

2014 Community Report



2014 THEME: *we can make the change*

‘*We Can Make The Change*’ was our theme for 2014 and how delighted I was to see it embraced in so many areas of the College.

Where did some of those changes occur?

We had our strongest ever set of NAPLAN results in 2014, exceeding State results in all categories of Years 3, 5, 7 and 9. This places our students well in advance of local schools and the gap is widening.

One can’t make drastic changes in the four months prior to the NAPLAN tests and affect the outcome. Our strengthening results are the outcome of many years of excellent teaching and preparation, most particularly the work of our Prep to Year 2 teachers.

At the 2014 Presentation Night we showcased the terrific achievements of our students across so many interschool

competitions; debating, public speaking, languages, UNSW, to name a few. These competitions were a test of students’ academic ability as well as their presentation skills. The students can only experience success if they have strong literacy, numeracy, language or scientific understanding.

As a College, we put enormous investment into the VCE as the vehicle by which our students move from school into tertiary study – the majority attending major universities – and, from there, into careers that reflect their educational journey.

I am proud that the majority of our Year 12s have been with us since Junior School and that we don’t

‘buy in’ academically gifted children close to the end of their schooling in order to inflate our results. Nor do we block access to VCE because we are concerned that results may diminish our public standing. Instead we encourage every student who wants to sit his or her VCE to do so.

We celebrate the increasing number of high 90s that our students are achieving. Equally we celebrate an ATAR of 50 if that is a great result for that particular student.

Given the mixed ability of the classrooms across our College, I am incredibly proud of our teaching staff, who continually strive to challenge their own teaching practices in order to get the best out of each student that comes before them. I thank them sincerely for their work in this regard.

Academically we are clearly ‘*making a change*’ in the lives of Overnewton students and this is terrific.

In 2014, we had our best year to date in the Year 5 and 6 sporting program and also with ACS sport. In a school that does not have compulsory team training, it is outstanding to see how well we have performed in the sporting arena and the continual changes that are being made in this regard.

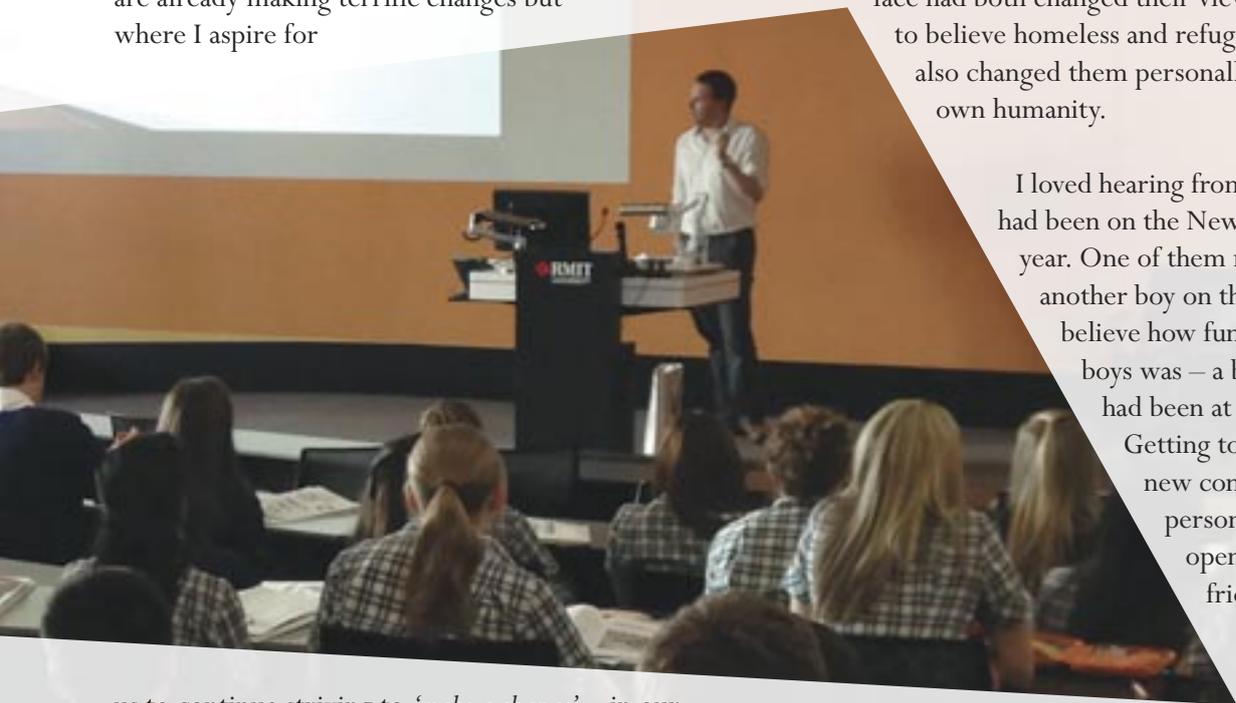
Our Performing Arts went from strength to strength with the world premier of a school presenting *The Boy From Oz*. The accolades received during the



season as well as the number of nominations and awards achieved at the Guild Theatre Awards only served to confirm the quality of this production. The ongoing achievements of our music ensembles in the Royal South Street Eisteddfod are further indications of the excellence achieved in the Performing Arts.

But these points are not the only area of 'making a change' on which I would like to focus. Making a change in curricular and co-curricular opportunities for students should be the annual goal of every good school.

Instead I wish to concentrate on an area where we are already making terrific changes but where I aspire for



us to continue striving to 'make a change' – in our community.

I believe that we have become far too ready to accept as truth what we hear in the media, see on the TV, or hear in the street or the car park; rather than questioning whether the stories we hear are true.

So what do we do about it?

I believe we start with each other - each person in our community – by making sure that we don't listen

to gossip about others that we know, or believe messages that we hear, without actually meeting with that person face to face.

Last year, I was inspired to hear of a parent in our Junior School who – along with some other Overnewton parents and students – spent a day talking to and providing food for some of Melbourne's homeless. Another parent recently told me that she is reducing her working week so that she can continue to spend one day a week working with refugees. In both instances, the parents commented that meeting the homeless or the refugees and talking to them face to face had both changed their view of what we are led to believe homeless and refugees are about, and also changed them personally in terms of their own humanity.

I loved hearing from some Year 11s who had been on the New Zealand trip last year. One of them reported to me that another boy on the trip could not believe how funny one of the other boys was – a boy with whom he had been at school since Prep. Getting to know that boy in a new context and through personal experience opened his eyes to a new friendship.

Taking the time to talk to each

other is the change that I believe we are beautifully positioned to make, and the change that we need to make if we are going to build our community to be the best community that it can be.

Jim Laussen, Principal



Background image: Senior students attend the new initiative, Ready, Set, VCE Day held at RMIT with guest speaker Dr Marcus Robertson.

THE BOARD

Mark Ruff (Chair)
 Andy Matiszak (Deputy Chair)
 Rev Glenn Buijs
 Victor Peplow
 John Durow
 Paul Clements
 Sam Sofianos

FINANCE

Victor Peplow (Chair)
 Paul Clements
 Peter Dikranis
 John Durow
 Andy Matiszak
 Shane Nelson
 Anthony Newton
 Mark Ruff

CAPITAL PROJECTS

Andy Matiszak (Chair)
 Mark Davis
 John Papworth
 David Brotchie
 Mark Ruff
 Sam Sofianos
 Fonda Zahopoulos

GOVERNANCE

Mark Ruff (Chair)
 Leneen Forde
 Mark Holloway
 Harry Korras
 Phillipa Beck (Guest member)



Overnewton is no longer an ‘emerging’ school. We are well established and well recognised, and we have built some great foundations in our facilities, our staff and our curriculum. But we need to make sure we continue to strengthen that base and lay plans for the future, which will underpin continued growth and development.

In 2014, much of the Board’s work centred on gathering valuable information from which to formulate our strategies for the medium to long term future. This has, among other things, included securing the services of one of Australia’s leading educational demographers to help us identify shifts in our market and the areas we need to focus on for future growth and security.

A Parent Survey was also conducted to help us gauge the attitudes and ideas of the people who know Overnewton best – our current families. The views, ideas and suggestions resulting from this survey have all been considered in our planning for 2015 and beyond.

Mark Ruff
Board Chair

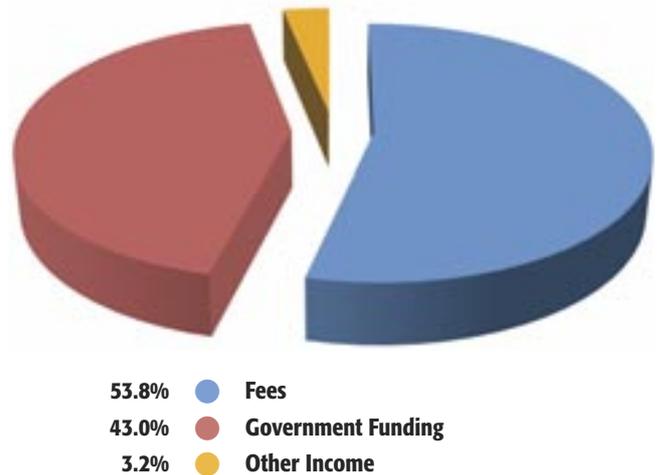
**COLLEGE BOARD**



INCOME

Tuition Fees of \$20.427m and Government Funding of \$16.353m continue to be the major sources of income for Overnewton Anglican Community College in 2014, contributing 96.8% of the total revenue of \$37.989m.

Other income of \$1.209m made up the remaining 3.2% of revenue.



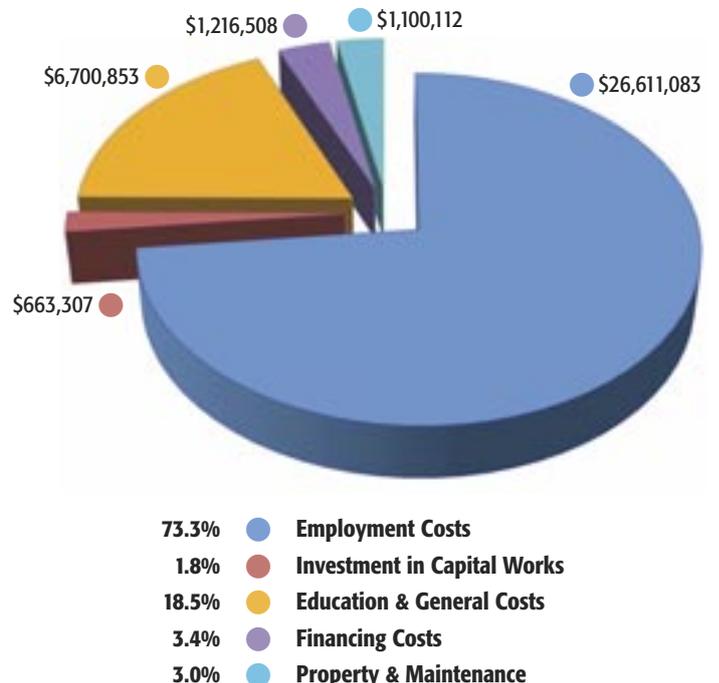
EXPENDITURE

Total expenditure in 2014 was \$36.292m, with the major expense to the College being Employment costs of \$26.611m, or 73.3% of total expenditure.

Other major expenditure included

- Education and General costs of \$6.701m or 18.5% of total expenditure,
- Financing costs of \$1.217m, being 3.4% of total expenditure,
- and Property and Maintenance costs of \$1.100m, which was 3.0% of total expenditure.

Investment in Capital Works for the year amounted to \$0.663m, representing 1.8% of total expenditure.



The 2014 school year has been marked by significant innovations and new projects that provided even greater diversity for student learning.

Overnewton students are given the opportunity to shine in so many ways. In 2014, I have watched:

- Performing Arts students create history in action at the Immigration Museum
- Year 10 Forensic Science students present findings using the medium of film
- Junior School Mandarin classes learn via online programs
- Year 2 students gaining an understanding of the world of work through presentations by a series of parents
- Year 8 students creating a historic story of the local area by making a mosaic around an unsightly concrete structure in Overnewton Road
- Biology students presenting examples of animal adaptations by creating websites based on information from the outstanding online resources provided to the College library through the excellent work of Joy Whiteside.



Importantly, our students have found enormous success in the Encore program, both through public speaking and debating, while our sporting achievements have been stunning and the improvement of our music ensemble has occurred at a rapid rate. The engagement and learning that occurred through *'The Boy from Oz'* was an absolute highlight of the year. We saw many of these activities showcased at Presentation Night, but that night provides only a few vignettes of the immense range of valuable activities that took place during the year.

With respect to values, those of the College are clearly posted in every classroom, and enjoy widespread support from the whole community. Despite the range of economic and cultural backgrounds amongst our families, they have all enrolled their children here for similar reasons. They value education and an environment that is protective and challenging, where common values are embedded in a strong culture based on respect and collaboration. This culture is one of involvement and engagement, rather than one of opting out or minimalising school life – and that is why students love coming to school.

Overnewton's support of the Family Contribution Scheme has also provided an opportunity to work with parents as colleagues, which is a rare situation in most schools. Whether it is through having expert parents in the Digital Directions committee advising about computers and related technology, working with a great group of coordinators on the Buildings and Grounds committee or having the support of those with construction and engineering backgrounds on the sport courts development, I have greatly valued the input of parents in my work as Head of Campus. In particular, I must thank the Parents & Friends committee for their outstanding commitment of raising well over \$120,000 to build the sports courts on the eastern side of the Campus, which have been of enormous value to students and teachers at lunchtime and recess, and during Physical Education and Sport.

Over the last 18 months there has been significant discussion at the College regarding our future ICT (Information and Communication Technologies) direction, and a Digital Directions committee was formed to make recommendations about the College platform for the delivery of IT (Information Technology) across the College. Following the work of the committee, which included setting up student, staff and parent surveys; liaising with teachers and leaders in schools across



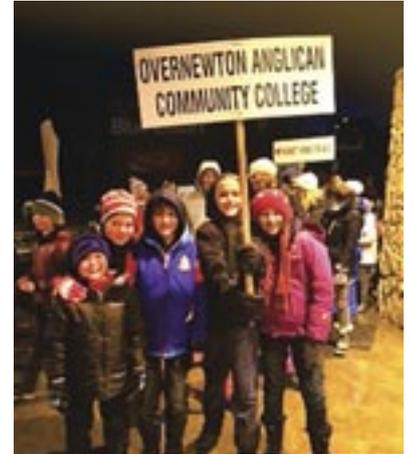
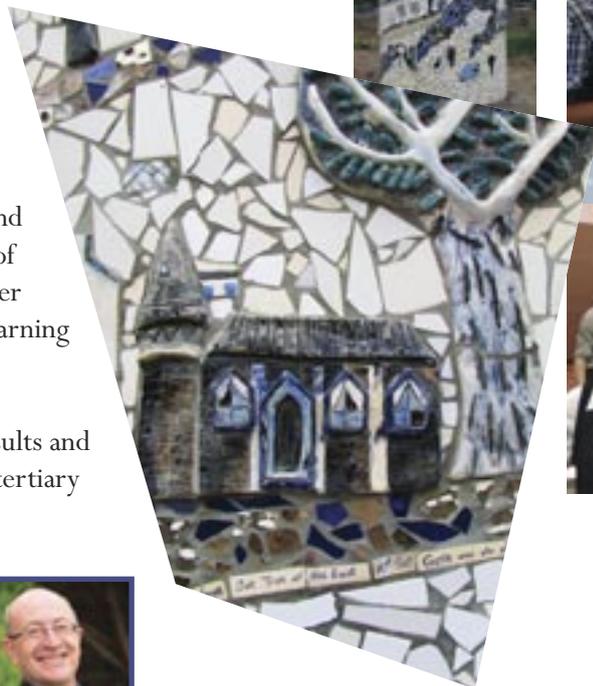
Australia and the globe, testing various computer models, including a senior school Mac trial; as well as rigorous research into the impact of computer platforms on learning; there was a unanimous decision by the committee to move the College IT platform from one that was Microsoft based to one that is Apple based. It was also decided that this would be a 1:1 program, meaning that students would each have their own device, rather than shared devices.

Teachers have already begun using iPads and MacBooks to develop or alter resources to use with these devices when teaching in 2015. This change will provide significant learning opportunities for students and greater flexibility for their production of work.

The College created a webpage on the College website that is easily accessed via a link on the front page of the website. This provides information to families regarding specifications and care of the iPads and MacBooks. It also provides information about apps, tips and considerations for family management of these devices, along with a range of other material to help students prepare for learning using this technology.

The year ended with strong VCE results and our students can look forward to their tertiary studies with great confidence.

*Rob Huntington,
Head of Keilor Campus*



Now that I reflect on the 2014 school year, I am very pleased to know there have been so many great stories.

Junior School, Middle School and Canowindra enable our students to learn and grow within highly supportive learning communities that provide them with enriching learning experiences that build from one activity to the next, one year to the next, enabling our students to become lifelong learners and confident global citizens. It is very heartwarming to watch our students enjoying their learning. Watching the various activities that take place every day is truly inspiring and a credit to our students and their thirst for knowledge and learning as well as a credit to the dedicated teaching staff, that want nothing but the best possible outcomes for the students. This is a wonderful combination that creates an environment where learning takes place with much enjoyment and fulfillment.

For our Year 9 students, Canowindra provides them with a stand-alone year where they combine the rigors of the academic program with the broad variety of electives, activities and many other learning opportunities. The authentic learning experiences have, at times, taken the students outside of their comfort zones and given them all the opportunity to take their learning to another level. Each year's cohort brings with it a unique group of students whose character embraces all of the learning opportunities presented to them with great enthusiasm and energy in the same way as the previous year's group but also very differently from the previous year's group. Incursions, excursions, Focus Weeks, Respect Yourself Days, guest speakers and the many elective offerings on top of the rigorous core program mean that no day at Canowindra is the same because there is so much going on. Add co-curricular offerings as well and it is no wonder that the students have such a great time learning in Year 9.

The Middle School students have had a tremendous year. Whether it is in the classroom, the courtyard or anywhere else on Campus, it is always very pleasing to

see the Middle School students so enthusiastically engaged in their learning, making the most of the learning opportunities presented to them. They too have had so many opportunities to explore and ask questions and experience authentic tasks all designed to build their skill and knowledge. From the wide eyed enthusiasm and wonder of the Year 5 students as they enter their first year of Middle School to the confident swagger of the Year 8 students after four years at Middle School, it is always so pleasing to watch the growth and development of our students.

Our Junior School students have enjoyed their year as well. Like Middle School and Canowindra, there is always something great going on in Junior School. The learning experiences presented to the youngest members of our College community form the important foundations upon which all future learning is built. The energy and excitement with which the Junior School students embrace their learning is infectious and an absolute joy to watch. The manner in which our Prep students in particular, have immersed themselves in the Mandarin program has been amazing. In its first year, the CLIL Mandarin program has added another dimension to the teaching and learning program at Prep and will continue to grow and develop as it makes its way through each year level of the Junior School over the next few years.

All three of the schools have had some wonderful major events this year. Junior School has had some wonderful House activities during the course of the year with the Be Heard poetry recital as one of the highlights. The Celebration of Learning events gave the students the opportunity to showcase their learning to their family members. The students always enjoy the Parent Support Team activities and this year was no exception.

Middle School and Canowindra enjoyed many House activities as well, including the three carnivals – swimming, athletics and cross-country. Strong individual performances in these carnivals enabled students to be selected for the College teams to compete in the ACS



Carnivals. The College continued to perform well in these carnivals with the highlight being third place in the athletics carnival. Middle School and Year 9 students also enjoyed great success with their summer and winter seasons of interschool sports with a large number of Year 7, 8 and 9 teams reaching grand finals, with quite a few of them victorious as well. Our Year 4, 5 and 6 students also experienced great success in sports with a number of students competing at the district and state level.

There were quite a few students from Years 7, 8 and 9 who along with students from Senior School were involved in the College Musical *'The Boy From Oz'*. As the first school in the world to undertake this production, the students did an outstanding job and put together a brilliant production that was enjoyed by everyone who had the privilege of seeing it. It truly was a great piece of musical theatre and deserved every accolade it received. Our Year 5 and 6 students also did a great job with two separate performances of *'Seussical the Musical Jr'* with two different casts. They were very entertaining shows with a fabulous cuteness factor. The talent of our Year 9 students was also showcased at the Rock It Out and Rock Band performance as well as at Canowindra's Got Talent. It never ceases to amaze me the depth of talent that exists within our student body.

Whether it is sport, music, performing arts, public speaking or any other type of co-curricular involvement or major event, our students do an amazing job of rising to the occasion, showcasing their talents and representing their College with pride. Presentation Night gave us the opportunity to celebrate all of the wonderful achievements of our students and the College for the year and the Founders' Day Services at St Paul's Cathedral gave us the opportunity to reflect on and celebrate the vision of the founders of our College and to be thankful for who and where we are today as a College. We should all be very proud of our College and its achievements.

"We can make the change" was our theme for 2014. In thinking about this theme I recall a quote from Barack Obama where he said, *"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."* Learning is all about growth and development, improvement and providing the best possible environment and opportunities for our students to enable this to occur. Embracing change is a big part of



that learning process. Whether we change how we do things or just change our attitude, we should always be looking for ways to make learning, in the broadest sense, the best that it can be for our students. We can, and do, make that change together – parents, teachers and students. That is the beauty of the Overnewton community.

Learning is an ongoing story and as members of the Overnewton community, we are all contributing authors. I would like to thank parents, students and staff for their contribution to the 2014 school year chapter of the Overnewton learning story. It has been a very successful year for our students and we are all very grateful for the supportive role the entire community has played. It has been a great story so far, and I look forward to what the future has in store.

Gabe Alessandrini,
Head of Taylors Lakes Campus



In 1996, substantiated by a large body of research into middle schooling and the middle years learner, Overnewton Anglican Community College established the Middle School.

The Middle School was founded with the mission to guide students through early adolescence and aimed, as it does today, to provide innovative, creative, and positive learning in a Christian environment.

Students enter the Middle School in Year 5 as ten year olds and move to the Year 9 centre, Canowindra, at the end of Year 8 as 13/14 year olds. During their time in the Middle School, students experience the transition from childhood to early adolescence.

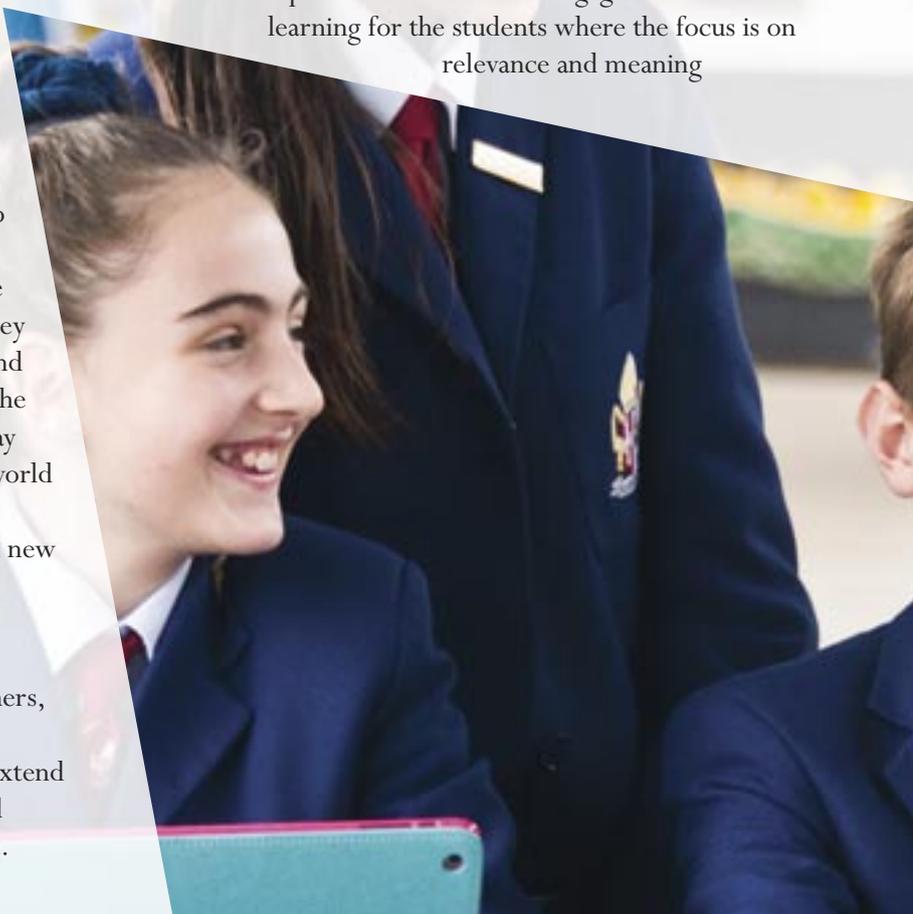
Early adolescence is a significant time in a young person's intellectual, social, physical emotional, ethical and moral development. These young people are curious, questioning learners who are moving from concrete to abstract thinking. Their relationships with their peers and the adults in their lives are developing and changing, and they are beginning to seek independence. Their need to belong and be accepted by their peers is a strong motivator. They often turn to their peers to define their language, attitudes, self image and values. They are interested in the moral and ethical issues around them; they are learning to take responsibility for the decisions they make and the consequences that may follow. They live in a fast paced, changing digital world where access to information, communication, connectedness, and collaboration have given them new opportunities and challenges.

Building on the strong academic and social foundations established by the Junior School teachers, Middle School teachers continue to broaden the academic and co-curricular program in order to extend the talents and capacities of those in their care and prepare them for the next stage of their education.

With Middle Schools housed at both Keilor Campus and Taylors Lakes Campus, we strive to align our vision, philosophy and teaching and learning programs, ensuring continuity in the journey through the College and assisting our students in their transition into and from the Middle School. As part of the larger Overnewton community, our Middle Schools share the same College mission, values, expectations, and traditions with our colleagues from other schools within the College.

Underpinning our Middle School program are two broad principles: a culture of learning and a culture of relationships.

A culture of learning, offers students a range of opportunities that build on their prior learning. The curriculum promotes and leads to engagement and learning for the students where the focus is on relevance and meaning



for the learner. The learners are active, not passive. Through a variety of instructional strategies students are challenged to set learning goals in order to attain higher levels of achievement and to become increasingly independent self directed learners.

A culture of relationship develops strong teacher-student relationships that are fundamental to improving individual outcomes for students in the middle years. Student wellbeing in the middle years is contingent on meaningful and mentoring relationships where students feel cared for and that their opinions matter, their teachers will listen to, trust and respect them. Positive relationships, a collaborative learning environment, and strong connections with all members of the community are fostered when attention is given to a culture of relationship.

In 2015, it is time to reflect and evaluate our middle years programs.



A cyclical planned review of the Middle School will revisit our philosophy and vision. We will investigate our teaching and learning programs in terms of pedagogy, curriculum, assessment, organisation and structure, student wellbeing and community connections. We will have at our fingertips a wealth of research and data to assist us.

At the same time we will be involved in a project called Towards Transformation led by Ray Nasher, our iLearning coach. This project is looking at using digital technology in the classroom.

A number of Middle School staff are embarking on a WIDE World online course Making Thinking Visible: Building Understanding through Critical and Creative Thinking facilitated by Harvard Graduate School of Education.

All of these initiatives promise to help us further consolidate the philosophy and vision within our Middle Schools, and further develop our teaching and learning programs and most importantly continue to realise the potential the learners in our care.

*Jan Jolley & Tim Mahon,
Heads of Middle School*



Overnewton students have the opportunity to participate in a wide variety of learning experiences. From performing in musical theatre productions, to participating in science or sporting competitions; learning any of the three languages on offer or developing public speaking skills, Overnewton's diverse offering caters to a large range of interests and abilities.

This diversity was illustrated at the 2014 Presentation Night as a number of students spoke of the unique learning experiences that they have benefitted from at Overnewton.

ROYAL AUSTRALIAN CHEMICAL INSTITUTE TITRATION STAKES COMPETITONS

For a number of years, the Royal Australian Chemical Institute has hosted a titration stakes competition for Victorian senior secondary school students. In a titration, a measured amount of a solution of unknown concentration is added to a known volume of a second solution until the reaction between them is just complete. The concentration of the unknown solution (the titre) can then be calculated. This is especially difficult when the process must be completed for two separate reactions, with the results of the first reaction being used to calculate the concentration of the unknown solution (the titre) in the second reaction.

This year, Overnewton entered its first team of four Year 11 students into the competition. The results exceeded the expectations of everyone involved. Teams are ranked on how close they get to the actual concentration and our calculations were only off by 0.0027%. This meant that out of over 200 Victorian secondary school teams from Years 10-12, the Overnewton team placed 19th, and out of all of the Year 11 teams involved, we placed second overall.

Thank you to Kathryn Tan, Stephen Tran and Patrick Wu for being a part of this team and to Mrs Mazzone and Mrs Clark for preparing us for the competition within only a couple of weeks.

PRESENTED BY
JONAH KRZNNARIC - YEAR 11



PUBLIC SPEAKING

Overnewton students are provided many opportunities to practise their public speaking skills, through internal House events, as well as being chosen to represent the College at external competitions such as the VCAA Plain English Speaking Competition or the ACS Public Speaking Competition. I was lucky enough to be selected to attend the ACS Public Speaking Competition, where I achieved first place for my speech entitled 'The Faults in Societal Concepts of Idolisation':

I stand before you to speak of the faults in society's manner of choosing those who we idolise. We idolise entertainers and sportspeople; those who seek self betterment, and in the words of Pope John Paul II, "The great danger... in the midst of any society whose idols are pleasure, comfort and independence, lies in the fact that people close their hearts and become selfish." Yet this is a realisation that we have lost and it must regain. The aim of recognising heroes is to inspire others to deeds of greatness. As such think of what it will do if society continues to use those who aren't worthy. It will inspire a generation to the belief that success comes before honour and that righteous deeds come second to materialism and fame. Think of the world that will be birthed through this, the world of Jersey Shore and the Kardashians and I ask you, is this the world in which you could, in any good conscience, live. No, I believe not.

PRESENTED BY
LACHLAN STEVENSON - YEAR 10



GERMAN POETRY COMPETITION

Each year, Overnewton students who are studying German participate in the annual Association of German Teachers Victoria (AGTV) Poetry Competition. The competition is open to students from Years 4 to 9. Students are required to learn and recite a poem from a small selection provided by the AGTV. The winners of intra-school competitions progress through to a regional competition, and the very best go on to the state final.

Amelia Velardo from Year 6 recited the poem 'Erlebnis' by renowned German poet, Josef Guggenmos.



DEBATING

At Overnewton, students have access to a range of opportunities to enhance their public speaking skills. The College is an active participant in the Debating Association of Victoria's Schools Competition, which brings together students from over 250 Victorian secondary schools to compete for a place in the finals. This co-curricular activity highlights the student's talent to prepare, discuss and present coherent arguments on topics that impact both the individual and the wider community.

Debating competitions are also organised through Senior School and Middle School House activities, to develop public speaking skills and assist in building students' confidence for everyday life. House public speaking and debating competitions allow students to articulate concepts and ideas in their own local environment amongst their peers and teachers.



DEBATE:

Chairperson, adjudicator, fellow debaters, ladies and gentlemen, the topic for today's debate is that all students should partake in debating.

Debating as an activity has numerous benefits for any student at any age. Participating in debating is worthwhile as it allows students to challenge their ability to think critically in everyday situations whilst assisting in the development of problem solving skills. As a result of debating, academic skill is improved overall as it allows students to become adaptable to new concepts and retain information.

Debating encourages students to engage in public speaking opportunities and assists in building confidence. Debating can lead to success in both academic and occupational occasions such as job interviews, school oral assessments, public speeches and business marketing. The skill of debating significantly improves job opportunities and assists in effective communication which is essential for life in the workforce.

Overall, it is clearly evident that debating enhances many aspects of a student's schooling life and can be carried with them into working life. It is undeniable that all students should partake in debating. These students are the generation of the future and fundamental debating skills practiced now will positively impact the future.

PRESENTED BY
TAYLA LOKMAN - YEAR 11

INDONESIAN

The Sayembara Lisan is an annual Indonesian Oral competition for students in Prep to Year 11. Held at the University of Melbourne, the prestigious event is hosted by the Victorian Indonesian Language Teachers Association (VILTA) and the Asia Institute, University of Melbourne. It is open to Indonesian language students from metropolitan Melbourne and regional Victoria and, on average, can involve over 800 students.

The competition not only assesses the student's ability to write and read a speech in Indonesian, but their understanding of the Indonesian language and culture.

Hai!

Saya sudah berkunjung ke Indonesia empat kali, dan saya mengunjungi Indonesia tahun ini pada bulan Juni. Saya cinta Indonesia; di sana saya suka pantai Kuta, makanan yang enak, tetapi apa yang paling saya suka ada kesempatan untuk tinggal di negara sangat indah.

Di Indonesia, saya tinggal di resort bernama Melasti di Pulau Bali.

Keluarga saya dan saya pergi ke pantai setiap hari. Di sini, kami berenang, minum minuman ringan, dan saya senang sekali! Kami juga pergi ke pasar yang mana saya membeli pakaian dan kadang-kadang makanan baru.

Pada jam setengah tujuh malam, keluarga saya, teman saya dan saya makan makanan malam. Saya suka makan sate ayam dan nasi goreng. Ini enak sekali!

Di Indonesia, saya juga ada teman. Nama teman saya Linda, dan dia bekerja di toko makan. Keluarga saya dan saya makan di sini. Saya berbicara di dalam Bahasa Indonesia kepada dia.

Negara Indonesia bagus sekali, tidak ada negara seperti ini! Di sini ada adat dan kesenian tradisional seperti batik, gamelan dan sesajen. Ada pakaian tradisional juga; peci, batik kain, kebaya dan selendang!

Saya cinta sekali negara Indonesia!
Terima kasih.

This translates to:

Hi!

I have already visited Indonesia four times, and I am visiting Indonesia again this year in the month of June. I love Indonesia; there I like Kuta Beach, food which is delicious, but what I like most of all is the opportunity to stay in a very beautiful country.

In Indonesia, I stay at a resort called Melasti, on the Island of Bali.

My family and I went to the beach every day. Here, we swim, drink soft drinks, and I was very happy! We also went to the market where I bought clothes and sometimes new food.

At half past six in the evening, my family, my friends and I eat dinner. I love to eat chicken sate and fried rice. This is very delicious!

In Indonesia, I also have a friend. The name of my friend is Linda, and she works at a restaurant. My family and I eat here. I speak Indonesian to her.

Indonesia is a very nice country, there is no country like it! Here there are traditions and arts, such as batik, gamelan and offerings. There is also traditional clothing, batik fabrics, kebaya and shawls!

I really love Indonesia!

PRESENTED BY
BRONTE SMITH - YEAR 8



In 2014, 157 students successfully completed their VCE at Overnewton: 152 students choosing to sit exams and attain an ATAR score and 5 choosing a non-exam pathway to earning their VCE.

- 23 students achieved an ATAR above 90; this was 15% of our cohort and was a terrific achievement placing them in the top 10% of the State
- The dux of school for 2014 was Marcus Pensa with an ATAR of 98.8, placing him in the top 1% of the State
- Two additional students achieved ATARs above 98
- Ten students were above 95 placing them in the top 5% of the State
- Half of all students achieved an ATAR above 70 placing them in the top 30% of the State
- Jason Pham achieved a perfect score of 50 in Further Mathematics

Our school's state ranking jumped 50 places.

- An average study score of 31 and 8.2% of study scores above 40 saw our State ranking jump 50 places from where we were in 2013 and 2012.
- In 2014 we were ranked in the top 25% of all Victorian schools with a place of 133 out of 532 schools. This was our best result since 2007 when we were ranked 151.

ATAR scores over 90

Student	Score
Marcus Pensa	98.80
May Tang	98.35
Jason Pham	98.00
Rebecca Tran	97.25
Simon Di Cicco	96.80
Fiona Cheung	96.65
Rukshan Gunasekara	96.45
Leslie Li	96.00
Jennifer Trinh	95.20
Emanuel Hagos	95.15
Scott Sidley	94.45
Isabella Karolewicz	94.25
Alarion Bishay	93.10
Julia Williams	93.05
Brittany Braszell	92.90
Rocco Catalano	92.90
Ravdeep Singh	92.85
Carleigh Earl	91.95
Dino Vlachos	91.95
Mikaela Farrugia	91.90
William Wu	91.50
Thisarani Senanayake	90.80
Adam Clements	90.10

College Dux Marcus Pensa with Principal, Jim Laussen

* ATAR (Australian Tertiary Admissions Rank) scores are used for tertiary entrance and provide a percentile ranking for all students statewide.

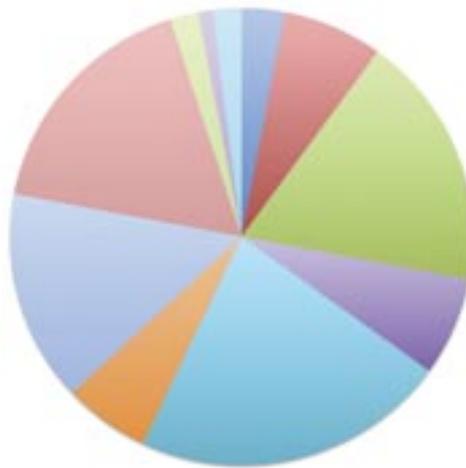
First Round Offers x Fields of Study



- 1% ● Agriculture, Environmental and Related Studies
- 3% ● Architecture and Building
- 11% ● Creative Arts
- 4% ● Education
- 4% ● Engineering and Related Technologies
- 0% ● Food, Hospitality and Personal Services
- 15% ● Health
- 10% ● Information Technology
- 23% ● Management & Commerce
- 14% ● Natural & Physical Sciences
- 15% ● Society & Culture

Double degrees are counted in both relevant categories

First Round Offers x by Institution



- 3% ● Australian Catholic University
- 7% ● Deakin University
- 18% ● La Trobe University
- 7% ● Monash University
- 22% ● RMIT University
- 6% ● Swinburne University of Technology
- 15% ● The University of Melbourne
- 17% ● Victoria University
- 2% ● Other TAFE Institutes
- 1% ● Interstate Universities
- 2% ● Independent Tertiary Institutions



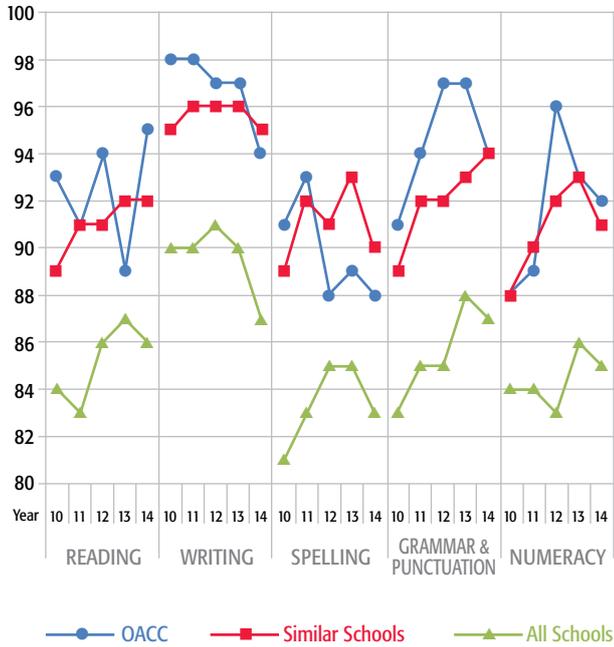
In 2014, Junior and Middle School teachers continued to meet regularly with cross-campus colleagues to develop curriculum and work and learn together. Junior and Middle School teachers have focused on THRASS training, and all teachers have been engaged in developing inquiry learning with their classes. Teachers have attended a broad range of conferences, workshops and seminars, bringing knowledge and skills to share with colleagues.

On average, staff undertook 16 hours of professional learning, both within the College and externally. For teachers, many school-based meetings over the year were devoted to professional learning activities. Teachers averaged over 30 hours of professional development, including their participation in the performance development program and peer observation.

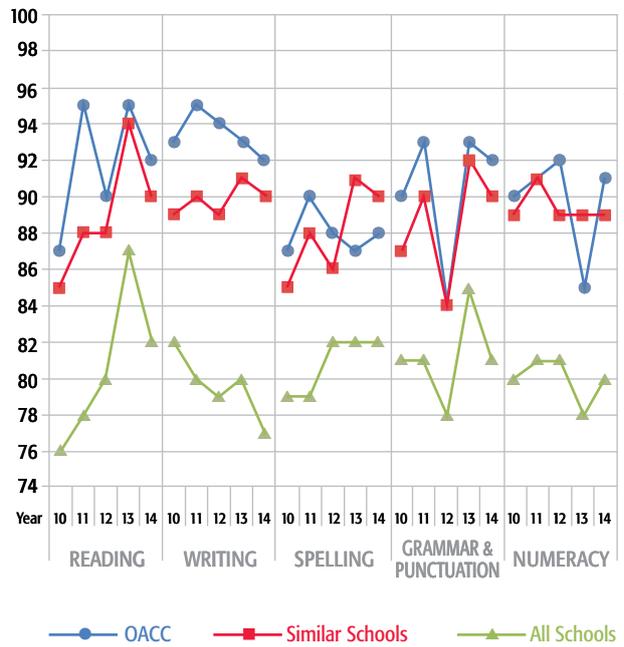
- Average expenditure for 2014 on professional development was \$450 per staff member.
- 36% of teachers have post-graduate qualifications beyond what is required to gain registration with the Victorian Institute of Teaching.
- 19% of teachers have degrees at Masters level or higher. Particular areas of interest for further study include curriculum, student welfare and educational leadership.
- The staff retention rate for 2014 was 95.3%.
- The staff attendance rate was 95.9%.



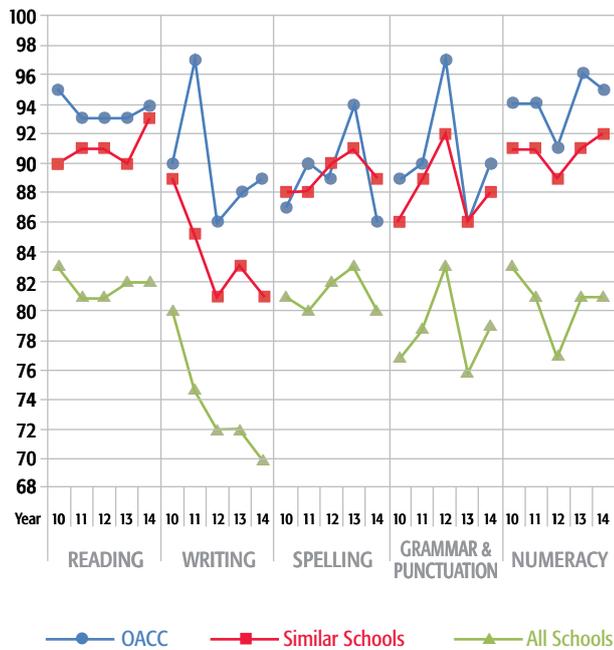
Percentage of Year 3 Students
Achieving Above Minimum National Standards
2010/2014



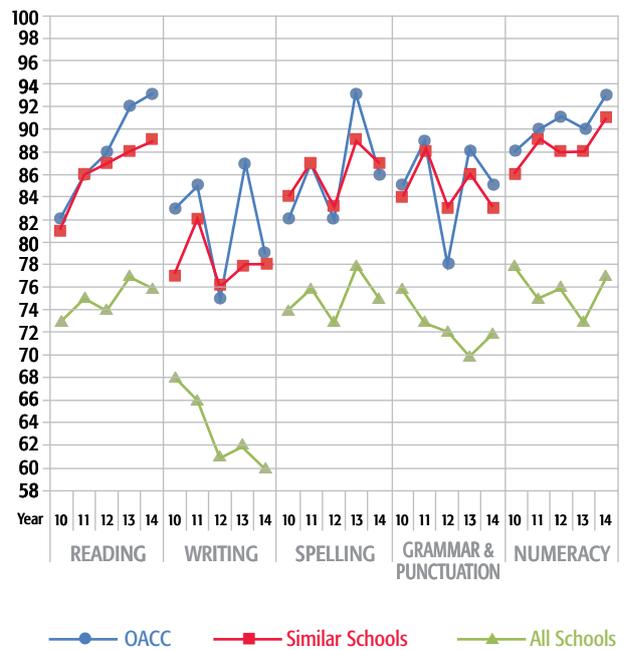
Percentage of Year 5 Students
Achieving Above Minimum National Standards
2010/2014



Percentage of Year 7 Students
Achieving Above Minimum National Standards
2010/2014



Percentage of Year 9 Students
Achieving Above Minimum National Standards
2010/2014



The graphs show the percentages of Year 3, 5, 7 and 9 students meeting Minimum National Standards in Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy. Percentages are compared for Overnewton students, students from statistically similar schools, and all schools nation-wide.

Source: www.myschool.edu.au All results are from the NAPLAN tests conducted in 2010 to 2014.

2014 was an action packed year for the Old Collegians Association. Our annual events once again received strong support and cemented their place in the traditions of the Old Collegians community for many years to come.

This year we again hosted the traditional 1, 5, 10 and 20 year reunions, which were attended by the Classes of 2013, 2009, 2004 and 1994 respectively. All of the reunions were well represented demonstrating their popularity within the Old Collegians community. It was also great to hear that a number of people flew or drove from interstate and overseas to attend these eagerly anticipated events. We would like to thank all of those attending the reunions, and especially those making the effort to travel long distances to attend, as without your support these events would not be possible.

In 2014, the second annual overseas reunion took place in London. Hosted by Jim Laussen on behalf of the Old Collegians Association, this event provided the opportunity for those holidaying or working abroad in the UK or Europe to attend a reunion of Overnewton ex-pats.

Keeping with tradition, donations were collected at the 20 year reunion, to award a current Year 12 student at the College in a field of the reunion cohort's choice. Collecting \$1235.00, the Class of 1993 presented their bursary at the College's annual Presentation Night to a student who has excelled in community service throughout the year. This year the award was divided between two winners - Emily Garretto and Thisarani Senanayake. Thank you to the Class of 1993 for their generosity.

Overnewton's annual Presentation Night is also the occasion at which the Old Collegians Association presents its annual Quiet Achiever Award. This is an award presented to a Year 11 student who has worked consistently to the best of their ability throughout the year but has not received any other award. At the 2014 Presentation Night, we presented the award to Sarah White. Congratulations Sarah.



Along with the reunions, the second most commonly anticipated Old Collegians activity is the annual publication of the Murmurs magazine. Filled with articles and reports from Old Collegians within Australia and from around the world, we often receive feedback that people love reading about what their former class-mates are getting up to, with the most commonly anticipated section being the births and marriages pages. Similarly to the reunions, the magazine is only as good as it is thanks to those who have contributed to it - by providing articles, information, updates, photos and stories of their lives. I would like to thank all of the Old Collegians who have helped to make the magazine a success by participating and sharing their story. And for those still with stories to tell, don't hesitate to contact us for inclusion in next year's magazine.

The Old Collegians Association was also proud to be part of the Overnewton Annual Fair. Members of the Old Collegians held a stall selling the Old Collegians merchandise.

I would like to also take this opportunity to thank Overnewton College and the College Board, for all their help and assistance throughout the year. Their ongoing support and funding of the Old Collegians Association makes it possible for us to hold the activities and events that we do. Also, a special thanks to all those who have contributed: by writing an article, sending in a picture, posting a blog, buying the merchandise or simply by coming to the reunions. Any and all involvement is always welcomed and appreciated. If it wasn't for the participation of those in the community, the Association would not survive. So thank you to those who have contributed or participated and to those who haven't, don't be shy and get involved. Networking is an important tool. By making contact with old school friends you may get that perfect job opportunity, expand your business or just rekindle some old friendships. The possibilities are endless and you never know where it may lead you or what doors it may open.

*Andrew Matiszak, President
Overnewton Old Collegians*



2014 was a year of many highlights and the P&F would like to extend their gratitude to all who provided support and contributions ensuring the P&F continue to make a real contribution to the College.

Our community's efforts have allowed the P&F to fund the sport courts which were opened for use in September. These courts consist of three basketball / netball courts, a surrounding running track with football goals at the southern end and the flexibility of playing other sports such as soccer and hockey.

Some memorable social events held by the P&F included parents dancing the night away at the Masquerade Ball and a Trivia Night.

Our fundraising efforts included a Mother's Day and Father's Day stall, Easter raffle and chocolate drive which all generated additional funds to contribute to College projects. The BBQ at the Taylors Lakes Campus Gymnasium, scheduled to coincide with weekend basketball games continues to be a successful venture.

The highlight for Term 4 was again our Annual Fair that was a successful day not just for Overnewton families but also the wider community in attendance.

The Fair raised in excess of \$42,000 (an increase from 2013) and would not have been possible had it not been for the efforts of all of our wonderful volunteers. It has become apparent that this annual event which continues to grow, has been wonderfully accepted by the wider community that we are truly blessed to be a part of.

The funds raised from all of these activities have enabled the P&F to continue supporting the Artist in Residence program, donate to the RACV Energy Challenge, donate to Chibobo, provide Auskick trophies and also fund the Bibles that are given to our Year 12 students at the Valedictory Dinner.

The P&F committee appreciates the commitment shown by all our families as we could not contribute to all these projects without their continued support.

*Carolyn Barbuto,
Chairperson, Parents & Friends*





Keilor Campus

A | 2-30 Overnewton Road Keilor 3036
T | 03 9334 0000
F | 03 9336 1835

Taylors Lakes Campus

A | 39-57 Robertsons Road Taylors Lakes 3038
T | 03 9334 0000
F | 03 9390 5144



OVERNEWTON
ANGELICAN COMMUNITY COLLEGE