

# Annual Report

## 2022



CELEBRATING  
**40**  
YEARS  
1983 - 2023

**OAKLEIGH  
GRAMMAR**







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# Principal's Report

Dear Oakleigh Grammar Community,

I am delighted to present to you the 2022 Annual Report, which reflects the remarkable achievements and milestones we have accomplished together. We commenced our school year with palpable excitement and optimism as we returned to more familiar patterns of school life following two challenging COVID-impacted years.

We were grateful to continue to receive government supplied rapid antigen tests and masks and throughout this time we fulfilled the requirements of reporting to the Department of Health.

It was wonderful once again to be able to host parents on campus (albeit adhering to government restrictions) but nevertheless the promise of a more regular and normalised community school experience reassured us that a return to normal routines was on the horizon. Our welcome assemblies and leadership induction assemblies allowed us to share the opportunities for all students and in particular, the encouragement for them to embrace the full Oakleigh Grammar journey.

Not only did we enjoy having parents back on campus, but the wider community were welcomed on site with a resounding return of the Business Breakfast after a three year hiatus. Additionally, to the delight of us all, a number of Parents' Association and sporting events were resumed as we slowly navigated the journey back to 'normal schooling'.

At Oakleigh Grammar, we firmly believe in fostering a holistic and inclusive learning environment that nurtures the intellectual, social, and emotional development of every student. Our commitment to academic excellence, coupled with a strong emphasis on the individual student is at the heart of our educational philosophy, and 2022 was no exception.

Throughout 2022, our students continued to excel in their academic pursuits, in both external examinations and internal assessments. Their achievements are a testament to their hard work and determination, as well as the exceptional guidance and support provided by our dedicated teaching staff. We were immensely proud of our Year 12s who have demonstrated resilience, adaptability, and a thirst for knowledge, which has equipped them with the skills necessary to flourish in an ever-changing world. I look forward to learning of the journey that our graduation Year 12 students take as they leave Oakleigh Grammar and embark upon the next chapter of their educational lives.

Beyond academic achievements, our students actively engaged in a wide range of co-curricular activities that fostered their personal growth and enriched their educational experience. From sports to performing arts, community service and leadership opportunities, our students showcased their talents, explored their passions, and made lasting connections. These experiences not only develop well-rounded individuals but also instil values of teamwork, empathy, and social responsibility.

We enjoyed many sporting successes throughout the year, with our 2022 School Theme 'Success is Ours to Achieve' truly forging the way out of the pandemic years. Our Years 5 and 6 Boys Soccer team made Oakleigh Grammar history becoming Primary School State Champions, the Senior Boys Volleyball, and Middle School Futsal teams won their EISM Premierships and overall we had strong sporting performances. The sportsmanship our young players demonstrate is admirable and we look forward to building on these successes in the years to come.







We understand the importance of providing state-of-the-art facilities that empower our students to thrive in a rapidly evolving world and we were delighted to see our new NP Nikolokakis Centre for Academic Leadership taking shape throughout the year and look forward to our senior students enjoying its amenity for many years to come. We are very grateful to the Nikolokakis family for their generous donation towards this wonderful facility through the creation of the Nik and Polly Nikolakakis Foundation in favour of their late parents. Additionally, we were delighted to receive a Grant from the federal government to transform our 9Ways old year 12 common room into a cafeteria for all students and look forward to its completion in 2023.

These investments ensure that Oakleigh Grammar remains at the forefront of educational innovation, equipping our students with the skills and knowledge necessary to navigate the challenges and seize the opportunities of the future.

I was delighted that our Head of Junior School, Mrs Shelley Parkes received recognition as a finalist in the Australian Excellence Awards in the Category of Primary School Principal of the Year – Non-government, as well as recognition as one of the 50 Most Influential Educators in Australia. Indeed, all staff are to be congratulated for their commitment to our students and their educational learning journey.

None of these achievements would have been possible without the unwavering support and collaboration of our parents, guardians, and the broader Oakleigh Grammar community. We are very grateful to our parent volunteers for their contributions to our every day school life with the Mothers' Day Brunch a huge success with a palpable level of excitement of pre-pandemic times. Our School is much richer for the positive contributions of our parent volunteers to events such as these and the countless hours spent at our Uniform Shop, meeting new parents and students. We deeply appreciate your commitment to our shared vision and value the strong partnerships we have built over the years.

Looking ahead, we are excited about the opportunities that lie before us. Oakleigh Grammar remains dedicated to providing an exceptional education that prepares our students to thrive in an increasingly interconnected and complex world. As we move forward, we will continue to innovate, adapt, and empower our students to become compassionate global citizens, critical thinkers, and lifelong learners. Development of the 2023 Strategic Intent document has commenced with input from our students, staff, Board Members, parents and former students as part of a thorough consultation process. The document will be launched in 2023 and builds on our vision to be a leading co-educational school that provides quality education at an international standard.

During the year we welcomed new students and staff members to the Oakleigh Grammar community, confident in the knowledge that our students feel encouraged and supported to pursue their life long passions and are filled with excitement at the numerous opportunities that are available to them.

I extend my heartfelt gratitude to each and every member of the Oakleigh Grammar community for your unwavering support and tireless efforts throughout the year. Together, we have achieved great things, and I am confident that our collective determination and passion will propel us to even greater heights in the years to come. As 2022 drew to a close I reflected on the Oakleigh Grammar culture which encourages students to excel in their learning and which in turn ensures that our students can reach their full potential. It is truly an honour to lead such a nurturing and thriving school community.

**Mark Robertson**  
**Principal**  
2022

# Vision, Mission and Ethos



**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.



## Values

At Oakleigh Grammar, we wholeheartedly foster ‘a zest for life’ in our approach to education and life. We are large enough to offer leading-edge programs, and small enough to enjoy a loving close-knit community.

We are dedicated to building resilient lifelong learners, responsible global citizens and empowering young minds.

We believe that supporting internationalism is critical for our young people as they move into a rapidly changing internationally-minded society.

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.

Our excellent staff 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

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

## Board Members and Office Bearers

Oakleigh Grammar is governed by the School Board which consists of elected members of the Greek Orthodox Community of Oakleigh and District.

**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 (to 30 June)

**Father Stavros Kakavas**, Chaplain – non voting (from 1 July)





# School Leadership

We purposefully create an environment to meet the needs of our students from early childhood to emerging adolescence.

Stepping on the campus of Oakleigh Grammar, you enter an extraordinary place for children. It is a place where all of the energies from our Leadership Team are dedicated to helping children become their best selves.

## 2022 Oakleigh Grammar Executive Team

**Mark Robertson**, Principal

BEd, MEdSt, FACEL, MACEA, FAIM, GAICD

**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 (to July)

B Ec, Grad Dip Finance; CA ANZ, FGIA

**Tim Grandy**, Business Manager (from August)

BBus – Acc, FCPA





# Teaching Staff

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

At Oakleigh Grammar, we embrace differences in gender, age, ethnicity, race, cultural background, disability, religion and sexual orientation. We know that diversity and inclusion help us to attract, recruit, engage and retain a team of talented people.

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.

Oakleigh Grammar teaching staff are exceptional educators who are dedicated to their students and their profession.

Additionally, all of our staff proudly take part in Oakleigh Grammar's cultural, community service, sporting and pastoral care activities.

Staff turnover for the 2022 school year was 23%

# Teacher Involvement in Professional Learning

Throughout 2022, 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 undertake a range of professional learning to support and enhance their skills by participating in a broad range of conferences, seminars and studies. Some examples of areas where professional learning was undertaken is provided below.

Literacy

Careers and Tertiary Pathways

First Aid

Staff Development and Welfare

Leadership

VCE / VCAA Examinations and Assessment Focus

Curriculum / Subject and Methodology Focus

Support Education

ICT and Educational Technology

# Students

In 2022 there were 47% female and 53% male students, from a total enrolment of 605 students.

Junior School (Prep to Year 5)	249
Middle School (Year 6 to Year 9)	204
Senior School (Year 10 to Year 12)	152
<b>Total 605</b>	

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 2022 there were 16 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.

Year 1	90%
Year 2	91%
Year 3	89%
Year 4	90%
Year 5	90
Year 6	9
Year 7	89
Year 8	90
Year 9	89
Year 10	85
Year 11	88
Year 12	92



# Teachers

Rebecca Bettiol	BA (Music Theatre), PostGrad Dip Ed (Secondary Eng & Drama), M Ed (Educational Management)
Ambre Borneman	BEd (Primary)
Sarah Caffrey	BEd (Primary), BAppSc
Sally Cannon	Dip Child Serv, BTeaching (Primary), BEd (Early Childhood), Grad Dip (Early Childhood)
Louisse Crossley	Med TESOL, Cert 4 (Ed & Train), Grad Cert TESOL, BA, Cert 4 TrAs, DipA, Cert IV (Writing & English)
Dean Damatopoulos	BSc, MTeach
Kristine	Devine BEd (Early Childhood)
Maria Falla	DipTeach (Primary), BEd, Post Grad Cert (Multisensory Structured Language), PostGradCert (Teach EALlearners)
Melissa Fitzgerald	BFA, BEd
Rebecca Foden	BEd (Primary), BSports, AdvCert (Coaching), MEd
Marni Fookes	BEd (Primary), BA (Visual Arts)
Fotini Gamas	BEd
Helen Gilinas	BA, DipEd
James Gobbo	BEd, BA
Sam Gray	BA Honours (Accounting & Business), Grad Dip (Ed, Business)
LeighGridley	BA, Grad Dip Ed (Secondary), BA Honours (Media & communication), Certificate IV TrAs
Andrew Harbis	BTeach (Secondary), BA
Hui Harvey	BEd Honours (Secondary)
Timothy Hines	BEd Honours (Secondary)
Vanessa Hogarth-Scott	BComm, Grad Dip Ed Honours, PhD (Econ)
Sophie James	BA (Ed Studies), Post Grad Cert Ed, MEd (Learning Intervention)
Michael	Jones MTeach (Secondary)
Greg Joyce	BEd
Marina Kaam	BEd, AdvCert (Cooking)
Nick Karakottas	Dip (Industrial Engineering & Mgmt Sys), BA (Creative Dance), MTeach (Primary & Secondary)
Vicki Kimonides	BA, DipEd
Angela Korlos	BSc, Grad Dip Ed
Stella Kyritsis	BA, BTeach (Primary)
Elli Lithotomos	BEd (Early Childhood), BEd (Primary), Adv Cert (Mgmt SACS)
Lydia Liu	BTeach, MTeach (Secondary)
Despina Maramis	BEd (Primary)
Brianna McInnes	BEd (Early Childhood)
Michelle Mascaro	BA (Psychology), Grad Dip (Applied Psychology), Grad Cert (Careers)

Olivia Nicholson	BEd (Early Childhood)
Lyn Owen	DipTeach (Early Childhood)
Dianne Pal	BEd (Primary), Grad Dip (Early Education)
Louis Panagopolous	BA, Grad Dip Ed
Dora Papadakis	BA, Grad Dip Ed
Alexandra Papageorgiou	DipTeach (Primary)
Paras Papatirou	BEd (Primary)
Manoj Patel	BSc, Grad Dip Teach (Secondary)
Kiki Patsaris	DipTeach (Primary), Grad Dip Ed
Varvara Pavlidou	BA, BEd
Maggie Pawley	DipEd (Early Childhood), Grad Dip Ed (Primary)
Michael Pegiou	BA, MTeach
Andrew Phillips	BBus, Grad Dip Ed
Vijay Ramachandran	B Eng, MBA, Grad Dip Ed (Secondary), Cert IV TrAs
Renata Rosbiffi	BEd (Early Childhood)
Emily Sacco	Cert III (Business Admin), B Creative Arts, M Teaching (Primary & Secondary), Grad Cert (Teaching ESL)
Ashlee Scott	BEd (Primary)
Jason Shulman	BEd, PostGrad Cert (Curriculum Leadership), MEd
Peter Schuwalow	BEd, MEd, Grad Dip (Adv Economics), MEd (Educational Management)
Stamata Sideris	Dip Ed
Inneke Smit	BA Honours, MA (Design), MTeach (Secondary)
Anastasia Spanos	BA (Honours), Grad Dip Ed
Wayne Stagg	Dip Ed (Primary), Grad Dip Ed (Special Ed)
Peta Stubbs	BEd, Dip Child Serv, Cert IV CS, DipA (Design), AssocDipA (Design)
Penny Takos	BSc, Dip Ed
Vibha Tripathi	MTeach
Tonia Tsalapataris	BA, Dip Ed
Paula Tsiagalos	BA, Dip Ed
Pili Varsos	BSc, Dip Ed
Eugenia Vergos	BEd (Early Childhood), Dip (Child Serv)
Gregory Watt	BA/DipTeach (Library, Science/Biology), BEd, MAppSc, MEd
Michael Wengier	BAppSc, BAppSc Honours, Grad Dip Ed (Secondary)
Chitra Wijesinghe	BSc, PostGrad Dip Ed, PostGrad Dip AppSc, MEd (Library & Info Studies)
Guanghua Wu	BSc, MSc, MTeach
Steve Zafiroopoulos	BSc, DipEd
Nikki Ziagas	BA, BEd
Natasha Zurcas	Cert III Child Serv, BEd (Early Childhood), BEd, Cert IV TrainAs



# Student Outcomes

## NAPLAN

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.

### NAPLAN Summary of results 2021 – 2022

	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	
	2022	2021	2022	2021	2022	2021	2022	2021
READING	100	100	100	100	100	96	92	100
WRITING	100	100	100	100	100	96	93	94
SPELLING	100	97	100	100	98	94	90	100
GRAMMAR & PUNCTUATION	98	100	100	100	98	92	93	93
NUMERACY	100	100	98	100	100	96	94	100

% Students reaching National Benchmarks in 2022 and any % change in these data from 2021

	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING	100	100	100 (+4%)	92 (-8%)
WRITING	100	100	100 (+4%)	93 (-1%)
SPELLING	98 (+1%)	100	98 (+4%)	90 (-10%)
GRAMMAR & PUNCTUATION	98 (-2%)	100	98 (+6%)	93
NUMERACY	100	98 (-2%)	100 (+4%)	94 (-6%)

# VCE Results

In 2022, 31 students attempted and completed their external VCAA examinations, thus completing their VCE studies as assessed students

13% of students achieved an ATAR of 90 or above,

placing them in the Top 10% in the country

26% of students achieved an ATAR of 80 or above,

placing them in the Top 20% in the country

52% 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 2022 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

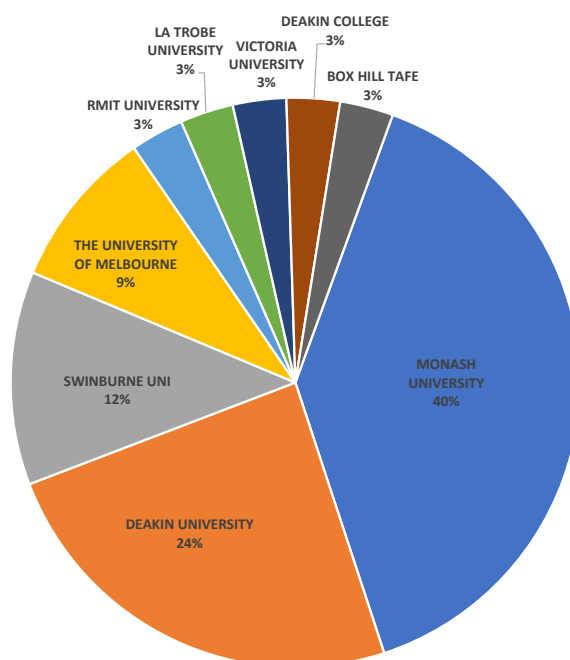
# Tertiary Destinations

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.



## CLASS OF 2022 TERTIARY DESTINATIONS

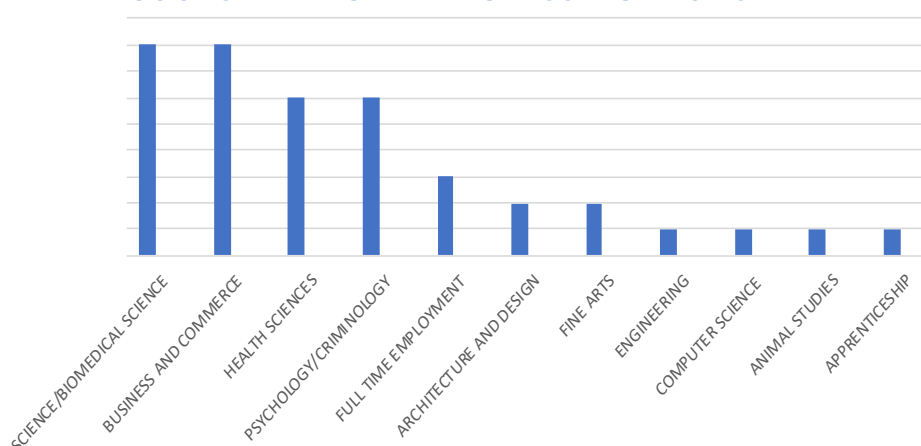


64% of students received their 1st Preference  
36% remaining students received their 2nd Preference

## TERTIARY OFFER ROUNDS

Pre-round offers – 5 students  
1ST ROUND OFFERS DECEMBER – 100% All students received a 1st round offer  
Note: subsequent rounds below are in addition to students first offer round.  
JANUARY ADDITIONAL OFFER – 5 STUDENTS  
FEBRUARY ADDITIONAL OFFER – 3 STUDENTS

## COURSE AND CAREER CLASSIFICATIONS



### Highlight of 1-2 students with unique/special success in offers.

**Toni Stathopoulos** – College Captain received an offer into the VCA - Victorian College of the Arts. A prestigious performing arts college at the University of Melbourne that involves a gruelling audition process in addition to ATAR to enter into the Bachelor of Fine Arts - Dance

**Luke Mickelson** - 2022 DUX received his 1st preference into the Bachelor of Engineering (Honours)/ Bachelor of Commerce at Monash University

**All students including unscored VCE received tertiary offers in the December offer round which demonstrates a 100% tertiary success rate prior to end of 2022**

# Parent, Teacher and Student Satisfaction

Oakleigh Grammar strives to create quality learning opportunities for every student to reach their full potential.

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.

## Feedback

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 the Principal, Deputy Principal – Student Wellbeing and Operations, Deputy Principal – Professional Culture and Junior School, Middle and Senior School Coordinators, SRC Coordinator or the Junior School Student Leadership Coordinator to discuss issues and to plan events and activities. Student agency is a key aspect of our School's Strategic Intent.

## Transition to Junior School

To ensure a smooth transition for our K4 students into the school environment, we conduct orientation sessions early in Term 3. These sessions take the children on a tour around the school, allowing them to familiarise themselves with the campus, meet teachers, and experience the lively atmosphere of Oakleigh Grammar. These sessions are set around a story book and our school exploration follows. As an example, we may read *We Are Going On A Bear Hunt* and then we place bears around the school and go to find them.

As our young learners progress into Transition for Prep, we facilitate a more structured setting to introduce them to the classroom environment. This Prep transition period is vital in observing and assessing the individual needs of each child, which helps us create well-balanced classes for the upcoming cohorts. Through this process, children can interact with multiple teachers, benefiting from the diverse expertise of our staff. Transition brings together our current K4 students and those joining for the first time. 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 number of orientation programs 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 may 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 two day programs that incorporate both curriculum and pastoral elements.

Students new to Oakleigh Grammar have the opportunity to join in these specific programs and participate in a subsequent visiting day.

## Transition to Senior School

Given both the Middle School and Senior School occupy the same facilities there is not the same need for an extensive transition program. However, Senior School students do participate in a designated Pastoral Program at the end of the year that ensures they are aware of the new expectations and meet key staff. Students in Years 9 to 12 undertake a Head Start Program at the end of the year that provides with the key information and materials for their new subjects.

Students new to Oakleigh Grammar have the opportunity to join in these specific programs.

## 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.

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

## 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.

## 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 a couple of times per term to discuss strategies for bringing families together and raising funds for the School. We were delighted to be able to offer events to the community following two years of pandemic restrictions. Activities undertaken by the Parents' Association during 2022 included Junior School Dance Party, Trivia Night, Tavern Night, Pancake Day, Mother' Day Brunch, Mothers' and Fathers' Day stalls, and our Second Hand Uniform Shop.

The role of the Parents' Association is to raise funds for the procurement of vital equipment and programs that make our school unique. Importantly, along the way, friendships are forged amongst parents and cohesive relationships between parents and the school are established.

# Finances

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

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.

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.

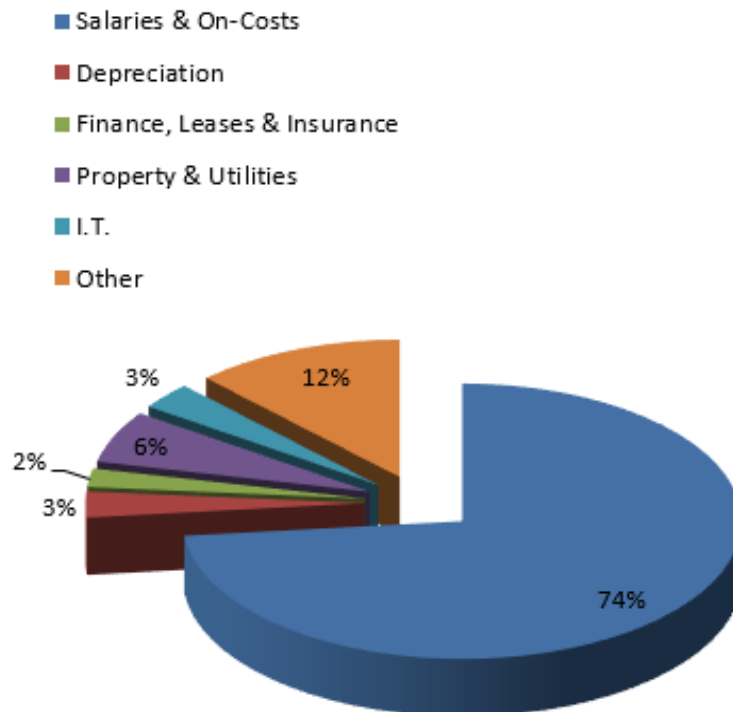
Oakleigh Grammar strives to keep school tuition fees at levels taking into consideration the affordability of our parent community  
Income and Expenditure Graphs to come

# Staff

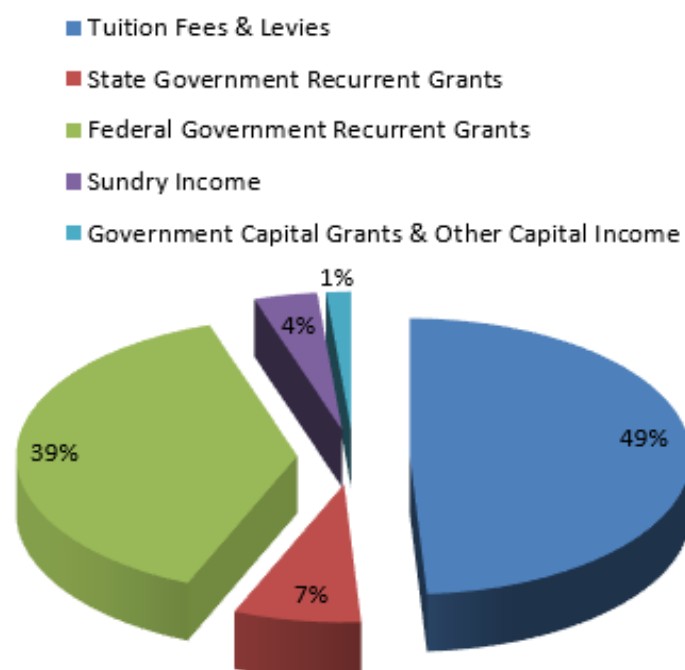
As can be seen from the list of academic staff, our teachers are well qualified, with 80% holding additional qualifications beyond their teaching credential. 30% of our academic workforce are male and we have a healthy mix of demographics with respect to age and years of teaching experience. While there 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.

## Oakleigh Grammar Dissection of Expenditure 2022



## Oakleigh Grammar Dissection of Income 2022





FAITH AND WISDOM



CELEBRATING

40  
YEARS

1983 - 2023

OAKLEIGH  
GRAMMAR

ΠΙΣΤΙΣ & ΣΟΦΙΑ