



I Can We Will

ΟΑΚΛΕΙΓΗ ΓΡΑΜΜΑΡ

2021 Community Annual Report

CONTENTS

Principal's Report	03
Vision, Mission and Values	05
Governance	07
School Leadership	08
Teaching Staff	09
Students	11
Student Attendance	12
Student Outcomes	13
VCE Results	16
Tertiary Destinations	17
Parent, Teacher & Student Satisfaction	19
Finances	23
Staff	21



PRINCIPAL'S REPORT



On behalf of Oakleigh Grammar, I am pleased to present the 2021 Annual Report. During 2021, we continued to face many challenges as a community. Fortunately, our School had developed a rigorous Remote Learning Program during the 2020 school year, which enabled us to pivot between face to face and on line learning as required. 2021 enabled us to continue to focus on improving teacher quality across all academic areas.

*Mark Robertson
Principal*

2020 was an unprecedented year with a global pandemic challenging us in ways we could never have imagined. Just when we thought we were over the worst, 2021 brought new strains of the virus and along with it, a return to online learning and further lockdowns.

All schools faced adversity in dealing with new ways to deliver education to their students. However, through adversity comes new ways of thinking and doing, and we once again rose to the challenges that COVID brought. Having developed an innovative remote learning program in 2020, we were well placed to seamlessly deliver a hybrid model of education throughout 2021.

The effects of limited social interaction and monotony were likely felt by students, teachers and parents alike, but thankfully it seems our students bounced back well in the transition back to the classroom. This is a credit to our educators who worked tirelessly to ensure no student was left behind in their learning, and for that I thank them wholeheartedly

Credit is also due also to our professional support staff and everyone else that contributes to the successful running of Oakleigh Grammar. Running a school such as ours takes a community of passionate people working together for the benefit of our students – it takes a mighty team effort, exemplified by resilience and tenacity.

Our parents and the sacrifices they make to send their children to Oakleigh Grammar are also to be commended. They had the difficult task of working from home whilst overseeing their children's learning. We recognise that this was quite a juggle and I am grateful that our community was patient, supportive and flexible as we navigated the year together, demonstrating our School spirit and zest for life.

PRINCIPAL'S REPORT *continued*

The values of our School, founded in Christian Orthodoxy have held us in good stead to manage the last two years with humility and fortitude. These values are expressed in everything we do in and beyond the classroom through our commitment to provide the very best education for each and every child.

Our motto in 2021 was “I can. We will”, and I can confidently say that we can and we did! Despite the interruptions, and the cycle of remote versus face-to-face learning, our students continued to shine with an abundance of academic, sports, arts, debating and co-curricular achievements.

We thank our School Board for the faith and wisdom they bring and share with open hearts. I am truly humbled by our Board Members' unwavering commitment to our School and for their deep interest in our students and families who make up our wonderful and unique community.

Throughout the course of 2021, we all learned to accept, adapt and adjust. Our students have gained skills they may never have, had they not experienced the effects of a global pandemic. I am confident that this experience has made all of us stronger, and that our Graduates are well equipped to adapt once again as they transition to life after school, whether it be in tertiary education, work or travel or anything else they set their minds to.





OAKLEIGH GRAMMAR

Empowering young minds

Vision, Mission & Ethos

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

ETHOS

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.



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
Empowering young minds

Our Values

Integrity

With Christianity as our foundation, we encourage our community to be honest, authentic and respectful. We believe in standing up for others, and our convictions, even when it is not easy. We encourage our community to take responsibility and offer credit where it is due.

Nurturing

We believe in supporting our students in a positive and caring way to ensure we nurture them in their learning and development. By inspiring and reassuring our students, we equip them to grow into responsible, caring members of society. We encourage the nurturing of relationships and friendships.

Kindness

We promote love and kindness, encouraging our community to be caring, concerned and empathetic to others. We believe in supporting each other to rise to greater heights whether it be at school or in the greater community. We are humble in success and gracious in defeat.

Aspiration

In our desire to be better, aspiration helps us to focus our energies and achieve our goals. We aspire to build better relationships, be better people and continually improve in our learning and teaching.

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

2021 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 2021, 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
2021 school year was
19%

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 2021, 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

Staff Development and Welfare	Literacy	Careers and Tertiary Pathways
First Aid	<p>In December of 2021 Oakleigh Grammar was the victim of a Ransomware Attack. Whilst there was no theft of student information or personal staff information, back up data for the 2021 school year was not able to be recovered from our back up system. This had been deleted when the system was compromised.</p> <p>These courses are examples of the professional development that our staff undertook during the 2021 school year</p>	
Leadership		
VCE / VCAA Examinations and Assessments Focus		
Curriculum / Subject and Methodology Focus	Support Education	ICT and Educational Technology



STUDENTS



In 2021 there were 47% female and 53% male students, from a total enrolment of 775 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.

In 2021 there were thirteen overseas students and no indigenous students

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.



Student Attendance

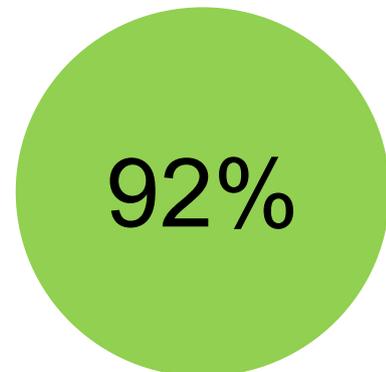


Student attendance is recorded on a daily basis and parents are contacted when no prior advice has been received. Where students have unexplained absences, parents are contacted by Student Services.

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 %
Prep	94%
Year 1	94%
Year 2	93%
Year 3	93%
Year 4	95%
Year 5	94%
Year 6	94%
Year 7	90%
Year 8	91%
Year 9	89%
Year 10	88%
Year 11	90%
Year 12	93%



Student Outcomes

NAPLAN SUMMARY OF RESULTS 2019 and 2021

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy and is undertaken every year.

Due to the coronavirus pandemic, NAPLAN did not take place during the 2020 school year. Therefore, the comparison has been done between 2021 and 2019



	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	
	2021	2019	2021	2019	2021	2019	2021	2019
READING	100	100	100	98	96	98	100	96
WRITING	100	100	100	100	96	100	94	92
SPELLING	97	98	100	100	94	98	100	94
GRAMMAR & PUNCTUATION	100	98	100	100	92	96	93	98
NUMERACY	100	100	100	100	96	96	100	96

% Students Reaching National Benchmarks in 2021 and any % change in the data from 2019

	Year 3	Year 5	Year 7	Year 9
Reading	100	100 (+2%)	96 (-2%)	100 (+4%)
Writing	100	100	96 (-4%)	94 (+2%)
Spelling	97 (-1%)	100	94 (-4%)	100 (+6%)
Grammar & Punctuation	100 (+2%)	100	92 (-4%)	93 (-5%)
Numeracy	100	100	96	100 (+4%)



2021 NAPLAN COMPARISON - SCALED SCORE MEANS

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	577	551	580	573	588
Victoria	584	554	586	583	593
Oakleigh Grammar	589	571	574	581	600

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	542	522	548	533	550
Victoria	552	529	552	539	559
Oakleigh Grammar	559	546	554	548	555

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	511	480	504	503	495
Victoria	523	489	506	513	506
Oakleigh Grammar	531	517	527	523	517

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	438	425	421	433	403
Victoria	452	433	431	446	414
Oakleigh Grammar	454	442	469	466	424



2021 VCE RESULTS

During 2021, 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 2021, 36 students attempted and completed their external VCAA examinations, thus completing their VCE studies as assessed students.

8.3% of students achieved an ATAR of 90 or above, placing them in the Top 10% in the country

19.4% of students achieved an ATAR of 80 or above, placing them in the Top 20% in the country

50% of students achieved an ATAR of 70 or above, placing them in the Top 30% in the country

The School is extremely proud of the supportive and inclusive Class of 2021 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.

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 obtained ATARs > 90, one of which received the VCE (Baccalaureate) because he completed Unit 3/4 sequences in Modern Greek and Mathematical Methods

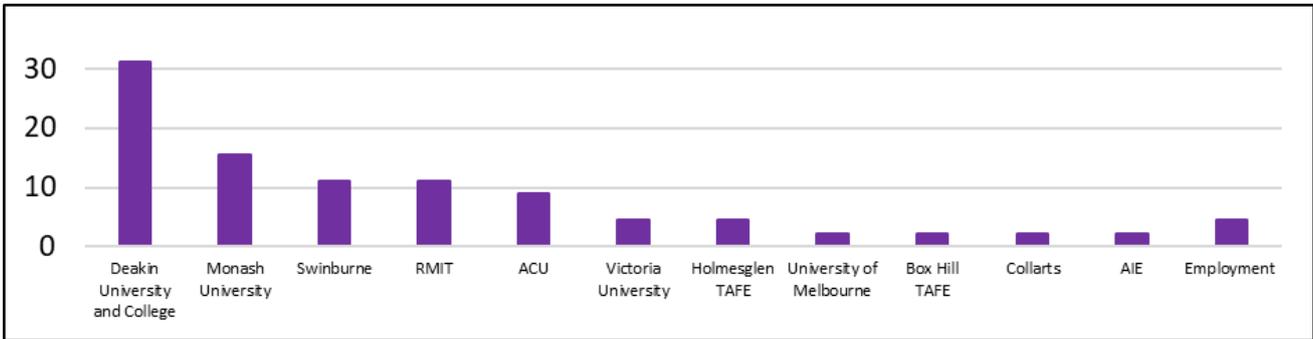
Unlike in 2020, VCAA did not modify study designs to remove some of the practical components, reduce the content of study designs or postpone / delay the commencement of final examinations in November. The impact of this decision placed increased pressure on schools to deliver all course work and assessment in an extremely tight time frame. The completion of required content was slower because instructional pace became slower. Students required more time to understand and teachers required more time to explain ideas. Essential to the teaching and learning process is the time available to students to consolidate their learning and seek assistance if needed. Working online for such an extended period of time proved difficult for many students to sustain.

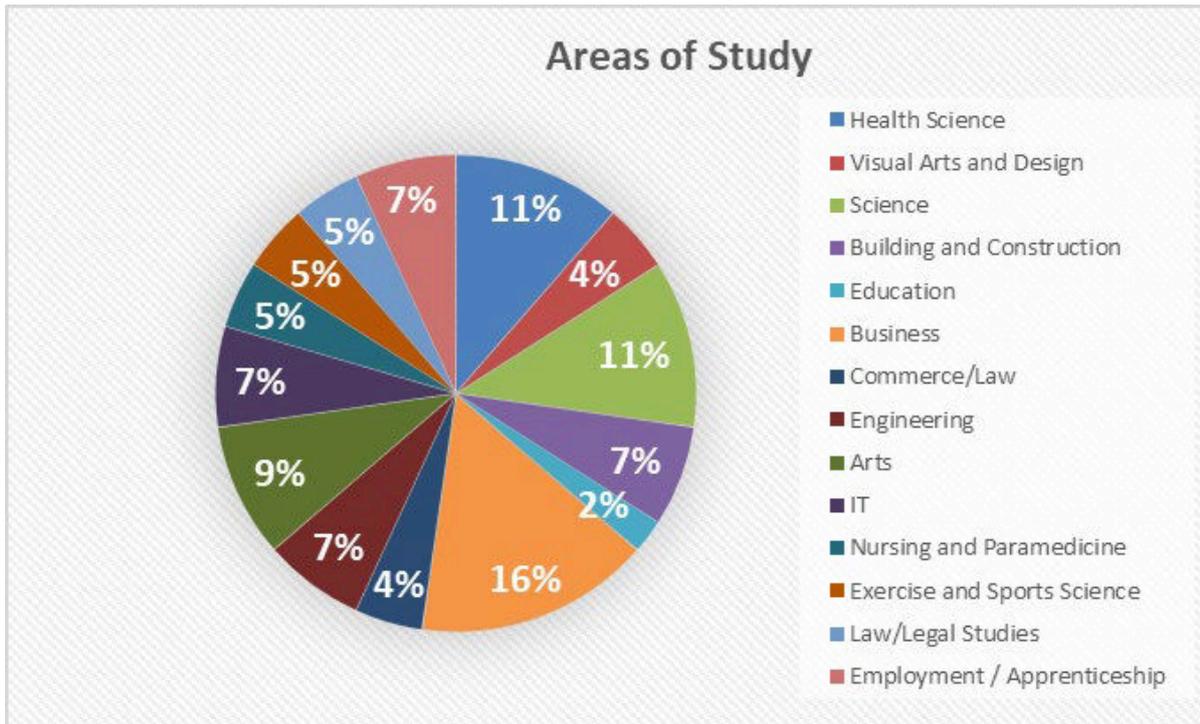
Tertiary Destinations



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

82.5% of students received a first round offer for either their first or second preference.





Offers by Field of Study

Health Sciences	11%
Visual Arts and Design	5%
Science	11%
Building & Construction	7%
Education	2%
Business	16%
Commerce / Law	5%
Engineering	7%
Arts	9%
IT	7%
Nursing and Paramedicine	5%
Exercise & Sports Science	5%
Law /Legal Studies	5%
Employment /Apprenticeship	7%

Offers by Destination

Monash University	16%
Swinburne U of T	11%
Deakin University	31%
ACU	9%
RMIT	11%
Victoria University	4%
University of Melbourne	2%
Holmesglen TAFE	4%
Box Hill TAFE	2%
Collarts	2%
AIE	2%
Employment	4%

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.

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 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.



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 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 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.

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. Through meetings of the respective Junior, Middle and Senior School student leadership groups and SRC, there are regular opportunities for student voice. In these forums students are able to share thoughts on the school and identify areas for improvements as well as being provided with opportunities for them to lead various fund raising, service or community building activities.

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.

Parent, Student and Teacher Satisfaction

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.



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

Parent, Student and Teacher Satisfaction

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.

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

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

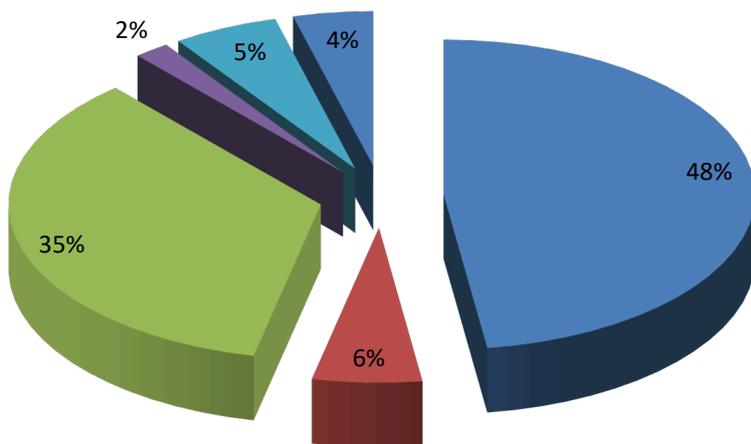
Oakleigh Grammar is a not for profit organisation and is primarily funded by school fees and recurrent Government funding

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

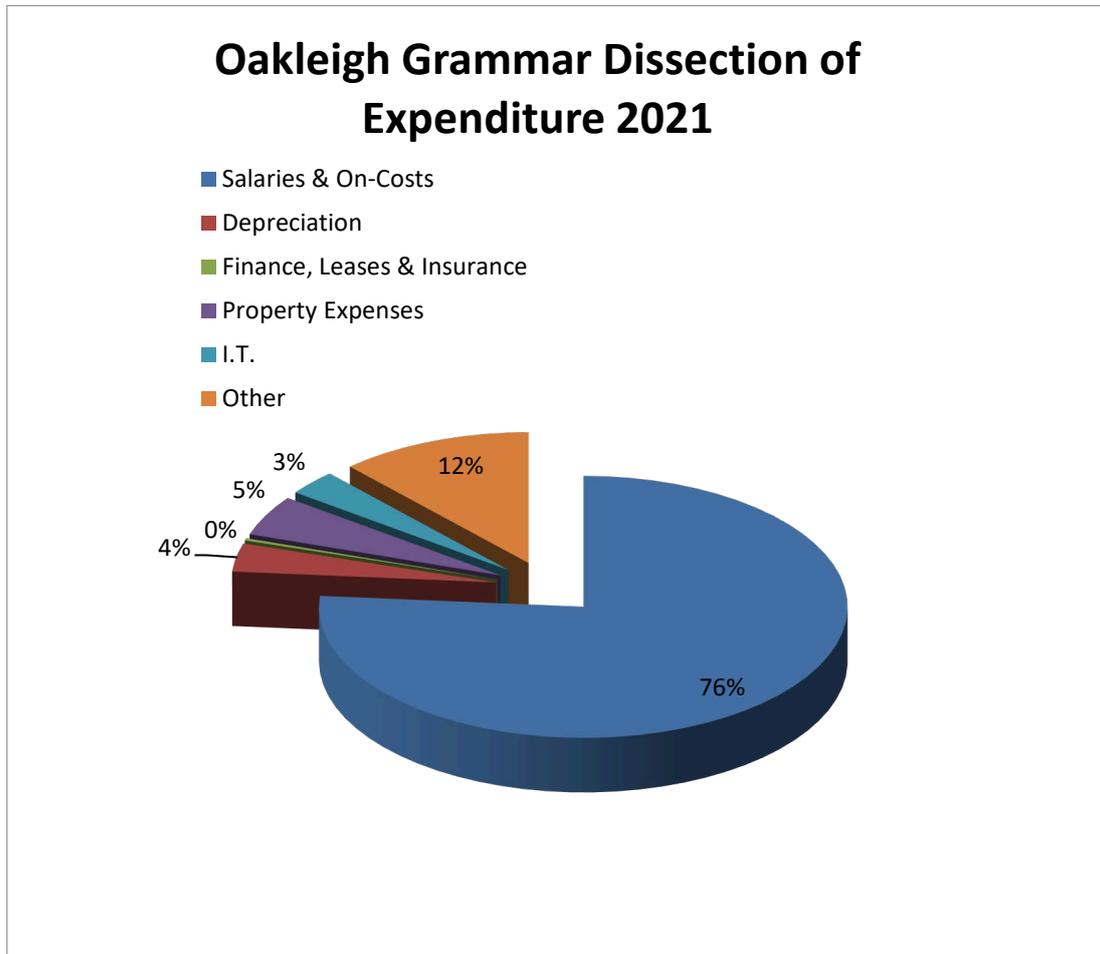
Oakleigh Grammar strives to keep school tuition fees at reasonable levels and sets fees in line with prevailing economic conditions.

Oakleigh Grammar Dissection of Income 2021

- 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 81% holding additional qualifications beyond their teaching credential. - 25% 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

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)

Oakleigh Grammar 2021 Community Annual Report

Ambre Borneman

BEd (Primary)

Vin Bua Giancarro

MEd, BEd

Sarah Caffrey

BEd (Primary), BAppSc

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

Maria Falla

BEd, DipTeach (Primary), PostGradCert (Teach EAL
learners), PostGradCert (Multisensory Structured
Language)

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

Marina Kaam

BEd, AdvCert Cooking

Nick Karakottas

BEd; BA(Creative Dance)

Vicki Kimonides

BA, DipEd

Angela Korlos

BSc, GradDipEd

Stella Kyritsis

BA, BTeach

Elli Lithotomos

BEd (Early Childhood), BEd (Primary)

Lydia Liu

MTeach (Secondary)

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)

Olivia Nicholson

BEd (Early Childhood)

Lyn Owen

DipTeach (Early Childhood)

Louis Panagopoulos

BA, GradDipEd

Dora Papadakis

BA, GradDipEd

Alexandra Papageorgiou

DipTeach

Paras Papatiriu

BEd (Primary)

Manoj Patel

GradDipTeach, BSc

Kiki Patsaris

DipTeach, GradDipEd

Oakleigh Grammar 2021 Community Annual Report

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

Ashlee Scott

BEd (Primary)

Peter Schuwalow

MEd, GradDipAdvEc, Bed

Stamata Sideris

DipEd

Inneke Smit

BA (Honours), MA, MTeach (Secondary)

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)

Vibha Tripathi

MTeach

Tonia Tsalapataris

BA, DipEd

Paula Tsiagalos

BA, DipEd

Pili Varsos

BSc, DipEd

Gregory Watt

BA, DipTeach (Library, Science/Biology), MAppSc,
MEd

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

Nikki Ziagas

BA, Bed

Natasha Zurcas

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





2021 Staff



OAKLEIGH GRAMMAR

77–81 Willesden Road, Oakleigh, Victoria 3166

Email admissions@oakleighgrammar.vic.edu.au

Phone 03 8554 0014

www.oakleighgrammar.vic.edu.au

Facebook <https://www.facebook.com/OakleighGrammar/>

Opening hours Monday–Friday 8.30am –4.30pm

