



EMPOWERING YOUNG MINDS

# OAKLEIGH GRAMMAR

*2020 Community  
Annual Report*



**OAKLEIGH GRAMMAR**

ABN: 32 337 676 694  
Address: 77-81 Willesden Road, Oakleigh Vic 3166  
Phone: (03) 9569 6128  
Email: [reception@oakleighgrammar.vic.edu.au](mailto:reception@oakleighgrammar.vic.edu.au)  
Website: [www.oakleighgrammar.vic.edu.au](http://www.oakleighgrammar.vic.edu.au)  
Correspondence to: PO Box 2120 Oakleigh Vic 3166  
CRICOS Registration Number: 03423G



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## PRINCIPAL'S REPORT



On behalf of Oakleigh Grammar, I am pleased to present the 2020 Annual Report. In 2020, many challenges were faced in our global society and particularly in the field of education. For our School, this presented an opportunity for us to innovate within our academic program, improve teacher capacity and develop a unique Remote Learning Program across all academic areas.

*Mark Robertson  
Principal*

As we commenced our School year we did not foresee the world chaos a pandemic would have on our global, domestic and local life. Our School theme of 'Your time to Shine' took on a different context and was very much lived by our Board, Staff, Students and Parents. This year of uncertainty and the resolute and supportive response from our School Community is why this year has been a privilege to lead Oakleigh Grammar. Our good news stories of student and staff accomplishments continued to flourish and were a great source of joy at a time when our general happiness was challenged. I extend my gratitude to every member of our School Community for their resilience and indeed for ensuring a positive mindset was adopted throughout the most challenging year in our lifetime.

Many parents spoke of their delight at the quality of the education our School provided their children. It is often not the facilities that are mentioned but rather the people, who are passionate and nurturing, and great role models. In true Oakleigh Grammar style, we captured the positives of the COVID –19 experience by reflecting on new learnings and skill sets developed by staff and students. The true sense of humility was maintained throughout the year, which exemplified our thriving School spirit.

What distinguishes Oakleigh Grammar, I believe, are the values of our School, which are underpinned by Christian Orthodoxy. Our values are expressed in everything we do - in the classroom and beyond, through our staff and their commitment to each child under their care and in the sense of personal responsibility we all have for our future and the future of our beloved School. We have a strong belief at Oakleigh Grammar of the potential of each student and to provide them with the education to seize the opportunities which arise for them. Our School combines a strong sense of the individual with a deep awareness of the connection of each to the whole.

Our School takes pride in offering a broad and balanced curriculum with associated experiences for our students. In 2020 we particularly prioritised wellbeing in all that we did. Under the Oakleigh Grammar Remote Learning model it was a pleasure to observe the continued passion of our students to drive positive culture and community. Our School is blessed to boast outstanding staff and our evolving culture continues to promote connectedness for our students and the many acts of kindness, care and fun were wonderful to witness.

## PRINCIPAL'S REPORT *continued*

Oakleigh Grammar is committed to providing a safe and happy learning environment, where every child is known personally and individual learning needs are met. Community is a priority for the school and are committed to supporting internationalism as a critical mindset for young people as they move into a rapidly changing internationally minded society.

An Oakleigh Grammar education sets out to promote learning by improving the connections within and between our students and staff. I am grateful to our School Board under the leadership of our passionate Chairman, Mr Chris Damatopoulos, as they have been a pillar of strength in supporting our Leadership, Staff, Students and families in a year of unheralded societal challenge. Our School achievements have been numerous again this year due to the support of our Board, Leadership Team and Staff. In particular, we have been re-accredited as a Lighthouse School in the 7 Habits 'Leader in Me' framework and re-authorised as an International Baccalaureate World School delivering the Middle Years Program. From our ELC to Year 12 we continue to make a huge difference in the lives of our students.

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*A special note of gratitude to our Year 12 graduates who have been true champions this year, adapting to an environment of uncertainty, committing to their studies and supporting each other*

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A great School is only great because of the people within it and I am confident our Graduates are primed to be great contributors to our society. They have lived our School Motto of 'Faith and Wisdom' – they are much wiser for their experience and this may set them apart and fast track their aspirations in a positive manner.

I extend my wholehearted gratitude to our parents for your unequivocal support of our School, to the Board for their commitment to Oakleigh Grammar, and to our teachers, administrators and maintenance staff. I am grateful to the dedicated commitment of our visionary members of the Executive Team. I sign off this year with the knowledge that our quest to better ourselves and to serve our world has been tested to the maximum degree. At the end of the day this year was 'Our Time to Shine' and it is testimony to our whole School Community that we were able to 'shine' in so many different ways.

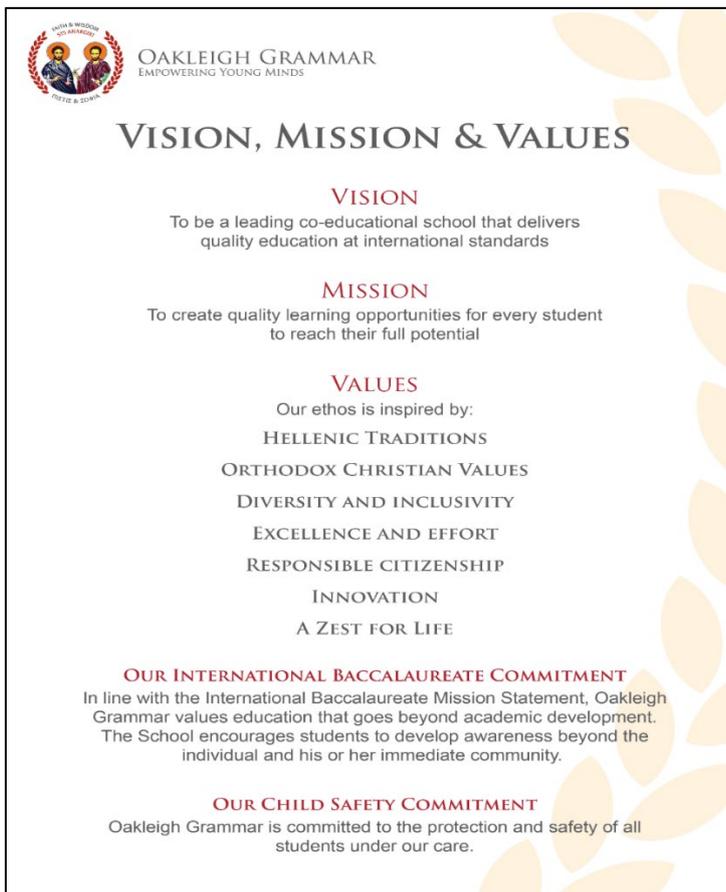


## OUR VISION, MISSION AND VALUES

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 a new laptop program in the Middle School
- Arrowsmith Program for students with cognitive deficit



Oakleigh Grammar was established in 1983 to meet the educational needs of families of Greek background and those of the wider community seeking the special curriculum and unique philosophy that integrated Hellenic culture and Christian Faith into student learning.

By 2012 there had been numerous program and facility development upgrades designed to meet the growing demand of the community and embracing the values of inclusivity and diversity, Oakleigh Grammar was born from a mono-culture to a multi-culture of over forty different backgrounds. This allowed a strengthening of the Founders' vision and opened new pathways and opportunities for all students of Oakleigh Grammar.

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

## GOVERNANCE

Oakleigh Grammar is an independent, not-for-profit and charitable institution established to advance education and to provide co-educational primary and secondary level education and early-learning education by:

- ✓ offering a traditional values based education in a Christian environment that is supportive of each child's aspirations; and
- ✓ creating quality learning opportunities for all students to reach their full potential by valuing diversity, inclusivity and critical thinking



*Chris Damatopoulos  
President*

### Board Members and Office Bearers

**Chris Damatopoulos**  
President

**George Giannaros**  
Vice President

**Sam Vassos**  
Treasurer

**Xanthi Dellis**  
Secretary

**Mary Moutafis**  
Board Member

**Bill Petridis**  
Board Member

**Jim Samarniotis**  
Board Member

**Peter Tziotzis**  
Board Member

**Mark Robertson**  
Principal – ex officio

**Father George Adamakis**  
Chaplain – non voting

As an independent School, Oakleigh Grammar is registered with the Victorian Registration and Qualifications Authority (VRQA)

# SCHOOL LEADERSHIP

## 2020 OAKLEIGH GRAMMAR EXECUTIVE TEAM



**Mark Robertson**  
**Principal**  
BEd, MEdSt, FACEL, MACEA,  
FAIM, MAICD



**Peter Dickinson**  
**Deputy Principal – Operations**  
DipTeach (Primary), BEd



**Lance Ryan**  
**Deputy Principal – Teaching and Learning**  
BCocSc, GradDipEd, BA  
(Honours), GradCertEdRes



**Sharron Frame**  
**Head of Middle School**  
**Head of Senior School**  
MBA, BSc, & DipEd



**Shelley Parkes**  
**Head of Junior School**  
GradCertEd (Early Childhood), BTeach  
(Primary)



**Anna Lewis**  
**Business Manager**  
B Ec, Grad Dip Finance; CA ANZ,  
FGIA

## TEACHING STAFF

All members of our teaching staff are registered with the Victorian Institute of Teaching (VIT) and regularly participate in professional development activities and programs conducted both at the school and at off-site locations. During 2020, many of these programs took place remotely via on line forums. Additionally, all of our staff proudly take part in Oakleigh Grammar's cultural, community service, sporting and pastoral care activities.

Staff turnover for the  
2020 school year was 4%

Our dedicated teaching staff work collaboratively, embracing opportunities for professional development, ensuring that educational programs remain at the forefront of contemporary education.



## Teacher Involvement in Professional Learning

Throughout 2020, the Principal, Board, Executive and teaching staff continued to actively support professional learning in accordance with the requirements stipulated by the Victorian Institute of Teaching and the overall educational objectives of the school.

To achieve these goals, the school provides opportunities for all staff to update and improve their knowledge and qualifications and to develop deeper understandings of their subject areas, teaching practices and current approaches to learning strategies, such as those embodied in the Reggio Emilia program in our Early Learning Centre

100% of teachers participated in professional development activities during 2020

### Careers and Tertiary Pathways

How to Help People Identify their Skills & Transition to Jobs in Demand  
COLLARTS Career Practitioners Seminar  
IB Maths Workshop - MYP CAT 2

Beyond School - Do You Know Where Your Students Need To Go?  
Waverley Careers Association Meetings

Monash University Career Practitioners Seminar  
IMVC VET Meeting

### Curriculum / Subject and Methodology Focus

Discovery - Aust PHE Sport Education Conference  
Design: Implementing the MYP Curriculum  
Individuals & Societies: Implementing the MYP Curriculum (Cat 1)

Mathematics: Implementing the MYP Curriculum  
The Arts Centre Executive  
Arts: Implementing the MYP Curriculum (Cat 1)

Home Economics Victoria: Annual Conference  
Cognizance Briefing  
VET - Greek PD

### First Aid

Advance First Aid - HLTAID009 - HLTAID014  
Anaphylaxis E-Training  
Asthma Training 22556VIC

Childcare First Aid HLTAID004  
Diabetes Online Course  
Epilepsy Online Course

CPR - HLTAID001  
First Aid HLTAID003  
First Aid HLTAID001 - HLTAID003

### ICT and Educational Technology

Premier Pro Essentials

iPads in Art: Flowers for Hockney

### Leadership

Supporting Schools to Build Social Capital  
The Art of Negotiation

Heads of School / IB Coordinators: Implementing the MYP Curriculum

Leading & Managing Term 2 Through Quality Distance Learning

# Oakleigh Grammar 2020 Community Annual Report

## Literacy

Practical Strategies for Teaching Reading Comprehension Face to Face & in the Remote Classroom

Seven Steps Workshops

SLAV - School Libraries - The Power of Reading

## Staff Development and Welfare

Youth Wellness & Positive Education Conference 2020

Australian Student Wellbeing Framework - Module 2: Inclusion

Open Parachute - Promoting Student & Teacher Wellbeing in this Time of Crisis & Distance Learning

Lessons From Lockdown - Virtual Conference

Australian Student Wellbeing Framework - Module 3: Student Voice

The Science of Thoughts to Create Positivity

VCAA Career Education Resource Writing

VIT Mentor Training

Empowering Staff - Building Capacity

ELLA

LIM Active Lighthouse Teams

LIM Staff Goals

Engaging Adolescents Webinar

LIM Integrated Approaches

## Support Education

OCD & ODD Professional Learning

Feuerstein Instrumental Enrichment (Standard 1 Module)

Understanding Autism Spectrum Disorders

Global Development Delay

Learning Difficulties & Assess

## VCE / VCAA Examinations and Assessments Focus

VCE History Conference & Examination Report

VCAA English PD

2020 Unit 1 & 3 VCD Seminar

Special Provision Online

VCE English & EAL Meet the Assessors

Reviewing Student Performance in the 2019 VCE Exam

VCAA Advice Regarding the New Study Design - Humanities

VCE School Leaders Briefing

Assessing Oral Exams

Countdown to the Exam - Preparation for 34 Legal Exam

Maths Methods SAC Workshop

Assessing Written Exam Training



# STUDENTS



Oakleigh Grammar provides educational opportunities for students from Early Learning through to Year 12. The student population is comprised from over forty different nationalities.

Oakleigh and its environs provide the largest single regional percentage of the Schools' students. With our dedicated, personalised door to door bus service, we draw students from as far afield as Berwick, Rowville, Beaumaris, Northcote and Patterson Lakes.

In 2020 there were twenty-four overseas students and no indigenous students

In 2020 there were 44% female and 56% male students, from a total enrolment of 187 students



## Student Attendance



**Student attendance is recorded on a daily basis and parents are contacted when no prior advice has been received. Where students have unexplained absences, parents are contacted by Student Services.**

In the event that such absences become excessive, parents are contacted by Junior School Classroom Teachers, or the Middle or Senior School Year Level Coordinators.

The average attendance rates for each year level are detailed below:

Year Level	Attendance %
Year 1	90%
Year 2	90%
Year 3	91%
Year 4	91%
Year 5	91%
Year 6	92%
Year 7	92%
Year 8	93%
Year 9	93%
Year 10	92%
Year 11	87%
Year 12	91%

**Oakleigh Grammar Average Student Attendance for 2020 = 91%\***

\*Due to unforeseen circumstances, the attendance data for 2020 was compromised. The attendance data in this Report is presented from the data available and knowledge pertaining to this data.

## Student Outcomes

### NAPLAN SUMMARY OF RESULTS 2019 - 2020

Due to the coronavirus pandemic and the resultant state-wide School closures, NAPLAN did not take place during the 2020 school year.



## 2020 VCE RESULTS

During 2020, students completed the majority of their instruction and assessment via remote learning. Students completing practical subjects in the Sciences and the Arts were unable to utilise the resources of art rooms or laboratories to complete activities that would enhance and reinforce their understanding of concepts. To compensate for the perceived disadvantage students faced because of remote learning, the VCAA introduced the Consideration of Educational Disadvantage scheme. All student results were individually reviewed and discussed with the Head of Senior School / VCE Coordinator, to determine the impact of COVID on student SAC outcomes and if marks should be increased because the student would have performed better under normal learning conditions.

**In 2020, 36 students attempted and completed their external VCAA examinations, thus completing their VCE studies as assessed students.**

Additionally, the external VCAA examinations were commenced and completed later than previous years, meaning the release of ATARs and study scores did not occur until the period between Christmas and the New Year. Unlike previous years, the first round of University offers did not occur until early January.

17% of students achieved an ATAR of 90 or above, placing them in the Top 10% in the country

36% of students achieved an ATAR of 80 or above, placing them in the Top 20% in the country

56% of students achieved an ATAR of 70 or above, placing them in the Top 30% in the country

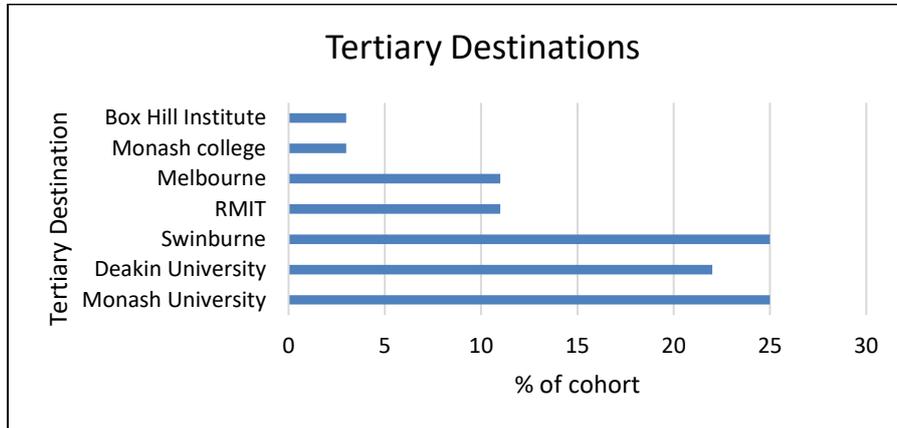
Oakleigh Grammar is delighted with these achievements, which reflect the hard work and enthusiasm of our students, and the dedication and professionalism of their teachers. Of the thirty-six students who received Tertiary Offers, three were international students, including the School Dux. This is the first time an International Student has achieved this honour.

The School is extremely proud of the supportive and inclusive Class of 2020 who were active participants in all that Oakleigh Grammar offered them. These fine young people demonstrated resilience and adaptability in a year like no other, setting a responsible example to the rest of the School.

# Tertiary Destinations

An impressive 95% of students received a first round offer for either their first or second preference.

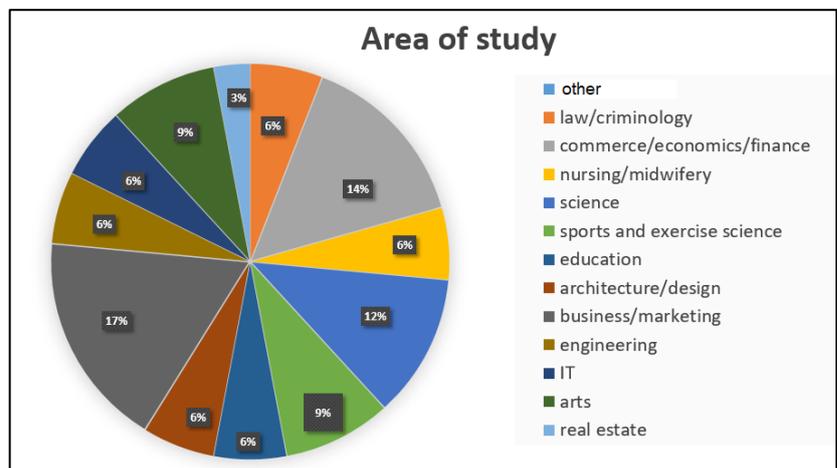
The top three preferences were Monash University, Swinburne University of Technology and Deakin University.



Destination	Percentage
Monash University	25%
Swinburne U of T	25%
Deakin University	22%
Melbourne University	11%
RMIT	11%
Box Hill Institute	3%
Monash College	3%



Business / Marketing	17%
Commerce / Finance	14%
Science	12%
Arts	9%
Science	9%
Architecture/ Design	6%
Education	6%
Engineering	6%
Information Technology	6%
Law / Criminology	6%
Nursing / Midwifery	6%
Other	3%



## Parent, Student and Teacher Satisfaction

Oakleigh Grammar offers parents, students and staff to provide feedback, make suggestions and participate in the overall process of continually improving the school's educational program.

### Parent Engagement

Parents and staff at all levels in the Junior, Middle and Senior Schools participate in mutual dialogue throughout the year. Staff regularly engage with parents and families at open days, parent information sessions, functions, special events and sporting events via email, zoom, telephone and in face-to-face discussions. There is a peer support program, and many opportunities for students to actively engage with their teachers with respect to all aspects of their learning.

### Student Leadership

The student leadership team is made up of thirty-five students across the Junior, Middle and Senior Schools. These students meet regularly with Heads of School, Deputy Principals and the Principal to discuss issues and to plan events and activities.

### Transition to Junior School

Movement for Early Learning students into Junior School takes place across three orientation mornings and one half day transition, beginning in Term 3. Students are provided opportunities to explore the school environment, foster new friendships, meet new teachers and become familiar with the structure of a School day. These experiences assist in settling potential family and student anxieties.



### Transition to Middle School

Movement from Junior to Middle School involves a change in environment and structure of the day. Students participate in a half day orientation program to learn more about the changes. Students have the opportunity learn about and explore specialist areas like Science laboratories and the kitchens of Food Technology they have never used before. They are then equipped and ready to step straight into classes having obtained relevant skills to work in these classrooms safely.

More detailed Transition programs to assist with the transition between schools occur in Term 4. Students participate in programs that run from one day to two weeks depending on the year level. The Head Start Program designed for Years 9 to 12 runs for two weeks and introduces students into the curriculum for the following year. Years 6 to 8 participate in a one day program.

## Parent, Student and Teacher Satisfaction

Oakleigh Grammar values feedback and is strongly committed to listening to the views and expectations of the School Community which assists with operational and strategic planning.

Opportunities for feedback are provided through meetings and discussions, by email, through the School Parents' Association, at Parent / Teacher interviews and Parent Information Evenings and via our website contact page.

### Student Feedback

All students from Years 3 to 12 regularly complete 'Pulse Wellbeing Surveys' where we look for a quick snapshot on how they are feeling and what support they may be seeking. Using colours, we ask them to identify if they are okay and things are great; working through challenges themselves; need someone to talk to like a trusted teacher or Head of School; or are really struggling and need to speak with the counsellor. This enables the School to get immediate responses and to follow up issues and concerns as soon as possible.

Responses are largely positive, with the majority of students identifying that things are going well for them, they are okay and working through any challenges that they may have. Students have also reported through these surveys that Oakleigh Grammar is a 'safe place' for them and they are happy at school.

The students from Years 3 to 12 also complete the annual Resilience Youth Survey. Feedback from these surveys and follow up sessions with students help drive key aspects of the pastoral care program as they can be developed on specific year level by year level need. These two highlighted surveys, and contributions via the SRC, also provide an opportunity for feedback about what students like and don't like about School or what they might like to change. Student voice is encouraged and supported.

On the whole, Oakleigh Grammar students speak of their satisfaction with the opportunities for co-curricular involvement, the breadth of academic opportunities, choices for university preparation and the level of care and support provided to them. They speak highly of their teachers and have a genuine appreciation for the extra effort that goes into providing them with support and assistance.

### Student Engagement

Each year, the Principal meets with every Year 12 student to discuss their progress, their goals for the year and their ambitions. He meets regularly with and all School leaders and their discussions are wide ranging and show the maturity and leadership qualities of these fine young men and women. In addition, he engages with students across all year levels in the playground, in their classrooms, at sporting events, and school activities, and more recently via technology as we navigated this year of remote learning.

### 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.

## Parent, Student and Teacher Satisfaction

**Oakleigh Grammar places a high value on the input of staff and the enormous contribution they make towards the education of our students**

### 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. 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.

### 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. The sense of community we have, which is an important factor in choosing a school, showcases

our School to prospective parents and allows them to see the students learning in a collaborative environment. Unfortunately due to the restrictions brought about by the coronavirus pandemic, not as many tours were held on site as in previous years. Parents were afforded an opportunity for virtual visits and were able to attend in person in small family grounds when restrictions permitted.

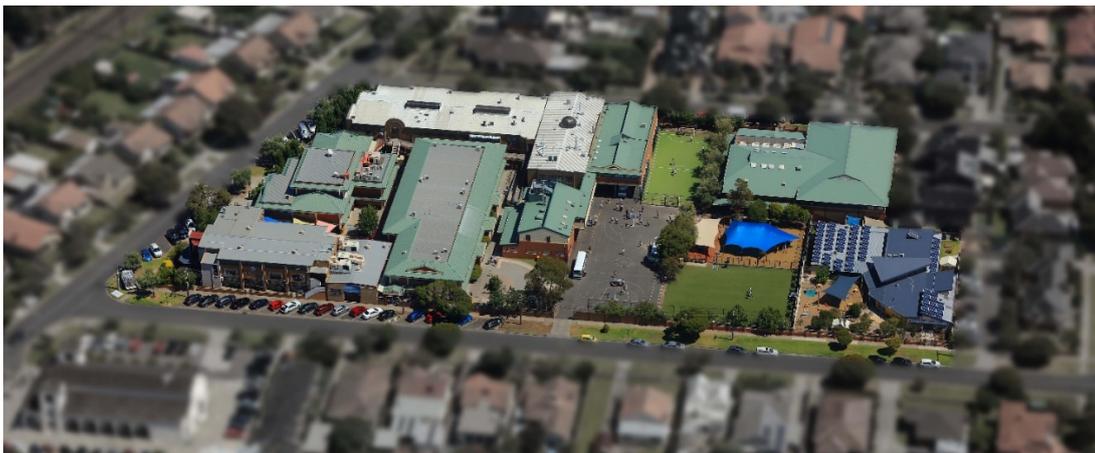
***'School at Work Open Days'* are an important contribution to the life of our School**

### 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 usually undertaken by the Parents' Association include Junior

**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**

School Dance Party, Trivia Night, Tavern Night, Picnic / Movie Evening, Entertainment Booklet and a wide range of other activities, however due to COVID-19, many of these activities were unable to take place during 2020.



# Income

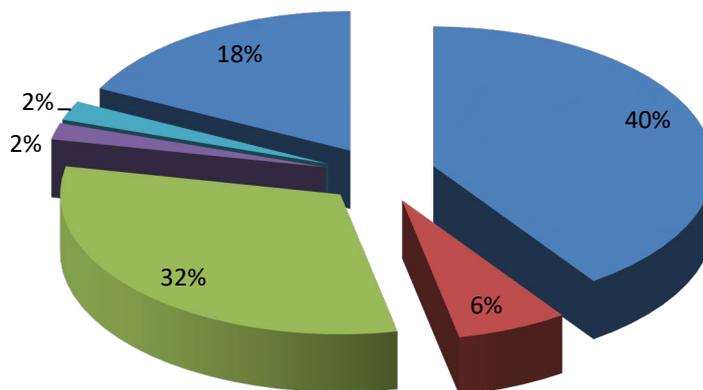
All income received by Oakleigh Grammar is directed towards promoting the best educational programs for our students and appointing the highest quality teaching staff possible

Oakleigh Grammar is a not for profit organisation and is primarily funded by school fees and recurrent Government funding

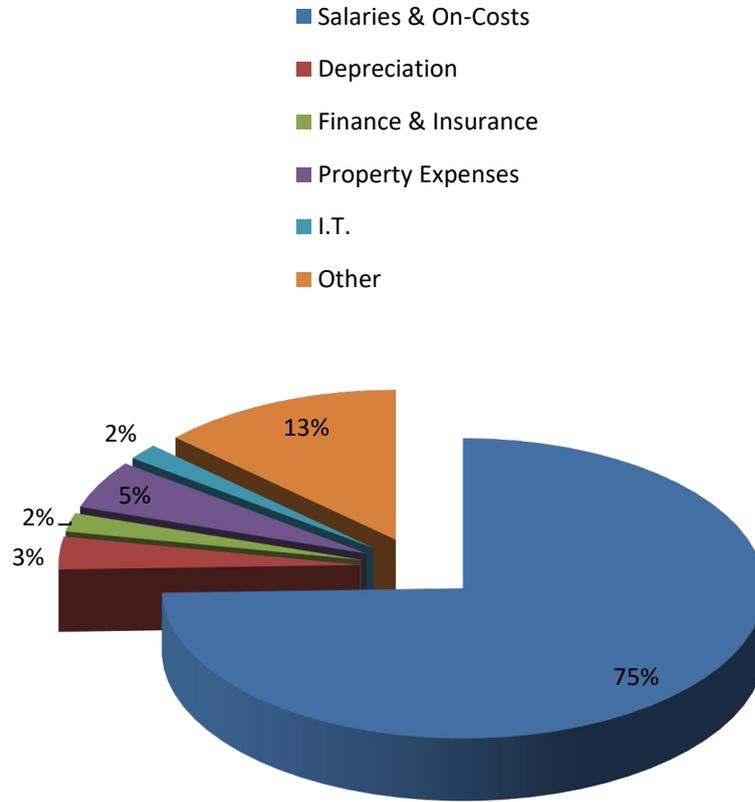
Maintaining student enrolments is vitally important for our School and Government Grant support is critical so that we are able to further develop our educational programs

Oakleigh Grammar strives to keep school tuition fees at reasonable levels and sets fees in line with prevailing economic conditions.

- Tuition Fees & Levies
- State Government Recurrent Grants
- Federal Government Recurrent Grants
- Sundry Income
- Government Capital Grants & Other Capital Income
- Other Income



# Expenses



## Staff

As can be seen from the list of academic staff, our teachers are well qualified, with 67% holding additional qualifications beyond their teaching credential. - 26% of our academic workforce are male and we have a healthy mix of demographics with respect to age and years of teaching experience. While there is ethnic diversity within our staff, we did not have any staff members who have identified as an Indigenous person.

We have significant ethnic diversity within our teaching and support staff which reflects the ethnic diversity of our students and community.

### **George Adamakis**

BEd, BA, BTh

### **Elizabeth Aivaliotis**

BA, BSc, BTeach

### **Marissa Andrews**

BEd (EC)

### **Eleni Antonopoulos**

BEd

### **Liana Askraba**

GradDipEd, BSocSc

### **Stavroula Athanasopoulos**

GradDipEd & DipTeach

### **Peter Akbiyik**

GradDipEd

### **Rosa Avzangelis**

BEd

### **Baudinette, Fiona**

DipTeach(Primary), DipCouns

### **Sarah Boardman**

BEd (Hons) (Early Childhood)

### **Katherine Bogiannidou**

BEd (Primary)

### **Ambre Borneman**

BEd (Primary)

### **Vin Bua Giancarro**

MEd, BEd

### **Sarah Caffrey**

BEd (Primary), BAppSc

### **Sharon Cheung**

BEd, BA

### **Diana Constantinou**

BTeach (Arts), BTeach

### **Louise Crossley**

Med TESOL, GradDip TESOL, Cert 4 (Ed&Train), GradCert TESOL, BA, Cert 4 TrAs, DipA, Cert IV (Wrtg& Edit)

### **Dean Damatopoulos**

MTeach, BSc

### **Sarah Day**

DipTeach (Early Childhood)

### **Rebecca Foden**

MEd, BSports, BEd (Primary), AdvCert Coaching

### **Marni Fookes**

BEd (Primary), BA (VisArts)

### **Melissa Fitzgerald**

BEd, BFA

### **Fotini Gamas**

BEd

### **Helen Gilinas**

BA, DipEd

### **James Gobbo**

BEd, BA

### **Leigh Gridley**

GradDipEd (Secondary), BA, BA Media&Comm (Hons), Certificate IV TrAs

### **Andrew Harbis**

BTeach (Secondary), BA

### **Hui Harvey**

BEd (Hons)

### **Vanessa Hogarth-Scott**

PhD (Econ), GradDipEd (Hons), BComm

### **Sophie James**

BA, PostGradCertEd, MEd (Learning Intervention)

**Greg Joyce**

BEd

**Sally Judges**

BA (Media&Comm), GradDipEd (Primary), GradCert (Early Childhood)

**Marina Kaam**

BEd, AdvCert Cooking

**Jeremy Kalbstein**

GradDipEd (Primary), BA, DipBusProgram

**Nick Karakottas**

Bed; BA(Creative Dance)

**Vicki Kimonides**

BA, DipEd

**Angela Korlos**

BSc, GradDipEd

**Kiki Kousourakis**

MEd, Med (CompEd), BA, DipEd

**Stella Kyritsis**

BA, BTeach

**Caroline Leach**

BAppSc (Physical Education) (Hons), GradDipED (Secondary)

**Elli Lithotomos**

BEd (Early Childhood), BEd (Primary)

**Lydia Liu**

MTeach (Secondary)

**Paraskeve Lourantos**

MEd (Special Educational Needs), BEd, DipHealthCouns

**Despina Maramis**

BEd (Primary)

**Judy Martin**

CertAppLang IV (Japanese), BBus, BA, GradDipTeach (Secondary), Cert IV in TAE

**Brianna McInnes**

BEd (Early Childhood)

**Michelle Mascaro**

BA (Psychology), Grad Cert (Careers)

**Daniel Meares**

BA, MA, PostGradDipTeach (Secondary)

**Olivia Nicholson**

BEd (Early Childhood)

**Lyn Owen**

DipTeach (Early Childhood)

**Louis Panagopoulos**

BA, GradDipEd

**Hannah Peace**

BEd

**Dora Papadakis**

BA, GradDipEd

**Alexandra Papageorgiou**

DipTeach

**Paras Papatotiriou**

BEd (Primary)

**Manoj Patel**

GradDipTeach, BSc

**Kiki Patsaris**

DipTeach, GradDipEd

**Varvara Pavlidou**

BA, Bed

**Maggie Pawley**

GradDipEd (Primary), DipEd (Early Childhood)

**Michael Pegiou**

BA, MTeach

**Andrew Phillips**

BBus, GradDipEd

**Richard Price**

GradDipEd (Secondary), DipMus, Cert IV TrAs

**Kalliopi Roumeliotis**

BEd, BTeach

**Jenny Sare**

BEd (Primary)

**Tracey Sarroff**

GradDipEd, BA

**Ashlee Scott**

BEd (Primary)

**Peter Schuwalow**

MEd, GradDipAdvEc, Bed

**Christopher Sexton**

MEd, BEd, DipTeach

**Stamata Sideris**

DipEd

**Anastasia Spanos**

BA (Honours), GradDipEd

**Joshua Sperling**

BSc, GradDipEd (Secondary)

**Wayne Stagg**

GradDipEd (Special Education), DipEd (Primary)

**Peta Stubbs**

BEd, DipChildServ, Cert IV CS, DipA (Design),  
AssocDipA (Design)

**Penny Takos**

BSc, DipEd

**Jacqui Thomas**

Bed; BA (Honours)

**Brooke Thornton**

BEd (Primary)

**Vibha Tripathi**

MTeach

**Tonia Tsalapataris**

BA, DipEd

**Paula Tsiagalos**

BA, DipEd

**Pili Varsos**

BSc, DipEd

**Michael Wengier**

BAppSc (HM), BAppSc (Exer&Sport) (Honours),  
GradDipEd (Secondary)

**Chitra Wijesinghe**

MEd (Librarian)

**Guanghua Wu**

MTeach

**Joanne Zacharopoulos**

BA, GradDipEd, GradCertEdSt, GradDipHumSocSc

**Steve Zafiropoulos**

BSc, DipEd

**Meny Zapantis**

DipEd (Primary), GradDipEd

**Nikki Ziagas**

BA, Bed

**Natasha Zurcas**

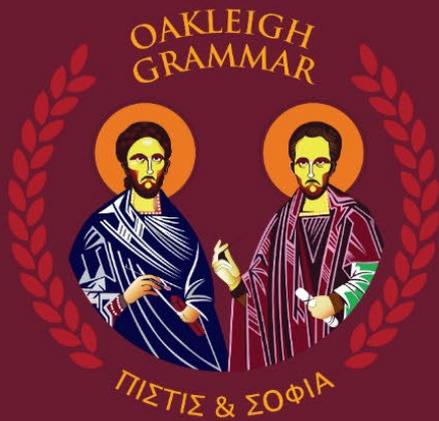
DiplChildServ, Cert III ChildServ, BEd (Early  
Childhood), BEd, Certificate IV TrainAs



2020 Staff







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77 - 81 Willesden Road, Oakleigh, Victoria, 3166

Email: [admissions@oakleighgrammar.vic.edu.au](mailto:admissions@oakleighgrammar.vic.edu.au)

Phone: 03 8554 0014

Website: [www.oakleighgrammar.vic.edu.au](http://www.oakleighgrammar.vic.edu.au)

Facebook: Oakleigh Grammar

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