

# 2017 Community Report



**2017 THEME:** *A community of learners embracing the future*



In 2017, we celebrated the thirtieth birthday of Overnewton Anglican Community College.

Although the College has grown and changed in many ways since it first opened in 1987, the strength and importance of its community is as important today as it was for our founders when imagining this community and what it could become.



2017 also saw the launch of our new Strategic Plan: **Taking the Alpha Generation to Excellence.**

The plan contained our new Vision: **'A Community of learners embracing the future'**

which we used as our College theme for the year so that everyone would know what our vision as a College is. The new vision highlights the ongoing central importance of our community.

Likewise, it acknowledges that, as still a quite young school, we relish the future - what it will bring for us and what we must do to prepare for it.

The new College Mission Statement was launched as part of the Strategic Plan too.

***Overnewton Anglican Community College strives to be an inclusive learning community with a strong Christian foundation.***

***We value a respectful environment where students, staff and families, working together, aspire to excellence.***

***Broad educational opportunities prepare students to serve as empowered, thoughtful, community-minded citizens.***

What is important about both the vision and mission statements is that they respect and maintain the founding values and direction of the College whilst providing the uniqueness about us that will guide us for the next stage in our history.

Coming from the strategic plan will be the new Master Plans for both of our campuses due for release in mid 2018. This is indeed an exciting time in the history of Overnewton and appropriate given our thirtieth year.

During the past thirty years, one thing that has not changed are the values that underpin our living and learning together as a community. These values are lived out every day in the ways we relate to each other and the ways in which we make sense of what we see and hear.

My faith in our students' ability to embrace the digital present and future was affirmed when attending a Middle School assembly during 2017.

Year 8 students, Jordana Morton Scordo and Genevieve Falzon, were addressing the students about the College value of Learning. It was terrific to hear Genevieve say the following:



*"My moral values are the backbone to the way I conduct my life. With my moral foundations firmly embedded, whatever I learn, I can extract, adapt and use in my everyday life, without compromising my values.*

*Valuable learning and my moral values are complementary to each other and I am able to handpick how I apply what I have learned to the way I live."*

It is incredibly impressive that a Year 8 student could share such wisdom with her peers.

Who knows what Overnewton and the world will be like in the next thirty years of its history. However, I do know, as I see our values brought to life within our student body and in our classroom practices, that there is an exciting future ahead for us.

My thanks go to all the members of our community, board members, parents, wider family members, old collegians, other supporters, my wonderful staff and, especially, our students; all of you have played your part in our thirty-year history.

In 2017, we farewell 104 families who leave us with the graduation of their last child from the College. This is two thirds of the Year 12 cohort and the largest proportion of families leaving we have ever had. 60% of Year 12 students this year have been at the College for the 13 years of their formal schooling. These are significant statistics.



I would like to thank all of you in particular for the legacy that you have established as members of this community.

May the strength of our community and the importance of faith and family be things that you take with you so that you leave the world a better place than when you entered it and you continue to serve as empowered, thoughtful, community-minded citizens.

*Jim Laussen  
Principal*





We acknowledge and pay respect to the Marin Balluk people of the Kulin Nation, the traditional custodians of the land on which we meet. It is upon their ancestral lands that Overnewton Anglican Community College is built.

As we share our own knowledge, teaching, learning, faith, and research practices within this College, may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

The purchase of the additional 13 hectares at the Keilor Campus in 2015 provided an opportunity for the College to reimagine how it could best serve the needs of current and future generations of Overnewton students through its physical assets.

The discussions about a new Master Plan for both campuses, quite rightly, began with the work undertaken, in consultation with teachers, parents and students, which resulted in the launch of the College Strategic Plan: Taking the Alpha Generation to Excellence at the beginning of 2017.

It was essential for the Strategic Plan to be in place before planning for new classrooms, specialist facilities and playing fields. For it is the Strategic Plan that has set the educational priorities for what would be needed physically in our Master Plan.

With the appointment of new College architects in the latter part of 2016, many consultation opportunities were provided for parents, staff and students to contribute their dreams, hopes, and aspirations for the physical future of the College. We are grateful to Law Architects for the work that they have achieved in developing our new Master Plan, as well as the work they are doing currently on the plans for the new Junior School and Middle School buildings.

Much work has been undertaken by the College Leadership Team and College Board in setting an agenda for a bright new future for the College and I thank those involved for their ideas, passion and dedication in getting us to this point. Whilst the desired direction was determined during the latter part of 2017, very careful consideration, strategic thinking and financial planning has culminated in the new College Master Plan.

*John Durow,  
Chair, College Board*

## THE THINKING BEHIND THE PLAN

The most important statement in our new Strategic Plan is the one: "Students are at the beginning and centre of every decision". It may seem obvious in a school that this would be the case but it is important for us to be confident and determined that every decision can be assessed putting the learning needs of students first.

With this in mind, there is a long-standing board policy that states that every student must have the same opportunities for learning regardless of the campus they attend. You would know that an enormous amount of careful planning by staff occurs each day to ensure that this is the case for students in our Junior School and Middle School so that all students arrive at Year 9 similarly prepared. Cross-campus planning occurs to ensure that there is consistency with the curricular and co-curricular programs, assessment, reporting, exams, special days, such as the recent Middle School market day, assemblies, chapels, camps, excursions and leadership. Even Whispers articles are written as joint Junior School and Middle School articles, to show that the experience of an Overnewton student is similar regardless of the campus at which the child is located.

It is possible to talk about a student receiving an Overnewton education, not a Taylors Lakes or a Keilor education, because of the work of our staff in achieving this.

Our new Strategic Plan took up the opportunity afforded to our students through the new land at Keilor Campus, to plan for significant work around the water project and food sustainability for middle years students. There are some exciting authentic opportunities that will be created for students to be involved in longitudinal studies of water and food, two of the greatest issues facing the planet, as we all know.

As an environmental scientist myself, I could see that the opportunity for rigorous research and science at Keilor Campus, afforded by its amazing access to the Maribyrnong River as well as hectares of farm land, could never be replicated in experience for students at Taylors Lakes Campus.

Neither could the access that Keilor Campus Middle School students have to VCE teachers be replicated at Taylors Lakes Campus.



Likewise, opening up the middle years curriculum to food studies meant that we would be building new hospitality centres on both campuses at the same time. Anyone in the hospitality industry will know that such facilities are costly and require a lot of space.

Additionally, the need for performing arts facilities at Taylors Lakes Campus to match the quality of the ones at Keilor Campus, the provision of early years learning for both campuses and STEM Centres for both campuses, were adding to the priority list.

I remember that one of the questions I was asked by Board members early on in my time as Principal was why we kept our current six school structure – that is two Junior Schools, two Middle Schools, Canowindra and Senior School. “Surely it was a costly and time-consuming model?” was the general question.

The new land at Keilor Campus had meant that providing the same opportunities for students regardless of the campus, not to mention the pressure on the budget for replicating facilities, was no longer as straight forward as it had been. This kept being confirmed in the master planning forums with parents, staff and students, as well as the planning that was being undertaken by our new architects.

The final piece of the puzzle came when we received notification that it would be possible to work within the significant constraints of the current Keilor Campus Master Plan, a plan that can be changed only with an act of parliament, that we knew we could finish off the final stages of the planning that would be necessary.

The future for Overnewton College is one that sees our two Junior Schools united together as one at Taylors Lakes Campus, and our two Middle Schools united together as one at Keilor Campus. All students will enter Overnewton at Prep at Taylors Lakes Campus in our Reggio Emilia-inspired, purpose built Junior School and then move to Keilor Campus to begin their middle years journey, in a wonderful new purpose built Middle School.

To reflect this exciting new direction, we will be renaming our campuses.

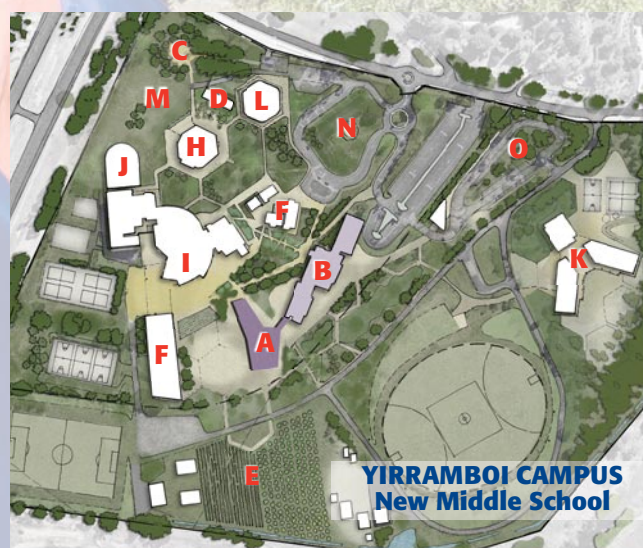
Since 1998, the Aboriginal name Canowindra meaning ‘a home or meeting point’ has been synonymous with the Year 9 Centre. As the newly developed Junior School will become the meeting

point for students joining the College, the entire campus will adopt that name.

The College Vision Statement ‘a community of learners, embracing the future’ is reflected in the new name of our Keilor Campus: Yirramboi. In the shared languages of the Boon Wurrung and Wurundjeri peoples of the Kulin Nations, Yirramboi meaning ‘tomorrow/the future’.

Overnewton College, Canowindra Campus will provide a secure and stable learning environment for our youngest students, while the Yirramboi Campus will be a place where excellent education provides the pathway for older students toward a successful future.

*Jim Laussen*  
Principal



**A** New Middle School building constructed **B** Existing Junior School buildings renovated and refurbished for new Middle School **C** Removal of existing relocatables **D** Convert existing Science lab into a new Food Technology Centre **E** College Garden-Farm **F** New Visual Arts Centre, Science and Gym Pavillion **G** Convert old Visual Arts Centre to new Administration Centre **H** Convert existing Admin Building to Community Facility **I** Redevelop Senior School Classrooms (North East Wing) **J** Performing Arts Auditorium **K** Year 9 Centre **L** New College Restaurant **M** Creation of new Car Park **N** Remove old Car Park **O** New Bus Loop



**A** New Junior School building constructed – Prep to Year 2 **B** Existing Middle School buildings renovated and refurbished for new Junior School – Year 3 to Year 4 **C** Library converted to Early Learning Centre **D** New landscaping and playgrounds **E** New Administration complex and Performing Arts/Music Centre **F** Existing Gymnasium **G** Existing Year 9 Centre





### THE BOARD

John Durow (Chair)

Paul Clements

Lawrie Drysdale



Bishop Philip Huggins

Eleni Karantzas Savva

Victor Peplow

Mark Ruff

Sam Sofianos

Fonda Zahopoulous



### FINANCE

Victor Peplow (Chair)

Paul Clements

John Durow

Shane Nelson



### CAPITAL PROJECTS

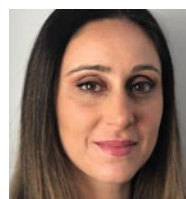
Fonda Zahopoulous (Chair)

Mark Davis

John Papworth

David Broatchie

Andy Matiszak



### GOVERNANCE

Sam Sofianos (Chair)

Mark Holloway

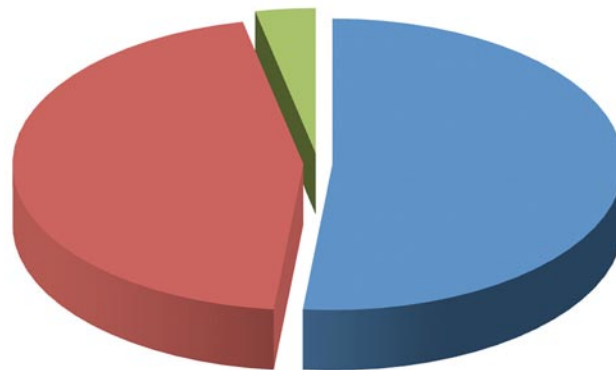
Phillipa Beck

Leneen Forde



### INCOME

Tuition fees and government funding continue to be the major sources of income for Overnewton Anglican Community College in 2017, contributing 96.7% of the total revenue of \$43.424m, the remaining 3.3% was from other income.



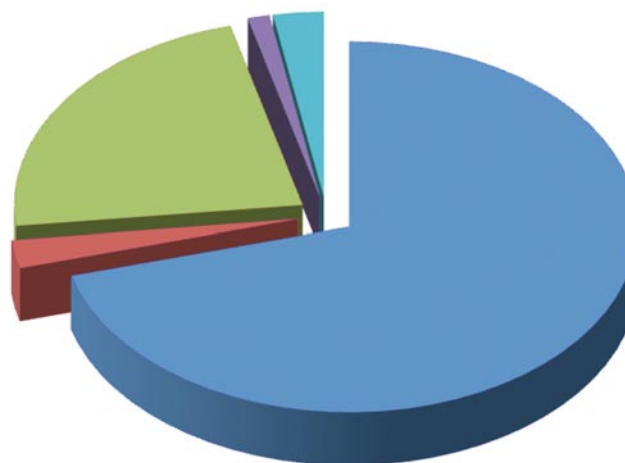
● **Tuition fees** of \$22.415 million.

● **Government funding** of \$19.558 million.

● **Other income** of \$1.451 million.

### EXPENDITURE

Total expenditure in 2017 was \$41.913m, comprising:



● **Employment costs**  
\$29.658m – or 70.8% of total expenditure.

● **Education and general costs**  
\$9.542m – or 22.8% of total expenditure.

Other major expenditure included:

● **Investment in capital works**  
\$1.020m for the year  
– or 2.4% of total expenditure.

● **Property and maintenance costs**  
\$1.185m – or 2.8% of total expenditure.

● **Financing costs**  
\$0.508m – or 1.2% of total expenditure.





A night of fun and festivity was enjoyed by over 400 current and former members of our community at the 30 Year Gala Ball held at Lakeside

Receptions. Our community joined together for a wonderful evening of celebration and reminiscing. It was an opportunity to catch up with some old friends, as well as to join together with newer members of our community.

It was a delight to have a foundation parent, Rosa Stephenson, foundation student and new Keilor Campus parent, Sarah Wilkinson (nee Stephenson) and Sarah's son Matthew, a current Prep student, cut the birthday cake to commence the evening's activities. This was a special moment for the Stephenson family and a lovely moment for those at the Ball too, as we shared with a parent who helped form the College, a parent who is in the College today and a student who is the future of our College.



Additionally, we were entertained by three old collegians: Saskia Johnson, Mary Lascaris and Daniel Hernandez, who performed the song 'Beautiful City' followed by a wonderful rendition of the 'Blessing Song', with many in the crowd joining in.

Delicious food and drink, lots of merriment and a dance floor that was not empty for the whole night from the first chords of the first Bjorn Again song, all combined for a truly lovely evening and a great memory for all of those who attended.





## EMBRACING THE FUTURE AND ACKNOWLEDGING OUR PAST

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

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

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

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

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

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

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



## EDUCATING FOR THE FUTURE

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

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

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

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

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

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





moment. As part of our continuous assessment process, teachers are developing new rubrics to design and implement good formative assessment. We are also implementing the use of the Student Performance Analyser to obtain useful data, which teachers can use to adapt and inform their teaching practice.

The College is busy planning for the future and our strategic plan is focused on improving the academic outcomes for, not only our current students, but also those who are yet to begin school. There is plenty of work to do; we now are developing skills for the middle of the 21st century, not the start of it.

## **ENGAGING STUDENTS SO THEY CAN EMBRACE THE FUTURE**

Student engagement with school is a result of a variety of factors – their friends, their teachers, their classes and the activities they engage in. Student engagement is measured in many ways, but one simple statistic that demonstrates this can be provided by our attendance data, which showed an attendance rate in excess of 90% at Keilor Campus.

To be effectively engaged in the future, students must become team players with skills that support that team. They role model this at school by completing schoolwork in groups, playing sport, performing in music ensembles or the musical, participating in the Be Heard program, engaging in community service, or taking part in outdoor education or overseas tours.

**The following three examples outline how we can engage students so that they can embrace the future.**

### **1. In the curriculum**

I was very impressed by a group of Year 4 students that booked a time with me to present their proposal about how to restore the earth wall on the south side of the soccer field. They demonstrated detailed knowledge of soil

erosion, the biology of plants needed to prevent it, the products that could be used to stabilise the soil, the dimensions and costs of the project. They had investigated the products of various suppliers and combined science, economics and mathematics in a well written document which they confidently presented to me in person. This was a great example of using teamwork and cross-curricular learning to solve real-world problems. There are many such examples of this occurring across the College.

### **2. In the co-curriculum**

Every year, one of the greatest examples of teamwork is seen at the College musical. In 2017, *'How to succeed in business without really trying'*, was superbly acted by a strong cast of students whose maturity belied their youth. Our senior students were outstanding in the lead roles, while there were many other significant parts played by emerging performers that demonstrated that we will have strong casts in future performances for many years to come. The production crew did an outstanding job giving students the confidence and skills to make their mark on the world when they leave school.

### **3. In our community**

The Colour Run has been a great initiative of the College P&F and took place in Term 4 with hundreds of student participants. The goal was to have maximum participation right across the school community, to celebrate school life and create lasting memories together. We raised an enormous amount of money for the College and it demonstrated to the participants that being part of a community is important now and will be in the future. The world needs community spirit more than ever before – we need it now, and we will in 2050 and 2100.

*Rob Huntington*



The College theme for 2017 is *'A community of learners embracing the future'*. When our students think about the future what do they think about?

There are so many things that could be listed when answering this question because there are so many things we don't know about the future. That's what makes the future so exciting! It is also what makes us a little apprehensive about the future too because we don't know what to expect. There is a quote that says, *"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."*

As they do each year, our students have embraced their learning with enthusiasm and their achievements are to be commended. Both curricular and co-curricular opportunities have been readily and eagerly tackled and the learning experiences have been challenging and hopefully on the whole, rewarding.

Our students' level of commitment to their learning is not only measured by the enthusiasm with which they embrace each opportunity and experience but also clearly demonstrated by their eagerness to attend school, with an overall attendance rate of 92% for all of our students from Prep to Year 9.

Our three schools, Junior School, Middle School and Canowindra, continue to provide learning experiences and opportunities that encourage our students to think, question, explore, ponder and be creative in an environment where everyone's learning is important and everyone is encouraged to develop and grow academically, spiritually and socially. These supportive learning communities provide our students with enriching learning experiences that build from one activity to the next, one year to the next, enabling them to become lifelong learners and confident and thoughtful global citizens.

Our youngest students have had a tremendous year in the Junior School this year. Setting the foundations upon which all of their future learning is built, the Junior School continues to provide learning experiences and opportunities that are engaging and rewarding.

Middle School continues to build on the learning foundations set in Junior School. Our Year 5 to Year 8 students continue to enjoy the engaging learning environment, with the many curricular and co-curricular activities that the Middle School provides.

The Middle School students continue to enjoy success in co-curricular activities as well. Interschool sports performances continue to be strong as our teams across all year levels keep improving and striving for success. Over the summer and winter seasons, Middle School teams have participated in 30 grand finals and won 15 of them. The students' involvement in debating and public speaking continues to go from strength to strength with quite a number of wins during the year as well. The student environment committee continues to raise awareness of environmental issues and looks for ways more students can be involved in improving their environment at school and share this passion for the environment beyond the College with their continued involvement in the *'Kids Teaching Kids'* conferences with like minded students from other schools.

Canowindra continues to provide each year's new and unique group of students an engaging learning program. Year 9 continues to cater for the needs of this age group academically, socially and emotionally. The learning choices and depth of study offerings complement beautifully the rigours of the academic program. Focus Weeks continue to provide the students with unique and authentic week long intensive learning experiences that take them out of the traditional classroom setting and provide engagement and interest and also relevance and connectivity between theory and practice.





Canowindra also had a very successful year with respect to interschool sport with record numbers of teams participating in both summer and winter grand finals with much success as well, winning seven grand finals out of the 13 in which they participated.



also showcased at the Battle of the Bands performance as well as at Canowindra's Got Talent and the Annual Fair.

Whatever the type of co-curricular involvement or major event, our students do an amazing job of rising to the occasion, showcasing their talents and representing their

College with pride. Presentation Night gave us the opportunity to celebrate all of the wonderful achievements of our students and the College for the year. The Founder's 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, especially this year as we celebrate the College's 30th birthday.



The RACV Energy Breakthrough in Maryborough was another very successful event for our Year 9 students achieving the best results ever for the College, with the petrol/electric hybrid bike winning in its class. The Model Solar Vehicle Challenge students achieved

first and second placing in the State Competition and the National Competition.

All three of the schools have had some wonderful major events this year. Junior School has had some wonderful House Activities during the course of the year. The Celebration of Learning events gave the students the opportunity to showcase their learning to their family members. The Junior School Carol Service at St Paul's Cathedral followed by their Final Assembly and Christmas Concert started the Christmas season beautifully.

Middle School and Canowindra enjoyed many House activities as well, including the three carnivals – swimming, athletics and cross-country. Strong individual performances in these carnivals enabled students to be selected for the College teams to compete in the ACS Carnivals. The College continued to perform well in these carnivals. Our Year 4, 5 and 6 students also experienced great success in sports with a number of students competing at the district and state level.

The students from Years 7, 8 and 9 who along with students from Senior School were involved in the College Musical *'How to Succeed in Business Without Really Trying'* did an outstanding job and put together a brilliant production that was very entertaining and enjoyed by everyone who attended. Our Year 5 and 6 students also did a great job with two separate performances of "Alice in Wonderland Jr" with two different casts. The talent of our Year 9 students was

The involvement of our students' parents is a key component of what makes Overnewton such a unique and special place of learning. Having parents involved in so many aspects of the day to day activities is truly appreciated by all of us, especially the students. Our Campus grounds continue to improve and develop thanks largely to the many parents who attend Working Bees and complete the many projects there. It certainly gives our students a great sense of pride to know that their parents have done so many of these things for all of the students to enjoy. This of course extends to the myriad of other things that parents do as well. We are certainly blessed as a College to have this level of commitment from our parents.

The College Fair is always one of the major community events, not just for the Overnewton Community, but the broader community as well. It is such an enormous undertaking by the Fair Committee and all of the parents involved but it is also one of the major fund raisers for the Parents and Friends Committee. These fundraising efforts enable the P & F to generously fund the many projects they have over the years, like the new soccer pitch at the northern end of the Campus.

2017 has been a wonderful year of learning for our students and one of many successes. We are all very grateful for the supportive role the entire community has played. I am sure that the founders of our College 30 years ago would be very pleased and proud of where we are today and of the very promising future ahead of us.

**Gabe Alessandrini**



### A RECONCILIATION ACTION PLAN FOR OVERNEWTON COLLEGE

A significant inclusion on our College Masterplan Taking the Alpha Generation to Excellence was to develop an Overnewton College Reconciliation Action Plan (RAP) to assist the College community in contributing to reconciliation by:

- Building and encouraging relationships between Aboriginal and Torres Strait Islander peoples, communities, organisations and members of the College community
- Fostering and embedding respect for the world's longest surviving cultures and communities
- Develop opportunities to improve socio-economic outcomes for Aboriginal and Torres Strait Islander peoples and communities.

A Reconciliation Action Planning Group was established in 2017 to develop the RAP. This planning group comprises College staff from the Keilor and Taylors Lakes campuses, students and parents and meets regularly.



RAP PLANNING GROUP

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

Reconciliation is about unity and respect between Aboriginal and Torres Strait Islanders and non-Indigenous Australians. It provides the means to recognise both the history of the Aboriginal and Torres Strait Islander people and the impact on them by Anglo-European settlement, actions and policies. It is about respect for Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians.

### OUR VISION FOR RECONCILIATION

Overnewton College is a Community of Learners that is understanding, respectful and actively supportive of Aboriginal and Torres Strait Islander customs and heritage, and values justice and equity for all Australians.

### Overnewton College will achieve its vision for reconciliation by:

- Providing a safe and welcoming place for Aboriginal and Torres Strait islander people
- Enabling College students and staff to understand fully and accept both the history of the Aboriginal and Torres Strait Islander people and the impact on them by European settlement, actions and policies
- Recognising the diversity and unique attributes of the different Indigenous nations, their customs and language
- Developing an ongoing and sustainable annual calendar of key events that acknowledge and respect Aboriginal and Torres Strait Islander heritage and valuing justice and equity for all Australians
- Developing ongoing and mutually beneficial relationships with Aboriginal communities
- Developing and maintaining a historical record of Aboriginal activity and its evidence on the land on which the Keilor and Taylors Lakes campuses stand.







## CURRENT EVENTS RESULTING FROM THE RECONCILIATION ACTION PLAN

### 1. National Reconciliation Week

Each year, the College will observe National Reconciliation Week and use it as a platform for ongoing development of the Vision of Reconciliation throughout the year. This week will include age appropriate events at all levels to respond to the NRW Theme for that year.

The Reconciliation Action Planning team have worked hard to develop these programs and have been supported in each school by many willing staff and students. In particular, many people supply their own artefacts and artwork to contribute to displays around the College.

### 2. Developing Relationships with Indigenous Communities

The College will develop strong relationships with local and remote indigenous communities. Galiwin'ku (Elcho Island) is off the north east coast of Arnhem Land in the Northern Territory.

In 2018, a group of Middle School students and staff will visit Galiwin'ku at the invitation of Shepherdson College staff.

Shepherdson College is a government school of 700 students located in the Yolngu community at Galiwin'ku.

Our students will have a wonderful opportunity to spend a week in this remote indigenous community. They will spend time at the school, make connections with a class of students of a similar age and participate in activities in the township along with 'Learning on Country' activities in the local bush and coastal areas. A Stile web page has been shared with Shepherdson College staff so that they can begin making video connections and our students will be making introductory videos as part of the 'get-to-know-you' process.

This is a very exciting program for students of both Colleges.



At the start of 2017, Overnewton College became a lead school in the Victorian Government's Respectful Relationships initiative. More than 1000 lead and partner schools across Victoria have been charged with supporting school leaders, teachers and communities to promote and model respect and equality, and to teach our children how to build healthy relationships, resilience and confidence.

The Royal Commission into Family Violence identified the critical role that schools have in creating a culture of respect to change the story of family violence for future generations. As such, respectful relationships education became a core component of the Victorian Curriculum from Prep to Year 12, and is being implemented in all government and Catholic schools, as well as many independent schools.

Being a lead school in an area that possesses one of the highest incidences of family violence in Victoria, the College knew that it could make a significant impact by working with both the Overnewton community and the broader local community. A working group of parents and staff was established and, from there, a college-wide gender audit was conducted and an action plan was developed focusing on six key areas – leadership and commitment, school culture and environment, professional learning, teaching and learning, community partnerships and support for students and staff.

To date, we have focused on three of the six key areas. Considerable professional learning for staff has occurred for the College Leadership Team and the College Board, detailing the rationale for the program,



the curriculum and its implementation. Regular articles in the College newsletter, Whispers, have also kept parents abreast of the latest developments.

A Community Forum was held in March 2018 featuring the Minister for the Prevention of Family Violence, the Honourable Natalie Hutchins, author Jamila Rizvi, members of Victoria Police, Our Watch and the Anglican Church. Hosted by Libbi Gorr, the evening provided a valuable opportunity to educate members of the College and wider local community about family violence in the Brimbank and surrounding areas, allowing attendees the opportunity to ask questions and provide further information about the initiative and local support services.

Future efforts will focus on encouraging greater student voice, embedding the curriculum and developing community partnerships with local organisations, to build a culture of gender equality and respect with a view to eliminating gender-based violence.

**Tim Jezard**  
Head of Student Services





## ACCESSING THE ARTS AND TECHNOLOGIES IN MIDDLE SCHOOL

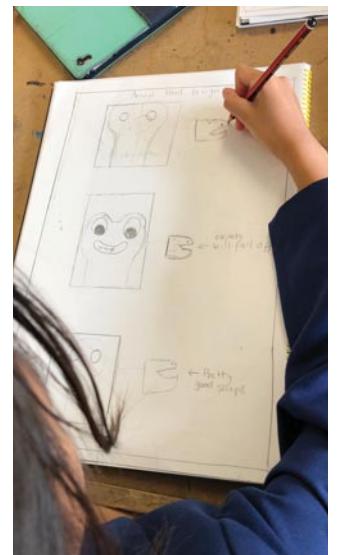
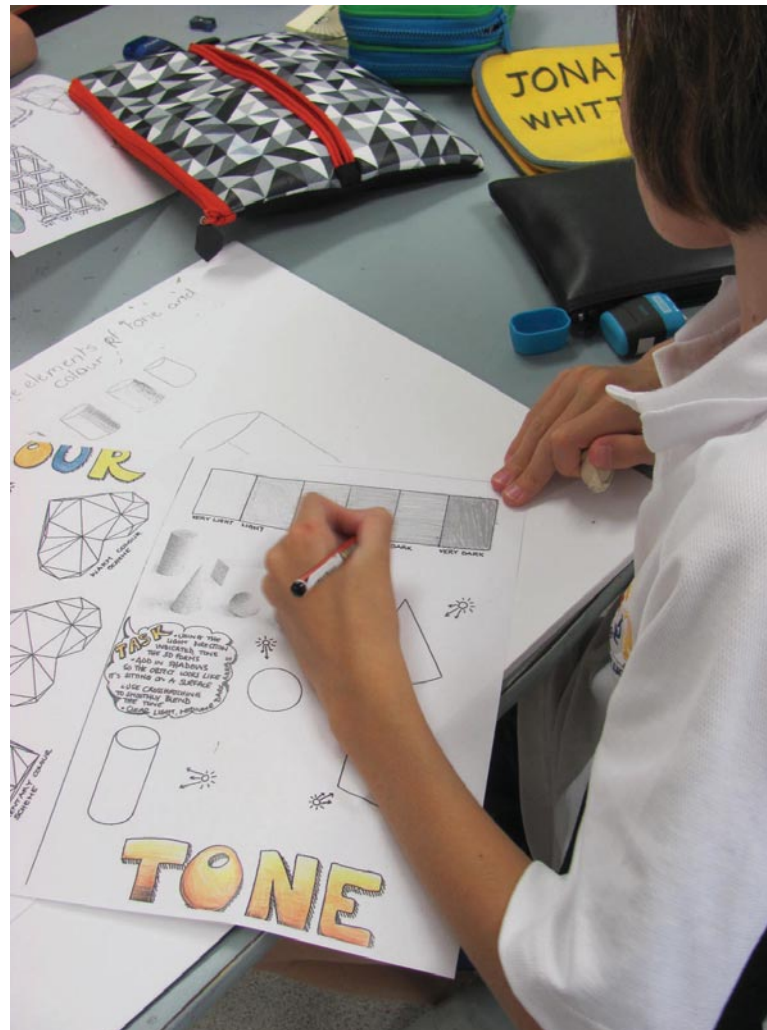
Middle School is a special time in a student's life. In the Visual Arts and Technology subjects at Overnewton, we aim to give students a taste of a wide range of Arts experiences.

Each rotation of Visual Arts and Technology subjects builds the students' ability to think creatively, solve problems and overcome challenges. The skills that students develop during Visual Arts and Technology subjects can be used in any situation, not just a studio or workshop, but it is here that we bend, break and blend the world around us to create something new and exciting.

In Year 5 and 6, students spend a term exploring each of the Visual Arts and Technology subjects on offer. In Art, students complete a two dimensional project; a collage inspired by the work of a contemporary Californian artist. During this process, students have contacted the artist and discussed his work and the inspiration behind his creations. In Visual Communication Design, students delve into the world of graphic design, creating packaging projects and completing typographical exercises. Students investigate the design process and how this differs from the art making process.

Technology subjects are an important part of the rotation experience. In Design Technology, the students design and create animal-themed coat hooks and use simple electronics, wood and plastic to build torches from scratch. Digital Technology prepares the students for the digital age with coding, programming, robotics and an introduction to how to navigate the digital world.

The Year 7 and 8 program allows the students to dig deeper into each of the Visual Arts and Technology subjects. With more time spent in each rotation, students solve problems, make connections with their other subjects and broaden their Art, Design and Technology skills. A full thirteen weeks is spent developing their hand-building clay skills in 3D Art, followed by designing and making containers for a specific object in Design Technology. Digital Technology provides an opportunity for students to create and design a website. A pop-up shop and logo is designed in Visual Communication and Design, allowing the students to experience how to create a design brief and artwork for a specific client and audience.





Junior School is very proud of having a culture of ongoing improvement with high expectations for all students.

Whist always placing student welfare at the forefront of every decision, we also look to measuring academic performance to indicate how programs are progressing.

The My School website is often the first place that prospective parents visit to check academic standards.

The following table gives a broad view of the progress that has been made since significant changes to pedagogy and curriculum were introduced at Overnewton in 2011.

### YEAR 3 NAPLAN RESULTS

	Reading	Writing	Spelling	Grammar	Numeracy
2011 OACC	421	426	408	426	401
2011 All *	416	416	406	421	398
<b>2011 Difference</b>	<b>+5</b>	<b>+10</b>	<b>+2</b>	<b>+5</b>	<b>+3</b>
2017 OACC	481	461	436	495	454
2017 All *	431	414	416	439	409
<b>2017 Difference</b>	<b>+50</b>	<b>+47</b>	<b>+20</b>	<b>+56</b>	<b>+45</b>

\* Refers to all Year 3 students sitting NAPLAN test in that year

To explain the more than tenfold improvement in Year 3 results in seven years, requires us to look at the teaching and learning practices that have been adopted.

The findings of Professor John Hattie were broadly accepted as strategies that would have the highest impact.

The following have been incorporated directly into the Junior School culture.

Overnewton Junior School teachers:

- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on students' learning, and adjust their approaches accordingly
- Actively seek to improve their own teaching
- Implement explicit instruction
- Offer feedback
- Teach metacognitive skills
- Teach problem solving skills.

### MAKING THE LEARNING VISIBLE

In the Junior School, the learning is focussed on clear behavioural and cognitive goals and outcomes which are made 'explicit' or transparent to learners. This is an important methodology to use when students are learning the foundation English and Mathematics skills.

By explicitly stating the Learning Intention at the start of every lesson, all students know what they are going to learn and where they are heading. The written intention of the lesson is an anchor point on which to base feedback. Discrepancies between current student understanding and intended learning are reduced by the intention of the lesson being commonly understood.

### CURRICULUM

All Junior School curriculum has been mapped against the Australian Curriculum with specific targets set for each year level.

In Reading, year level targets were adjusted to a higher standard and teacher training was delivered in current methodology.

The most significant change was the introduction of the THRASS (Teaching Hand Writing and Spelling Skills) approach. Spelling and literacy are acknowledged in Junior School as the cornerstones of education. If a learner cannot successfully read and spell words then they are less likely to succeed at formal learning. Skills and strategies for learning how to spell words and apply phonemic knowledge, are explicitly taught.

In Mathematics, a specific focus has been on developing increasingly sophisticated and refined mathematical understandings in fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Teachers have worked on developing clear links between the various components of mathematics. This has encouraged confident, creative users and communicators of mathematics who are able to investigate, represent and interpret situations relevant to being active citizens of the real world.

In Cross-Curricular studies, the curriculum is delivered through an inquiry methodology where students are empowered to exercise initiative in applying thinking skills critically and creatively to recognise and





approach complex problems, and make reasoned, ethical decisions. Through this method, they learn the process of research across a broad and balanced range of disciplines. Students are encouraged to become explorers, gatherers and presenters of information enabling them to develop the skills to explore concepts, ideas and issues that have local and global significance. They are then able to make connections and contributions and deepen their understanding through the perspective of their personal and cultural experiences.

### STUDENT MONITORING

A significant focus of the past three years has been the analysis of data. Whilst extensive assessment of learning has been ongoing, the analysis of the information has been an area of professional growth for teachers. Teachers are now able to look at individual and group performance and identify any 'gaps' in learning. More importantly, the 'value add' to each student can be measured and goals set accordingly. The Junior School teaching staff now have extensive expertise in mapping the learning journey of their students and applying their skills in providing high-level learning experiences in each and every lesson throughout the day.

### CLIL MANDARIN PROGRAM

The other major change to the learning has been the introduction of the CLIL Mandarin Program. The students have undertaken daily Science study with lessons taught using only the Mandarin language. The research that underpins the learning of languages at an early age leads to better problem-solving and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility.

It is within this culture that the NAPLAN results (just one measure) have improved so markedly.





In another year of success and academic achievement, 163 students successfully completed their VCE in 2017 at Overnewton: 152 students choosing to sit exams and attain an ATAR score and 11 choosing a non-exam pathway to earning their VCE.

As a school that does not select or exclude its students based on their academic ability and allows all of its students to complete their VCE with us, our results in 2017 were particularly exciting.

- 100% of the Class of 2017 attained their VCE.
- 15 students achieved an ATAR above 90; this is a terrific achievement placing them in the top 10% of the State.
- Close to half of all students achieved an ATAR above 70 placing them in the top 30% of the State.

**Our 2017 College Dux was Ben Serrano achieving an exceptional Australian Tertiary Admission Rank (ATAR\*) of 99.6.**

Closely following Dux Ben Serrano was Jake Wijnen with an ATAR of 99.4. College Captain, Nicholas McNaughton's score of 98.85 added to the three boys achieving the highest collection of ATAR scores achieved in the College for several years.

Whilst we celebrate the successes of our 90+ achievers, equally we are delighted by the students who have received learning support in their time at the College, have worked incredibly hard and have attained an ATAR that will see them getting into the tertiary courses of their choice.

## ATAR SCORES OVER 90

Matt Davies

Uliana Deshin

Kate Loncar

Nicholas McNaughton

Lucy Murphy

Thaimond Nguyen

Olivia Panayiotidis

Najwa Rachmani

Joshua Rodrigues

Benjamin Serrano

Phoebe Sheehan

Callum Stephens

Brittany Tan

Mary Vlachos

Jake Wijnen

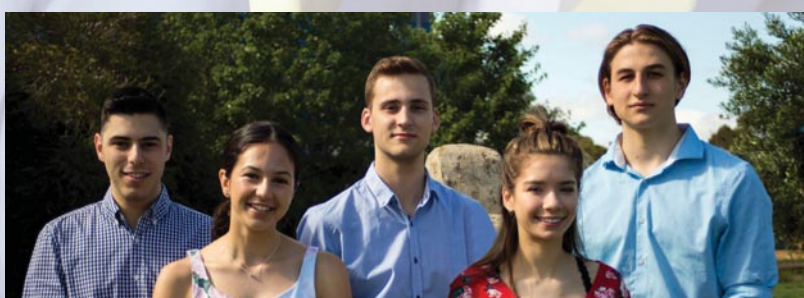
The students shown opposite are either those who were Dux of one or more subjects in VCE Units 3 & 4 or those who attained an ATAR score above 90.

- Ben Serrano and Jake Wijnen were dux of 4 subjects each.
- Nick McNaughton and Madison Metaxis were dux of 3 subjects.
- Eight Year 11 students were subject dux.
- Ben Serrano scored 49 for Legal Studies and Jake Wijnen scored 49 in Physical Education.
- Lucy Murphy scored 48 in Media.
- Ben also scored 47 in English, Biology and Chemistry. Olivia Panayiotidis scored 47 in Business Management as did Nick McNaughton in English.

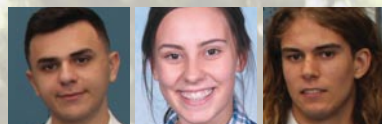
These are very fine results indeed.

Pictured L-R: Nicholas McNaughton, Najwa Rachmani, Jake Wijnen, Kate Loncar and Ben Serrano. >

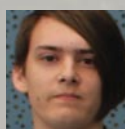
\* ATAR (Australian Tertiary Admissions Rank) scores are used for tertiary entrance and provide a percentile ranking for all students statewide.





Timothy  
BizosOlivia  
BogveWilliam  
Chester

## DUX OF SUBJECTS

Vincent  
DanieleDenisha  
Da Cruz**Matt  
Davies**

**Accounting:** William Chester

**Art:** Kate Loncar

**Biology:** Ben Serrano

**Business Management:**  
Olivia Panayiotidis

**Chemistry:** Ben Serrano

**Computing / Informatics:**  
Timothy Bizos

**Computing/ Software  
Development:** Elliot Parker

**Dance:** Denisha Da Cruz,  
Nicolette Pecipajkovski,  
Chelsea Hawke

**Economics:**  
Nicholas McNaughton

**English:** Nicholas McNaughton,  
Ben Serrano

**English Language:**  
Mary Vlachos, Jake Wijnen

**Further Mathematics:**  
Matt Davies, Joshua Rodrigues

**Geography:** Madison Metaxas

**Global Politics:**  
Olivia Panayiotidis

**Health and Human  
Development:**  
Madison Metaxas

**History / Australian:**  
Olivia Bogve, Vincent Daniele,  
Cassidy Haumann,  
Emily Hickmott, Billy Kantharidis,  
Jake Stevens, Patrice Woods

**History / Revolutions:**  
Kate Loncar

**Legal Studies:** Ben Serrano

**Literature:** Uliana Deshin

**LOTE: German:** Uliana Deshin

**LOTE: Indonesian Second  
Language:**  
Nicholas McNaughton

**Mathematical Methods:**  
Naoki Woolcock

**Media:** Lucy Murphy

**Music Performance:**  
Madison Krstevski

**Outdoor and Environmental  
Studies:** Emily Kanzamar

**Physical Education:** Jake Wijnen

**Physics:** Jake Wijnen

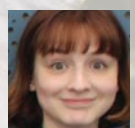
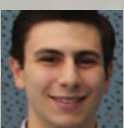
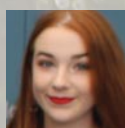
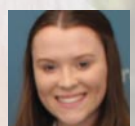
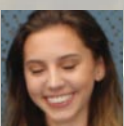
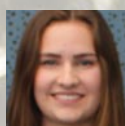
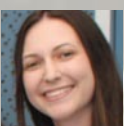
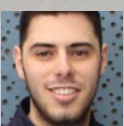
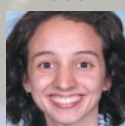
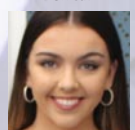
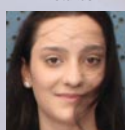
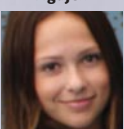
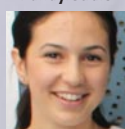
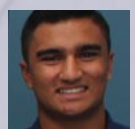
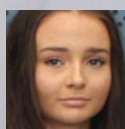
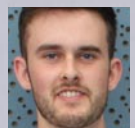
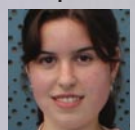
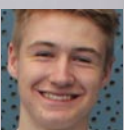
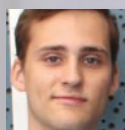
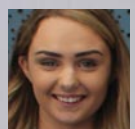
**Product Design and  
Technology:** Lachlan Webb

**Psychology:** Madison Metaxas

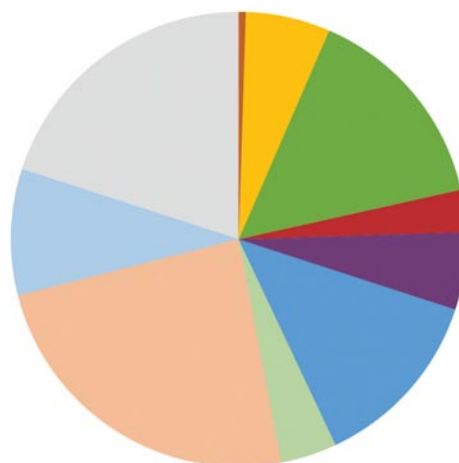
**Religion & Society:**  
Megan Henderson

**Specialist Mathematics:**  
Jake Wijnen

**Visual Communication Design:**  
Kyle Gusman

**Uliana  
Deshin**Kyle  
GusmanCassidy  
HaumannChelsea  
HawkeMegan  
HendersonEmily  
HickmottBilly  
KantharidisEmily  
KanzamarMadison  
Krstevski**Kate  
Loncar****Nicholas  
McNaughton**Madison  
Metaxas**Lucy  
Murphy****Thiamond  
Ngujen****Olivia  
Panayiotidis**Elliot  
ParkerNicolette  
Pecipajkovski**Najwa  
Rachmani****Josha  
Rodrigues****Ben  
Serrano****Phoebe  
Sheehan****Callum  
Stephens**Jake  
Stevens**Brittany  
Tan****Mary  
Vlachos**Lachlan  
Webb**Jake  
Wijnen**Patrice  
WoodsNaoki  
Woolcock

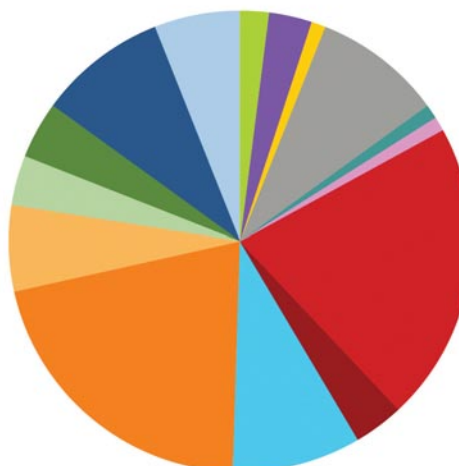
## FIRST ROUND OFFERS BY FIELDS OF STUDY



- 0.5% Agriculture, Environmental and Related Studies
- 6.0% Architecture and Building
- 15.0% Creative Arts
- 3.0% Education
- 5.5% Engineering and Related Technologies
- 13.0% Health
- 4.0% Information Technology
- 24.0% Management & Commerce
- 9.0% Natural & Physical Sciences
- 20.0% Society & Culture

*Double degrees are counted in both categories*

## FIRST ROUND OFFERS BY INSTITUTION



- 2.0% Academy of Interactive Entertainment
- 3.0% Australian Catholic University
- 1.0% Collarts
- 9.0% Deakin University
- 1.0% Federation University of Australia
- 1.0% Holmes Institute
- 21.0% La Trobe University
- 3.5% La Trobe Melbourne
- 9.0% Monash University
- 21.0% RMIT University
- 6.0% RMIT University - TAFE
- 3.5% Swinburne - TAFE
- 4.0% Swinburne University of Technology
- 9.0% The University of Melbourne
- 6.0% Victoria University



In 2017, 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. In the Junior Schools, for example, THRASS (Teaching Handwriting Reading and Spelling Skills) was a focus for all teachers, while in other Schools the development of pedagogical skills and differentiation of the curriculum to cater for a broad range of learning styles and abilities was encouraged.

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, took place, facilitated

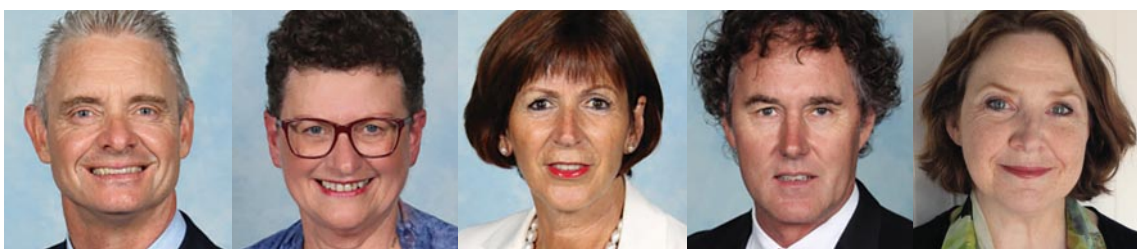
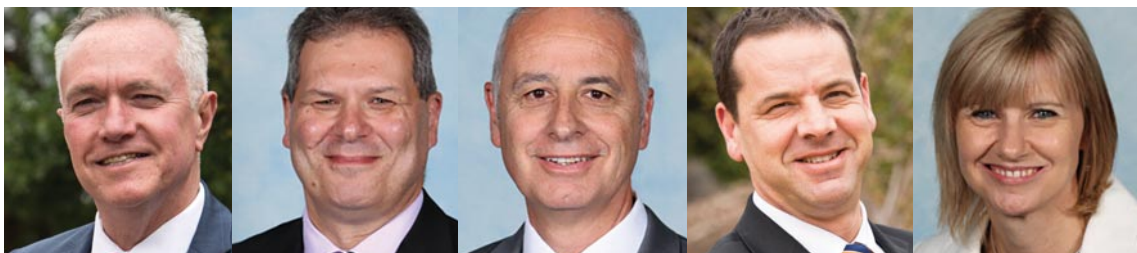
by an external organisation, Pivot Professional Development. Results were utilised in professional discussions aimed at leveraging identified areas of strength to enhance areas for development. This activity is particularly important in making continuous improvement to pedagogical practices for all teachers.

- Average expenditure for 2017 on professional development was \$770 per staff member.
- 37% of teachers have post-graduate qualifications beyond what is required to gain registration with the Victorian Institute of Teaching.
- 24% of teachers have degrees at Masters level or higher. Particular areas of interest for further study include pedagogy, curriculum, special education, student welfare and educational leadership.
- The staff retention rate for 2017 was 96.6%.
- The staff attendance rate was 91%.

## LEADERSHIP TEAM

*left to right*

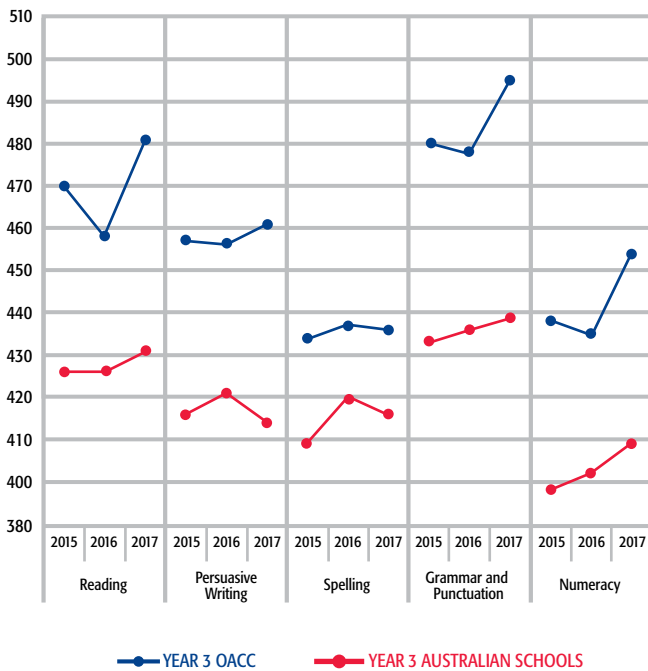
Jim Laussen, College Principal	Gabe Alessandrini, Head of Taylors Lakes Campus	Gary Bonello, Business Manager
Nick de Dear, Head of Senior School	Tracy Fielder, Head of Junior School, TLC	
Jodi Fitzgerald-Tate, Head of Co-curriculum	Rob Huntington, Head of Keilor Campus	
Tim Jezard, Head of Student Services	Jan Jolley, Head of Middle School, KC	Sean Kaule, Head of Information Services
Anne McNaughton, Head of Junior School, KC	Tim Mahon, Head of Middle School, TLC	Di Nunan, Head of Human Resources
Shirley Seit, Head of Community Development	Derek Summerton, Head of Canowindra	Michelle Waller, Head of Pedagogy & Learning





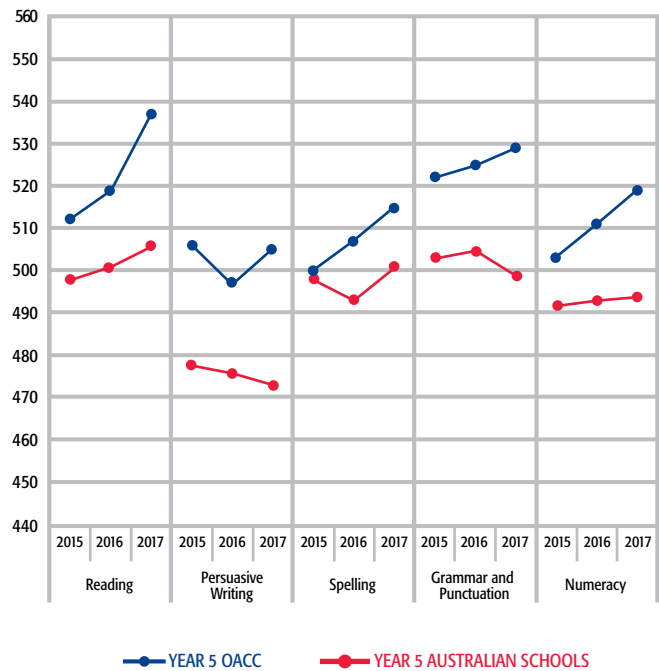
### Average Scores of OACC Year 3 Students

Compared to the National Average: 2015-2017



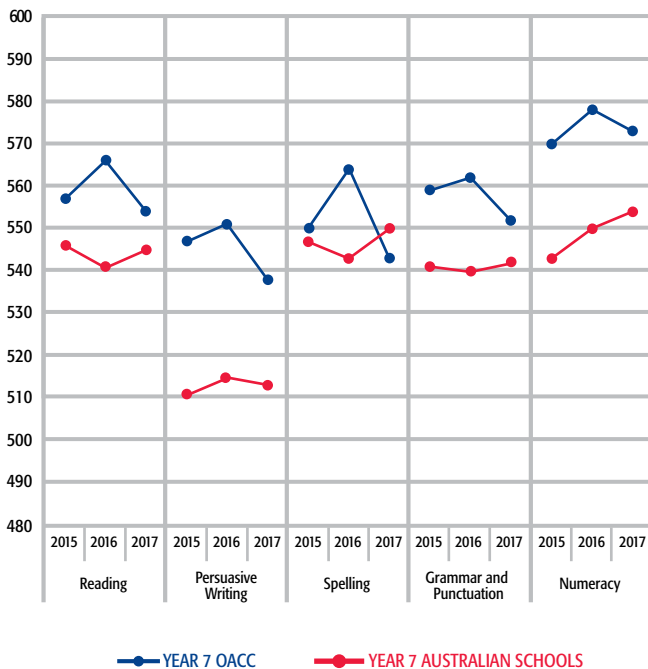
### Average Scores of OACC Year 5 Students

Compared to the National Average: 2015-2017



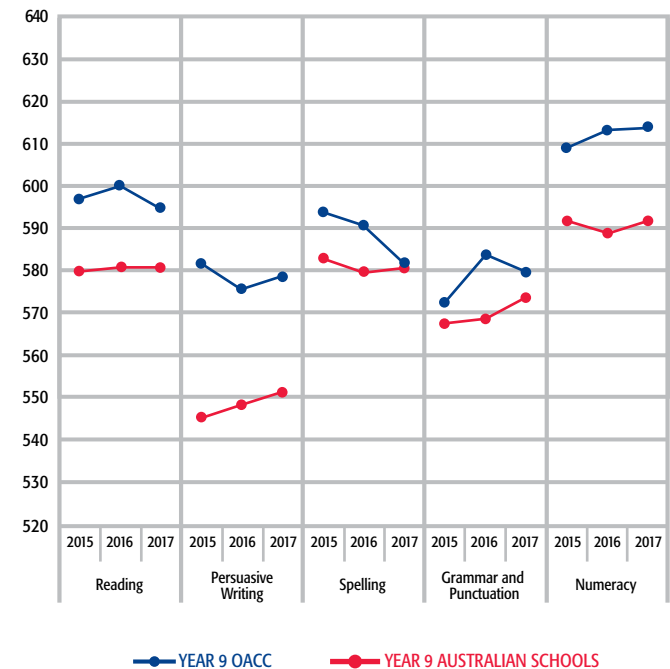
### Average Scores of OACC Year 7 Students

Compared to the National Average: 2015-2017



### Average Scores of OACC Year 9 Students

Compared to the National Average: 2015-2017



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 the average scores achieved by students at Overnewton compared to the National average from 2015-2017.

Source: [www.myschool.edu.au](http://www.myschool.edu.au) All results are from the NAPLAN tests conducted in 2015 to 2017.



As the Chair of Parents and Friends Committee (P&F), it is pleasing to report that 2017 was again a tremendously successful year; in 2017, the Committee continued support of the Family Involvement Program and the fundraising activities. The P&F contributed financially to the RACV Energy Challenge, Chibobo, Auskick, Artist in Residence program and some wish list projects for the College. A significant contribution was donated towards the cost of the Soccer Pitch at Taylors Lakes Campus. The pitch is nearly complete and we are hoping to commence using this new facility in early 2018.

The P&F conducted an outstanding new Colour Run initiative that took place in October with hundreds of student participants. The event was focused on the children having fun and raising money for the College. The event raised a profit of over \$6000.

The Mother's Day and Father's Day Stalls, Easter Raffle and Chocolate Drive are just a few of our regular activities that have been conducted again this year, raising additional funds to devote to the College.

We continued to operate a weekly BBQ outside the Taylors Lakes Gymnasium during 2017 and it has continued to grow from strength to strength. This working group managed to raise an amazing \$24,395.

We could not have enjoyed better weather for the Annual Fair. It was yet another time of celebrating who we are as a community, and raising funds to ensure that we can continue to fund projects for the benefit of our students. A huge thank you to all involved in again making this a wonderful community event.

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

Thanks to all members of the College community for their commitment and support during the year and being passionate about our College and our community.

*Carolyn Barbuto,  
Chairperson, Parents & Friends*





This year I attended the College's 30th anniversary Gala Ball and it got me thinking how time has flown, and how such a number has managed to creep up on me. Since I left the school in 1998 a further 3000 old collegians have graduated, in addition to the 1200 or so that graduated before me. All of whom have joined that special exclusive club of the Overnewton Old Collegian. Our community of old collegians is growing at a constant steady rate, branching out all over the world and will soon compete with the alumni of the many other old well-established schools, and why wouldn't they. We have former Overnewton students that have made a mark all over the world, from sporting stars to high flying corporates, lawyers and doctors. We have alumni in senior government positions as well as business owners employing hundreds of people. There are electricians, plumbers, nurses, teachers, police officers, accountants and many more. The reach of our community is spreading and weaving its way across the world. To think how far we have spread in 30 years and then to consider the reach of our alumni network in the next 20 years is staggering.

When I looked around at the people at the 30th Gala Ball and also remember those that I meet along the way at other such Overnewton events and reunions, I realise that there is also an ever-increasing number of old collegians re-entering the College community. Currently there are 45 second generation Overnewton students at the school with the number increasing every year. Every one of these families speaks of how they are enjoying their second experience at the College as a parent just as much as they did as a student.

Our reunions program is now becoming so enshrined in the culture of the old collegians, that this year our 1 year reunion had the biggest turn out ever recorded at any reunion. So, it is great to see that the reunions are being embraced so strongly throughout the old collegians community.

Thank you for another great year, it is your contributions that keep our community alive and ensures everyone benefits from the rewards that come from a community like ours.

**Andrew Matiszak, Chair  
Old Collegians Association**



Leon Struck '95  
Licensed Aircraft Maintenance Engineer



Alastair King '99  
Pilot



Nitasha Kumar '04  
Post-doctoral Research Scientist



Nathan Sneddon '07  
Product Planner Nissan



Mary Lascaris '08  
Singer and Dancer



Timothy Jeffs '09  
Animator



Glenn Cummings '93  
Alive & Kicking Charity - UK



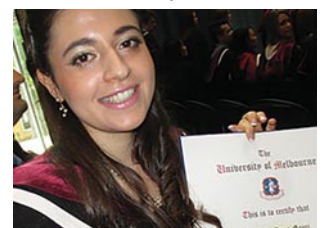
Luke Arnold '98  
Dept Foreign Affairs and Trade



Alicia Bamford '00  
Stronger ambassador



Bonnie McPherson '06  
Lawyer



Rosanna Gauci '07  
Veterinarian



Nicholas Matiszak '09  
Project / Structure Coordinator







**OVERNEWTON**  
ANGLICAN COMMUNITY COLLEGE

**Yirramboi Campus**

**A | 2-50 Overnewton Road Keilor 3036**

**T | 03 9334 0000 F | 03 9336 1835**

**Canowindra Campus**

**A | 39-57 Robertsons Road Taylors Lakes 3038**

**T | 03 9334 0000 F | 03 9390 5144**