



2015 Community Report

2015 THEME: thinking first



At the 2015 Presentation Night, it was a joy to announce to the College community that we had purchased the land adjoining the Keilor Campus, returning the property to the original size it was before being subdivided into Overnewton College and the Lowther Hall sports fields back in the mid 1980s.

The announcement was made by Andy Matiszak, Deputy Chair of the College Board; a man who is matched by very few others for the amount of time, wisdom, advice, expertise, love and passion he has given to the College since before the first student walked onto the Keilor property in 1987. Along with Manny Stamatopoulos, Andy had looked across the fence between the two properties for many years, longing for the day when that land might be ours.

With respect to the 2015 theme of *Thinking First*, it is important to talk about the thinking that has gone into the purchase of this property. Discussions between the two schools have been ongoing for much of the past eight years. However, for the last two years, the negotiations became more intense.

Before the Board would seriously consider the purchase of the property there were several levels of investigation that needed to take place.

We took possession of the land at the end of January 2016 and are not planning to do much to the property in 2016 other than some minor paving, cleaning, signage and safety rectifications.

On our list of priorities is a new Middle School at Keilor Campus, and it would be nice to have a new Junior School at Taylors Lakes Campus; a Music school at Taylors Lakes Campus; a Chapel on either of our campuses; and of course Food Technology centres just to start the list. Oh, and that swimming pool... but that is a long, long, long way down the list! All of these

possibilities require a lot of money to build, therefore the Board has very carefully thought through its priorities.

As a community, we are indebted to our current and past College Boards that have been careful governors, who think seriously about our mission, have set prudent financial plans in place, and who constantly focus on ensuring the longevity of the College for many generations to come.

Following the acquisition of the land, there will be some new thinking about where we might site the new Middle School at Keilor Campus, as well as better ways of reducing traffic from Overnewton Road.

Whilst I have been focused on thinking with respect to the College's facilities, the really important thinking that we undertake is about the learning that goes on in our classrooms.

Every year, College staff research best educational practice. They look at what is happening really well in other schools and, most importantly, they seek to ensure that we are providing programs that are best supporting the learning and developmental needs of the Overnewton children.

It is such thinking that has led to:

- Introducing THRASS through the Junior School, as well as Year 5 and into Year 6 in 2016.
- Targeted approaches in numeracy.
- Appointing a College Head of Gifted Education.
- CLIL Mandarin.
- Middle School teachers undertaking the Harvard University Visible Thinking program.
- A Middle School review, following very successful Year 9 and Year 10 reviews.
- Continuing to roll out thinking curriculum across the College, from Prep to Year 12.



Front Cover: Past Chair of the Board, Manny Stamatopoulos, current Chair of the Board, Mark Ruff and Chair of the Capital Projects Committee Andy Matiszak unveil the signage at the entrance to the new property.

All of this careful thinking has been rewarded by our students' strongest VCE results for twelve years in 2014, as well as our strongest ever NAPLAN results in 2015.

But a quality Overnewton education is not just about academics; crucially important and central though they are.

Our co-curricular offerings are broad and strong too. In particular, this year we have enjoyed enormous success in public speaking and debating, our strongest sporting successes to date, music success, drama and College musicals, successful motions at youth parliament, the solar boat challenge, our ongoing work in Zambia and a wonderful commitment to community service.

Anybody who has experienced the joy of being in a Senior School House Debating or Public Speaking final, or who has heard the Year 9 Ensemble perform, will know that there has been careful thinking and planning around providing the excellent co-curricular programs that the College offers.

In all of our thinking, we are mindful of the following priorities: our College mission, our College values, our Christian faith, our unique community, best practice in education, our strategic plan Overnewton 2020, financial prudence, equity of opportunity across our two campuses, and – most importantly – the learning needs of our students. Consciously and subconsciously, we think heeding these priorities every day.

Of course, thinking is hard work. It requires much energy and much time but the best thinking produces immense and valuable benefits.

The long-term health of Overnewton depends on the wisdom of the decisions and efforts we put into our school today. I am confident that continued careful thinking will ensure the long-term health of our great school.

Jim Laussen
Jim Laussen, Principal



As a foundation parent, and a board member since 1989, it is amazing to think that we have just celebrated the end of the College's 29th year of operation. Even more amazing for me is that I am still here after all this time: I am sure that makes me one of the oldest 'parents' at Overnewton!

I reflect on my first involvement at the College and the changes that have occurred since. All of these changes resulted from a community of people who – in keeping with the 2015 College theme – were prepared to 'think first' and then take action.

It started in 1985 when the Anglican Church purchased the site in Keilor.

Thinking first about the families in the area, the Church determined to help provide a sound yet affordable education for their children, backed by good values and a strong Christian ethic.

The announcement created something of a stir. Whether it was simply the thought of having a new, independent school right in the heart of Melbourne's north-west, or the philosophy of contribution and community behind it, news of the Church's plans spread like wildfire.

Thinking first about informing the community and seeking their feedback and interest, the Church organised a meeting. At the first public meeting interest was high and, on that night, parents registered their children to attend the school. The challenge for the school's founders was to harness the community's enthusiasm and consider the practicalities of where and how to house all of the students.

Thinking first about providing a safe, comfortable and efficient learning environment for students, we set to work on bringing together a vision and a plan for the site.

From the start, I have been involved in helping to co-ordinate the development of the sites and the building of facilities. In those early days, we were working on a very blank canvas. The area on which the Keilor Campus sits was little more than paddocks, and the foundation parents all did their fair share of digging trenches, pouring concrete and cutting back hundreds of thistles. It took countless weeks and months of planning but, eventually from the mud and the dust, the school began to take shape.

Thinking first about keeping to the values of affordability and quality, the College started as a simple collection of portable classrooms, surrounding the now-familiar 'haystack'.

The facilities were not state of the art, but they provided a comfortable teaching and learning environment for the staff and students. The students came to school in their rubber boots and changed to slip-on-footwear when they entered the classroom. Those were the days when you had to think first before entering a classroom!

Today, the Keilor Campus has grown to include Junior School, Middle School and Senior School facilities, a Library, an administration building, the Penman and Richardson Centres, the Sports and Performing Arts Building, Visual Arts Centre, offices and even the College Shop.

In 1996, Overnewton College opened its second campus at Taylors Lakes.



THE BOARD

Left to Right:

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



FINANCE

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



CAPITAL PROJECTS

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



GOVERNANCE

Mark Ruff (Chair)
Phillipa Beck
Leneen Forde
Mark Holloway



Thinking first about the needs of the surrounding community, the Board and the Church, using government funding, were able to purchase land in this rapidly growing area.

Once again, the buildings were humble to begin with, but the school community was able to build a wonderful facility that today includes the Prep Centre, Junior School and Middle School, Multi Purpose Hall, Music Centre, gymnasium, library and the Canowindra centre for the Year 9s.

Today, the two campuses house a student body of around 2,200 children. The Board's recent purchase of the land adjacent to the Keilor Campus will enable us to further develop and grow the College, and continually strive to provide the best facilities and learning environment for students.

My time with the school is coming to a close and I am proud of what we have been able to achieve together over the past 29 years and am delighted to see the next chapter unfold. All Overnewton families and staff can take pride in the College's achievements so far, because each and every one has played an important part in them.

While buildings and facilities have been the focus of my time at Overnewton as Chair of the Capital Projects Committee, they are of course just a reflection of something much broader and much more important.

Since 1996, 8,000 Overnewton students have graduated through Year 12 and have gone on to pursue their hopes, dreams and careers, taking with them - we hope - the learnings and values they have acquired within the College walls.

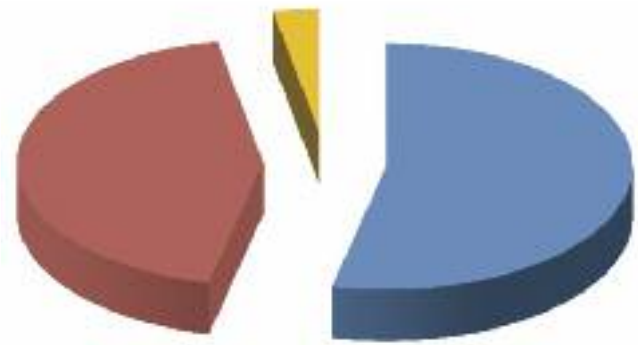
That, more than any building or campus, is our legacy.

Andy Matiszak
Board Member from 1989 to 2016.



INCOME

Tuition Fees of \$21.091m and Government Funding of \$17.122m continue to be the major sources of income for Overnewton Anglican Community College in 2015, contributing 87.0% of the total revenue of \$39.395m. Other income of \$1.182m made up the remaining 3.2% of revenue.



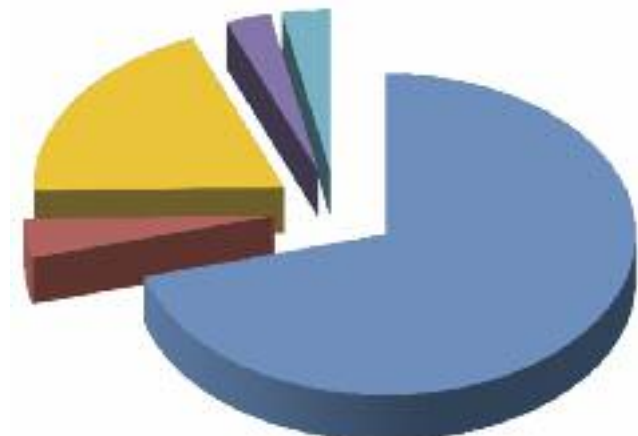
EXPENDITURE

Total expenditure in 2015 was \$37.789m, with the major expense to the College being Employment costs of \$26.740m, or 70.8% of total expenditure.

Other major expenditure included:

- Education and General costs of \$7.293m or 19.3% of total expenditure
- Financing costs of \$1.099m, being 2.9% of total expenditure
- and Property and Maintenance costs of \$1.171m, which was 3.1% of total expenditure.

Investment in Capital Works for the year amounted to \$1.485m, representing 3.9% of total expenditure.



2015 has been characterised by the quality of our students' performances when they were measured against others and when they present themselves on the local and worldwide stage.

Analysis of student NAPLAN results over the last five years clearly shows that Overnewton student mean improvement between Years 3 and 9 outstrips that of students from most government, Catholic and independent schools in our area. In addition, outstanding results by our current Year 3s reflect an increasingly higher level that our students are already at by the time they reach that stage of their education. Invariably this all flows through to strong VCE results at Years 11 and 12.

In support of student learning, a significant change in teaching and learning took place in 2015 with the introduction of the 1:1 iPad program for students in Years 3-8 and MacBooks from Year 9. This has made a significant difference to the manner by which students present work and how efficiently they can access online resources. Student and teacher work in the classroom is now mirroring more closely the work of people in business and at home. Our technology use also enables greater efficiencies in student assessment; an excellent example of this is student PAT testing; this is now completed online and provides almost instant feedback to staff when, previously, analysis of paper based responses by ACER took weeks.

Over the Easter break, thirty Year 9–12 students and four staff spent a fortnight in the USA on the Performing Arts Tour and had a fantastic time. They were involved in elite dance and acting classes in New York and Los Angeles, which was a tremendous learning experience for our students, many of whom are at the top level of competence in their field in Melbourne. They also demonstrated the ability to travel around Manhattan and parts of Los Angeles independently and show the initiative we would expect from highly competent young adults. They were confident travellers who were able to cope with minor issues without having to ring home and get help from their parents, and understood that people in other countries might have a

different culture but are essentially the same as us. Unsurprisingly, many of the students on the Performing Arts Tour were also in the College Musical *High School Musical*, later in the year.

Overnewton continues to compete on the wider stage in sport with great success. A good crowd of students, staff and parents were in attendance at our first ever Association of Co-educational Schools (ACS) night football game; it was also a good opportunity to showcase the Fair Go Sport initiative as a significant College and ACS program. The College also became part of the Melbourne City College of Football program, which is an exciting opportunity for our soccer players. This new relationship reflects our outstanding success in the world game at both the ACS and statewide levels and there was a great deal of interest from College families at the official launch of the program in November.

Of all public events our students participate in, debating and public speaking are, perhaps, the greatest tests of our students' public face. It has been fantastic to see or hear about our students participating in activities such as the Victorian Curriculum and Assessment Authority (VCAA) Plain English Speaking Award, the ACS Public Speaking Competition and the Debating Association of Victoria (DAV) Debating and Public Speaking Competition. A particular highlight was the Senior Division of the DAV Public Speaking Competition in which our students won both the Year 12 and Year 11 categories in this statewide competition. This is the pinnacle public speaking event for Victorian schools.





Public displays of courage are also a feature of our College community and this was best demonstrated by a Year 6 student and her mother who did a presentation to Middle School regarding breast cancer. In response to this, the Middle School leaders set up a square in the playground outside the library as a place to leave money to donate to breast cancer research. Approximately \$250 was left there over the following week and all students understood the importance of respecting that space, the money left there and trusting each other in relation to it safely reaching its charitable destination. This was a visionary and altruistic innovation that has garnered support from all of Middle School.

There have been many instances throughout the year in which our students have measured up well against students in other schools.

*Rob Huntington,
Head of Keilor Campus*



The 2015 school year has provided numerous learning opportunities and experiences for our students to continue to help each of them to develop and grow as a person. Our three schools, Junior School, Middle School and Canowindra, continue to provide enriching and nurturing environments where our students can think, question, share ideas, discuss possibilities and be creative. Our schools are highly supportive learning communities that provide our students with enriching learning opportunities and experiences. Watching our students enjoying their learning is what makes being an educator so rewarding.

The Junior School continues to provide the youngest members of our student community with the best possible start to their learning adventure and sets the foundations upon which a desire and curiosity for learning is built. There is always something great going on in Junior School. From House Days and camps, incursions and excursions, carnivals and Book Week activities to the many other activities and opportunities that take place, all of these experiences mesh perfectly and complement brilliantly the formal learning program. Assemblies regularly provide students with the opportunity to showcase their learning and celebrate their successes. Whether it is singing in Mandarin or sharing what they have learnt in a particular unit of work, the enthusiasm and sense of pride with which they share their achievements is a joy to behold.

Like Junior School, so much goes on in Middle School and it is always pleasing to see the students engaged in all of the learning activities that are taking place. Wherever they are, the Middle School students are always enthusiastically engaged in learning activities. It is so pleasing to watch the dedication with which they tackle their learning and the enjoyment and fun that they have with it all too.

The introduction of 1:1 iPads for each student across the entire Middle School has enhanced their learning experience tremendously. The ability to be creative with and within their learning, have ready access to resources, share what they have learnt with the class easily, use collaborative learning tools and engage in learning anywhere within the Middle School and the Campus as a whole has added another dimension to the already engaging and supportive learning environment in the Middle School. These fantastic learning tools allow our Middle School students to further engage in the learning opportunities presented to them, explore



and ask questions and experience authentic tasks all designed to build their skills and knowledge.

Middle School has had a very rewarding year from a co-curricular perspective as well. The house carnivals and house activities are always a highlight for the students and a great opportunity to show house spirit and have a great time competing for house points. Interschool sport has seen the Middle School students have a very successful year. Grand final wins in the summer and winter seasons for the Year 7 and 8 students in a variety of sports have really showcased the sporting prowess of many of our students. Improved results in the ACS carnivals have been very pleasing and a well deserved reward for all of the hard work of our students and their team managers. The Year 5 and 6 students have had a great year in sports also with many students going on to competing at a district and state level.

Canowindra continues to provide our Year 9 students with a stand-alone year where they combine the rigors of the academic program with the broad variety of learning choices 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 a new group of students brings with it a unique set of individuals whose character embraces all of the learning opportunities presented to them with a great deal of energy and enthusiasm similar to the previous year's group but in a manner that distinguishes it from the previous year's group.

The Year 9 program at Canowindra provides a learning environment where our students are not only challenged academically but also personally. Our Year 9s develop the confidence to work in a variety of group and individual situations where they are encouraged to step up, use their initiative and take the lead when needed or to step back and provide support and encouragement where appropriate. The opportunities to take on these challenges occur all the time but especially more so during the eight Focus Weeks that take place across the year. Whether it is canoeing down a river, setting up camp and cooking your own meals, navigating through the Melbourne central business district, creating a personalised story for a Junior School





student or working with a design brief for a client who wants a sustainable house, our Year 9s build on prior knowledge, work together and individually, develop new skills and enjoy applying their learning to authentic real-life tasks.

This year the Year 9s have experienced great success in sport, public speaking and many other co-curricular activities. Like the Middle School, there have been many Grand Final wins in both the summer and winter ACS seasons. The highlight would have to be the Model Solar Vehicle Challenge team achieving great success in their competition by attaining a third placing in the state competition with their solar powered boat and then being invited to participate in the National Championship in Adelaide to compete with students from all across Australia. This was an outstanding achievement.

Performing Arts across the College have had a wonderful year. This year's College musical was *Disney's High School Musical*. 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. Our College is blessed with such a broad and diverse pool of talented students that step up each year and thoroughly entertain and captivate their audiences with their performances.

The Year 5 and 6 musical *Annie Jr* was a delightfully entertaining performance by all of the 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.

Across the College, our music ensembles have been outstanding. The Stringlings and String Ensemble have taken their performances to another level. This was brilliantly highlighted at Presentation Night where their performance had the audience spellbound. The *Out of the Blue* concert evening held at the Keilor Hotel where our rock band type groups had the opportunity to perform was an outstanding event. So many students from Years 9 – 12 were involved and they thoroughly enjoyed performing for all in attendance. It was a great night of music as was the Ensemble Concert later in the year.

Our students do an amazing job of rising to the occasion, showcasing their talents and representing their College with pride. Whether it is sport, music, performing arts, public speaking or any other type of co-curricular involvement or major event, their commitment and dedication is to be commended. Presentation Night each year continues to give 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 and very proud of all that we have achieved as a College community.

With 2015's theme of *Thinking First*, it brings to mind a quote from Dr Martin Luther King Jr. when he said, ***"The function of education is to teach one to think intensively and think critically. Intelligence plus character – that is the goal of true education."*** For us as a College our goal this year was to be *Thinking First* with everything we did and in every situation in which we found ourselves, and as we learnt from all of our experiences let us always strive to be better people.

Thank you to every member of the Overnewton Community for contributing to another successful and rewarding year.

Gabe Alessandrini,
Head of Taylors Lakes Campus



Focus Weeks are an important component of the program at the Year 9 Centre, Canowindra. A Focus Week is a full week when regular classes pause and students, instead, continue their learning by rotating through eight different programs over the year. This allows students to delve deeply into topics, and participate in hands on, or offsite learning through a variety of experiences in a range of onsite and offsite environments. A review of Year 9 in 2014 led to an update of the program to take advantage of new technologies and community opportunities.

Key changes were rolled out and refined during 2015 and included:

- Full days dedicated to the Focus Week program on Mondays, Tuesdays and Wednesdays, allowing students to explore their topics in greater depth.
- The Mighty Melbourne Program, which includes two city based weeks.
- Targeted learning workshops enabling students to refine and build their skills in a range of areas.

Focus Week Programs:

- **Active Kids:** An opportunity for Year 9 students to put into action and practice their understanding of learning and motor skill acquisition through organising and coordinating a tabloid sports event for Junior School students.
- **Camps:** Either the two Outdoor Education camps, contributing to the Duke of Edinburgh Award, or the Waratah Bay three day camp for all students not undertaking the Outdoor Education program.
- **Ecosystems:** A Science based Focus Week in which students investigate organisms, their relationships within an ecosystem and sustainability, this Focus Week also includes an excursion to Ecolinc Science and Technology Innovation Centre.
- **Grand Designs:** Aligned to the core Mathematics program, this Focus Week enables students to apply their mathematical skills and financial literacy to a hands on design project.
- **Mighty Melbourne:** A two week city based exploration into the History of Melbourne, small group research and an inquiry into the contemporary urban issues such as homelessness supported by a tour with Urban Seed.
- **Ministry of Performance:** A group based exploration into religious, ethical and social values in order to devise a dramatic performance to be presented in the form of a Canowindra Chapel service.

■ **Writers' Workshop:** The creation of an illustrated text for a Junior School student, exploring artistic and literary techniques as well as considerations into early childhood literacy.

I made a point of attending a day of our updated city program, Mighty Melbourne, during Focus Week Two this year to see it in action for myself.

We met students at the State Library and my groups spent the morning finalising their research in this special building. It was a pleasure to see our Canowindra students making use of the amazing spaces and resources of our State Library. As students completed their preparation they headed off into the city to investigate the sites relevant to their project.

After lunch it was our turn to meet at the Baptist Church in Collins Street for our 'Urban Seed' tour. This session aims to provide an insight into homelessness in our city. Our guide gave an introductory talk in the church then took us on a tour of a variety of Melbourne's lanes and alleyways all in the context of homelessness and sleeping rough.

The walk ended with a visit to 'Credo Café' in the basement of the Baptist Church. The café provides a place for many of Melbourne's disadvantaged to meet, talk and share a meal. I was extremely proud of our students in the way they approached this day. It was certainly a powerful and eye-opening experience for all of us.

*Derek Summerton,
Head of Canowindra*



Student reflections



GRAND DESIGNS

Grand Designs expanded the mathematical and creative learning of everyone involved. The Focus Week went through many different factors that occur frequently outside of school. We learned how interest

works and the difference between compound and simple interest. We also investigated the differences between credit cards and debit cards. The major project of Grand Designs is to create a house for a specific client. We had a budget to follow and a design brief that we had to follow to please the client. To do this we created a 2D and 3D floor plan and model, which showed our client what we were going to build and how we were going to build it. This showed students the essential components of architecture and interior designing. One of the hardest things that we did during this Focus Week was how to consistently follow a scale to the millimetre. This had to be done perfectly since this is what would happen in the real world. Overall this week was a fun and enjoyable experience and I learnt plenty of things about architecture that I never understood. – *Billy Tzimos*



ACTIVE KIDS

Year 2 students, together with Year 9 students, participated in the Active Kids program. Year 9s spent a full week preparing fundamental motor skills activities such as dodge ball, bounce and catching, all to become a teacher for a day. At first the Year 9s had to go through theory and practical work to see what they had to teach the students when it came to the day. The students went through Open and Closed Skills laboratories, Fine and Gross Motor Skills, Discrete, Serial and Continuous movements and set examples for benefiting future learning. After this came the planning; nametags and group formation was done, class lists were organised, colours for the groups were decided. By the end of the day, we were organised and ready to teach.

On the day, the Year 2s were taken through a full set of fundamental motor skills. They were: catch, ball bounce, punt, dodge, run and leaping, with the Year 9 students creating a whole lot of exciting yet challenging activities for them to complete. Overall, the Year 2s had an amazing day learning fundamental skills for their future learning, while the Year 9s came out of the day with new skills and knowledge about teaching.

– *Natalie Mpadoigiannis and Amanda Lis*



ECOSYSTEMS FOCUS

The Ecosystems Focus Week group were engaged in an in-depth study of Victoria's grassland ecosystem. Each day students got the opportunity to discover new aspects of the ecosystem that many native animals call home, through the two excursions to Mt Rothwell and Taylors Creek. We learned about how to sustain, identify and manage the plants and animals that live in grasslands. We ended the week with completing a five minute documentary that wrapped up all we had investigated through the five days of hard work and hot weather. Although challenging we loved every minute.

– *Oscar Gauci and Nicholas Collett*



WRITERS' WORKSHOP

Writers' Workshop is a Focus Week activity involving understanding and creating picture storybooks. The group is required to plan, write and illustrate a picture book for their selected Junior School buddy's hobbies and interests. There are certain steps and criteria necessary to produce the book. The steps that need to be taken in order to produce a great book are: gaining an understanding of the types of picture story books; learning the structure and how to write an interesting book; planning; meeting your buddy and interviewing them to gain knowledge about them; and finally, making an engaging book for your buddy. The workshop has many challenges, but seeing a smile on your buddy's face once they see the front cover makes all the hard work totally worth it.

I'm sure that everyone who undertakes the workshop will have a great time, take away some new skills, and enjoy the challenge. – *Lachlan Coyne*

In 2015, 151 students successfully completed Year 12 at Overnewton: 144 students chose to sit exams and attain an ATAR score and 7 chose a non-exam pathway to earning their VCE.

- 9 students achieved an ATAR over 90, placing them in the top 10% of the state.
- The College Dux for 2015 was Jonah Krznaric with an ATAR of 99.25, placing him in the top 1% of the state.
- 42% of students achieved an ATAR above 70 placing them in the top 30% of the state.
- Our average study score remained at 31 and 51 individual study scores above 40 were achieved, placing these students in the top 9% of the state in a given subject.
- 4 students received the VCE Baccalaureate along with their VCE certificate.

Academic achievements

Jonah Krznaric completed two accelerated subjects whilst in Year 11 in 2014, including achieving an individual study score of 49 for Further Mathematics. This year, Jonah completed four Year 12 subjects and was dux in all of these subjects – English Language, Chemistry, IT Apps and Physics.

Ruby Cashmore achieved the College's second highest ATAR score with 97.45 and was dux of four out of the five subjects she undertook – English, Literature, Global Politics and History Revolutions. Patrick Wu achieved the third highest ATAR score with 96.60.

Sarah White was one of 12 students across Australia, and the only student from Victoria to be awarded a Vice Chancellor's Elite Scholarship to Bond University. The scholarship is awarded on the basis of exceptional academic achievement, proven leadership ability and personal character.

Whilst we celebrate the successes of Jonah and our 90+ achievers, we are delighted by all students who have worked incredibly hard during their time at the College and have attained an ATAR that will be rewarded with an offer to the tertiary course of their choice.

ATAR scores over 90

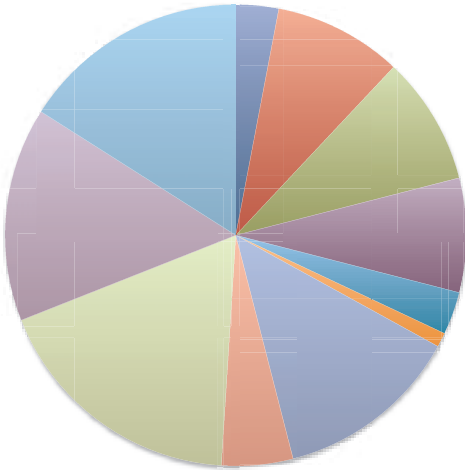
Student	Score
Jonah Krznaric	99.25
Ruby Cashmore	97.45
Patrick Wu	96.60
Sarah White	93.60
Liam Di Martino	93.55
Caroline Rutkowski	92.75
Liana Konjarski	92.50
Tayla Lokman	91.45
Kate Sidley	90.65

College Dux Jonah Krznaric (ATAR 99.25) with Principal, Jim Laussen >

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

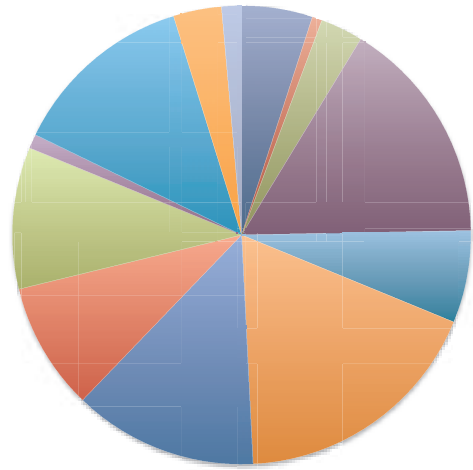


First Round Offers by Fields of Study



- 3% ● Agriculture, Environmental and Related Studies
- 9% ● Architecture and Building
- 9% ● Creative Arts
- 8% ● Education
- 3% ● Engineering and Related Technologies
- 1% ● Food, Hospitality and Personal Services
- 13% ● Health
- 5% ● Information Technology
- 18% ● Management & Commerce
- 15% ● Natural & Physical Sciences
- 16% ● Society & Culture

First Round Offers by Institution



- 5% ● Australian Catholic University
- 0.7% ● Bond University
- 3% ● Deakin University
- 16% ● La Trobe University
- 6.5% ● Monash University
- 18% ● RMIT University
- 13% ● RMIT University - TAFE
- 9% ● Swinburne University of Technology
- 10% ● The University of Melbourne
- 1% ● Federation University of Australia
- 13% ● Victoria University
- 3.4% ● Other TAFE Institutes
- 1.4% ● Independent Tertiary Institutions



In 2015, Junior and Middle School teachers continued to work with cross-campus colleagues to develop curriculum and learn together. Year 9 and Senior School teachers met regularly to enhance learning and pastoral transition, particularly between Years 9 and 10. All teachers have been engaged in further developing the effective use of ICT in their classrooms, and in differentiating the curriculum in order to optimise learning for all students, including those with special needs.

During 2015, Middle Schools and the Senior School Mathematics faculty trialled the use of the Pivot student survey of teachers, with questions based on the AITSL standards that all teachers are required to meet. This will be rolled out from Years 5–12 in 2016, with results informing teacher professional development.

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 40 hours of professional development, including their participation in the performance development program and peer observation.

- Average expenditure for 2015 on professional development was \$750 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, special education, student welfare and educational leadership.
- The staff retention rate for 2015 was 96.3%.
- The staff attendance rate was 95.3%.

Leadership Team



JIM LAUSSEN
College
Principal

GABE ALESSANDRINI
Head of Taylors
Lakes Campus



GARY BONELLO
Business
Manager



KIM CRUICKSHANK
Senior College
Chaplain



TRACY FIELDER
Head of Junior
School, TLC



JODI FITZGERALD-TATE
Head of
Co-curriculum



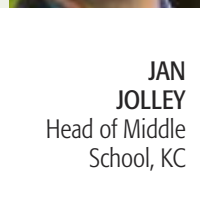
JANET GANGELL
Head of
Curriculum



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

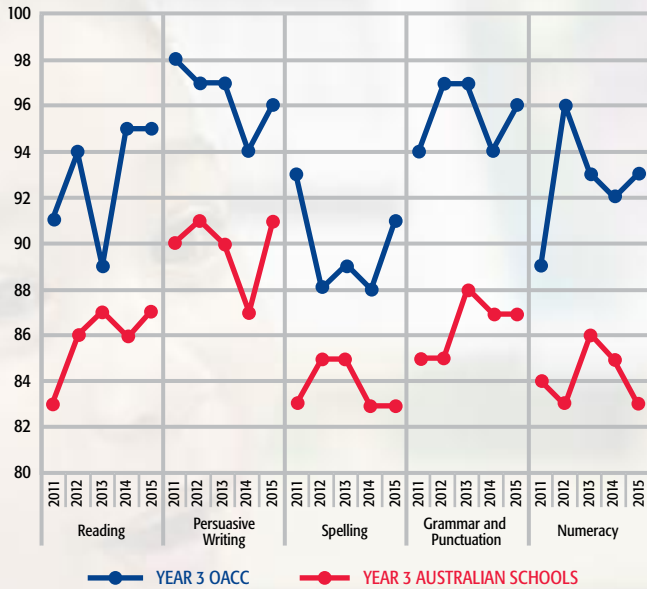


SHIRLEY SEIT
Head of
Community
Development

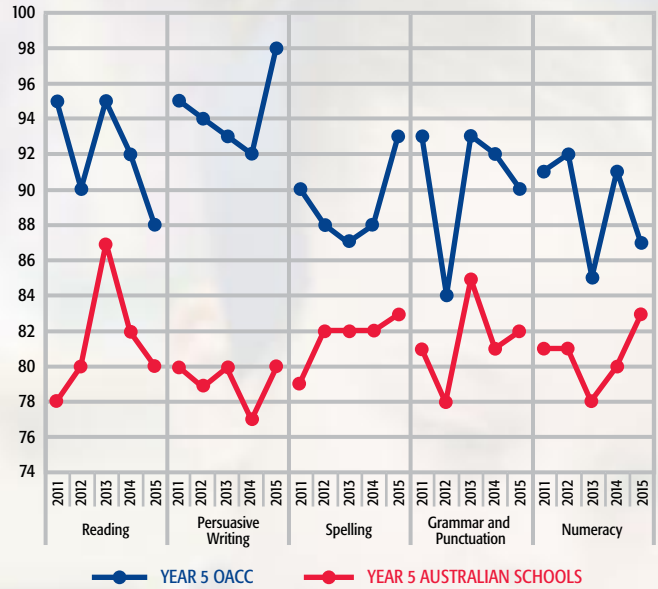


DEREK SUMMERTON
Head of
Canowindra

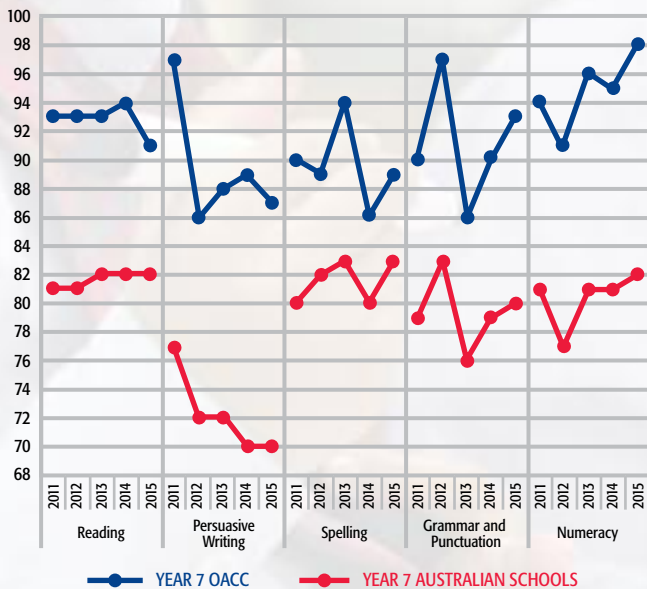
Percentage of Year 3 Students
Achieving Above Minimum National Standards
2011/2015



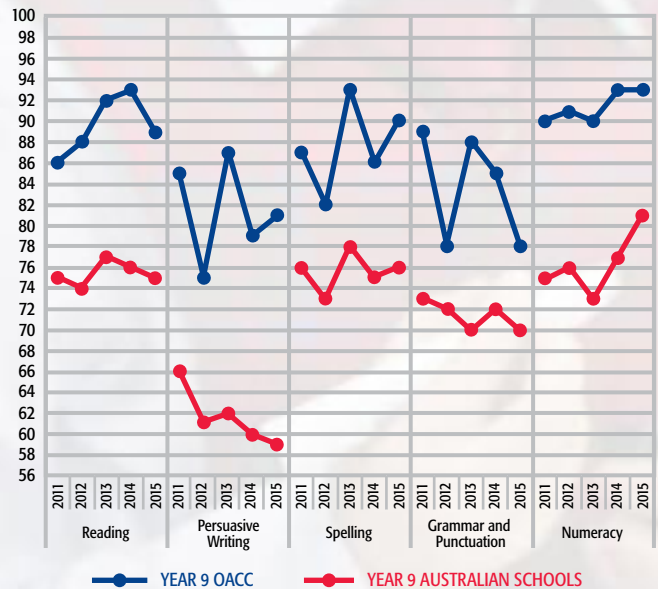
Percentage of Year 5 Students
Achieving Above Minimum National Standards
2011/2015



Percentage of Year 7 Students
Achieving Above Minimum National Standards
2011/2015



Percentage of Year 9 Students
Achieving Above Minimum National Standards
2011/2015



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 2011 to 2015.

In 2014, Overnewton began the Mandarin CLIL Program in the Junior School. The program commenced with the 2014 Prep students and will continue to evolve as this cohort of students progresses through the College. Through the CLIL Program, students learn Science-related topics via Mandarin as part of the Cross Curricular Learning process. The Mandarin lessons run daily in each class for 25 minutes and are taught by a specialist Mandarin speaking teacher. In 2015, students from both Prep and Year 1 were part of this program.

The exciting differences for students learning a language at Overnewton are that all the CLIL lessons are presented in Mandarin and home group teachers are learning alongside the students in their class. This creates a wonderful opportunity for teachers to incorporate and imbed learning of Mandarin within the curriculum and routines.

What is CLIL

CLIL is an abbreviation for Content and Language Integrated Learning. It is a way of teaching subject content (e.g. Science, Geography, History, etc.) through a second language. This educational approach to teaching and learning can be traced back to the Roman times when the Roman upper middle class chose to have their children educated in Greek. The acronym itself however was coined only in the mid-1990s and in brief, simply means that students will be learn a subject or parts of a subject through a foreign language.

CLIL is a strong form of bilingual education in which students can potentially achieve the goals of bilingualism and bi-literacy. It supports students from four specific dimensions, including meaningful content, higher-order thinking skills, practical language skills and intercultural understanding. In order to learn the meaningful content effectively, CLIL students need to link new information or ideas in the target language to previous knowledge in their first language. Therefore, they will transfer their thinking process to higher-order thinking through various activities. In terms of communication skills, students in CLIL can access a wide range of spoken and written language in both general and more specialised topics, which will develop their literacy skills. CLIL students also enhance intercultural awareness and form sensible attitudes towards different cultures as they explore different international perspectives on the subject they are learning.

Progress of CLIL from Prep to Year 1

Content taught

Prep students commence the year with pure immersion language lessons to learn greetings, colours, body parts, families, numbers and counting as preparation for more extended language used in Cross Curricular Learning units. As the year progresses they investigate how seasonal changes affect the environment and everyday life. In Semester 2, students categorise living things and non-living things, identify the basic needs of plants and the responsibility of humans to protect plants.

Year 1 students start the year by recognising different types of materials and discovering the properties and the uses they have. In Semester 2, they learn the words for different natural environments and engage in activities which enable them to interact with the natural environment. They identify the actions that may harm nature and discuss in Mandarin our responsibilities to protect the natural environment.

Incursions

To reinforce the understanding of Science concepts, students visit the Science laboratory and conduct a variety of experiments. Prep watch demonstrations of how rainbow, clouds, rainfalls and lightening are formed. Year 1 students test the properties of different materials and discover the ways that materials change.

In addition to learning Science concepts, students also participate in a variety of Chinese cultural activities and incursions. They sing the Chinese Happy New Year Song, watch clips of CCTV New Year's Gala and share the festive joy together to celebrate Chinese New Year. Preps learn about traditional calligraphy writing, dress up in different traditional costumes and paint a kite. Year 1 student are given a very meaningful Chinese name, which they used along with their own zodiac sign to decorate a Chinese fan.

Competitions

Our students' achievements at different Chinese competitions have been highlights of the CLIL program.

In the 2015 "Global Village" Children and Youths Bilingual Speech Competition, two Year 1 students, as the youngest contestants, entered the finals at RMIT University. Nithara Anooj from Keilor Campus won the first prize and Nihal Barthur from Taylors Lakes Campus won the second prize.

Online resources

In order to provide students more support for learning Mandarin outside of class, our Mandarin teachers have built an “OACC Mandarin Program Resources Site” <http://oaccclil.wikispaces.com>.

Parents are given the link, password and clear instructions to help their children learn songs, watch cultural or content related videos, read Chinese characters or play educational games. Many parents have found the website very engaging and easy to access. Not only do parents know what their children have been learning at school in Mandarin but also they can learn with them together at home.

Promoting the OACC Mandarin CLIL program

Since 2013, Mandarin teachers, Viola Chen and Grace Wen have shared their experiences of planning and implementing the program at different conferences and seminars. These include the Hanyu Laoshi Show webinar in 2013, and in 2014, the Chinese Teacher Training Centre winter school (The University of Melbourne) and the Chinese Language Teachers' Federation of Australia annual conference (Melbourne Grammar School). In 2015, they presented at the CLTFA annual conference (The University of Adelaide) and the Multilingual Language Learning Communities of Catholic Schools end of year function.



We place the spotlight on our Old Collegians to show the diversity of career choices that our past students have made since leaving Overnewton.

From business to law and performing arts we are proud of the achievements of our alumni and share with you some of their journeys.



Glenn Cummings – Class of 1993

Having progressed straight from Overnewton to university to Collins Street, in 2001 Glenn decided it was time for an adventure and relocated to Kosovo to work for a charity. For the next four years, Glenn moved between conflict zones – Rwanda, Cambodia and Sudan - where he worked with local communities, and then returned home to work with Aboriginal communities.

Glenn never had a plan for his career but has now found a job that combines the skills and experience he acquired in his travels with his passion for sport.

Alive & Kicking is a charity that aims to create fair, ethical jobs for disadvantaged adults, while improving awareness of preventable disease among young people. Glenn works in the head office in London, which supports 130 staff in Kenya, Zambia and Ghana. The staff, many of whom identify as having a disability, make leather sports balls from locally sourced materials, which are sold through local supermarkets and to local companies.

Alive & Kicking has viable businesses in Kenya and Zambia and is heading towards sustainability in Ghana. Viability provides the staff a consistent income and, with each salary supporting six people on average, benefits their housing situation, education and health.

Money made from sales and donations is used to deliver sports-based training to teach disadvantaged young people about HIV and malaria. Coaches and sports teachers are also trained to ensure the skills and knowledge remain in the community.

Alive & Kicking donates thousands of balls each year to local sports clubs, community groups and schools to encourage participation in sport. All of the balls are branded with health messages to reinforce the training, meaning health programmes will directly reach over 15,000 young people – and thousands more indirectly – each year.

Sport has real power to affect social change, and Glenn and Alive & Kicking are proving it.



Leon Struk – Class of 1995

Leon is a Licensed Aircraft Maintenance Engineer (LAME) for Virgin Australia, a photographer, keen traveller and charity fundraiser.

After graduating from Overnewton, he studied Electrical Engineering at RMIT, then completed an

apprenticeship with Ansett Australia. Leon contracted for a year in a variety of roles and locations, before returning to Melbourne to work for Virgin Blue (now Virgin Australia).

Over the next few years, Leon successfully completed sufficient Civil Aviation Safety Authority (CASA) examinations and aircraft experience logs to be eligible for an Aircraft Type Training Course.

In 2008, Leon spent two months in Brisbane learning the workings of the Boeing 737, after which he was awarded his license on the aircraft. In 2010, Leon became a LAME with Virgin and has been continually working on improving his qualifications since.

Working in the airline industry, Leon has enjoyed ample opportunity to travel, venturing from South America to South East Asia, Russia to China via Mongolia, and Mexico to Morocco via Cuba.

Leon is involved with Muscular Dystrophy Australia and through ChallengeMD! has mountain biked from North to South Vietnam and trekked to over 4,169 meters in Nepal. Leon partnered with a long time travel friend and drove 15,000km from London to Mongolia in a Suzuki Jimny, and 4,000km from South to North India in a rickshaw, to raise funds for Muscular Dystrophy Australia and local Indian and Mongolian charities.

Leon's charitable work was recognised by Virgin Australia and, in 2012, he was nominated for Virgin's Stars of the Year awards. At a function in London with Sir Richard Branson, Leon was awarded runner-up in the Community Services Award.

Leon is a keen photographer and has enjoyed many published works. He has photographed some of the biggest Australian and international musical acts, the red carpet of the Logies and ARIA awards, and major boxing events.

Leon was involved in producing My Diverse Australia, a coffee table book of images of Australia, captured by Australian and international celebrities.



Luke Arnold – Class of 1998)

Director, Law and Justice Section – Department of Foreign Affairs and Trade (Governance and Fragility Branch Development Policy Division)

After completing Years 7–12 at Overnewton, Luke Arnold went on to study Arts and Law at the University of Melbourne. He then worked as a Lawyer at Minter Ellison in Melbourne, a Consultant to a United Nations agency in Jakarta and a Volunteer Researcher for The Nature Conservancy in Beijing, following which the British Government awarded him a scholarship to undertake his Master of Laws at the University of London.

He later joined Australia's federal public service and from 2012 to 2015 was posted as a diplomat to the Australian Embassy in Jakarta. The highlights from his time there included helping Indonesia to run a smooth presidential election (to date the largest presidential election in world history), establish a public legal aid system, better manage the country's prison system and develop laws to empower people with disability.

Luke, his wife Leliana and their two sons, Theo and Yosef, are now back in Canberra. Luke is currently the Director for Law and Justice at the Department of Foreign Affairs and Trade, where he focuses on assisting Australia's neighbours to reduce corruption and establish effective legal systems. He remembers fondly the education he received at Overnewton, particularly the way the school provided a caring and nurturing environment while encouraging him to be inquisitive, questioning and compassionate. Above all, he's grateful that Overnewton encouraged him to follow his dreams.



Alastair King – Class of 1999

From the age of four, when he realised his father flew for a career, Alastair began the journey to follow in his father's footsteps in the hope of one day also becoming a pilot.

In Senior School, Alastair selected subjects that would provide him the prerequisites to gain acceptance into Swinburne University's Bachelor of Technology Aviation. He began flying lessons from the age of 14 and obtained his restricted private license at 16 – yes, it's true that ironically you can fly a plane without an instructor before you can drive a car by yourself!

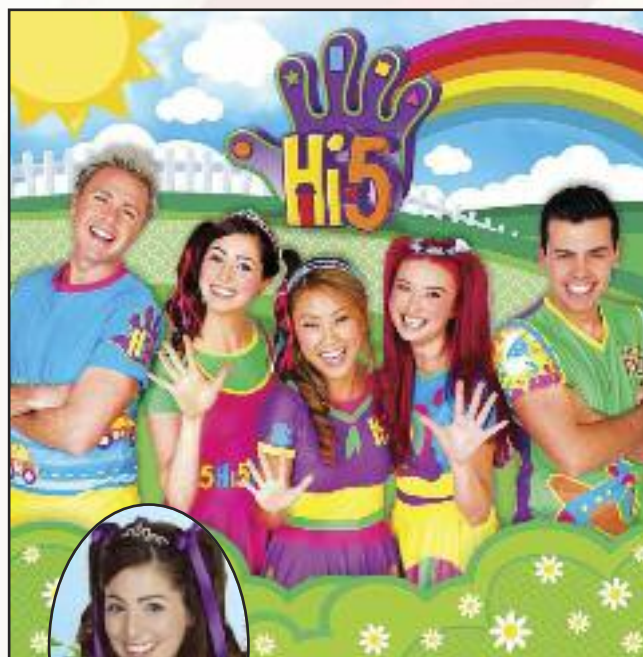
After completing Year 12 at Overnewton, Alastair was accepted into Swinburne. Two years into his three-year degree, Alastair was selected for a Cadetship with Qantas. The cadetship was a six-month accelerated program comprising a huge workload that combined the rigours of study with flying. The course included aerobatics, multi-crew operations and airline subjects.

While the cadetship was challenging, Alastair's real challenge was waiting three-months for the 'call' that would signal the commencement of his employment with Qantas. Alastair received the call on a Friday afternoon and was in Sydney first thing the following Monday to begin his job as co-pilot on the Boeing 747... a dream come true!

14 years later and Alastair has been in the cockpit of a Boeing 737 for the past nine years as a first officer.

Enjoying what he describes as one of the most incredible jobs going around, Alastair is incredibly excited about what the future holds.

Alastair attributes his success to the support of his family and friends and also to a solid education for without all these factors he believes he would not be where he is today.



Mary Lascaris – Class of 2008

On graduating in 2008, Mary was confused as to her goals and direction. She knew she loved performing arts but, after countless auditions and rejection letters, she put her dreams of the stage on hold and decided to pursue teaching.

While Mary enjoyed teaching, she could not shake the feeling that she was meant to perform and, determined to reach her dream, gained experience any way she could – from hosting children's parties to high school discos.

Mary left university and completed a course in Music Theatre at Centre Stage Performing Arts, which then led to the break she'd been hoping for; to perform at Universal Studios in Japan. After a year at Universal Studios, Mary returned to Australia with a renewed desire to work with children, hosting children's parties while continuing her teaching course.

Mary continued auditioning for musical theatre companies and television shows, and ultimately received an offer that combined her love for performing arts, teaching and children – to become the newest member of Hi-5.

Mary's days with Hi-5 have consisted of filming the television series, touring the world performing in live shows, recording CDs, undertaking radio/TV interviews and walking red carpets. Mary maintains that none of these experiences compare to her involvement with charities such as Starlight, the Cancer Council and World Vision, which have shown her the real happiness of giving back and working with children in need.

2015 also led Mary and the team of Hi-5 to travel to Myanmar with World Vision. Nothing will ever compare to the humility and love she felt with such beautiful children and families in the most struggling parts of the world. She will forever hold this experience as the key drive to further pursue her passion in education and sharing love and happiness around the world.

As an Old Collegian, Mary's advice to her Overnewton contemporaries is that no matter how difficult the situation appears, do not doubt yourself; if you truly want success, be prepared to work hard, cope with rejections and – most importantly – never give up!

Timothy Jeffs – Class of 2009

Timothy is an animator who has worked on various films and television series, including Ted 2 and the universally acclaimed Game of Thrones episode, "Battle of the Bastards".

Timothy graduated from Overnewton in 2009 and completed an animation degree at RMIT University in 2013. During his final year of the course, a lecturer advised students of a paid internship opportunity, which ended up being working on The SpongeBob Movie: Sponge Out of Water at Melbourne VFX studio, Iloura. After a series of interviews, including presenting his showreel to the studio, Timothy was successful in attaining the position and went on to spend the following year working on the film as an animation intern. Following the completion of the movie, Timothy was kept on by Iloura and has since worked in



a number of roles for the studio, including as a character animator, matchmove artist and previs artist.

Timothy finds it exciting to work in the film industry and has had interesting opportunities along the way. He was one of 10 people selected to partake in a Film Victoria funded advanced storyboarding intensive course, held by an ex-Pixar storyboard artist at Melbourne 2D animation studio, Viskatoons.

Along with his 3D and VFX work, Timothy also loves drawing 2D animations and, during his studies, worked briefly on a 2D music video at Melbourne studio, OhYeah Wow. More recently, with the help of some animator friends, Timothy produced his own 2D animated music video for a friend's jazz band.

Timothy says, "The animation industry in Melbourne is small but tight and, to a lesser extent, the same can even be said for it worldwide. It is competitive and time-consuming work, requiring patience, precision and speed. The people within it are creative and fun, and finishing a large project can be very rewarding."

On behalf of the P&F, I would like to thank all in our community for their dedication and continued support of the Family Involvement Program and for taking part in the fundraising activities which have ensured the ongoing success of our association. I am very grateful for the commitment shown as we would not function without such dedicated parents and friends.

Our fundraising enables us to continually contribute to the RACV Energy Challenge, Chibobo, Auskick, Artist in Residence Program and many 'wish list' projects for the College. In 2015, I was thrilled that we approved funding to contribute to a major project for the Taylors Lakes Campus which is the soccer pitch project, a natural turf, full size soccer pitch.

The Mother's Day and Father's Day stalls, Easter Raffle and Chocolate Drive are just a few of our regular activities that were again conducted in 2015, raising additional funds to devote to 'wish list' items for the College.

We continued to operate a weekly BBQ outside the Taylors Lakes Campus gymnasium, and during 2015 this activity has continued to grow from strength to strength, with the introduction of new items with much dedication and perseverance from committee member, Nick Alexiou. This activity has expanded and has become a huge success and clearly promotes to all basketball players and spectator's the essence of our College.

The Annual Fair was again an enormous success despite a cold early start to the day. We managed to make in excess of \$40,000 which is an amazing effort. A huge thank you to Shane Lalor and his team of Fair co-ordinators for organising this trademark community event. Our Fair makes a wonderful financial contribution to the College however, even more importantly, this event truly represents the fabric of our College.

None of this would have been possible without the support of the OACC community and the amazing work done by the Parent Support Teams, the Fair Committee, the P&F Fundraising groups and the working group co-ordinators.

The P&F committee have a passion and dedication for the College and with some new initiatives on the agenda, 2016 will be another exciting year of change and progress for us all.

*Carolyn Barbuto,
Chairperson, Parents & Friends*





THANKING FIRST

overnewton • vic • edu • au



OVERNEWTON
ANGLICAN COMMUNITY COLLEGE

Keilor Campus

A | 2-50 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