

EMBRACING THE FUTURE AND ACKNOWLEDGING OUR PAST

We are a community of learners embracing the future: to properly understand our College theme, we need to explore how our community has developed and what we are doing to help it embrace the future.

In 2017, the College developed a Reconciliation Action Committee to explore our indigenous history and the process of reconciliation, which is best reflected by the following statement:

As we develop a framework for learning about indigenous people of Australia, their culture and language, we understand that we cannot truly embrace the future without reconciling the past.

As we come to recognise thirty years of Overnewton Anglican Community College, we need to understand the history of the land on which Keilor Campus stands. To begin with, Keilor Campus was lightly forested and the Wurundjeri tribe was inhabiting this land long before European settlement. Evidence of their camps from as long as 40,000 years ago has been found in

Keilor. William Taylor took over the area that our College now stands on for farming and built Overnewton Castle in 1849. The walking path through our Middle School, between the science rooms and Overnewton Road, was the original road from the gatehouse of the property to the Castle long before the College was built and the Old Calder Highway was part of Mount Alexander Road and had been a well-worn route to the goldfields.

Overnewton Anglican Community College, Keilor Campus, opened in 1987 in direct response to community need for accessible quality education in the north west of Melbourne. In 2016, the College

purchased an additional 13 hectares of land adjacent to the Maribyrnong River, which brings us to the 23 hectare campus that we can see today on this land.



EDUCATING FOR THE FUTURE

A large number of our current students will still be alive in 2100. It is hard to imagine what their world will be like then, or even what it will be like in 2050. Almost certainly, the world economy will be focused on technological advances and human services, so literacy and numeracy – especially strong content knowledge and the ability to learn and adapt – will be key skills for students as we move into the middle stages of the 21st century. In terms of supporting student improvement in the increasingly globalised and technologically dependent world, these key literacy and numeracy skills need to be developed. We need to have high expectations of students and the outcomes that flow from those expectations. All students, including high ability students, need to be continuously challenged to learn new things and if this does not occur, underachievement may result. Students need explicit teaching, good feedback and their performance data needs to be analysed effectively.

At the College, some explicit teaching techniques that our teachers use include:

- Clearly explaining to students what they will be learning, and being clear about the purpose of tasks
- Demonstrating or explaining new ideas, and checking that students understand through effective questioning
- Systematically delivering basic skills in the right sequence so that students master the building blocks of skills like literacy and numeracy
- Seeking confirmation that students understand what they are learning before progressing
- Demonstrating how learning contributes to related, and more complex, skills.

Feedback is one of the most powerful influences on student achievement. Forms of feedback that appear to be particularly effective include:

- Feedback about a student's process or effort and not about their innate talent
- Feedback that makes students work to achieve improvement – not feedback that always gives the complete answer
- Feedback that encourages students' self-regulation, but not through extrinsic rewards.

Effective use of student performance data is a particular focus of our curriculum leaders at the