

2012 Community Report



2012 THEME: with an attitude of gratitude

The construction and opening of a new building in any school is an exciting time for all of those who have been involved in its planning and, more importantly, for the students and staff who will have the opportunity of learning in it each day.

Our newest facility opened in 2012, the Keilor Campus Junior School, home to nearly 500 students and 40 staff. In a year when we celebrated twenty five years of providing quality, affordable education in the north-west of Melbourne, it was appropriate that we opened our newest building to replace our very first classrooms.

One of the great joys for me in 2012 was the regular, almost daily, visit of several Year 4 boys and girls at Keilor to my office to show me their football cards, share their stories and hopes, and to talk about

their adventures in their new building. Year 2 students would visit too, but knew already to be respectful of their older peers. Listening to the students talk about their new learning spaces and the exciting things they were learning and doing, made the provision of this new building all the more worthwhile.

The contrast to the spaces they had left earlier in the year could not have been more marked. The original Junior School portable classrooms served a solid purpose and were the home to a couple of generations of Overnewton students. However, being in a position where we could provide new learning spaces for our children was exciting.

But we all know that physical spaces are simply that, spaces. These spaces come alive for young learners



when their teachers and the curriculum challenges, excites and inspires thinking, inquiry and new learning.

In a school that is still relatively new, we are fortunate that we are open to new ideas that will enhance the learning of the children of the College. The curriculum at the College has continued to evolve and strengthen every year since we opened. The new building at Keilor continued to encourage cross campus dialogue to ensure that the learning experiences in the Keilor Junior School would be similar to those of students in the Taylors Lakes Junior School. Whilst the spaces are not the same on each campus, the specially designed classroom furniture and curriculum are close to identical.

The College continues to enjoy two Junior Schools and two Middle Schools. The great strength that is the

collegiality of the teaching and educational support staff across our two campuses, ensures that all Overnewton students are similarly prepared for when they join together as one College at Canowindra and the Senior School. After twenty five years, the academic standing of Overnewton College grows from strength to strength. As a school that is strictly open entry and enables all students regardless of their academic ability to complete the VCE this is a great achievement. The provision of co-curricular, leadership, service, and religious opportunities ensures that Overnewton students have the opportunity to prepare themselves for life as responsible members of both the local and global communities.



Jim Laussen, Principal



COLLEGE BOARD

Mark Ruff (Chair)
 Andy Matiszak (Deputy Chair)
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 Manny Stamatopoulos
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 Peter Lee
 Manny Stamatopoulos
 Harry Korras



Manny Stamatopoulos first joined the Overnewton College community in 1992

when his oldest son Lee started his education at Keilor. Two years later, Mr Stamatopoulos's second son, Dean, started at Overnewton.

When the Stamatopoulos family first commenced at Overnewton they completed their 18 hours doing cleaning. Mr Stamatopoulos soon joined the Parents and Friends Association, where he served as a committee member; he coordinated the Country Fair for two years and served as President of the P&F for two years. During this time, Mr Stamatopoulos joined the College Board and he has been Chair of the Board for the last ten years.

In his time as Chair of the Board, the Richardson Centre was completed and opened, a new Middle School was built at Taylors Lakes, Canowindra was extended and refurbished, a new Sports and Performing Arts Centre at Keilor and a new Gymnasium at Taylors Lakes were built as well as a

new administration building at Taylors Lakes. In 2012, the new Junior School at Keilor opened. The College has certainly been transformed in Mr Stamatopoulos time as our Chair.

Although, Mr Stamatopoulos' last son graduated from Overnewton in 2006, he has remained committed to and passionate about our school and our community. There are few people that have contributed as much to the history of our school or who love this school as much as he does.

We acknowledge also the sacrifice of Mrs Stamatopoulos, Dean and Lee as they have shared their husband and father with the College long after he needed to do his 18 hours.

We wish to acknowledge the commitment and dedication Manny has given to the College over many years; most significantly as our Board Chair for the last ten years. We acknowledge also the esteem, respect and love in which he is held by the Overnewton Anglican Community College community.



Overnewton welcomes the new Chair of the College Board, Mr. Mark Ruff.

Mark grew up in country Victoria before completing B.Build at R.M.I.T. Mark is joint owner and director of Qanstruct (Aust) Pty Ltd. Qanstruct has more than 27 years of experience in the design and construction of industrial and commercial buildings.

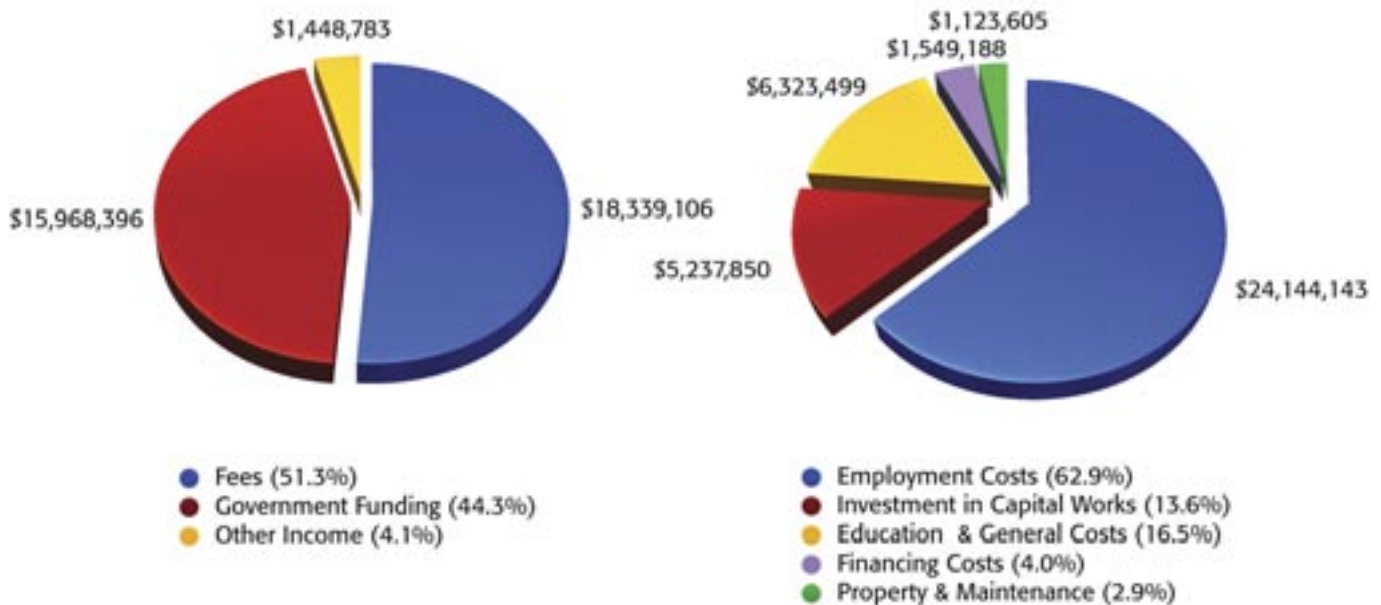
Outside of family and work, Mark has extensive interest in beef and cattle breeding in both Victoria and Queensland, the breeding and racing of thoroughbred horses and the

breeding of Australian stock horses. Mark also competes in the sport of campdrafting across Australia.

Mark has been a Board member since 2011 and a member of the Capital Projects Committee since 2010.

Mark has three children who attend the College. They are in Junior, Middle and Senior School.





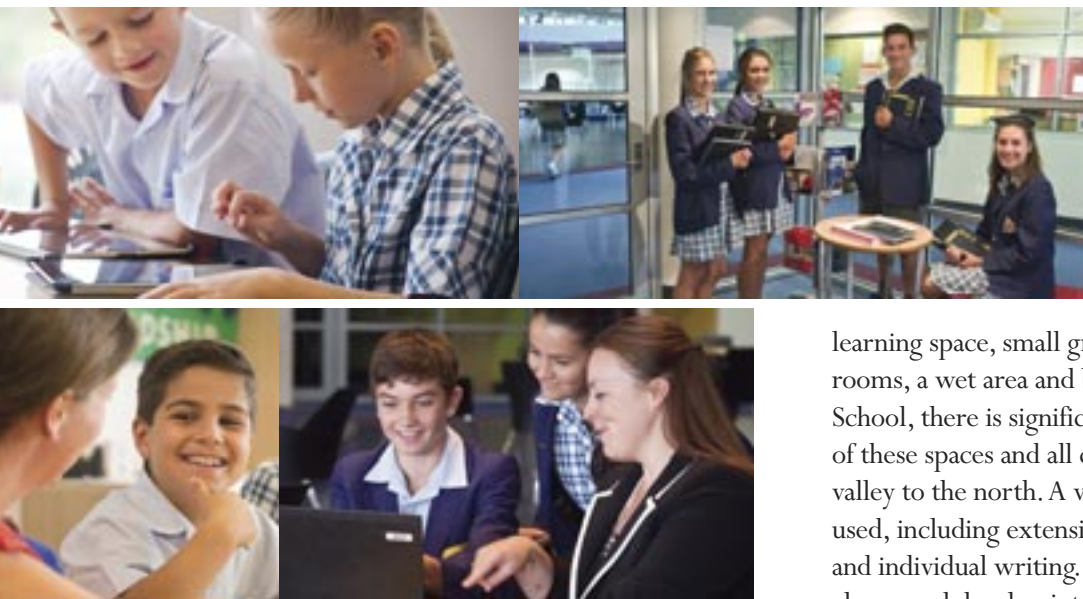
INCOME

The two major sources of income for Overnewton Anglican Community College for the year were tuition fees of \$18.3m and government funding of \$16.0m which combined, contributed 95.9% of the College's income.

EXPENDITURE

Total expenditure in 2012 was \$38.4m, and was comprised of employment costs of \$24.1m, or 62.9% of total expenditure, investment in capital works of \$5.2m, representing 13.6% of total expenditure and education and general costs of \$6.3m or 16.5% of total expenditure. Other costs for the year included financing costs of \$1.5m, being 4.0% of total expenditure and property and maintenance costs of \$1.1m, which was 2.9% of total expenditure.

In 2012, there have been a number of changes at Keilor Campus that have positively influenced the way we teach and learn. Research by the highly-regarded Professor at Melbourne University, John Hattie, has clearly demonstrated that it is what teachers know, do, and care about which is very powerful in the learning equation. The most effective strategy of all is giving regular feedback and fostering an atmosphere of trust - these are qualities within the reach of every teacher to improve on.



Teachers have been engaged in Peer Observations as a focus of their professional learning, where they visit each other's classes and discuss teaching strategies used, engagement with students and ideas for improved learning outcomes. The Peer Observations have been highly productive in terms of learning new ideas by watching another practitioner and working through provision of constructive feedback. Across the College there are over 200 teachers with a pool of skills and knowledge that is enhanced by this program, which will lead to improved student learning. As well as giving feedback to each other, teachers have been working to develop improved feedback to students through wider use of assessment rubrics and online strategies such as blogs.



Learning outside of the classroom is equally important and I have been pleased to see strong learning partnerships form in activities such as outdoor education, performing arts and sport. Whether it is mathematics, furniture construction, media studies, chemistry or when undertaking a bushwalk, the success of the activity in terms of results is more dependent on the teacher-student relationship than any other single

factor. It reflects the importance of relationship building and a good pastoral care system.

Since joining the College, I have seen the creation of new buildings that have changed the nature of learning spaces. In the Senior School, break-out areas in the Humanities and English areas allow group learning and the use of glass breaks down the box-like concept of a class 'room'. Open learning areas and general learning spaces have all had data projectors and speakers for some years to enable good ICT opportunities at all year levels,

augmented by desktop, notebook and, this year, tablet devices.

In the Junior School, layout of classrooms and communal areas has been carefully designed to optimise learning. Each year level has its own precinct, consisting of four classrooms, a communal learning space, small group and individual learning rooms, a wet area and bag storage areas. As in the Senior School, there is significant visual connectivity between all of these spaces and all classrooms have views across the valley to the north. A vibrant colour scheme has been used, including extensive use of coloured glass for group and individual writing. The opportunity to combine classes and develop inter-class groupings is enhanced by sliding panels that enable direct movement between adjoining rooms. Student resources are readily at hand and there are extensive opportunities for display of student work. Intervention programs and small group withdrawal take place in purpose-built rooms within each year level precinct.

In every Junior School classroom there is an interactive white board, which provides the opportunity for students to teach each other and demonstrate their learning. Teachers use new software to enhance learning and the curriculum contains links to Information and Communication Technology to a degree that has not been achievable in the past.



Each year level has a class set of iPads that students use to create projects and develop skills and knowledge. The Junior School teachers have been trialling iPads

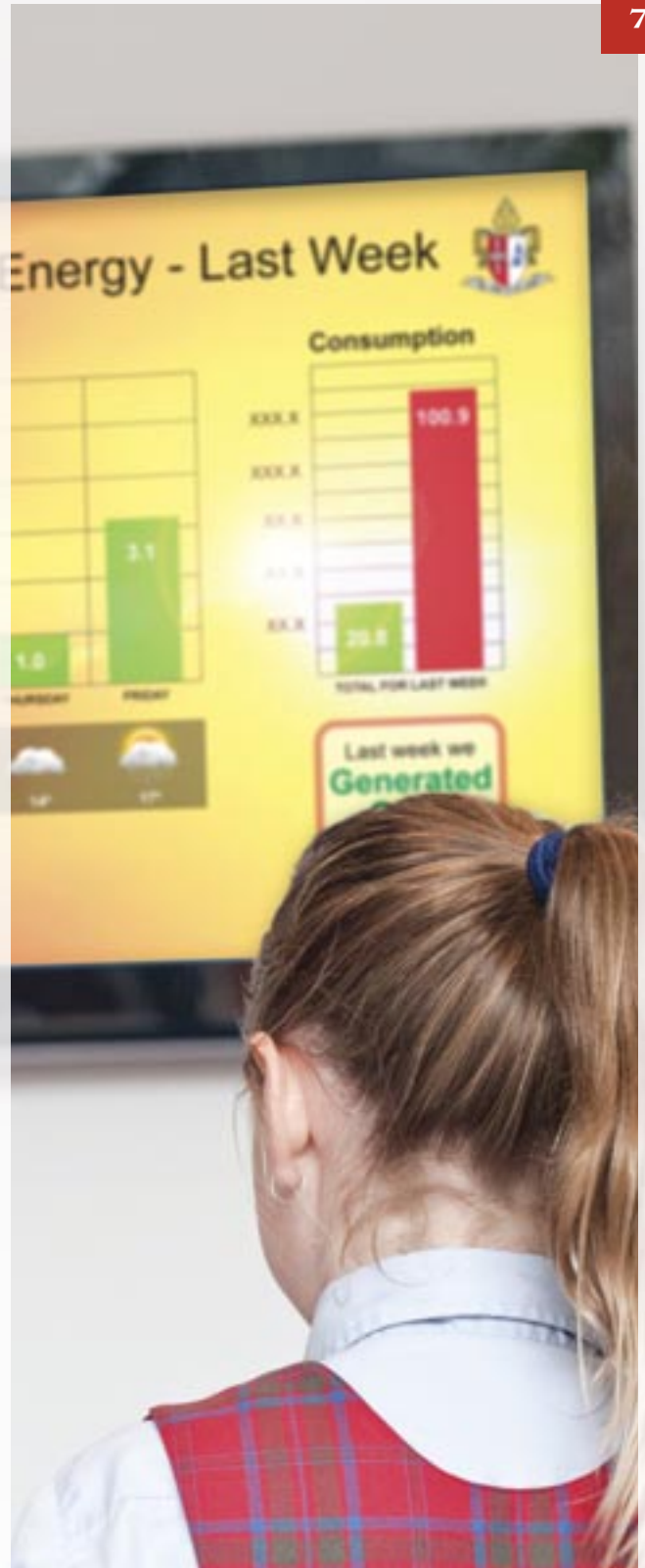
since mid 2011 and have selected a set of applications and skills that best support learning.

The building incorporates a range of environmental features that reduce the Junior School's impact on the environment and enhance student learning. These include:

- ■ Solar panels to reduce the College's carbon footprint.
- ■ Cut-away wall sections with see through panels to assist students to understand how the building is constructed.
- ■ See through sections of downpipe for viewing water flow during periods of rainfall.
- ■ Three 45,000 litre tanks to collect and recycle rainwater for garden usage. One tank is accessible for students to investigate water levels and rate of use.
- ■ A weather station that records temperature, wind and humidity.
- ■ Temperature displays in each classroom showing room temperature and outside temperature. A 'traffic light' system on the upper floor that indicates whether windows should be open or shut for natural air conditioning options.
- ■ Two LCD screens that display solar electricity collection, current weather conditions and trend data.

Along with other environmental initiatives in other parts of the campus, such as rainwater tanks and solar panels, the Junior School reflects the College's determination to create learning environments that enable learning about the environment, without diminishing the greater environment where our campuses stand.

Rob Huntington,
Head of Keilor Campus



'With an Attitude of Gratitude' is a very appropriate theme for the 2012 College year. As a College, we have so much for which to be grateful each year but in 2012 we can be especially grateful for the vision, commitment, enthusiasm and drive of a group of community minded people 25 years ago, for founding Overnewton Anglican Community College.

As we reflect on the 2012 school year, it is astounding to think about how much has been achieved by our students. Apart from the expected planned, engaging and rigorous learning activities that have taken place for all of our students, so many additional opportunities continue to take place within a school year to enhance and complement the learning program.

Our three schools, Junior School, Middle School and Canowindra, continue to provide our students with age appropriate, nurturing, engaging and supportive environments that encourage them to develop and grow academically, spiritually and socially.

The youngest members of our Campus have had a great year. The Junior School is always a hive of activity and it is always such a joy to watch the manner in which all of the students engage in the many and varied learning opportunities and experiences that are presented to them.

The Middle School continues to cater for the learning needs of our Year 5 to Year 8 students. Whether it is curricular or co-curricular, inside the classroom or in the courtyard, on the oval or in the Gymnasium, on site or off site, the Middle School students are always enthusiastically and busily engaged in learning activities. It is so pleasing to watch the dedication and determination with which they tackle their learning and the enjoyment and fun that they have with it all, too.

The Middle School students also continue to enjoy success in co-curricular activities as well. Interschool sports performances continue to be strong as our teams across all year levels keep improving and striving for success. The students' involvement in debating continues to go from strength

to strength. The student environment committee continues to raise awareness of environmental issues and looks for ways more students can be involved in improving their environment at school.

Each year brings a new and unique group of students to Canowindra. The Year 9 program goes from strength to strength as it caters for the needs of this age group academically, socially and emotionally. The elective and activities offerings complement beautifully the rigours of the academic program. Focus Weeks continue to provide the students with authentic, week-long, intensive learning experiences that take them out of the traditional classroom setting. The opportunity to work in teams to achieve a common goal by the end of the week, allows the students to experience working with younger students in Junior School, perform for Middle School students and explore the bush and local waterways as well as Melbourne's CBD. These unique and authentic learning experiences provide engagement and interest and also relevance and connectivity between theory and practice.

Canowindra also had a very successful year with respect to interschool sport with record numbers of teams participating in both summer and winter sports grand finals with much success as well. The RACV Energy Breakthrough in Maryborough was another very successful event for our Year 9 students achieving the best results ever for the College.

As well as success in interschool sport and debating, the students have also had a very successful year in the performing arts. J-Rock saw our Year 5 and 6 students across both campuses combine to perform 'Australia: With an Attitude of Gratitude'. This performance was a lovely portrayal of all of the wonderful things we have in





Australia for which we should be very grateful. It was a very entertaining performance that won the students a number of excellence awards. The Year 9 and Senior School Rock Eisteddfod team performed the 'Legend of Hua Mulan' in the Premier Division of the Rock Eisteddfod Challenge. This dramatic representation of the Chinese poem of the Legend of Hua Mulan was thoroughly entertaining with some outstanding choreography. This group also won a number of excellence awards on the night of their performance.

This year's College musical was 'Fame'. As with all College musicals, it gave the opportunity to many students from Year 7 to Year 12 to showcase their singing, dancing and acting skills. The students did a brilliant job in telling this story and thoroughly entertained their audiences with their performance.

The Year 5 and 6 musical 'Beauty and the Beast Jr' was a delightfully entertaining performance by the Year 5 and 6 students involved. It was clearly obvious the students were having a wonderful time performing this musical as the smiles on their faces would not stop beaming. A great night was had by all in attendance.

With 2012 celebrating 25 years of Overnewton, a number of major events took place to commemorate this significant milestone for the College. This year the entire College, as well as invited guests and a large number of parents, all gathered in the Gymnasium for our Founders' Day Service, to celebrate 25 years of the College's foundation. Hearing stories of the early days of the College and celebrating where it is today – the College and its founders have so much of which to be proud.



The 25 year Music Concert was a wonderful celebration of music at Overnewton. So many wonderful performances on the night were capped off at the end with the magnificent performance of the combined orchestra consisting of current students and past students and staff. It was a brilliant spectacle enjoyed immensely by all who were in attendance.

Traditionally, the annual art show showcases student work for that year. However, this year, as part of the 25 year celebrations, the art show, Argentum, showcased and catalogued student artwork the College has acquired over the years. This was an outstanding exhibition of some amazing pieces of art created by a very creative and talented group of individuals. The College is certainly very privileged and very proud to have these pieces on display across the two Campuses for everyone to see.

Presentation Night was also a very special event this year. For the first time, all students and their families from Prep to Year 12 were in attendance. It was a wonderful celebration of all of the achievements of the students for this year as well as commemorating all that the College has achieved in its 25 years.

The 25 Year Gala Ball was another great evening of celebration and reminiscence with past and present parents, students and staff enjoying a great night out.

As this year of celebration draws to a close and we reflect on all that has been achieved by the entire College community, it certainly is with an attitude of gratitude that we say thank you to all of the students, parents and staff, both past and present, for making Overnewton the truly special place that it is. 2012 has been an outstanding year of celebrations and we look forward to 2013 and all that it will bring.

*Gabe Alessandrini,
Head of Taylors Lakes Campus*



Many pages could be dedicated to describing the new Overnewton Junior School at Keilor and to summarise in a few sentences, hardly does it justice. The light filled, flexible learning spaces allow our students to interact in a variety of ways. In any session, students will be working at tables, enjoying group activities in the shared open spaces or working in withdrawal rooms or even outside on balconies. In the warmer weather the Preps and Year Ones open the glass doors to access indoor/outdoor learning areas. Walls that slide allow opportunities for classes to work together or separately, depending on the educational purpose of the lesson.



The environmental features of the building assist the students to develop understandings around sustainability. These include indoor/outdoor weather readings in every classroom and display screens that give weather readings for the day, week and month. These screens allow students to collect data about rainfall, solar power, maximum and minimum temperatures. Sections of the walls have been cut out and sit behind a perspex panel that shows the various level of insulation in the building.



The purpose built classroom furniture maximises inquiry learning opportunities. Custom designed plectrum shaped tables were based on research that informed us of the benefits of how they would enhance both group and individual work. The fun and flexible furniture in the shared spaces invites the students to choose how it will best suit their needs in each session.

Beyond the building, we have been able to enjoy play in new environs. New play equipment, sand play areas and down ball courts have all offered flexibility in

play choices. A highly populated area in any break is the soccer pitch which offers a huge grassed option for running and ball sports. Play spaces will continue to evolve as we settle in future years.

To live in this building each day is joyful and peaceful. The northerly views across the valley from every classroom are breathtaking and create a sense of calm in which to learn.



As a Secondary School teacher in a Prep-Year 12 school, I have always looked upon my Junior School colleagues with a twinge of envy in the way in which they can deeply explore a topic in great depth without having the restrictions of segregated classes and periods to stop me in mid-train of thought. I recall my Year 5 teacher working us up to 'Smartie Maths' where the statistics related to packs of mini-smarties formed the basis of a week long mathematics project in the data collection of various statistics and experiments culminating in the creation of graphs and the reward of finally eating our (probably grubby and far from today's OH&S expectations) packet of 13 smarties. Yes, 20 years on, I still remember that there were 13 in a pack. Rarely do secondary school teachers, and more importantly, the students, get to immerse themselves deeply in an area of learning where they can participate in a sustained investigation, inquiry or exploration. Yet Year 9 students at Overnewton Anglican Community College find themselves doing this eight times a year.

At the Year 9 centre, Canowindra, students are provided with a unique Year 9 experience. Our students have choice and ownership over their learning through a broad range of electives. There are real life experiences provided through the Duke of Edinburgh's Award which includes volunteer work in the local community, challenging journeys in the outdoors and commitments to learn a new skill and improve fitness. In the 'Activities' program students participate in one year long, authentic, real-life experience, such as the alternative energy, 'Racing for the Future' program, the creation of model solar vehicles, as well as dance and drama performances, rock bands and movie making. We know that these experiences and opportunities form some of the greatest memories and growth in our students.

In addition to this, Canowindra offers a distinctive 'Focus Week' program. For eight weeks a year we throw out the timetable. Core programs (English, Maths, Science, Humanities, PE, Religion and Languages) cease

and students rotate through eight authentic, week-long learning units. These range from Outdoor Education camps, the creation of a children's story book designed with and for an assigned Junior School 'buddy', and the exploration of local ecosystems, to designing and planning (including the mathematical measurement issues) their own home. We also include programs which develop life skills, such as the 'City Experience' program where students become confident navigating the public transport system and city centre independently, to provide more than an academic focus. 'Active Kids' requires a group of Year 9s to investigate fundamental motor skills then develop and run a morning of tabloid activities based on these skills for 72 Junior School students. Another program has students developing a performing arts event to present to the rest of the cohort at our weekly chapel service. 'My Place Our Place' offers an opportunity for deep investigation into students' own family immigration stories.

Student engagement with traditional programs typically drops away at this age. 14 to 15 year olds are more likely to learn what they consider useful, enjoy real life problems, prefer active over passive learning and seek adult-like roles. Peer influence increases and they learn better with peers. They are more engaged when learning outside the classroom, doing real tasks with real deadlines for real clients or audiences. Focus Weeks help provide this through authentic and relevant learning experiences, which develop 21st century skills. Students collaborate, think creatively and problem solve. Notebook computers, Web 2.0 tools, smartphones, blogs, digital photography, podcasts and more, all pop up during Focus Weeks.

Our students and staff love Focus Weeks. It's a time to take a step away from the regular curriculum and immerse ourselves in something different, something fresh and challenging and something meaningful with a new group of people.





In 2012, all 168 of our students successfully completed their VCE. The final VCE results are a key indicator of success; however, they are by no means the only indicator, as each student has enjoyed success in a broad array of sporting, artistic and performing arts related fields in their time at Overnewton. Our results are particularly pleasing when we consider that Overnewton encourages all students to complete the VCE regardless of their academic ability.

Over 95% of students in the Class of 2012 received first round tertiary offers.

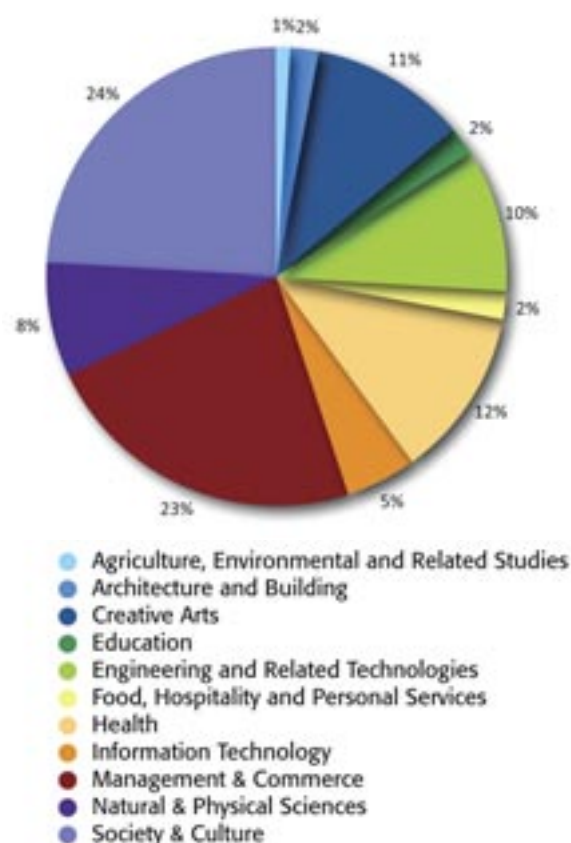
Our Dux for 2012 was Rhiannon Brooks with an ATAR of 99.00

A number of highlights associated with the final results this year include:

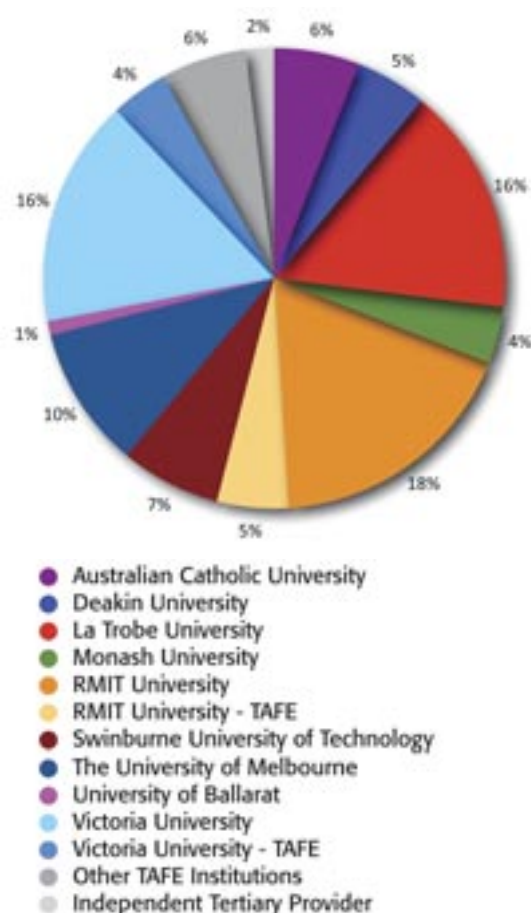
- ■ 50% of students attained an ATAR above 70, placing them in the state's top 30%
- ■ 31% of students received an ATAR above 80, placing them in the state's top 20 %
- ■ 12% of students received an ATAR above 90, placing them in the state's top 10%
- ■ 59 individual study scores over 40 were received, placing these students in the top 9% of the state in a given subject
- ■ Perfect study scores (50) were obtained in History: Australian and Visual Communication and Design.
- ■ 20% percent of all examination results were either A or A+

The Overnewton community congratulates the Class of 2012. Of course, the dedication and commitment of the school's teaching staff and the support of parents has been critical in achieving such outstanding results and, as always, their valuable contribution is gratefully appreciated.

First Round Offers x Fields of Study



Offers x Institution



ATAR SCORES OVER 90

Rhiannon Brooks	99.00
Jonathan Tsiglopoulos	98.75
Kimberley Kropf	98.55
Derek Huynh	97.50
Elizabeth Duong	97.35
Sarah Ackerman	96.25
Stephen Wong	95.55
Edward Buijs	95.35
Amanda Lam	95.35
Sashini Perera	94.60
Stefanie White	94.40
Nisha Gandhi	93.60
James Papargiris	93.55
Joyce Chahine	93.10
Mark Tan	92.65
Elena Neocleous	92.60
Ella Johnston	91.65
Zantana Hagos	90.85
Mitchell O'Keefe	90.60



College Dux Rhiannon Brooks with Principal, Jim Laussen

In 2012, teachers continued their work on the development of the Australian Curriculum, and also focused on learning from each other. All teachers took the opportunity to observe a colleague or colleagues in the classroom, with ensuing discussion and learning. Further consolidation of training in the use of restorative practices took place, and many Junior School teachers received training in Teaching Handwriting Reading and Spelling Skills (THRASS) during the year. On average, staff undertook 16 hours of professional development, with teaching staff averaging over 30 hours for the year (including participation in the classroom observation program and school-based professional learning activities).

■ Administration staff continued with business-related training from 2011; 8 attained success at Diploma level, while 8 gained a Certificate 4 qualification.

■ Average expenditure for 2012 on professional development was \$410 per staff member.

■ 35% of teachers have post-graduate qualifications beyond what is required to gain registration with the Victorian Institute of Teaching. Curriculum, education leadership, special education, student welfare and information management are particular areas of interest for further study. 18% of teachers have degrees at Masters level or higher.

■ The staff retention rate for 2012 was 96.5 %; the staff attendance rate was 95 %.



JIM LAUSSEN
College
Prinical

GABE ALESSANDRINI
Head of Taylors
Lakes Campus

GARY BONELLO
Business
Manager

KIM CRUICKSHANK
Senior College
Chaplain

ANDREA DART
Head of
Curriculum

TRACY FIELDER
Head of Junior
School, TLC

GARY FIELDING
Head of
Staff

JODI FITZGERALD-TATE
Head of
Co-curriculum

ROB HUNTINGTON
Head of
Keilor Campus



TIM JEZARD
Head of
Student Services

JAN JOLLEY
Head of Middle
School, KC

SEAN KAULE
Head of
Information Services

ANNE MCNAUGHTON
Head of Junior
School, KC

TIM MAHON
head of Middle
School, TLC

DI NUNAN
Head of Human
Resources

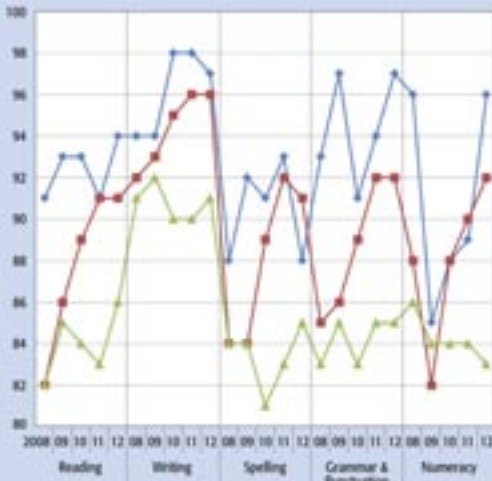
LAUREN OLD
Head of Senior
School

SHIRLEY SEIT
Head of Community
Development

DEREK SUMMERTON
Head of
Canowindra

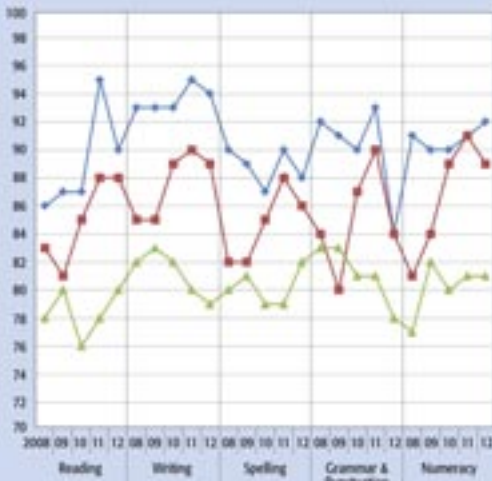
**Percentage of
Year 3 Students
Achieving Above
Minimum National
Standards 2008/2012**

— OACC
— Similar schools
— ALL schools



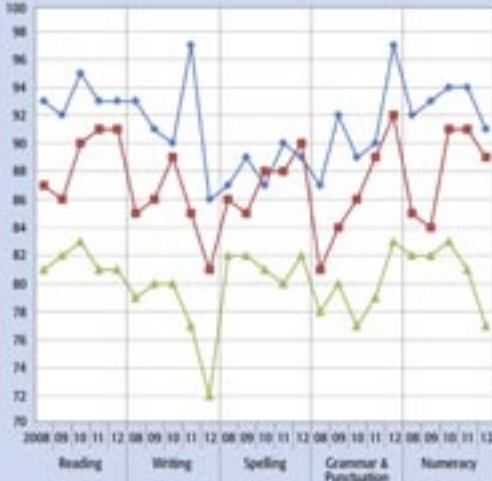
**Percentage of
Year 5 Students
Achieving Above
Minimum National
Standards 2008/2012**

— OACC
— Similar schools
— ALL schools



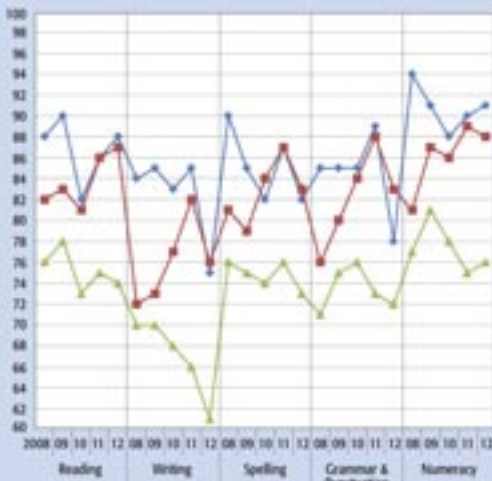
**Percentage of
Year 7 Students
Achieving Above
Minimum National
Standards 2008/2012**

— OACC
— Similar schools
— ALL schools



**Percentage of
Year 9 Students
Achieving Above
Minimum National
Standards 2008/2012**

— OACC
— Similar schools
— ALL schools



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 2008 to 2011.



2012 proved to be another successful year for the Old Collegians Association.

Our **regular reunions** which consisted this year of the 1st (2011), 5th (2007), 10th (2002) and 20th (1992) year reunions were all a great success. Unlike many other schools we are fortunate that Overnewton funds our reunions, providing a venue, food and drinks which means they are all free of charge to those attending. We would like to thank the College for their ongoing support.

The 20 Year Reunion is a fully catered sit down dinner. This year entertainment was provided by Joyce Chahine, a current performing arts student at the College. The evening was well represented and received by all who attended and I am lead to believe, was followed by a great after-party. As is now tradition at the 20 year reunions, the Class of 1992 put a hat around at the end of the night and collected a contribution which will be awarded to a student at the College at the Presentation Night next year. The Class of 1992 has chosen to present their award to a student who excels in Science.

Further to our annual reunions we also held the popular annual Old Collegians' footy tipping competition. The footy tipping competition is hosted on our Old Collegians website, **Stay Connected** (formerly Linked IN). It can be found through the links on the OACC web page www.overnewton.vic.edu.au/oldcollegians/. This year's 1st place winner was Michelle Price (Class of 2002), whose prize has been donated by Anaconda and was presented at the one year re-union on November 30th.

Whilst facilitating the footy tipping competition, 'Stay Connected' also provides a valuable tool for keeping in contact, viewing photos, leaving messages, blogs or simply reconnecting with past school mates.

Currently there are over 1300 past students registered on the site, providing a great avenue to stay in-contact or search for past friends and keep up to date with all activities including the reunions.

September this year saw the hosting of the **current students vs. old collegians** indoor soccer match. The old collegians team consisting of players from the Class of 2008 and 2009 battled it out against the current OACC indoor soccer team umpired by Saverio Ciccone. Unfortunately the old collegians lost the match, however we hope to re-group and come home with a win next year.



The end of 2012 also saw the annual presentation of our own **Old Collegians' Quiet Achiever Award** at Presentation Night. The old collegians award is nominated by teachers at the College and is awarded to the best all rounder who has given 100%, and performed to the best of their ability. The winner has a go-getter attitude and shows enthusiasm at the College both academically and socially. This year the winner was Michaela Pitcaithly, who received a certificate in recognition of the award, plus a monetary prize donated by the Old Collegians.

Further to all the aforementioned activities, a large number of past students represented their professions at the College's annual **Careers Night**. Reports from the current students indicate that they enjoy meeting and talking with old collegians as they feel a significant connection. Thanks to all those who donated their time and participated on the night.

Finally I would like to say thanks to all the members of the committee for their time and efforts this year and all old collegians for your contributions throughout the year. Your participation keeps the Old Collegians' Association alive and moving forward into the future. Without your ongoing support the Old Collegians Association and the activities and service we provide would not exist.



*Andrew Matiszak, President
Overnewton Old Collegians*



The importance of Parents and Friends cannot be undervalued as an instrumental part of all fundraising activities.

In fact, **last year over \$120,000 was raised** due to the support of our families. Some of these funds were used to provide many enhancements outside the College's normal funding budget. These included; funding towards the Year 9 'Racing For The Future' event which had five teams competing, including an all-girl team for the first time, the new Junior School adventure playground at Keilor Campus, continued support of the Artist in Residence program, the barbecue area outside the Taylors Lakes Campus Gymnasium and the purchase of commercial equipment to better support our catering activities and Country Fair.

Additionally, Parents and Friends assist with the management of the Family Contribution Scheme, with **over 100,000 hours of work completed** by our parents each year. Each Parents and Friends committee member is formally elected and each is responsible for a portfolio of workgroups managed day to day by our parent coordinators across both campuses.

During the school day, some of the ways parents contribute their time are by helping out in the classroom, the canteens, the catering group, first aid, office and excursions. The after hours options include the cleaning of the Multipurpose Hall, the Gymnasium and the Sports

and Performing Arts Building, mowing, watering and helping out at working bees. These are just some samples of the many options available, and the benefits to the parents in assisting at the College are many.

Through the Family Contribution Scheme parents give skills, life experiences, time and expertise to the College community and as a result, provide the opportunity for extended services and an enhanced quality of the College community life, by their active participation.

In return parents:

- | | |
|---------------------|----------------------------|
| ■ meet new people | ■ gain experience |
| ■ try something new | ■ stay active and involved |
| ■ learn new skills | ■ have fun |
| ■ retain skills | ■ support the College |

As chairperson I see how much effort so many people put into the College and I am very grateful for this commitment. We could not function without our dedicated parents and friends, so thank you for all your hard work throughout the year.



Dean Dannock, Chairperson, Parents & Friends

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