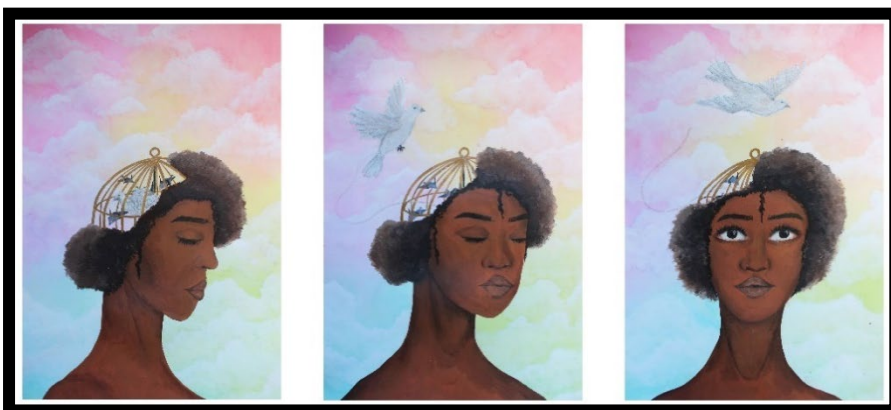
VISUAL ARTS



“Art has the role in education of helping children become like themselves instead of more like everyone else” – Sydney Gurewitz Clemens

Year 7, Ceramic Unit ‘A face or a beetle????’

It is a privilege to share the words and work of our amazing and talented students. They prove that despite circumstance, they crave to create and understand the mindfulness our subjects afford.



PRIMARY

2020 was a different year for Primary SSV Interschool Sport. We had a fantastic start with the sport program beginning early in Term 1 with all Year 5 and 6 students involved in the Friday morning Broadmeadows District Summer sport competition and Aitken College sport activities program. We also had numerous students from Cumberland represent the College at both swimming and tennis.

As the interschool sport program was postponed after Term 1, students involved themselves in various home learning sport activities every Friday morning. These virtual sport challenges included cross country, athletics and tennis.

Each Friday it was wonderful to see photos, videos and read comments about how students were remaining active at home during remote learning completing the activities. Some of the activities that students enjoyed were:

- My favourite activity that we did in virtual PE was the choose your own activity. This activity was great because people could use whatever they had at home to create something active to do.
- During Friday sport, I have enjoyed skipping, running, playing different sports and watching workout videos. Since I have been working out a lot I'm getting healthier.
- 5/6 Sport is a good way to stay active on a Friday morning, especially since you are home. The activity that I liked the most was dancing to a song of our choice.
- Two things I enjoyed were the mini golf set up challenge and making up the PE pong.
- I liked the time we built an Angry Bird tower game. I also liked going on bike rides after I finished my sport.



SECONDARY



Unfortunately, due to the COVID-19 pandemic, the Year 12 students of 2020 have missed their final year of participation in SSV Sports. Many teams were hopeful of making the State finals, so this is especially disappointing. We thank them for their immense contribution to Aitken College Sports program over the years.

2020, the year like no other. This year marked our 6th year since joining SSV in the Woodlands Division and one where we did not get to participate to the extent we would have hoped.

This year we competed in only 3 interschool events, the Senior Summer Sports Gala Day, the Intermediate Summer Sports Gala Day and the Division Swimming Carnival. Our Senior Girls Tennis team was the only team to qualify for the Northern Metropolitan region along with multiple individual students from the Swimming Carnival.



Although this year has had its challenges, I have been very impressed with how teachers across the Languages Faculty have adapted their teaching methods and assessment to suit the changing circumstances. Furthermore, I congratulate students for adapting to the routine of learning languages online via Zoom.



Madame Harsan's Year 1 and 2 French classes studied Bastille Day online this year and celebrated with a French breakfast adorned with French flags and a paper puppet. Señora Monroy's Spanish classes studied body parts and colours during Semester 2. They were able to imaginatively demonstrate their knowledge through assessment tasks inspired by the artwork of Picasso.



Activities in languages classes included the always popular Kahoot quizzes and Education Perfect tasks. While secondary students didn't have the benefit of the many cultural and games based activities in our Language Laboratory at school, the internet offered unlimited opportunities to assist in introducing cultural context to classes.

Year 7 students used their newly developed language skills to create posters in *Bahasa Indonesia* about their interests and what they do in their spare time. Year 8 classes created comics about getting up and ready to go to school in the morning. The Year 9 students wrote about a place they visited on the weekend; situations which will be hopefully more realistic in 2021.

I thank the Languages Faculty staff for their hard work in preparing and delivering engaging classes throughout the year. The enthusiasm of the students undertaking their subjects is a testament to their teachers' hard work and dedication.

**PARENTS
PARENTS AND FRIENDS ASSOCIATION**

The Aitken College Parents and Friends Association is an enthusiastic group of parents and carers who work for the benefit of our entire school community.

The role of the Parents and Friends Association is primarily to help build a sense of community within the school body. This is important as children spend a lot of their formative years in this learning and social environment, and it is equally important for parents and care givers to be provided the opportunity to encourage and share this journey.

2020 was a year like no other year. Our inability to be able to hold our events was out of our control. This however did not stop us from looking forward and seeing what the school would like us to invest in. With the major development site beginning with the primary school we thought this was the perfect place for the Parents and Friends Committee to become involved and assist with the set up and transition. We are extremely proud to announce we provided the College with a new playground facility for the Primary students, which will be located behind the Kitchen Garden facility.



World Teachers' Day on 30 October is the perfect opportunity to say a big thank you to the College teachers and support staff during this challenging year. We are very grateful for the support provided to the students and school community during this time. We believe they are awesome and arranged a little gift to express our gratitude.

The Parents and Friends Committee sponsor the annual Aitken Arts Scholarship. The 2019 winner of this award invested this award to support her future and interest in Performing Arts in 2020.

Each year the Community Business Directory provides a way in which we can support each other in buying local and helping your business. The Business Directory appears on the College website and included in each newsletter.



A lot of work goes into holding and running the numerous events held by the Parents and Friends. I would like to thank the members and volunteers for all their amazing hard work. It is all on a volunteer basis and the time and effort that these wonderful members invest is unbelievable and very much appreciated. Thank you!

If you would like to see any fundraising activity or have some ideas for events, please let us know via email or Facebook. We love hearing from you and value your contribution.

ALUMNI

Unsurprisingly, the opportunity to hold Alumni reunions was severely impacted due to the COVID-19 pandemic and subsequent lockdowns. As, a consequence, only two reunion gatherings were held during 2020, those being for the following cohorts:

- Class of 2018 Alumni Reunion – One Year gathering
- Class of 2004/2005 Alumni Reunion – Fifteen Year gathering

Although cancelling planned events is disappointing, this was an obviously better option than attempting to deliver a reunion type event in a virtual fashion. Staff and Alumni strongly advocated for a rescheduling of events to a time when they might be delivered in a COVID-safe fashion on site, rather than proceeding with a Zoom option.

Hence, in addition to the reunions routinely scheduled for 2021, there are events planned for the Class of 2010 (ten year) and Class of 2015 (five year) both of which have been delayed by approximately six months.

REUNIONS:

Class of 2018 Alumni Report - Friday 21st February 2020

What a happy bunch they are/were! More than thirty Alumni returned to the College to reconnect, reminisce about their recent history, and share news about their lives 'beyond Aitken'. Overseas/interstate travel, work commitments, and prior engagements accounted for another thirty apologies.

When asked about their most special memories of Aitken, responses included:

- Meeting lifelong friends & having some great teachers.
- A particular highlight was the last few weeks of Year 12 including Celebration Day which I'll remember for a long-time.
- The abundance of clubs, activities and events. It really helps you build the skills and gives you experience that you can use later in life.
- The peace & quiet of the natural environment.
- The safe environment with teachers to really help and guide you.

Mostly these Alumni are continuing their studies across diverse fields of interest. Some will be opening textbooks for the first time since finishing their VCE studies in 2018, having taken a GAP year. VCAL Alumni are enjoying their apprenticeships which combine on and off the job training.

The whole group photo captures the laughter in response to the Head of House yelling 'GO TO HOMEROOM' which resonated much more than a 'say cheese' request. The happy atmosphere of the occasion and the enjoyment of catching up with old friends is obvious. When they gather next in 2023 there will be even more to share.



Friday 28th February - Class of 2004 and Class of 2005 Alumni reunion

This reunion combining the Classes of 2004 & 2005 was an opportunity for Alumni to return to the College and share their 'since Aitken' news. It also provided a chance for us to show them what we've been doing while they've been conquering the world. Suffice to say that College staff were delighted to hear of Alumni success stories and Alumni were amazed (and a little jealous) of the new to them facilities and amenities on show.

Visiting Alumni represented a wide range of industries and occupations, too numerous to list in entirety. Some included:

- Account/Sales Manager
- Builder
- Computer Scientist
- Counsellor
- Diesel Mechanic
- Director
- Engineer
- Event Manager
- General Manager Fashion
- Librarian
- Primary Teacher
- Medical Scientist
- OHS officer
- Secondary teacher
- Warehouse Manager

Cohort sizes in 2004 and 2005 were vastly different to those of today. Students completing Year 12 in 2004 were part of a group that numbered 57 in total. They believe firmly that this smaller number contributed to a 'connectedness' within the group and a greater sense of belonging. Perhaps that was why we couldn't get them to leave the function!



Special guests at the reunion included past staff whose contributions to the College and these Alumni during formative years is greatly appreciated.

When asked what made Aitken special to them Alumni responses were:

- Lifelong friendships made – I still see many of my high school friends today
- Strong sense of social justice I received from the school – I am an active Rotarian and a strong campaigner for LGBTIQ inclusion
- The bond we had with the teachers
- The musicals, camps and teachers. I am so blessed to still keep in contact with many of my friends from the Class of 2005

Congratulations to the Alumni of 2004 & 2005 on all that you've achieved, and the people you've become. We look forward to... A significant number of Alumni across both reunions indicated an interest in returning to the College in the capacity as guest... The opportunity to profile some of these former students in the 'Where are they Now?' feature of *The Windmill* will grow... term objective of embedding Alumni culture into the fabric of the College.

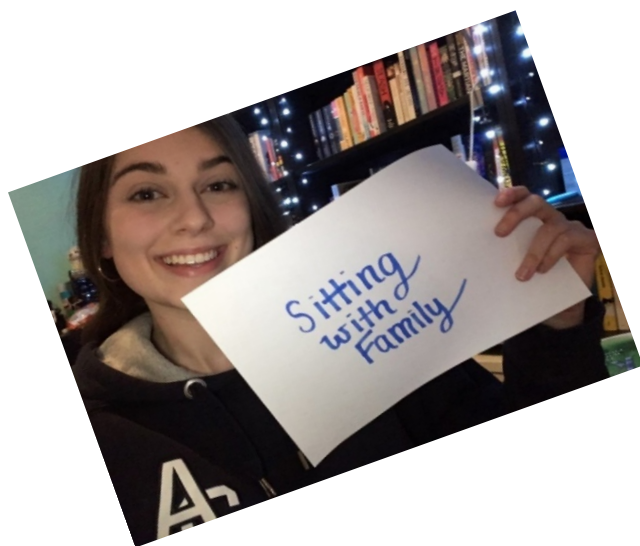
As always special thanks to those current colleagues who support Alumni activities in word and deed.



INTERACT CLUB

The Interact Club is a service club at Aitken College for young leaders in Year 7 to 12. The intent is to conduct activities, events, and fundraisers to enhance community, serve others and to develop leadership skills and personal integrity - we aim to give back to our community and help those in need. This year, Interact have focused on wellbeing, mental health and how COVID-19 lockdown has impacted our community.

The year began with a new Interact committee and a membership of 26 students from Year 8 to 12.



We commenced with an extremely successful *Valentine's Day Rose Drive* in which students could purchase a rose for their special person. More than \$400 was raised for the Shining Futures Foundation, which aims to support the efforts of Volunteer Services in Nepal, by providing improved welfare to Nepali children and their communities. It is a foundation the College has supported for many years.

From Term 2, Interact was committed to supporting the student community with mental health, wellbeing and gratitude strategies. Interact maintained their scheduled meetings on the first Friday of every month via Zoom; we found this consistent contact was a good way to ensure we were maintaining relationships.

We focused on providing strategies and tasks to assist peers on how to manage workload during COVID-19 lockdown and mechanisms for checking in on each other. We provided supporting material and a video of encouragement for RUOK? Day. The committee also created well-being and mental health slogans for World Mental Health Day in Term 4. They were targeted for their peers and a social media campaign.

Interact are thankful for every Interactor's contribution and the opportunity to work with our fellow Interact Club members in making a positive change to each other during this challenging year.

SUSTAINABILITY AND ENVIRONMENT

According to an article published in *Nature Climate Change*, daily global carbon emissions were down an average of 17% in April compared to the same time last year due to widespread shutdowns in response to the pandemic. In some countries that figure was as high as 26%. A silver lining of this extremely challenging year is the environmental benefits that have emerged as a result of reducing daily transport and halting interstate and international travel.



Of course, these benefits are only temporary. As we start to enjoy the easing of restrictions, our carbon emissions creep back to 'normal'. We should keep in mind though, that it is possible to simplify our lives to minimise our impact on the environment. Throughout the year, students at Aitken have continued to participate in activities that benefit the environment. For example, the Iso-EcoBricks initiative has rescued more than 30 kgs of soft plastics from ending up in landfill, not to mention the sustainable structures that will be made from the bricks collected.



The Aitken Community has also enjoyed sitting back and observing wildlife in their own backyards. The impressive collection of photos shared by Aitken families is a reflection of their connection to nature that have formed throughout the year. Developing our relationship with the natural environment has a direct effect on the likelihood that our day-to-day behaviours will become more environmentally sustainable. The choices we make every day, such as using re-usable bags, reducing

the waste we send to landfill by recycling more and cutting back on unnecessary transport, all contribute to converting short-term environmental benefits of pandemic restrictions into long-term outcomes.

I am so proud of Aitken students, staff and families for their continued support of environmental programs and sustainability.



ENVIRONMENTAL STUDIES



Subjects offered in the Environmental Studies faculty thrived this year, despite obvious challenges. The VCE Environmental Science class ran for the first time this year since 2014 and will continue next year, with hopefully more opportunity for practical experiences at the College. Having said that, Environmental Studies staff worked tirelessly to incorporate hands-on activities into their remote lessons. For example, the usual Year 10 Agriculture Cows Create Careers program went ahead, albeit slightly modified. It was delivered digitally so students were still able to enjoy the 3-week old calves, including being a part of their care and development during the time we participated in the program.

Year 10 Environmental Studies students created DIY Environment Projects such as home-made bird feeders and self-watering flowerpots made from recycled materials. This not only contributed to their remote learning experience, but it also gave other members of the College the opportunity to get involved in environmental arts and crafts. Year 9 students were also engaged in agricultural and environmental activities at home, including observing videos of animal care and plant propagation filmed live at the Aitken farm. Further detail related to Agricultural and Horticultural learning is included in the following section.



Overall, Environmental Studies subjects have provided enriched learning experiences related to possible career pathways and student interests in general. It has been an honour seeing students engage in environmental and agricultural learning at Aitken, which will no doubt develop into life-long learning about and for the environment.

AGRICULTURE & HORTICULTURE



During Semester One, the Year 10 agriculture students began with how to round up the Alpacas and administer drenching for destroying internal parasites and worms. These students also learnt how to manage a market garden, with growing food sustainably for now and the future.

Plant production by propagation of vegetable seeds enabled students to investigate a variety of methods, germination rates and yield outcomes. The Year 9 students conducted chicken investigations that included chicken diet, environment of free-range enclosures, and feed regimes that affect egg quality. These investigations were

practical, engaging and scientific in nature.



Both year levels were introduced to revegetation of native and indigenous plants with a focus on plant ecology, wildlife habitat such as frogs, and improving our schools water ways. We currently plant about 800 indigenous and native plant each year, and endeavor to increase this to about 3000 plants per year in the future, as we improve our propagation techniques and investigations.



FINANCE

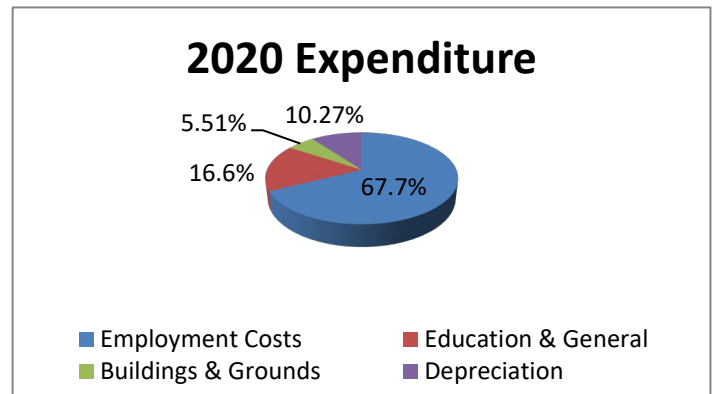
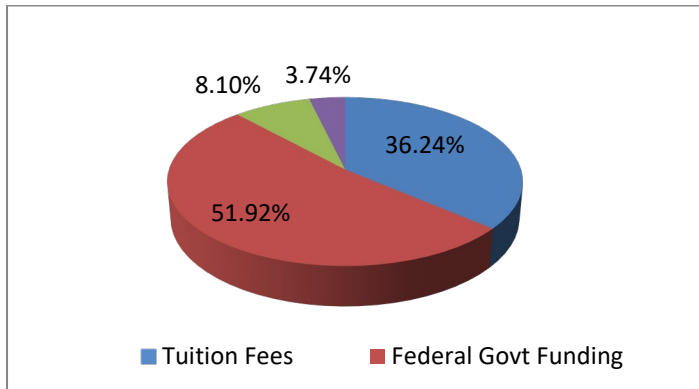
The major source of income for the College was Federal and State Government funding (58%) and tuition fees (35%)

The major expenditure item is employment costs (68%). Education and General costs are mainly faculty and administration expenses (22%)

2020 Income\Expense Ratios

INCOME	\$	%
Tuition Fees	8,824,981	36.24%
Federal Govt Funding	12,643,591	51.92%
State Govt Funding	1,973,841	8.10%
Other Income	911,276	3.74%
Total Income	24,353,689	100.0%

EXPENDITURE	\$	%
Employment Costs	15,448,270	67.7%
Education & General	3,778,749	16.6%
Buildings & Grounds	1,258,546	5.51%
Depreciation	2,343,778	10.27%
Total Expenses	22,829,344	100.0%



In 2020 Families who were hardest impacted by COVID were supported by the College through a bursary scheme. This was well received and targeted those most in need to ensure students could continue their education at the College. In order to manage this financially the College Board decided to suspend some Capital projects to fund the bursaries. Unexpected expenditure in the recurrent budget included additional cleaning and set up of infrastructure to manage COVID Health and Safety, an increase in IT software to support home learning and the employment of additional teaching staff to support students in the Home Learning at school program and cover vulnerable staff.

FAITH COMMUNITY AND DEVELOPMENT



Term 1 in 2020 started off relatively normal. Chapel Services were held in the CPA weekly in both the Primary and Secondary schools. It was an enjoyable opportunity to present the Gospel message in relative ways to the students. We enjoyed the opportunity of making the Christian lifestyle relevant to the Aitken College student through what is shared in Chapel Services. We also appreciate the potential of linking what is learned in the Religion and Values Education lessons with what is presented in Chapel. For me it is about helping the student community making sense of the Christian faith.

During Term 4 Primary Chapel as pre-recorded videos and Dunhelen & Brookhill via live zoom sessions. We continued to connect and support our community with a message of hope and love and that we are connected by faith.



CAPITAL WORKS PROJECTS AND PROPERTY

The College has taken its first steps into what will be a long and exciting journey of building infrastructure construction and grounds works.



The process has begun with the senior management and Leadership teams consulting with external stakeholders and primary staff and students in designing the new 3-6 primary building. During this process the property team have been busy in preparing other areas of the College for building demolition and classroom decanting facilities.

This has included the installation of 6 modular classrooms, 2 staff offices and an amenities building out over the infilled college dam. This included a synthetic grassed area for various ball sports as well as a new playground which was financed by the Parents and Friends committee.

As mentioned the installation of new modular buildings allowed us to begin the demolition of existing primary classrooms, shade structure and amenities. Completing the demolition now will allow for the selected builder to begin works on a clean site which will hopefully expediate the 3-6 primary building project. Unfortunately as part of the demolition and size of new building we lost much of the passive and play areas for our middle school students. This brought forward planning and construction of the new Dunhelen outdoor play and passive areas.



The other major piece of infrastructure constructed during the year was the landscaping at the front of the senior school area.

This has provided an external passive area for our senior students, staff and visitors. It has proven to be a great addition and used heavily during breaks. It is also a space that is used often by staff as an alternative to holding classes indoors.

As usual we also managed to complete many other projects during the Christmas break. This included the installation of new spear top fencing on our eastern boundary to further secure the College site.

We also completed stage 2 of our storm water sewer project which has allowed us to future proof the eastern section of the college property.

We also refurbished F3 which incorporated a larger classroom space with the repositioning of the staff office and student bag area.



MAINTENANCE WORKS

The Property department which has a cyclical maintenance program includes the inspection of all essential services such as fire safety equipment, air-conditioning, emergency lighting, exit lighting, paths of travel and exit doors. Other areas that are considered an important part of cyclical maintenance include the test and tagging of all electrical appliances, thermal scanning of all switchboards, testing of fume cupboards, chemical waste disposal and annual inspections of trees by qualified arborists.

Our maintenance program also extends to the preventative maintenance of buildings and college grounds which include regular inspections of external timber work, decking, water tanks, playgrounds, irrigation systems, gardens, and other minor internal items.

The Property department has now employed the services of a full-time gardener who will be responsible for looking after the soft scape areas of the College to ensure the safety and aesthetics of the garden beds are maintained throughout the year.

STRATEGIES FOR CAPITAL WORKS IN 2021

- Kitchen Garden enclosures, chicken coup shed and hot house
- Gymnasium- air circulating fans
- Fold away lifts CR1 & CR2
- Roof access upgrades
- Canteen student entry refurbishment
- Air conditioning to Admin server room
- Southern boundary fencing
- Roadworks to southern ring road
- Landscaping around new modular buildings
- Soccer field drainage works