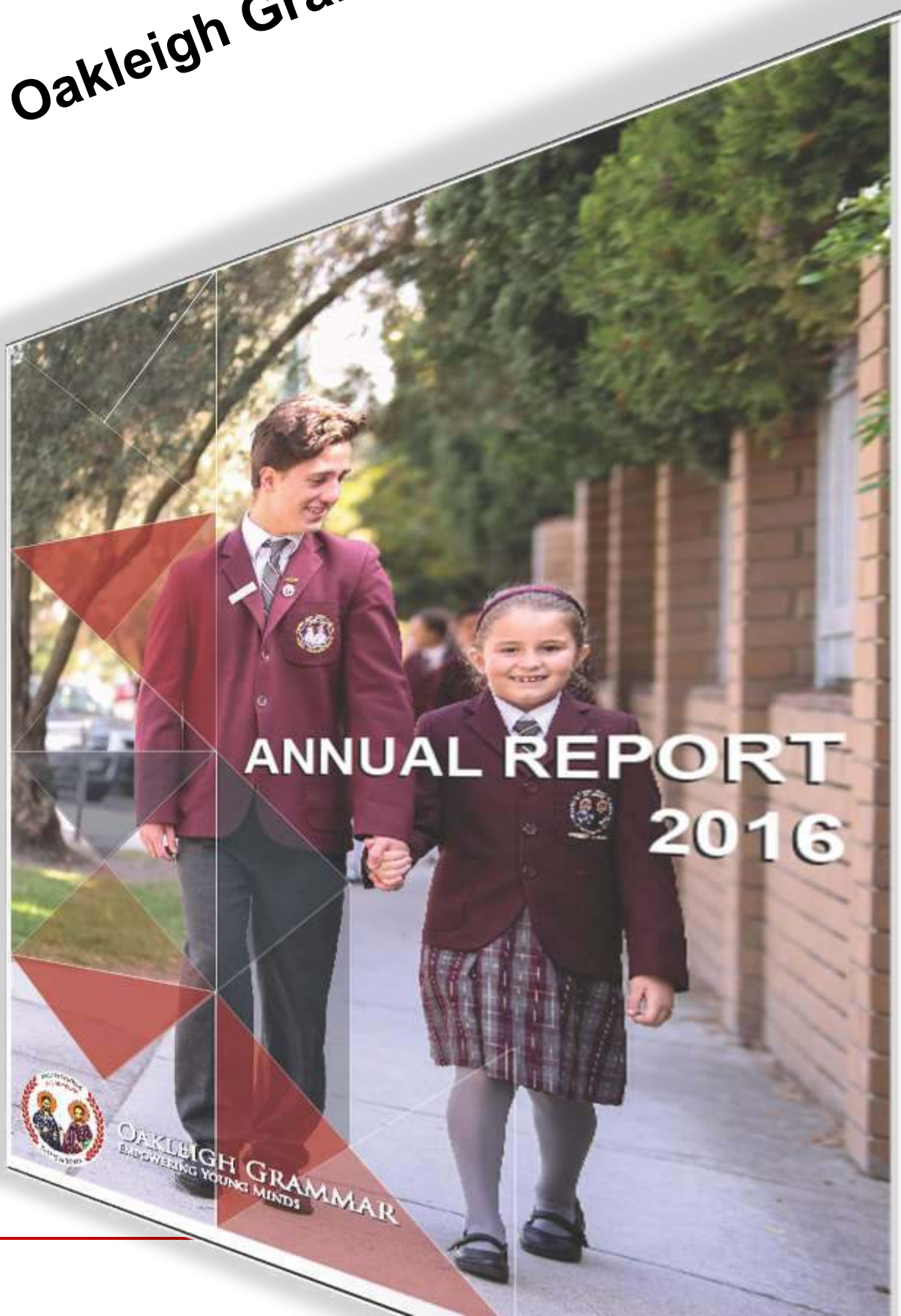




Oakleigh Grammar



ANNUAL REPORT 2016



OAKLEIGH GRAMMAR
EMPOWERING YOUNG MINDS



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INTRODUCTION

The 2016 Annual Report is available for all parents and members of the School Community. It is posted on the School website and a hard copy is available to all parents on request. Parents have been invited to register their interest in receiving a personal copy of the 2016 Annual Report.

CONTEXTUAL INFORMATION

Oakleigh Grammar strives to create quality learning opportunities for every student to reach their full potential. Located in the heart of Melbourne's south-east, we offer excellence in coeducational learning from our Early Learning Centre through to Year 12.

We use internationally renowned learning programs, including:

- Reggio Emilia philosophy in our state-of-the-art Early Learning Centre
- The Leader in Me Program throughout our Junior, Middle and Senior Schools
- International Baccalaureate Middle Years Program for Middle School Students
- Technology for Learning initiatives including iPads in the Middle School

Many sports and other extra-curricular activities provide balance across school life.

Our dedicated teaching staff work collaboratively and embrace opportunities for professional development, ensuring that our educational programs remain at the forefront of contemporary education. Small class sizes and additional teaching support ensure that each child's learning needs are met through challenge for those who are talented, and additional support for those who have areas of difficulty.

Our School ensures that every child is known personally and places the utmost importance on student welfare and safety. Oakleigh Grammar is a multicultural environment with Christian values, where diversity is celebrated and inclusion is encouraged.

Together, we provide our students with a strong sense of belonging to the Oakleigh Grammar School community.



VISION, MISSION & VALUES



OAKLEIGH GRAMMAR
EMPOWERING YOUNG MINDS

VISION, MISSION & VALUES

VISION

To be a leading co-educational school that delivers quality education at international standards

MISSION

To create quality learning opportunities for every student to reach their full potential

VALUES

Our ethos is inspired by:

HELLENIC TRADITIONS

ORTHODOX CHRISTIAN VALUES

DIVERSITY AND INCLUSIVITY

EXCELLENCE AND EFFORT

RESPONSIBLE CITIZENSHIP

INNOVATION

A ZEST FOR LIFE

OUR INTERNATIONAL BACCALAUREATE COMMITMENT

In line with the International Baccalaureate Mission Statement, Oakleigh Grammar values education that goes beyond academic development. The School encourages students to develop awareness beyond the individual and his or her immediate community.

OUR CHILD SAFETY COMMITMENT

Oakleigh Grammar is committed to the protection and safety of all students under our care.

FEDERAL AND STATE COMPLIANCE

Under the Australian Education Act 2013, Australian Government recurrent funding is provided to Oakleigh Grammar on an ongoing basis. Associated compliance requirements include:-

- Implementation of Australian Curriculum
- Participation in national testing.
- Collection of information on student background characteristics for national reports.
- Provision of information published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the My School website.
- Reporting to parents on student progress.
- Publication of information relating to the School, including key student outcomes and information on satisfaction.

Under the Victorian Non-Government Schools Funding Agreement 2010-2016, State Government recurrent funding is provided to Oakleigh Grammar. Associated compliance requirements include:-

- Being a Registered School
- Full and accurate Financial Records
- Range of student performance data
- Commit to meeting Victorian Education State Targets.





SCHOOL OVERVIEW

School overview: A

Oakleigh Grammar is an independent school situated in the suburb of Oakleigh/Hughesdale, a multicultural district of Melbourne. Consequently, students are exposed to at least two languages.

Oakleigh and its environs provide the largest single regional percentage of the Schools' students. However, we draw students from as far afield as Berwick, Rowville, Beaumaris, Northcote and Patterson Lakes. The socioeconomic status of our student families varies considerably and the School has an SES score of 107.

In 2016 we had 48.3 students, 31.3 boys and 17 girls, at the School with special needs for whom we received funding. These students have made good progress in Literacy and Numeracy.

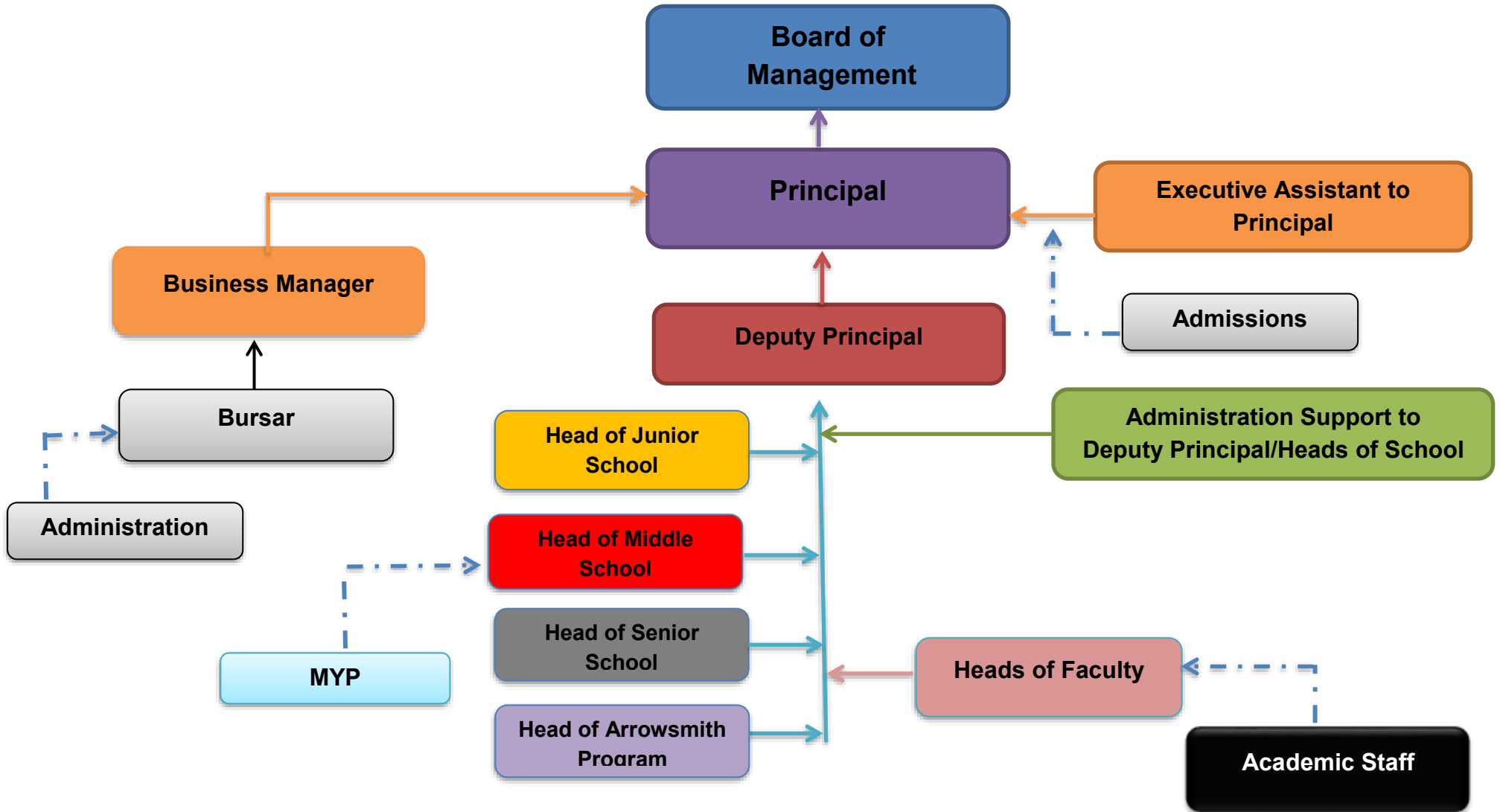
School Overview: B

School Sector	Non-Government
Year Range	Early Learning to Year 12
Total Enrolments	773.3 students
Girls	351
Boys	422.3
Indigenous Students	1
Overseas Students	49
Teaching Staff (head count)	70
Full-time Equivalent Teaching Staff	60.6





ORGANISATIONAL CHART





2016 BOARD OF MANAGEMENT

Listed are the members of the Board who are the Governing Body of Oakleigh Grammar. Whilst the School operates under the daily direction of the Principal, Mr Mark Robertson, the Committee oversee all operations and are accountable to the regulatory bodies.

Angelo Sardellis:

Angelo Sardellis has held the position of President of the Committee for over 10 years. Mr Sardellis has been an extremely active member not only of the School Community but also the Greek Orthodox Community of Oakleigh & District Inc. Mr Sardellis first joined the Committee in 1993 and has been a dynamic influence during this entire time. He is a retired business man who operated his own business that employed over 20 staff. His business acumen has proven to be prudent at various stages during his involvement with the Board. Mr Sardellis' strengths are his communication skills and ability to relate to people from all walks of life. This holds Mr Sardellis in good stead with all key stakeholders of the Community.

Chris Damatopoulos:

Chris Damatopoulos joined the Committee in 2010 and holds the position of Vice President. Mr Damatopoulos works as a Tax Auditor for the Australian Taxation Office and has completed a Bachelor of Business with a major in Accounting. Mr Damatopoulos is very passionate about the School and Community and feels with the new members that have joined the Committee; it will continue to attain holistic excellence within the School and Community.

Xanthi Dellis:

Xanthi Dellis has been associated with the Community since birth and joined the Committee in 2011, currently holding the position of Secretary. Mrs Dellis has completed a Bachelor of Economics and currently works as a Senior Advisor, Employee Relations for the Victorian Department of Health and Human Services. Mrs Dellis brings strong values on fairness, integrity and ethical behaviour and prides herself on being able to provide objective and reasonable advice to all stakeholders.

Sam Vassos:

Sam Vassos holds the position of Treasurer of the Committee and has held this position for nine years. He has been an active member of the School and Community since the early 1980s. Mr Vassos is now retired and enjoys spending valuable time with his grandchild. Mr Vassos has a strong business sense having owned his own business more than 30 years. Mr Vassos oversees all financial transactions for both the School and the Community. Mr Vassos has a good understanding of financial matters and as Treasurer makes sound decisions based on the best interests of the School and the Community.

Paul Antos:

Paul Antos joined the Committee in June 2013 although has been part of the Community (through his family since its inception). Mr Antos is a qualified and licensed Financial Adviser and licensed Credit Adviser and has been involved in the financial services industry for over 15 years. Mr Antos' current practice is "My Wealth Advice" a Financial Services practice specializing in wealth creation, accumulation and protection strategies. Since 2010, Mr Antos has also been a Director and Board member of the boutique property development firm – Launch Corporation – who specialize in building residential apartment complexes.

**George Giannaros:**

George Giannaros has joined the Committee in 2015 having actively served the Parents' Association since 2007 as Chairperson from 2009 to 2011. Mr Giannaros studied Sciences at the University of Melbourne although his calling was to own and operate his own business. Mr Giannaros has been a successful business man for over two decades having owned and operated a food outlet and currently owns and operates Vogue Ballroom, a Reception Centre. Mr Giannaros is an energetic advocate for the Community and his diverse background brings substantial knowledge and experience to the Management Committee.

Helen Malliaras:

Helen Malliaras joined the Committee in 2016, having been part of the Community since birth. Ms Malliaras is a tertiary qualified chemist with a Bachelor of Science with Honours (1983) and a Master of Science (1986). Ms Malliaras' professional background includes a 30-year pharmaceutical career in a variety of technical roles primarily in laboratories, quality and compliance, and manufacturing in addition to a 3-year stint teaching Good Manufacturing Practice courses at Swinburne University in 2009. Ms Malliaras joined CSL Parkville (now Seqirus) in 2012 in the capacity of Process Control Manager in Influenza Manufacturing implementing statistical process control methodologies, operational improvements and project management. Ms Malliaras has strong interpersonal skills and ability to understand and work with people from diverse backgrounds and different levels.

Mary Moutafis:

Mary Moutafis joined the Committee in 2016, although has been an active and dedicated member of the Community for many years. Ms Moutafis has extensive experience in diverse office management functions, having worked in small to medium businesses. Ms Moutafis is a highly effective people person, displaying excellent personal qualities, strong work ethics and sophisticated interpersonal skills with the ability to build and maintain relationships across all levels.

Bill Petridis:

Bill Petridis joined the Committee in June 2013 having previously served as the Parents' Association Chairperson and an integral part of the Oakleigh Grammar School community with his daughter a current student. Mr Petridis professional career spans over 25 years in various management and engineering roles. Mr Petridis has several engineering and management professional qualifications which includes a Master's Degree in Engineering and a Master's Degree in Business Administration.

Jim Samarniotis:

Jim Samarniotis has been a member of the Committee for almost 20 years. During this time, Mr Samarniotis has held several positions including Assistant Treasurer. Mr Samarniotis currently works for CitiPower as a Field Leader; and is also qualified in Security Systems and their installation. Mr Samarniotis' commitment and dedication to the Community makes him a valuable Committee member.

Zac Vlahandonis:

Zac Vlahandonis is a graduate of Oakleigh Grammar and served as vice captain in 2004. With a degree in public relations Mr Vlahandonis has worked in both public and private sector since graduating from RMIT University in 2007. Currently, Mr Vlahandonis is Marketing Manager for Chisholm, and previously managed the marketing for Bank of Cyprus Australia. Mr Vlahandonis brings to the Committee his expertise in the areas of branding, community engagement, corporate communications and marketing.



FINANCE REPORT:

Oakleigh Grammar is a not for profit organisation and is primarily funded by school fees and recurrent Government funding. Maintaining student enrolments is vitally important for our School and Government Grant support is critical so that we are able to further develop our educational programs. All income received by Oakleigh Grammar is directed towards promoting the best educational programs for our students and appointing the highest quality teaching staff possible.

The Management Committee strives to keep school tuition fees at reasonable levels and sets fees in line with prevailing economic conditions at the time.





Financial Statements

Oakleigh Grammar	
Summary Financial Performance For Year Ended 31 Dec 2016	
<u>RECURRENT INCOME</u>	\$000's
Tuition Fees & Levies	5,715
State Government Recurrent Grants	* 994
Federal Government Recurrent Grants	* 4,151
Other Income	303
<u>TOTAL RECURRENT INCOME</u>	11,163
<u>CAPITAL INCOME</u>	
Federal Government Capital Grants	* 3
Other Capital Income	514
<u>TOTAL CAPITAL INCOME</u>	517
TOTAL INCOME	11,680
Employee Benefits	8,177
External Liabilities	
Trade & Other Payables	324
Short Term Financial Liabilities	1,147
Long Term Financial Liabilities	3,603
	890
Cash & Cash Equivalents	
Non Current Assets	28,383

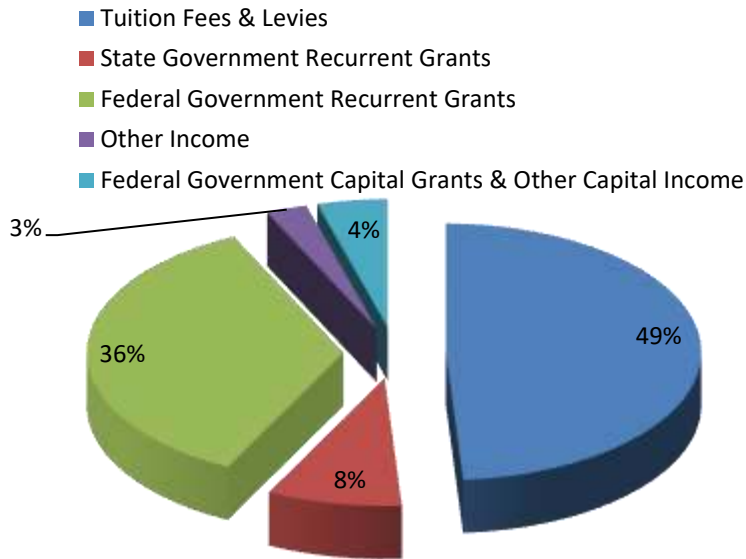
Disclaimer

Note, the table above is an extract of the audited Financial Report of the School and are not to be substituted for the complete Financial Statements as these figures are provided for general information only.

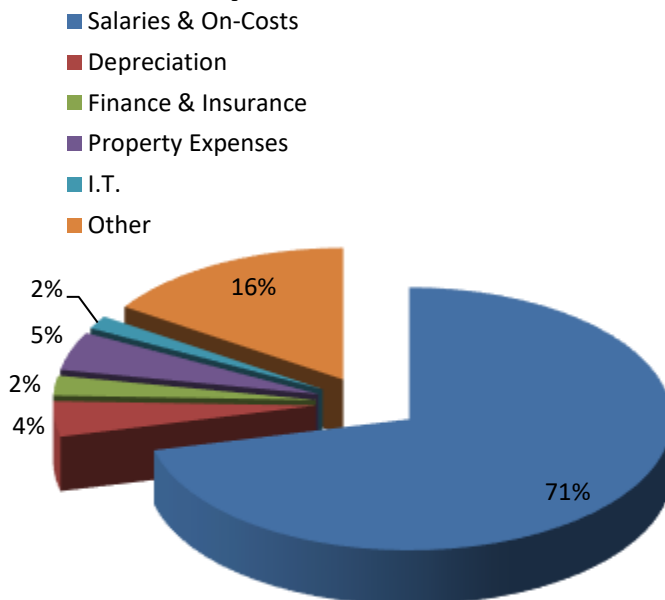
*Total Government Grants \$5,148,507.



Oakleigh Grammar Dissection of Revenue 2016



Oakleigh Grammar Dissection of Expenditure 2016





VCE RESULTS 2016

Congratulations to the graduating VCE students of 2016. In 2016, there were 38 students in Year 12 cohort. Of this number, 36 completed the registration process with VTAC. Two students did not undertake this process and were pursuing employment in their chosen areas of interest.

A number of students again opted not to undertake the external VCAA examinations in 2016. Five of this group were successful in obtaining first round offers for entry into tertiary courses that did not require an ATAR. Students within this group are pursuing career paths in design, merchandising and game art. If successful in their studies in 2017 most will receive either a certificate or diploma which can lead to further study at a higher level should they choose to continue in their chosen areas. Tertiary study at university as a mature age student is available to all students who do not attempt entry via an ATAR after graduation from secondary education.

The 2016 Dux obtained an ATAR of 92.75. Whilst the number of students over 90 remained unchanged compared with 2015, the percentage of students with ATARs > 80 continued to increase from 21.43 % to 36.4%. It should also be noted that, through appropriate counselling and the application of critical strategies to assist students, the number with an ATAR below 59 was reduced from 28.57% to 27%. As with 2015, no student received an ATAR below 30. Students who would previously have fallen within this range accepted the counsel of staff and opted for alternative paths to tertiary studies that would be more inline, not only with their academic ability, but also with their ability to cope successfully with the process of external assessment. The median study score reduced slightly to 30.2 but the mean study score remained at 31.1.

The top performing student(s) in Business Management, English, Legal Studies, Informatics and LOTE - Greek received a study score of 40 or better.

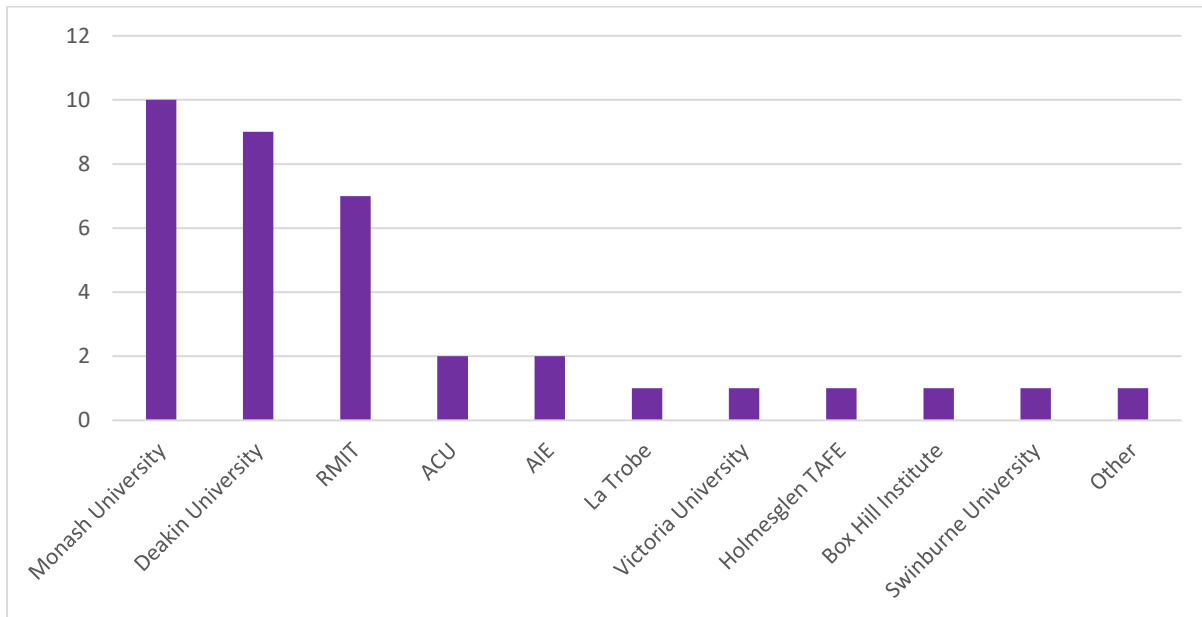
100% of all student who completed VTAC registration received first round offers. 86.1% of the Year 12 cohort who undertook the external 34 examinations in November 2016 were offered either their first or second preference.

94.5% received offers for a University placement, inclusive of Independent Tertiary Colleges (ITC). The remaining percentage is attributed to the non-assessed student who completed VTAC registration to pursue entry into TAFE courses in 2017. This information is based on First round offers.



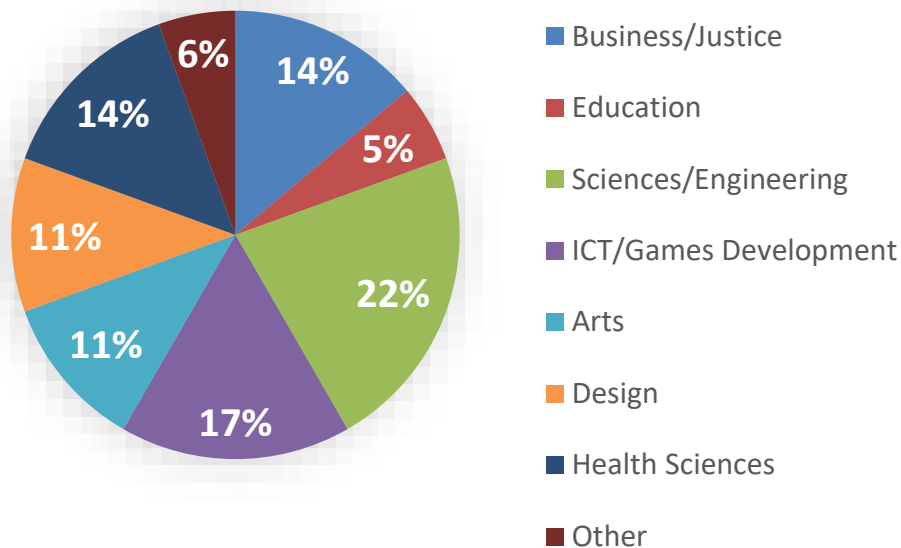
UNIVERSITY DESTINATIONS

There continues to an increase in the number of students offered a placement at Monash University and Deakin University compared to previous years.



Tertiary Offers by field of Education

In 2016, students opted to seek entry into courses in the Sciences such as biomedical and in Health Sciences.





OAKLEIGH GRAMMAR 2016 DUX

Congratulations to Michaela Takos, the 2016 Dux of Oakleigh Grammar. Her diligent approach to her studies and desire to excel saw her rewarded with an ATAR of 92.75. Michaela will pursue studies next year in the biomedical field. She has been a passionate and diligent student, who found time between study to perform her duties as School Captain with exceptional care and attention to detail. Her approach to her VCE studies was an exemplary model for those following her to aspire to. Michaela was an active participant in the Monash University's, Monash Scholar Program since Year 10. She was joined in the top three by her fellow Monash Scholars, Phillipos Kormos and Perry Katapodis



Oakleigh grammar is proud of and congratulates all our 2016 graduates who successfully completed their VCE studies and we wish them well for all their future endeavours

ACADEMIC OUTCOMES

Our School is a Community School which has a strong commitment to academic achievement. Small class sizes and the provision of a learning journey from the Early Learning Centre through to the VCE ensure that every child is known personally. Our mission is directed and inspired by the Greek Orthodox Faith and Hellenic Culture.



NAPLAN SUMMARY OF RESULTS 2015 – 2016

	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
	% AT OR ABOVE NATIONAL MINIMUM STANDARDS		% AT OR ABOVE NATIONAL MINIMUM STANDARDS		% AT OR ABOVE NATIONAL MINIMUM STANDARDS		% AT OR ABOVE NATIONAL MINIMUM STANDARDS	
	2016	2015	2016	2015	2016	2015	2016	2015
READING	97	97	96	98	96	100	100	100
WRITING	100	100	100	100	98	100	91	91
SPELLING	100	100	96	100	100	94	94	100
GRAMMAR & PUNCTUATION	100	100	100	98	98	94	95	100
NUMERACY	100	100	97	100	100	100	100	91





% STUDENTS REACHING NATIONAL BENCHMARKS IN 2016 AND ANY % CHANGE IN THESE DATA FROM 2015

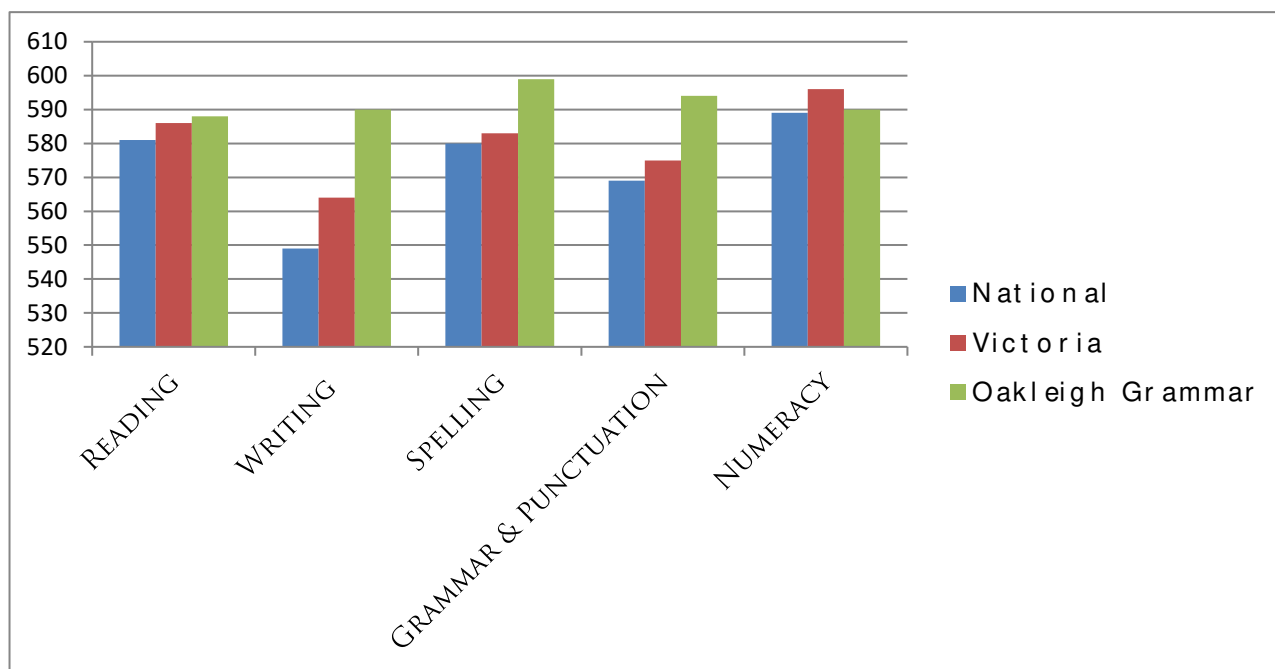
	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING	97	96 (-2%)	96 (-4%)	100
WRITING	100	100	98 (-2%)	91
SPELLING	100	96 (-4%)	100 (+6%)	94 (-6%)
GRAMMAR & PUNCTUATION	100	100	98 (+4%)	95 (-5%)
NUMERACY	100	97 (-2%)	100	100 (+9%)





2016 NAPLAN COMPARISON - SCALED SCORE MEANS - YEAR 9

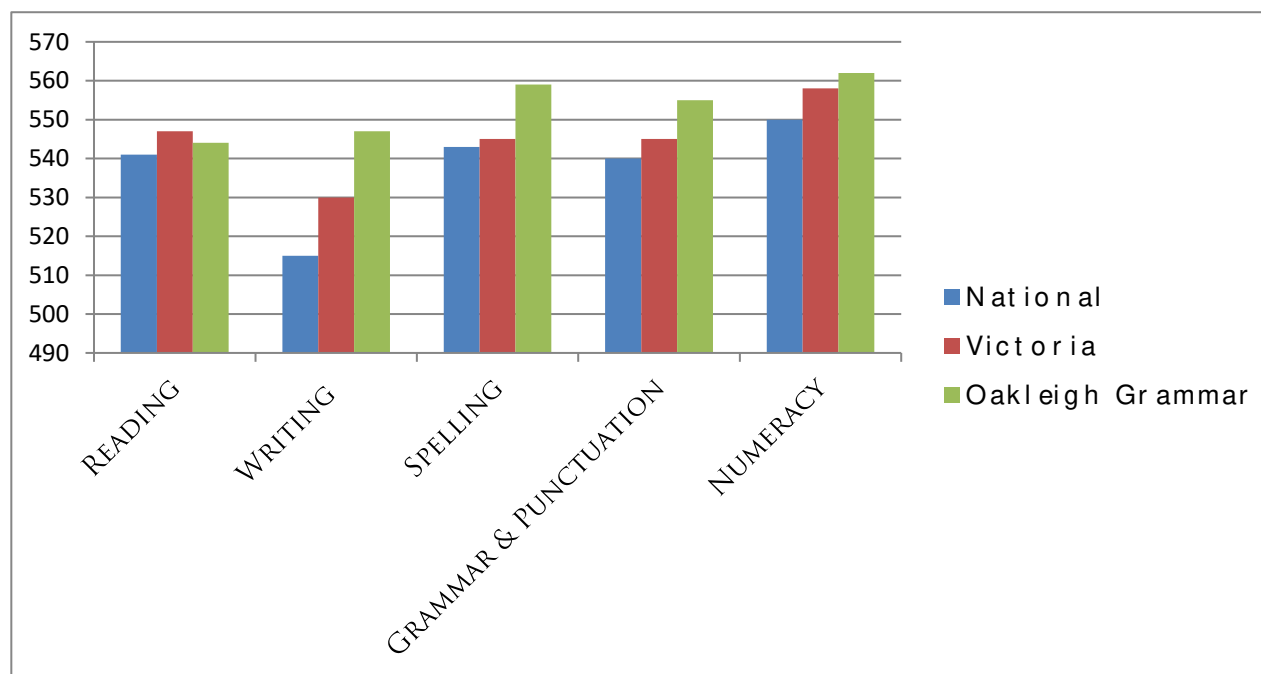
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	581	549	580	569	589
Victoria	586	564	583	575	596
Oakleigh Grammar	588	590	599	594	590





2016 NAPLAN COMPARISON - SCALED SCORE MEANS – YEAR 7

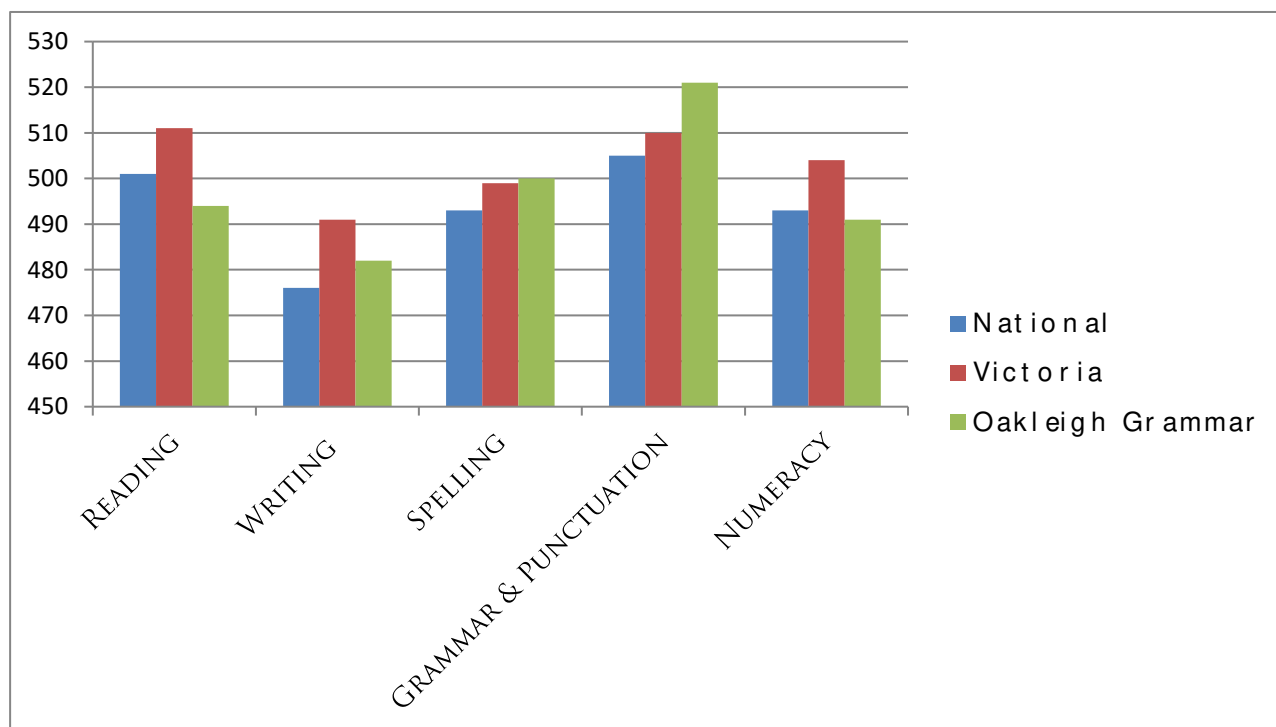
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	541	515	543	540	550
Victoria	547	530	545	545	558
Oakleigh Grammar	544	547	559	555	562





2016 NAPLAN COMPARISON - SCALED SCORE MEANS – YEAR 5

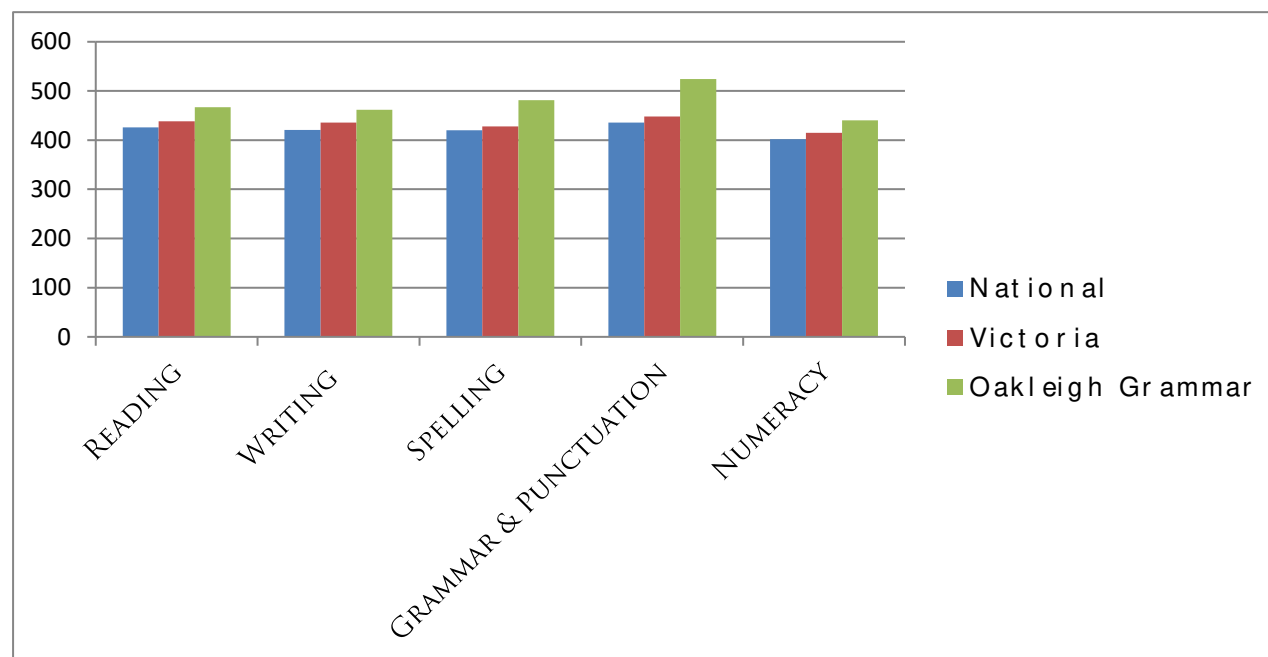
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	501	476	493	505	493
Victoria	511	491	499	510	504
Oakleigh Grammar	494	482	500	521	491





2016 NAPLAN COMPARISON - SCALED SCORE MEANS – YEAR 3

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	426	421	420	436	402
Victoria	438	436	428	448	415
Oakleigh Grammar	467	462	481	524	440





TEACHING STAFF ACADEMIC QUALIFICATIONS

Name	Qualification
Adamakis, George	Bachelor of Education Bachelor of Arts Bachelor of Theology
Aivaliotis, Elizabeth	Bachelor of Arts, Bachelor of Science & Bachelor of Teaching – Primary & Secondary
Antonopoulos, Eleni	Bachelor of Education (P-12)
Athanasopoulos, Stavroula	Graduate Diploma in Education & Diploma of Teaching
Avzangelis, Rosa	Bachelor of Education – Art/Craft
Ball, Rebecca	Master of Education, Bachelor of Sport & Outdoor Recreation/Bachelor Primary Education, Advanced Cert in Coaching
Bean, Jenny	Bachelor of Education & Graduate Diploma in Computing
Boardman, Sarah	Bachelor of Education with Honours (Early Childhood)
Bogiannidou, Katherine	Bachelor of Education (Primary)
Borneman, Ambre	Bachelor of Primary Education
Caffrey, Sarah	Bachelor of Education Primary / Bachelor of Applied Science
Cassimatis, Evie	Bachelor of Education & Diploma of Teaching (Primary)
Crerar, Cathy	Diploma in Children's Services
Cummins, Peter	Bachelor of Science, Graduate Diploma in Education
Damatopoulos, Dean	Masters in Teaching & Bachelor of Science, Diploma
Dorian, Elise	Bachelor of Arts & Diploma in Education
Dunsford, Adam	Bachelor of Science Sports Education
Feng, YuYun	Master of Teaching, Master of Economics, Master of Commerce



Name	Qualification
Flanagan, Haydn	Bachelor of Education
Frame, Sharron	Master of Business Administration, Bachelor of Science & Diploma of Education
Gameras, Fotini	Bachelor of Education
Gilinas, Helen	Bachelor of Arts & Diploma of Education
Gridley, Leigh	Graduate Diploma of Education (Secondary), Honours Degree of Bachelor of Communications, Bachelor of Arts, Certificate IV in Training and Assessment
Harbis, Andrew	Bachelor of Teaching (Secondary) Bachelor of Arts (Major in Sociology /Sub Major in Psychology)
Joyce, Greg	Bachelor of Education
Kaam, Marina	Bachelor of Education (Home Economics), Advanced Certificate Cordon Bleu Cookery School, London
Kiely, Paul	Bachelor of Music Graduate Diploma in Education
Kimonides, Vicki	Bachelor of Arts & Diploma in Education
Korlos, Angela	Bachelor of Science & Graduate Diploma of Education
Kousourakis, Kiki	Master in Education, Master in Computer Education, Bachelor of Arts & Diploma in Education
Kyritsis, Stella	Bachelor of Arts & Bachelor of Teaching
Lithotomos, Elli	Bachelor of Early Childhood Education & Bachelor of Education - Primary
Lourantos, Paraskeve	Master of Education(Special Educational Needs) Bachelor of Education Diploma in Health Counselling
McInnes, Brianna	Bachelor of Early Childhood Education
Maramis, Despina	Bachelor of Teaching



Name	Qualification
Mascaro, Michelle	Bachelor of Arts (Psychology)
Cummins, Lauren	Masters Research, Bachelor of Early Childhood Education, Member of Australian College of Educators Honours in Education
Panagopoulos, Louis	Bachelor of Arts & Graduate Diploma in Education
Peace, Hannah	Bachelor of Primary Middle Education
Sare, Jenny	Bachelor of Primary Education
Papadakis, Dora	Bachelor of Arts & Graduate Diploma in Education
Papageorgiou, Alexandra	Diploma of Teaching
Patel, Manoj	Graduate Diploma Teaching Secondary & Bachelor of Science – Biomedical Sciences
Patsaris, Kiki	Diploma of Teaching & Graduate Diploma in Education
Pavlidou, Varvara	Bachelor of Arts & Bachelor of Education
Pawley, Maggie	Graduate Diploma of Education {Primary} & Diploma of Children's Services {Early Childhood Education and Care}
Petchell, Jessica	Bachelor of Physical Education
Phillips, Andrew	Bachelor of Business & Graduate Diploma in Education
Reznikov, Inna	Bachelor of Education
Rinkel, Erik	Bachelor of Arts – Honours & Diploma in Education
Robertson, Mark	Master of Education
Roumeliotis, Kalliopi	Bachelor of Education, Bachelor of Teaching
Leeder, Naomi	Graduate Diploma of Secondary Education & Bachelor of Arts
Sare, Jenny	Bachelor of Primary Education
Sexton, Christopher	Master of Education, Bachelor of Education & Diploma of Teaching



Name	Qualification
Spanos, Anastasia	Bachelor of Arts (Honours), Graduate Diploma in Education
Spiropoulos, Mary	Bachelor of Education
Stagg, Wayne	Graduate Diploma of Education (Special Education) & Diploma of Education - Primary
Stubbs, Peta	Bachelor of Education, Diploma of Community Services (Children's Services), Certificate IV in Community Services, Diploma of Arts (Design, Associate Diploma of Arts (Design)
Takos, Penny	Bachelor of Science, Diploma of Education
Thomas, Jacqui	Bachelor of Arts (Honours)
Tsalapataris, Tonia	Bachelor of Arts & Diploma in Education
Tsiagalos, Paula	Bachelor of Arts & Diploma in Education
Varney, Virginia	Bachelor of Education & Diploma of Teaching (Primary)
Varsos, Pili	Bachelor of Science & Diploma in Education
Wengier, Michael	Bachelor of Applied Science (Human Movement), Bachelor of Applied Science (Exercise and Sport) (Honours), Graduate Dip Ed (Sec)
Wijesinghe, Chitra	Master of Education (Librarian)
Zacharopoulos, Joanne	Bachelor of Arts, Graduate Diploma in Education, Graduate Certificate in Educational Studies & Graduate Diploma in Humanities and Social Science
Zafiropoulos, Steve	Bachelor of Science & Diploma of Education
Ziagas, Nikki	Bachelor of Arts & Bachelor in Education



2016 STAFF





PROFESSIONAL DEVELOPMENT

PD TYPE	PROGRAM	# Staff
Assessment & Reporting	Assessor Training for VCAA Chemistry Exam	1
	New Assessor Briefing	1
	New Chief Supervisor Training	1
	Greek Language Oral Assessor	2
	Training Session for Appointed English Assessors	1
	VCE Business Management: Reviewing Exam	1
	VTAC Briefing	1
Careers	ACS Foundation	1
Curriculum/ Subject & Methodology Focus	11th International Conference on Greece Research	1
	Annual Conference - Home Economics	1
	Australian Curriculum and JS LOTE	5
	DATTA Hands on Conference	1
	Digital Learning & Teaching	1
	Discovery PEAK - Physical Education	2
	IB Category II Workshop for Language Acquisition	1
	MGTA V Conference	5
	New History Courses	1
	Psych Teachers Conference	1
	Teachers New to VCE History Revolution	1
	Teaching Happiness: Positive Psychology	1
	Teaching Units 1&2 Biology	1
	VCAA Workshop	8
	VCAA/VATE Implementation Briefing	2
	VCE 3 History Conference	1
	VCE Briefing	1
	VCE SAC	1
	VCE Study Design Workshop	1
	VC Annual Conference	1



PD TYPE	PROGRAM	66
First Aid	Anaphylaxis Briefing 30/01/2016	65
	Anaphylaxis Briefing 13/07/2016	17
	Anaphylaxis Training	54
	Asthma Friendly School	21
	Defib Training	24
	Diabetes Training	30
	First Aid Briefing	22
	Provide Cardiopulmonary Resuscitation	
Information Technology	School Leadership and Technology Conference	1
	iPads in Education	21
	VCE Computing	1
Leadership	Women in Leadership	1
	Australian Schools' Leadership Forum	1
	IPSHA Seminar	1
	IPSHA Term 4 Meeting	1
	Leaders as Agents`	`
	Leadership Skills for Coordinators	2
	Leading Change	1
Literacy	Cued Articulation	1
	English Conference	1
	Grammar and Vocabulary in Context in the Language Classroom	1
	How to teach new text 'The White Tiger'	1
	VCE English Revised Study Design	2
Numeracy	Mathematics Classroom	14
	Mathletics PD	14
	Mathematics in the Classroom	14



PD TYPE	PROGRAM	# Staff
Staff Development & Welfare	7 Habits of Highly Effective People Workshop	7
	Coby Beatson Inquiry Learning	16
	Conversations with Parents PD	2
	Difficult Conversation	1
	Feedback- An Essential Element of ATDP Framework	1
	Legal Liability Issues	2
	Practical Strategies	1
	Restorative Practices	25
	SPA Workshop	2
	Victorian Association for Restorative Justice	1
	WiseOnes Annual Conference	1
	WA Early Childhood Education and Care Conference	1
Student Welfare	Protecting Children	1
Support Education	Arrowsmith Program	3
	Asperger's Syndrome	1
	Autism Information Session	28
	Behaviour and Sensory Session	32
	Cognisees Schools training	1
	Classroom Differentiation	1
	Differentiation in the Classroom	2
	Effective Differentiation in the Classroom	18
	Engaging and Assessing Adolescents	1
	Learning Difficulties in Literacy	2
	Network Meeting for Students with Disabilities Funding	1
	Ongoing Professional Learning to Reading Recovery	1
	Students with Individual Needs	1
	Supporting Students with Learning Difficulties	1

STAFF ATTENDANCE

Staff Attendance

The number of days a full time member of the academic staff is expected to be at Oakleigh Grammar School across a full academic year is 198 days. The total number of our academic staff is 70 (60.6 Full Time Equivalent).

Staff Turnover:

Staff turnover for the 2016 school year was 3%.



STUDENT ATTENDANCE – PREAMBLE

Absenteeism

The Home Group/Classroom teacher retains prime responsibility for monitoring and responding to student absenteeism and lateness. Students, who are late, must report to the School Office with a note signed by the parent/guardian explaining their lateness. If their lateness is a result of unforeseen circumstances, a note must be brought in on the following day or else the partial absence is reported as unexplained. Students are given a late stamp in their Student Diary and must present it to the Home Group/Classroom Teacher when they get to class.

Attendance rolls are marked on the SAS database, both morning and afternoon. Where a student is absent or late, the Administration Officer notifies parents by 11.00am by SMS. All lateness and absences from the School are recorded on Student Reports.

The Heads of School receive a summary of absenteeism on a weekly basis to follow up any unusual circumstances.





2016 STUDENT ATTENDANCE BY YEAR LEVEL

Year Level	Attendance %
Prep	92%
Year 1	91%
Year 2	92%
Year 3	91%
Year 4	94%
Year 5	94%
Year 6	93%
Year 7	92%
Year 8	89%
Year 9	90%
Year 10	88%
Year 11	88%
Year 12	94%

Oakleigh Grammar Average Student Attendance for 2016 = 91%



2016 STUDENTS WITH DISABILITIES FUNDED

This table lists the students with disabilities per year level who receive Government funding based on the Census.

YEAR LEVEL	BOYS	GIRLS
Prep	4	3
1	3	1
2	2	3
3	4	0
4	2	1
5	4	5
6	3	0
7	4	1
8	1	1
9	1	2
10	2	0
11	1.3	0
12	0	0
TOTAL	31.3	17

Combined total: 48.3 students



PARENT SATISFACTION

Parent Satisfaction

The School values feedback from parents and seeks to respond to this where it is able and where the feedback aligns with the underlying principles, and strategic directions of the School. Opportunities for feedback are provided through the newsletter, interviews, email, School Parents' Association, via Parent/Teacher interviews and Parent Information Evenings.

Student Satisfaction

During 2016 the Principal met with every Year 12 student to discuss their progress, their goals for the year and their ambitions. They spoke overwhelmingly of their satisfaction with Oakleigh Grammar and the opportunities afforded them. They were satisfied with the opportunities for co-curricular involvement, the breadth of academic opportunities, the choices for university preparation and the level of care and support provided to them. They especially spoke highly of their teachers and there was a genuine appreciation for the extra effort that went into providing them with support and assistance. Every student has opportunity to provide survey feedback to teachers who are part of the annual appraisal process which proves to be very valuable.

Exiting Families

All parents and students leaving Oakleigh Grammar are contacted to provide feedback to the School to discuss their journey at the School. They provide valuable feedback on any areas of concern they may have and any areas they felt could be improved. This information is then relayed to the Senior Leadership Team for consideration and discussion.

Staff Satisfaction

The School Leadership Team conducts meetings with current staff members with the aim of determining their opinion on the operation of the School and importantly, policy development. Feedback from these meetings is then fed back to the Principal and Senior Leadership Team for discussion and consideration. Areas will be acted upon where appropriate. Oakleigh Grammar places a high value on the input of staff and the enormous contribution they make towards the education of our students. In order for our teachers to excel in their chosen profession, our School makes a conscious decision to support learning and development of our teaching staff through professional development days and further studies. The School also encourages staff to be members of professional associations that will assist them in the development of their skills.

In 2016 all staff responded to the ISV LEAD Staff Satisfaction Survey. I am delighted to report a significant improvement across all domains.

School Tours

Tours of Oakleigh Grammar are held regularly throughout the year and are led by the Principal, Heads of School, Head of Admissions and students themselves. *'School at Work Open Days'* are an important contribution to the life of our School; the sense of community we have showcases our School to prospective parents, which is an important factor in choosing a school, and it also allows them to see the students learning in a collaborative environment, which will ultimately bring out the best they have.

Parents' Association

The Parents' Association at Oakleigh Grammar is open to parents who have students enrolled at the School. The Parents' Association meet monthly to discuss strategies for raising funds for the School. The types of activities undertaken by the Parents' Association include Balls, Junior School Disco, Pancake Day and a wide range of other activities.

The role of the Parents' Association is to assist the School to raise funds for the procurement of vital equipment and programs that make our School unique. The Parents' Association continues to support highly successful programs such as The Leader in Me, the International Baccalaureate Program, Technology Innovation, Year 9Ways Centre and Arrowsmith Program. With funds raised the School was able to support the installation of a brand new Junior School playground.



