

2016 Community Report



2016 THEME: *we rise by lifting others*



The theme for 2016 was 'We rise by lifting others'. How can it not be inspiring, humbling and motivating to belong to a community that is unique in its commitment to the education of the children of this College, as well as to each other. Everyone in this community wants our students to excel both in their studies and as empowered, thoughtful, community-minded citizens, and it is wonderful to see continued growth in all of these areas.

I love hearing the many accolades about the caring, giving and kind ways of Overnewton students, both past and present.



Our students readily lift others by participating in their communities - attending Sunday School classes, working at the Sunshine Harvester school, coaching sporting teams, working in soup kitchens or going to Chibobo. I am certain that they undertake these endeavours for noble reasons, rather than because of an award they may receive or a line on a university application.

However, I would like to consider the way we acknowledge community service in order to ensure that we continue to care for caring's sake, not because of what we will receive.

'We rise by lifting others'... our theme's emphasis is on the importance of lifting others for their wellbeing, not our own; that is, any benefit we may receive is as a result of caring for caring's sake. We become better people for it and a far stronger community.

In 2016, a lot of work took place on a new College strategic plan and this highlighted the core values that we hold dear as a College. By far the greatest of these is our commitment to the idea of a community.



In 2016, as in every year, our teachers cared for and guided their students. At the start of the year, they introduced the curriculum, giving the students advice, tips and directed support with their learning. But as the year progressed, and student skills developed such that they gained mastery of their work, the teachers were able to step back a little to allow each student to blossom with their own independent learning. Of course teachers still watched their students closely, but students then knew that they were far more able to work independently, which ultimately strengthened their learning.



It is the desire of every teacher for students to achieve to their best and, in 2016, we achieved our strongest set of NAPLAN results in the history of the College. The resulting value add to students' learning as they progress from year to year - as indicated by their NAPLAN results - grew too. Additionally, we saw our greatest number of credits, distinctions and high distinctions in the external Maths, Science, English and LOTE academic competitions.

Equally, it was a delight to see the number of Middle School students who eagerly joined our debating and public speaking programs. We enjoyed wonderful success in both of those areas in 2016, with one of our students winning the Legacy National Public Speaking competition and another receiving a silver medal in the Voice State Final - a UIN Youth Australia public speaking competition.

These are all wonderful achievements and arise from the passion that the teachers have to help students achieve to the best of their ability.

As the Class of 2016 moved on from us, and the rest of the student body continues to grow with us, I encourage everyone to build on the strong foundations given by their families and the College to rise as compassionate, tender and proud members of the communities to which they belong throughout their lifetime.

We are blessed to have a College Board that knows what they need to do to ensure that the College remains financially viable well into the future, and to ensure that the mission of the College is at the core of the decisions that are made. Our Chair does an



exceptional job leading our Board and its committees, and our Board members give passionately of themselves to Overnewton, to ensure that our students and their families have the best opportunities we can provide for their learning.

I continue to be inspired each day by the incredible contributions made by all of our parents to the life of this community. Our Old Collegians also continue to experience wonderful links with their old school, a school that is still an important point of connection for them when they need it.

And finally, it is our students' quirks, laughter, successes, questioning, challenging, articulation and wisdom, that make every day at Overnewton an absolute joy.

Jim Laussen
Principal



Each year, Presentation Night is a wonderful opportunity for the College to come together, reflect on the year that has passed and congratulate our graduating students for their hard work and achievements. In 2016, once again, there was much to celebrate and it was demonstrated in the most impressive group of young people in attendance on the night – the Class of 2016.

As Presentation Night is truly about the students, I chose to deliver a succinct speech that was primarily focused on saying some very deserved thank-yous, which I would like to reiterate in this report.

To College Principal, Jim Laussen, and the team of dedicated staff that make Overnewton tick with their capacity, passion and enthusiasm for their work, which reflects in the school's achievements and character.

To the Parents & Friends Association – Carolyn Barbuto and the parents and friends who put in an enormous amount of work supporting the school and are a true reflection of the entire parent body who contribute at so many levels to make Overnewton a vibrant and caring community.

To my fellow Board and Committee members, who continue to work through a myriad of challenges, always with an energy and effort, providing guidance, advice, new contributions and ideas.

To the students – our children for whom we dream, we hope, and that we love. You challenge us and sometimes you frustrate us. But, you provide us with unimaginable highs, moments of sheer exhilaration, immense pride and fulfilment. These are the moments we live for; make sure you do as well.

*Over my time as a
board member at Overnewton,
I have reflected on what is
the single thing I would remember
as the most significant.
There were many to consider,
but the reality is, it is quite simple
– the people.
The community, our community
at Overnewton.*

Words like 'dedication', 'commitment', 'hard working' and 'passionate' are always mentioned and thrown about in spades but, for me, it can be much more easily shown in a smile.

For me, when it is all said and done, this is Overnewton.

Mark Ruff
Chair of the College Board



THE BOARD

| Mark Ruff (Chair) | John Durow (Deputy Chair) |

| Paul Clements | Lawrie Drysdale | Bishop Philip Huggins | Victor Peplow | Sam Sofianos | Fonda Zahopoulous |

FINANCE

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

CAPITAL PROJECTS

| Fonda Zahopoulous (Chair) | Mark Davis | John Papworth | David Brothie | Mark Ruff | Andy Matiszak |

GOVERNANCE

| Mark Ruff (Chair) | Phillipa Beck | Leneen Forde | Mark Holloway |



Overnewton welcomes the incoming 2017 Governance Committee members: Leneen Forde, John Durow, Sam Sofianos, Phillipa Beck and Josephine Sergi (guest member).

INCOME

The two major sources of income for Overnewton Anglican Community College for the year were:

- **Tuition fees** of \$21.654m, representing 52.1% of total income.
- **Government funding** of \$18.030m, which was 43.4% of total income.
- **Other income** of \$1.906m made up the remaining 4.6% of revenue.



EXPENDITURE

Total expenditure in 2016 was \$42.229m, with the major expense to the College being:

- **Employment costs** of \$28.749m, or 68.1% of total expenditure.
- **Investment in capital works** for the year amounted to \$3.784m, representing 9.0% of total expenditure.

Other major expenditure included:

- **Education and general costs** of \$7.596m, or 18.0% of total expenditure.
- **Financing costs** of \$1.037m, being 2.4% of total expenditure.
- **Property and maintenance costs** of \$1.063m, which was 2.5% of total expenditure.



BROADENING OUR HORIZONS

The 2016 school year began in spectacular style with Keilor Campus expanding from 10 to 23 hectares with the acquisition of the land at our northern and eastern borders in January. This is a significant investment by the College and opens up a huge range of curricular and co-curricular opportunities for our students.



During Term 1, the development of an access pathway to this newly acquired parcel of land enabled use of the existing recreation hall and the very first activity held there was the Mother's Day stall. It is now regularly used for Physical Education and PMP programs but the main future use of this new land will gradually be revealed as our campus master plan unfolds.

As well as broadening our physical horizons, the College continues to explore opportunities to develop our students as global citizens. For many years, our students have had the opportunity to learn German and Indonesian languages and our CLIL Mandarin program is now also embedded in our Junior Schools.

How our program evolves will require careful planning, not just in the learning of language, but in terms of all of our Asian studies and how we might relate with China and its schools. The Overnewton CLIL Mandarin program has been very carefully developed and administered from the outset by two outstanding practitioners in Grace Wen (Taylors Lakes Campus) and Viola Chen (Keilor Campus). The Science program in Mandarin had no prior resources available and everything has been prepared from scratch – and those resources are first class. The integration of technology through the MacBook and iPad, along with the support of Science staff, such as our laboratory technician, have enabled the creation of a cutting edge program that other schools are highly interested in.

In 2016, the College undertook a significant change in how we provide feedback about student work to parents of Year 10 and 11 students. Traditionally feedback has been communicated to parents via the end of semester reports. The College is moving to a system where parents of all students will also be able to access information about student progress in a more dynamic and regular way. Parents can view results for key



assessments, as well as progress and participation indicators, without waiting until the end of semester. This is known as Continuous Reporting and is designed to complement end of semester reporting and parent teacher interviews by providing a more detailed and comprehensive picture to parents throughout the year.

As well as broadening the way that we provide feedback to families, we have continued to maintain a broad co-curricular program that has provided our students with the opportunity to shine. In particular, I enjoyed this year's production of *The Wizard of Oz* enormously. The music, singing and dancing was stunning and there was significantly more acting dialogue than most other school musicals. With respect to the four leads, the remarkable Chelsea Hawke was 'more Dorothy than Dorothy', Kade Hughes was more rubber than straw in his great portrayal of Scarecrow, Leo Di Stefano provided a very well oiled performance as Tinman and Edward Sieffert was a fiercely good Lion. A huge cast of supporting Senior School and Middle School students was enough to make this a spectacular production, but the involvement of the Junior School students as Munchkins put the icing on the cake. It was truly a production that included the whole College student body and the production team, led by Lynn Dahl and Halide La Rocca, the wonderful orchestra and the rest of the extensive crew should be very proud of themselves and the stunning students who contributed to the success of *The Wizard of Oz*.





Our performances in public speaking and debating continue to be remarkable. At the annual ACS Public Speaking Competition, Lachlan Stevenson's speech 'Patriotism versus Humanism: the Price of Division' was absolutely outstanding and he was awarded first place as a result. Mia Decleva also presented an insightful and well-articulated speech about 'Mateship' and was awarded second place in the Junior Division. Bronte Smith spoke with passion and clarity on the topic of 'Feminism' in the Intermediate Division and was placed third. Both girls' speeches reflected maturity beyond their years and it gives me great heart to see the clear evidence that this generation of young people can have such high standards of ethics and morality, a strong sense of fairness and the intellect to present their material in such an impressive manner.

In 2016, 157 students successfully completed their VCE at Overnewton with the 2016 College Dux, Natasha Anderson achieving an exceptional Australian Tertiary Admission Rank (ATAR) of 98.85. As a school that continues to provide a VCE pathway for all students regardless of their academic ability, we proudly celebrate the success of all our students who have given their best effort during their time at the College to achieve personal success including: graduation, a VCE or an ATAR matching their goals and potential.

Most importantly, the Class of 2016 were a delightful group of young men and woman who will make a positive mark in the wider community beyond school. From the leadership camp in January through to the final examination, I have thoroughly enjoyed working with great students who are, and will remain, fabulous members of society.



Rob Huntington
Head of Keilor Campus



NEW CHALLENGES AND OPPORTUNITIES

Each year brings with it many new challenges and opportunities for all of us to become better learners and, ultimately, better people.

Our theme for the year was 'We rise by lifting others' and, when reflecting on the achievements of our students for the year, they have certainly conducted themselves in a manner that lived up to our theme and the challenge presented to them.

Our three schools have each had very successful years filled with many experiences and opportunities. Each school continues to provide age appropriate caring environments where important relationships are formed and learning flourishes. These supportive environments strive to provide students with the opportunities to build the confidence needed to ask questions, be creative, share ideas, think deeply and discuss possibilities. Creating collaborative and creative learning communities, enables our students to experience enriched learning opportunities that build from one activity to the next, one year to the next, inspiring them to become lifelong learners and confident global citizens. Seeing our students embrace the learning opportunities presented to them with enthusiasm and genuine enjoyment, is the best outcome for which every educator strives.

Junior School lays the foundations for the youngest members of our learning community, helping them through those early first steps and introducing skills that set them on their quest for learning. Middle School builds on those foundations, further developing thinking, questioning, researching, communication and collaborative skills, adding more rows and patterns to this intricate tapestry of learning. The building continues at Canowindra with an even greater emphasis on the use of technology and the responsibility that comes with that. The inclusion of learning choices enables students to begin to define their own learning path, whilst still being supported and guided. It is a great privilege to watch this learning tapestry take shape over the years for each student.



The emphasis on student learning and developing lifelong learners is our priority and, while NAPLAN testing is only a snapshot of all of the learning that takes place, we celebrate the great results our students achieved this year. Involvement in the many University of NSW ICAS competitions gives our students additional opportunities to extend themselves and apply their learning in different settings. Continued good results in these competitions are great rewards for the students' efforts.

Each of our schools continue to enjoy a very rich and comprehensive co-curricular program. House activities, swimming, athletics and cross-country carnivals provide our students with great sporting opportunities to participate, have fun, compete for their Houses, and potentially represent the College via the School Sports Victoria carnivals and ACS competitions. There have been many sporting successes this year across the year levels and it is always pleasing to see our students and teams working hard to improve their results and being rewarded for their efforts with success.

The College continues to achieve success in debating and public speaking with many more students getting involved in these areas at the DAV and ACS level, and notably one student achieving national success in the Legacy Public Speaking Competition. It is so pleasing to see the work done in the classroom, where class presentations are taking place, transferred to these broader areas of public speaking.

The Performing Arts continue to offer our students opportunities and experiences to complement their learning. Many students are members of the various ensembles and choirs across the two Campuses. We have enjoyed high quality performances this year in venues such as Deakin Edge in Federation Square, the Melbourne Town Hall, the Keilor Hotel, Overnewton Castle, Watergardens Shopping Centre, St Paul's Cathedral and on both Campuses. Such opportunities have enabled these talented students to showcase their musical skills and entertain their audiences.





Shrek Jr and *The Wizard of Oz* were our Year 5/6 and College musicals respectively this year. Both were truly entertaining and showcased the singing, dancing and acting skills of the students involved. Cuteness and playfulness are always present in the Year 5/6 musical and, with the inclusion of Junior School students playing the Munchkins in *The Wizard of Oz*, there was an additional level of these factors present that contributed to the overall entertainment value of the performances.

The major events for the year were another great highlight. Presentation Night changed venues this year and the Melbourne Town Hall played host to the Year 9 to Year 12 students and their families. The seating capacity of this grand Melbourne icon meant an adjustment to the focus and format of the evening. It was a great celebration of the achievements of our Year 9 and Senior School students with some tremendous performances



from our choirs and ensembles. St Paul's Cathedral, as always, was the venue for our Founder's Day Services and the Junior School Carol Service. It is always very special to take our students to the Cathedral to give thanks for the foundation of our College, and the Junior School Carol Service at the end of the year gets us into the Christmas spirit.

With the change to Presentation Night, we introduced the Middle School Celebration at the end of the year to celebrate the major achievements of the two Middle Schools. It was a tremendous sight to see the Taylors Lakes

Gymnasium transformed into a performance venue complete with stage and seating for 2200 people. Video highlights of the year were shown, performances by the combined Middle School bands, choirs and the String Ensemble were enjoyed, awards were presented and our four Middle School Captains hosted the entire event. It was a great event and a lovely alternative to Presentation Night for our Middle School students and their families.

The College Fair is always a great community event. Attendance was excellent and the carnival atmosphere and overall community feeling on the day was fantastic. The College Fair is one of the major fundraising events for the Parents & Friends Association and, over the years, these fundraising efforts have benefitted both Campuses. The construction of a new full size natural turf soccer pitch at Taylors Lakes Campus was made possible by the generosity and fundraising efforts of the P&F this year. We look forward to using our the pitch in 2017, which will provide not only a general play area for the students, but a facility for the Physical Education faculty and our Interschool Sports teams.

2016 has been another successful and rewarding year for our students. Our theme for the year was 'We rise by lifting others' and my challenge at the start of the year was to find a way to lift, support, help or encourage at least one person every day. I would like to take this opportunity to thank every member of the Overnewton community for taking on this challenge and contributing to another great school year.



Gabe Alessandrini
Head of Taylors Lakes Campus

2016 was a pivotal year for the College in the development of provisions for our most academically capable learners. This has led to a structural and philosophical shift in the College as we transition from a model of 'Gifted Education'; focused on identifying and catering for a very specific group of learners, to the development of the Talent and Potential policy; which takes a tiered approach to better challenge students at a range of levels of ability.

The development of the Talent and Potential policy was based on contemporary research into gifted and talented education, which recognises that:

- Learning growth and ability comes from effort and improvement.
- Academic strengths can fall into one or several learning domains.
- Educational provisions should be developed based on learning needs.
- Students can show their ability in more than one way.

This policy has already begun to be implemented at Canowindra and, as it is implemented across the whole College in 2018, it aims to ensure that all students at Overnewton are provided opportunities to optimise their learning potential and afforded academic rigor at a level appropriate to their ability.

The key learning provisions used to nurture academic development in this new approach are:

- Extension – small group intervention aimed to challenge high potential learners.
- Enrichment - optional academic activities which build students' engagement and ability across different learning areas.
- Individualisation – the development of programs based on individual students' learning needs.
- Acceleration – undertaking learning outcomes prescribed to year levels above that being studied.

These provisions aim to complement the curriculum utilising an integrated and inclusive approach to learning and will be implemented in different ways across the College based on the developmental needs of students throughout their P-12 journey.



ACS PUBLIC SPEAKING – OVERNEWTON DOMINATES

2016 saw the fifth year of Overnewton's domination in the ACS Public Speaking arena, with the College placing in the top three for all three divisions. Lachlan Stevenson placed first in the Senior Division, Bronte Smith was third in the Intermediate Division and Mia Decleva placed second in the Junior Division. What is even more impressive is that this is the fifth year running that Overnewton has placed first in the Senior division, with Sarah White winning in 2015, Jonathan Reeves in 2014, Ellie Lawler in 2013 and Rhiannon Brooks also placing first in 2012.

In those same years, we also placed first, second or third in at least one other division. It is a credit to our varied and thought-provoking curriculum and co-curricular experiences that allows students to feel confident speaking about topics such as: Same Sex Marriage, Acceptance and Equality, Depression, Feminism, Who we Idolise, Patriotism vs Humanism and Australian Mateship, to name a few.

The increase in publicity that the school receives, both internally and externally, has increased the interest that students demonstrate in Be Heard (oratory – public speaking and debating program) and we continue to have an abundance of talented and dedicated students ready to participate in public speaking competitions and experiences.



For one week each May, our Year 10 students exchange their classroom learning for the workplace and learn on the job, through our Year 10 Work Experience Program. For many of our students, this is their first experience of the workplace.

Work experience is a short-term placement of our students with employers so that they can gain insights into the industry and the workplace in which they are located. It provides them with the valuable opportunity to:

- develop employability skills, including team work, communication skills and initiative
- explore possible career options
- understand employer expectations
- increase their self-understanding, maturity, independence and self-confidence, and
- provide the motivation and context for further study.

This program has enormous benefits for students as it gives them a chance to understand first-hand the rapidly changing world of work. With the increased impact of globalisation, automation and flexibility in the workplace and the rise of portfolio careers, it is important for students to develop the skills that enable them to make informed choices about their future.

In 2016, 180 Year 10 students completed their work experience in a diverse range of occupations and environments. Some of these occupations included: aviation, law, architecture, sport and recreation, business, AFL clubs, computer games development and a range of trades.

However, the final comments belong to our students and the value they saw in the work experience program.

“Work experience was one of the best experiences of my life, and was definitely a highlight for Semester One.” — James

“My tunnel vision for my future has now been widened to an enhanced peripheral vision of my future. It (work experience) is magnificent and truly insightful. I did not want it to end.” — Lachlan

“Work experience was very interesting – there were always new things to learn and do.” — Chelsea

“It opened my mind and made me think about the possibility of a life in the medical field, as in the future I want to either enter the fields of science or medicine.” — Billy

“It confirmed what I want to do in the future. Teaching little children is so important.” — Lauren

From a student, employer and staff perspective, this opportunity for our students has been, and continues to be, a highly successful experience.





2016 was our fourth year of the Christian Meditation – Prayer of the Heart, program at Overnewton Anglican Community College. We are the only Prep-Year 12 Anglican School in Australia who run a Christian Meditation program and the results are impressive in relation to behaviour and academic focus, as well as allowing students another opportunity to engage with their faith. Many students are asking for more than a weekly meditation session, and both parents and teachers have spoken about how their children have become calmer and more focussed. Unlike some schools that feel more comfortable calling their programs ‘Mindfulness’ or ‘Calming Techniques’, Overnewton is proud of their Anglican heritage and the practice of Christian Meditation easily fits within this context.



CHRISTIAN MEDITATION – THE OVERNEWTON WAY

‘You cannot tell by observation when the Kingdom of God comes. There will be no saying “Look, here it is!” or “There it is!”; for in fact, the Kingdom of God is within you.’ Luke 17:20-21

There are many different methods of meditation, but within the Christian tradition we follow the advice of the World Community of Christian Meditators founded by Benedictine Monk, Father John Main, and use a sacred word that is silently repeated to assist in focussing during the meditation experience. This practice stems from the original desert monks, and allows students to sink deeper into their own hearts. There we can encounter the Spirit of Christ, who continually dwells within us.

Why we teach Christian Meditation:

- To experience the practice of stillness and silence in a busy, fast and noisy world.
- Through Christian Meditation, children are afforded an opportunity to be silent and experience God in that silence.
- Students not only learn about spirituality and God, but they can experience it.
- Students have the opportunity to experience love and companionship that is present and constant within them.
- From the spiritual perspective, good meditation techniques teach children self-awareness, encourage them to be themselves, and help them face life with greater belief in their potential.



In another year of success and academic achievement, 157 students successfully completed their VCE this year at Overnewton: 152 students choosing to sit exams and attain an ATAR score and five choosing a non-exam pathway to earning their VCE.

Our 2016 College Dux was Natasha Anderson achieving an exceptional Australian Tertiary Admission Rank (ATAR*) of 98.85.

Runner up to the College Dux was Steven Lam who achieved an ATAR of 98.75.

- 18 Overnewton students achieved ATARs above 90.00 (among the top 10% of all Victorian students)
- 32% of Overnewton students achieved ATARs of 80.00 or greater (top 20%)
- More than half of the students achieved an ATAR of 70.00 or higher
- The Class of 2016 median (mid-point) ATAR result was 71.40
- In 2016, our students achieved 68 subject study scores of 40 or greater; a 30% increase from 2015.
- Overall our ranking has improved by 43 places in 2016, continuing to place us in the top 25% of schools in the State.

ATAR scores over 90

18 Overnewton students achieved ATAR scores over 90.00 in 2016.

Congratulations to: Natasha Anderson, Isobel Bowers, Jessie Cameron, Francesco Cimone, Natalie Collett, James Dance, Dinushka Gunasekara, Jiries Hijazin, Adam Iacobaccio, Marie Kantharidis, Charlotte Lake, Steven Lam, Nathan McLeod, Natasha McMahon, Aimee Morcos, Taylah Rich, Sally Tan and Shannan Welsh.

2016 College Dux was Natasha Anderson achieving an exceptional Australian Tertiary Admission Rank (ATAR*) of 98.85, with Principal Jim Laussen and runner up Steven Lam, who achieved an ATAR of 98.75. >

* 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



- 2.0% ● Agriculture, Environmental and Related Studies
- 1.0% ● Architecture and Building
- 6.0% ● Creative Arts
- 7.0% ● Education
- 7.0% ● Engineering and Related Technologies
- 0% – Food, Hospitality and Personal Services
- 20.0% ● Health
- 4.0% ● Information Technology
- 25.0% ● Management & Commerce
- 9.0% ● Natural & Physical Sciences
- 19.0% ● Society & Culture

Double degrees are counted in both relevant categories

First Round Offers by Institution



- 2.1% ● Interstate
- 6.0% ● Australian Catholic University Bond University
- 4.0% ● Deakin University
- 25.0% ● La Trobe University
- 8.0% ● Monash University
- 26.0% ● RMIT University
- 6.7% ● Swinburne University of Technology
- 7.0% ● The University of Melbourne
- 13.0% ● Victoria University
- 2.1% ● Independent Tertiary Institutions



Natasha Anderson, Isobel Bowers, Jessie Cameron, Francesco Cimone, Natalie Collett, James Dance.



Dinushka Gunasekara, Jiries Hijazin, Adam Iacobaccio, Marie Kantharidis, Charlotte Lake, Steven Lam.



Nathan McLeod, Natasha McMahon, Aimee Morcos, Taylah Rich, Sally Tan and Shannan Welsh.

In 2016, all teachers continued their own learning journeys through professional development, both at school with colleagues and in other settings. Within each of the six Schools, professional learning goals were established, appropriate to student stages of learning and teaching disciplines. Teachers averaged over 40 hours of professional development, within the College and externally, including their participation in the performance development program and peer observation.

Twice-yearly student surveys of Years 5-12 classes, based on the AITSL Standards, were commenced, facilitated by an external organisation, Pivot Professional Development. Results were utilised in professional discussions aimed at leveraging identified areas of strength to enhance areas for development.

- Average expenditure for 2016 on professional development was \$760 per staff member.
- 36.3% of teachers have post-graduate qualifications beyond what is required to gain registration with the Victorian Institute of Teaching.
- 23.3% 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 2016 was 95.7%.
- The staff attendance rate was 94.8%.

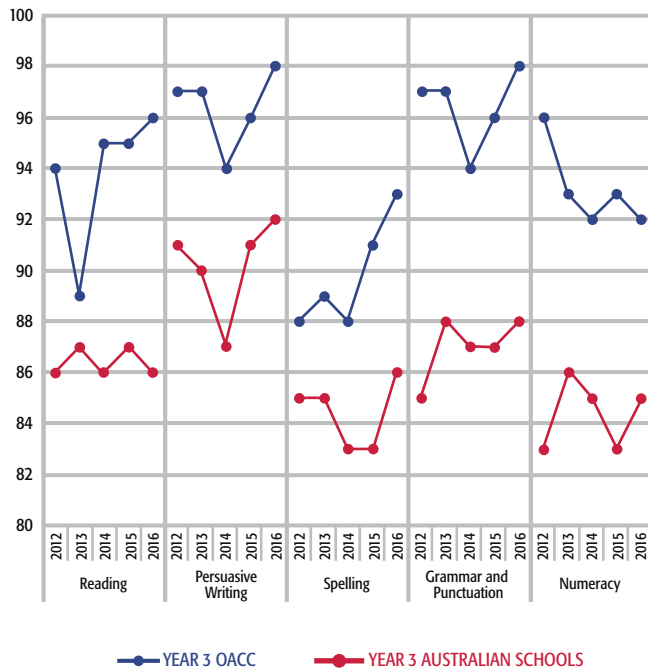
LEADERSHIP TEAM

left to right

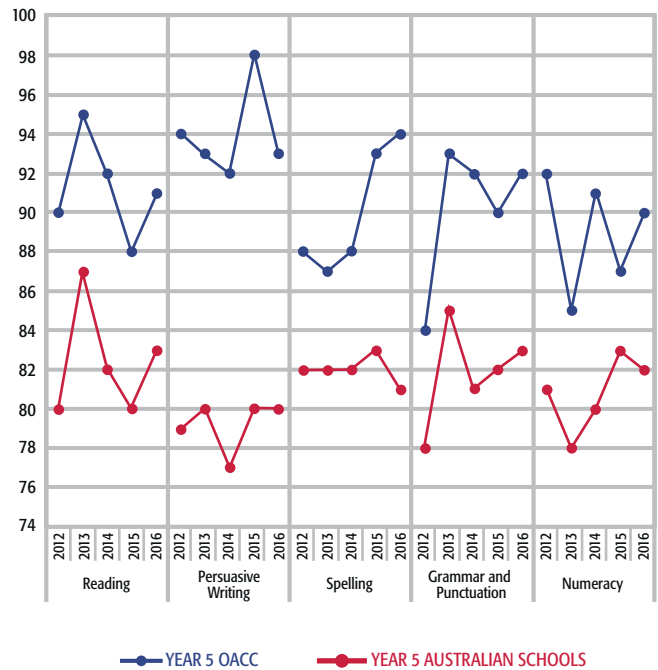
Jim Laussen, College Principal	Gabe Alessandrini, Head of Taylors Lakes Campus	Gary Bonello, Business Manager
Kim Cruickshank, Senior College Chaplain	Nick de Dear, Head of Senior School	Tracy Fielder, Head of Junior School, TLC
Jodi Fitzgerald-Tate, Head of Co-curriculum	Janet Gangell, Head of Curriculum	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
Shirley Seit, Head of Community Development	Derek Summerton, Head of Canowindra	



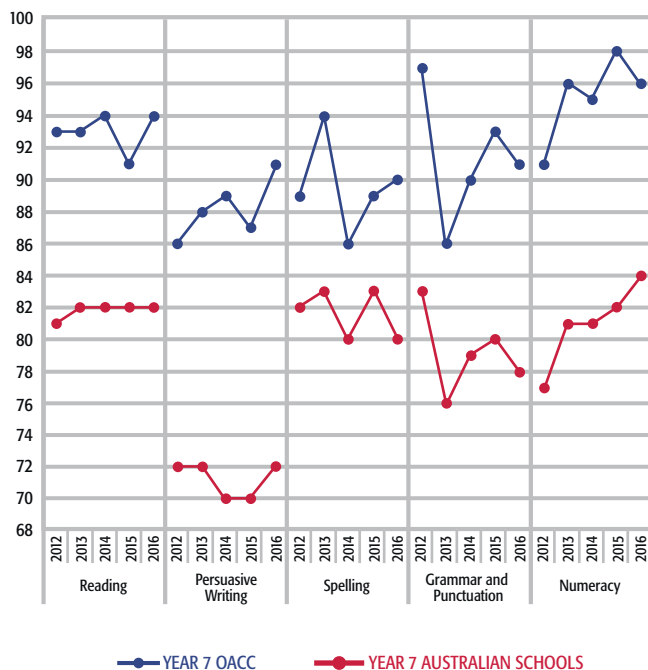
Percentage of Year 3 Students
Achieving Above Minimum National Standards
2012/2016



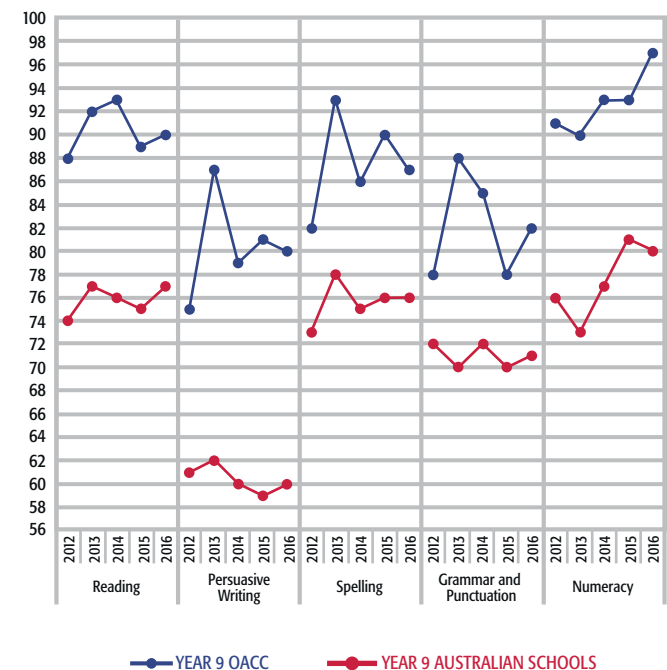
Percentage of Year 5 Students
Achieving Above Minimum National Standards
2012/2016



Percentage of Year 7 Students
Achieving Above Minimum National Standards
2012/2016



Percentage of Year 9 Students
Achieving Above Minimum National Standards
2012/2016



The National Assessment Program – Literacy and Numeracy (NAPLAN) is administered each May for Years 3, 5, 7 and 9. These tests provide part of the data that Overnewton Anglican Community College uses to evaluate student's growth and inform teaching and learning pedagogy. While NAPLAN results are a 'snap-shot' of student understanding they give our College a benchmarked measure for individual students and cohorts. The above graphs show the percentage of students at Overnewton above the minimum level of achievement from 2012 – 2016.

Source: www.myschool.edu.au All results are from the NAPLAN tests conducted in 2012 to 2016.

As the Chair of Parents and Friends Committee (P&F), it is pleasing to report that 2016 has been a wonderful year at the College. This year we have seen some changes, notably the reduction of the Family Involvement Program hours, which was in response to the feedback provided to the College by our parents.

The year provided a vibrant calendar of events and activities to choose from with all parents and friends of the College encouraged to contribute to the P&F's aims and objectives of providing the whole parental community with a voice and a means with which they can support the growth and development of the College and its community.

In 2016 P&F fundraising efforts contributed to the construction of the new soccer pitch at the Taylors Lakes Campus. The soccer pitch will not only cater for the ever growing popularity and interest in soccer but the turf surface will also enable the flexibility of playing other sports.

Apart from our usual Mother's Day stalls, Father's Day stalls, Easter Raffle and Chocolate Drive, that raise funds to devote to the College, we held two additional fund/friend raising events this year.

The first event was a fantastic Mother's Day evening held at the College and hosted by Libby Gorr (Australian broadcaster working in both TV and radio who first came to prominence with the satirical television character that she created called 'Elle McFeast'). This was an outstanding event for the College, providing us with great entertainment.

The second new initiative this year was a 'Breakfast with Dad' in the Senior School for Father's Day. We had approximately 50 attendees and we are looking forward to this activity expanding and gaining even greater momentum in 2017.

Our weekly BBQ outside the Taylors Lakes campus gymnasium continues to be a success with \$15,000 raised by this work group in 2016.

Our Annual Fair, which showcases who we are as a community, was again an amazing success and raised \$30,000.

The P&F fundraising continues to contribute to the RACV energy challenge, to support Chibobo, Auskick, and the Artist in Residence Program.

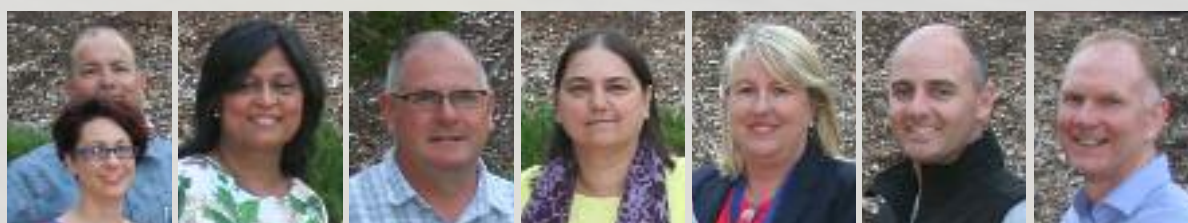
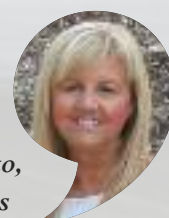
This would not have been possible without the support of the Overnewton community and the amazing work done by the Parent Support Teams, the Fair Committee, the P&F Fundraising groups and the work-group coordinators.

The P&F Committee is passionate and dedicated to assist with the growth and maintenance of the College and we are planning for further new initiatives in 2017.

To our Principal, Jim Laussen, the College Board and staff who support the P&F, their activities and events

held throughout the year, thank you.

Carolyn Barbuto,
Chairperson, Parents & Friends





2016 proved to be another successful year for the Old Collegians Association as our annual events gained further momentum with increased participation and an eager anticipation from past students from all year levels.

We were fortunate to have former Old Collegians presidents Vicky Macky and Eleni Savva re-join the committee; their strong history with both the Old Collegians Committee and the College is a great asset. They have been able to provide new ideas and insights and have also provided greater coverage of the graduating years within our association. It is pleasing also that three of our committee members now have their children attending the College. This is not an uncommon theme with over 30 current students whose parents also attended the College. It is great to see the strengthening of the Overnewton community in this way.

Again, this year we were pleased to host our annual reunions, which once again proved to be a huge success with the first (2015), five (2011), ten (2006) and twenty year (1996) reunions all being well attended. We are constantly receiving positive feedback from all attending these events and we would like to thank our Old Collegians for their attendance and participation. The reunions provide a great platform to catch up with old classmates, teachers and revisit the school.

A tradition has been established whereby those attending the 20 year reunion contribute to a scholarship fund after which the cohort offers a scholarship to a current Year 12 student. In previous years, we have seen this bursary offered to a student who has excelled in Performing Arts and Science for example, however this year, the Class of 1996 decided to award their bursary to a student who has excelled in the sporting arena. It is great to see such a tradition developing at the 20 year reunions, where past students are prepared to offer a current student at the College recognition for their achievements and provide a contribution towards their education. This contribution by past students demonstrates the strong community ties that continue even after they have left the College. Once an Overnewton student, always a member of the Overnewton community.

Thank you to all those who have been involved and contributed this year.

*Andrew Matiszak, Chair
Old Collegians Association*



20 year reunion, Class of 1996.



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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