



2018 THEME: *I wonder...*

2018 Community Report



Each year our College themes have common elements: they are outward looking, they support the values of the College, they can be used to encourage learning as well as relationships, they look for a 'we' response rather than an 'I' response, and, they become our focus for the year. Our themes reflect who we are as a community.

'I wonder...' was the theme for 2018.



Young children are filled with a sense of wonder about everything around them. If we want our children to think deeply about what they are learning, to maximise their understanding of the world around them, and to gain a strong understanding of how humans interact and operate with each other in the best ways possible, having a sense of wonder is essential for these things to occur.

It was with great privilege that I saw this theme unfold for our students in 2018. We began the year with a discussion of the relevance of this theme at our 2018 Welcome Assembly, where our two Keilor Campus Middle School Captains, Kiana Dimovski and Liam Armstrong, shared their unique perspectives:



*"For every question we ask,
there is an answer, and for
every new answer we find,
there is a question to
counter it.
This is where we create this
beautiful loop of learning
and growth that is never-
ending."*

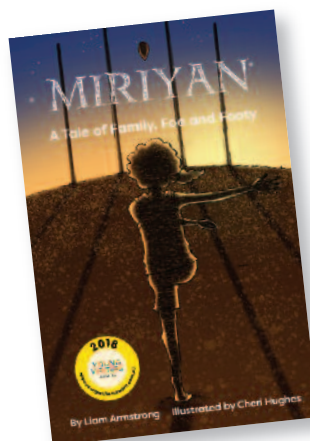
— Kiana Dimovski

*"Don't leave the school,
wondering what you
might have done.
Don't be a student who
misses out on what
Overnewton offers to all
of us."*

— Liam Armstrong



Liam Armstrong has taken his advice and demonstrated that he doesn't limit himself to wondering - he goes further to imagine and create. When in Year 7, at just 12 years old, Liam wrote an inspirational story about acceptance and tolerance that won the Short Story category of the 2018 Redgum Book Club Young Writers' Award.



'Miriyan: A tale of Family, Foe and Footy' is illustrated by Cheri Hughes and has been published for sale across Australia. A remarkable achievement!

Our 2018 College Dux, Naoki Woolcock, is also familiar with impressive results. He achieved an exceptional Australian Tertiary Admission Rank (ATAR) of 98.55 and was awarded the inaugural University of Melbourne Principal's Scholarship. It was with pride that I recommended Naoki for this scholarship opportunity; one which he was successful in receiving and was so richly deserved.

Of course, I am immensely proud of the achievements of all of our Year 12 students. This year, 168 students successfully completed their VCE and, of this cohort, 99 students (67%) have been in the College for the entire 13 years of their schooling.

I can happily share that our NAPLAN results this year have been the strongest we have had in our history, with each year level - Years 3, 5, 7 and 9 - achieving

above both State and National benchmarks in every category. Our Year 3 results are particularly significant given that it is the second year that our Mandarin program has been assessed against literacy benchmarks - clearly our students are doing exceptionally well, as we saw in 2017 and see again this year.

Our students are extremely fortunate to be supported and encouraged by a highly dedicated teaching staff who themselves may wonder, “How can I further enrich the lives of the children I teach?” and “How can I continue to engage and inspire in my classroom?” It is this personal inquiry that sees our teachers continue to learn and grow, enabling them to deliver excellence in education for our students year after year.

Of course, a large part of the success of the College can also be attributed to the strong direction it receives from its Board, and in 2018 much work has gone on behind the scenes to bring our hopes and dreams for the College to fruition. In May, the College launched the new Master Plan. The Master Plan is a platform for the future of Overnewton Anglican Community College and has received great support from the community.

The Master Plan will see our Junior Schools unite as one at Canowindra Campus (Taylors Lakes) and our Middle Schools unite at Yirramboi Campus (Keilor). Since 1998, the 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’s Vision Statement: ‘a community of learners, embracing the future’ is reflected in the name of our new Keilor Campus: Yirramboi. In the shared languages of the Boon Wurrung and Wurundjeri peoples of the Kulin Nations, Yirramboi means ‘tomorrow/the future’. We have been able to release draft plans for both Junior School and Middle School with many large-scale infrastructure developments set for construction in 2019.

Closing out the year at our 2018 Presentation Night, College Captain, Bonnie Holman, gave her personal reflection on our theme:



“The ability for all of us to be curious and have an open and enquiring mind has developed throughout Overnewton’s community the ability to become vastly diverse in talents and skills and has achieved a collective aspiration for excellence. I am extremely proud to be a part of a college who is constantly growing and flourishing as a community who continues to question, explore and wonder...”

— Bonnie Holman

It is this collective aspiration for excellence that powers the growth and achievements of our community of learners and creates the College that we know today. We also look to the future with great excitement as we will soon see the reimagining of the College as Yirramboi and Canowindra come to life, and where we will welcome our students to explore their new learning environments with wonder. A place where our students and families will continue to have the best opportunities we can provide for their learning.

As always, my thanks go to all the members of our community, board members, parents, wider family members, old collegians, other supporters, my staff and, especially, our students; all of you have played your part in making 2018 a wonderful year.

Jim Laussen, Principal





Eleni Karantzas-Savva's history with Overnewton began in 1989 when the College was only two years old, entering as a student in Year 9.

"I remember leaders and teachers including Principal Keith Richardson, Doug Mahoney, John

Settle, Shelton Bond, Reverend Leadbeater and Andrea Dart with great fondness as they helped to lay great foundations for the College. My parents wanted my brothers and I to have a great education and chose Overnewton for the promise and great potential it had. I recall my late father bringing his truck with building materials to the College on weekends and helping to transform the dust and mud into garden beds and paths we could walk on. It's this history that continues with the parent involvement program today. Not many schools allow this level of involvement and unique opportunity to be connected to the College community". Eleni took every opportunity she had to learn and enjoyed all areas of student life. She continued on to complete her VCE as College Captain in Year 12. *"My experience at Overnewton was a great one especially due to the commitment and support of highly dedicated teachers and leaders using limited resources at the time. The opportunity to gain a leadership position in Year 12 was invaluable to me. My memories of the College are fond ones and I strongly believe that Overnewton College is a wonderfully unique and special place".*

The University of Melbourne was where Eleni completed a Bachelor of Science degree and she went on to gain employment in the teaching Laboratories of the Microbiology Department whilst studying a Master of Public Health. In the meantime, her links with the College continued as she helped to form the Old Collegians Association and served as President of the Association. This enabled her to fill a position on the College Board at a young age. *"What an amazing opportunity to be privy to the running of the College. However, I was young, and it was an overwhelming experience but a great learning opportunity in hindsight."*

Eleni launched a career in Public Health working in health promotion for Brimbank's Community Health Centre, during which time she was also seconded to the Migrant Resource Centre. There she managed a Diabetes Project that won a state-wide award by the now Premier, Daniel Andrews. This saw her gain a role at the Victorian Centre for Culture, Ethnicity and Health.

Following that, she joined the Murdoch Children's Research Institute's Centre for Community Child Health where she worked across various projects including literacy programs, resilience in children, obesity prevention and children's screen use.

Today, Eleni's children, aged 14, 12 and 6, are all at Overnewton College. She works on the family drum winch manufacturing business, which is now international, as well as serving in voluntary positions including the Overnewton College Board, where she is currently the only female member.

"To see what the College has managed to achieve in the years since I was a student there is truly astounding."

Eleni has strong ties with a local Christian church, Lifehouse Church, where she and her family are regular attendees. The family volunteer there and spend time serving the community in important causes that the church supports.

"My personal journey as an Overnewton College student provided me with foundations in education, faith and community which I still hold dear to my heart. I am very loyal to the College and have a genuine interest in the lives of Old Collegians, a few of which are my closest friends. Many Old Collegians have gone on to both personal and professional success and serve as a great example to us of what an Overnewton experience can help achieve. By sending my children here I hope for them too to have great experiences that will make them lifelong learners, community-minded and ambitious to explore and achieve their God given potential. My decision to join the College Board for a second time in 2017 was an easy one. "Do I want to contribute to this great institution that made such a difference in my life, the lives of others, and now my children and their peers?" My answer is a wholehearted "Yes!" It is a great honour and one I don't take lightly. Like my wonderful peers on the Board, and Principal Jim Laussen, my commitment to see Overnewton continue to thrive and prosper is without doubt. Seeing the 10-year Master plan come into fruition will be another great milestone in the College's development. When I think of Overnewton College I think of a great educational institution that values high quality learning, community and inclusivity and that's a place I want to continue to be a part of."



THE BOARD

1. Paul Clements
2. Lawrie Drysdale
3. **John Durow (Chair)**
4. Bishop Philip Huggins
5. Victor Peplow
6. Mark Ruff
7. Eleni Karantzas-Savva
8. Sam Sofianos
9. Fonda Zahopoulous



FINANCE

Paul Clements

John Durow

Shane Nelson

Victor Peplow (Chair)

Ian Ritter

Maria Troumboukis

Darren Veerapa

Brendan White



CAPITAL PROJECTS

David Brotchie

Bruce Luu

Andy Matiszak

John Papworth

Mark Ruff

Fonda Zahopoulous (Chair)



GOVERNANCE

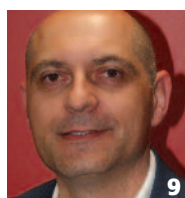
Phillipa Beck

John Durow

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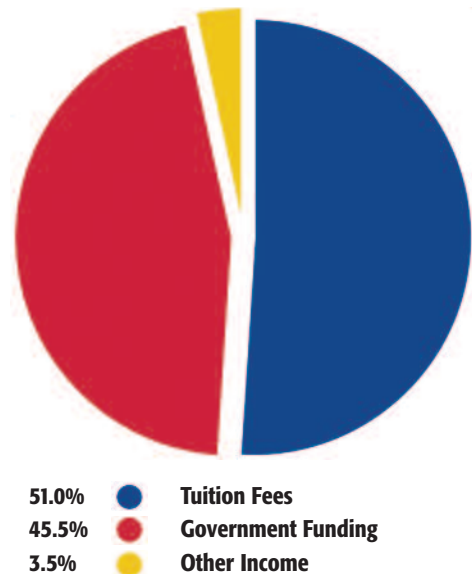
Josephine Sergi

Sam Sofianos (Chair)



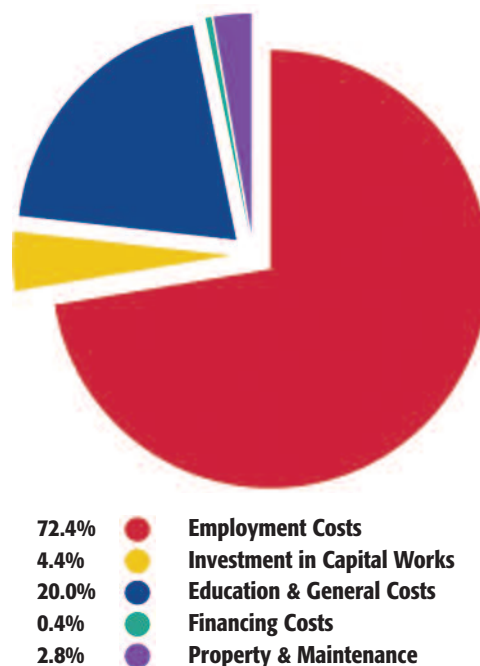
INCOME

Tuition fees of \$22.615m and government funding of \$20.172m continue to be the major sources of income for Overnewton Anglican Community College in 2018, contributing 96.6% of the total revenue of \$44.313m. Other income of \$1.526m made up the remaining 3.4% of revenue.



EXPENDITURE

Total expenditure in 2018 was \$43.223m, with the major expense to the College being employment costs of \$31.292m, or 72.4% of total expenditure. Other major expenditure included education and general costs of \$8.092m or 18.7% of total expenditure, depreciation expenses of \$2.458m, being 5.7% of total expenditure, property and maintenance costs of \$1.193m, which was 2.8% of total expenditure, and financing costs of \$0.188m, being 0.4% of total expenditure.



We know that the 13 years of a child's schooling are pivotal in how their lives will develop. During these 13 years students have the opportunity to learn a host of subjects, play with their friends, participate in a huge range of curricular and co-curricular programs, and form relationships with other members of the team. The range of opportunities are enormous and many College students use those opportunities to great advantage.

A few years ago, AFLW went from being a fringe sport to mainstream. The broader community view changed from 'it's a male sport' to being inclusive for all. A large number of our girls love playing football and, in addition to its use by the College, our forthcoming oval development at Keilor Campus is proposed to be made available for women's community football. During the year, a community grant application for the oval development was led by Myah Newton of Year 10, who plays for the College and in the local competition. This was a fabulous initiative by a student who thinks outside the square.



I look forward to the day when Performing Arts activities such as the musical and choirs also have gender balance and that all students taking music lessons have a go at being in an ensemble. The outcome of being in music ensembles can be seen at many events during the year. In June, for example, we were treated to another entertaining evening 'Out of the Blue', which showcased our rock bands in Years 5-13 (a band



from the class of 2017, included). Our students are wonderfully talented and there is clear unity between the younger and older performers. This was best outlined by Old Collegian Marcus Wherrett's commentary about how his band started at 'Out of the Blue' four years ago and now play at venues in the Melbourne music scene; he gave great encouragement to all musicians to carry their craft beyond school. They began as novices but were prepared to have a go and the outcome speaks for itself.

I also enjoy seeing students challenging themselves to participate in service-based activities, such as the Sunshine Harvester program and the tour to Chibobo. Both provide significant support to others and every student that participates is a better person for taking part – not because of the nobility of their actions, but because they see the role that they can play in communities and that gives them a greater sense of self-worth.



In 2018, the first whole-college Reconciliation Action Plan was developed. This continued the work of a planning team of staff, students and parents from 2017 and led to a highly planned and detailed National Reconciliation Week event in Term 2.



2018 RAP STEERING COMMITTEE

In Term 3, a team of twelve Year 8 students and staff completed the inaugural exchange visit to Shepherdson College on the island of Galiwin'ku, off the North East Arnhem Land Coast in the Northern Territory. It was wonderful! Whether it was at the school, in the town or around the island, we were warmly welcomed by everyone we met. This community of approximately 4000 people, of which about 90% are Yolngu (the indigenous people of North East Arnhem Land), has a small town feel but sophisticated social networks based on strong family and kinship systems.



I was enormously proud of the eight Overnewton students who took part in this visit. They loved every activity on every day they were there, were sociable and interactive with Galiwin'ku children and adults in situations that were largely foreign to them. They experienced a wealth of circumstances that they had never experienced before and adapted seamlessly to their environment. They had a 'real go' in something that was initially well out of their comfort zone and have had an experience of a lifetime as a result.

Both schools are keen for a reciprocal visit next year and we will be working hard to ensure that we are as good as hosts as they have been for us. We are committed to a long-term partnership with Shepherdson College and the Galiwin'ku community.



Our sport team continues to strive for excellence and will have a go at the most audacious goals. Great results in the Association of Coeducational Schools and School Sport Victoria competitions included winning the Overall Boys Competition at the ACS Athletics for the first time. The stunning results by our Senior Soccer Team has led them to being the State Champions and more of our students are being signed up by professional and semi-professional clubs.

In 2018, we worked hard to develop the opportunities that will support our students to be resilient global learners who are willing to 'have a go'.



Self-confidence is also an important ingredient in successful public speaking and debating. Nearly a quarter of our students in Middle School take part in House debating and this leads to very strong results in the Debaters Association of Victoria competition. Danielle Di Stefano, Myah Newton and Liam Armstrong all represented the College in August at the ACS Public Speaking competition, presenting passionate and well-articulated speeches in the Senior, Intermediate and Junior sections respectively. All three were worthy place getters in the overall competition because they are willing to challenge themselves in this forum.

This extends from the co-curricular realm to the curriculum. Our students that take part in public speaking and debating also perform well in compulsory VCE English oral presentations and in language based

oral examinations and competitions. In June, 1,353 Indonesian language students from across the State competed in the Annual Sayembara Lisan Oral Speaking Competition. Tayla Ng was selected as the winner of the Year 11 competition – a great result.

Parents and teachers are significant role models for our students. These key adults in their life encourage them to 'have a go'. Parents that let their children walk or take the bus to school, or encourage them to participate in challenging activities without over-coaching them, give them the self-confidence to find their own way in life.



The involvement of parents has always been a hallmark of the Overnewton Community. They have an integral part in a massive range of activities undertaken through the Family Commitment; many are on our staff, the Parents and Friends Committee and other committees run under the auspices of the College Board.



College parents have also been remarkable in supporting charitable events throughout the year. In most families, they are the suppliers of the gold coin donation; they also donate their time, money or belongings, make food and give good counsel in response to supporting members of our own or other



communities. They support our music ensembles, sporting teams, those in need or those supporting a worthy cause. In November, many parents collaborated as part of the Fair Committee to produce a fantastic College Fair. They and many others raised funds for Chibobo and have contributed to the second-hand clothing drive for the community at Galiwin'ku.

For each College family, the donation has little financial impact and probably took only a short time to gather but it symbolises something much more.

As donating families, we are demonstrating social conscience, empathy and environmental awareness. We will have discussed this with our children – as a consequence, they will have taken a sense of social responsibility on board and this supports the process of them becoming better global thinkers and global citizens.



This type of learning about community service is important to our students because it activates them as global citizens and broadens their thinking about social issues. They develop a stronger world view and can write with more authority and personal interest. Students perform better in the classroom when they have a greater interest and experience of the issue they are writing about.

In 2018, we have been working hard to develop these opportunities to support our students to be resilient global learners.

Rob Huntington, Head of Keilor Campus



In 2018, **‘I wonder...’** was chosen as the College theme. Learning is all about wondering and sparking your curiosity. Walt Disney once said, *“When you’re curious, you find lots of interesting things to do.”* Doing interesting things and wondering about things at school and beyond is a great way to learn.

What do our students wonder about? Our students will no doubt wonder about things that will make them happy, things that will challenge them, things that have made them sad, things that they’ve done and things that they would like to do. They probably wonder about things that make them scared and things that keep them safe. They wonder about their family and their friends. They wonder about the weather, what they are going to have for breakfast, what games they are going to play and who they are going to play with. They wonder about the things that have happened in the past and why, and they wonder about the future and what it is going to be like.

Hopefully, and very importantly, they all wonder about what new things they are going to learn each day.

Looking at what our students have achieved this year, their wonderings and curiosity have helped them achieve and experience so many great things, and they should all be very proud of their efforts.

Junior School, Middle School and Canowindra continue to be nurturing and supportive environments where our students are encouraged to wonder and be curious about their learning, and are encouraged to do their best and be the best that they can be.

Our three schools have each had a very successful year and have provided the students with many experiences and opportunities. Each school continues to provide the appropriate caring environments where important relationships continue to be formed and learning flourishes. These supportive environments strive to provide students with the opportunities to build the confidence needed to wonder about their learning, be curious, ask questions, be creative, share ideas, think deeply and discuss possibilities. Creating collaborative and creative learning communities that build confidence enable our students to experience enriching 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.

It is very heartwarming to watch our students enjoying their learning and see where their wonderings take them educationally. Watching the various activities that take place every day is truly inspiring and a credit to our students and their thirst for knowledge and learning, as well as a credit to the dedicated teaching staff that want nothing but the best possible outcomes for the students. This is a wonderful combination that creates an environment where learning takes place with much enjoyment and fulfillment.



Canowindra continues to provide our Year 9 students with a stand-alone year where they combine the rigors of the academic program with the broad variety of learning choices. The authentic learning experiences have, at times, taken the students outside of their comfort zones and given them all the opportunity take their learning to another level. Each year’s cohort has its own unique personality and character that embraces all of the learning opportunities presented to them with great enthusiasm and energy in the same way as the previous year’s group but also very differently from the previous year’s group. The rigorous core program and the variety and breadth of the learning choices and Focus Week program, as well as cocurricular offerings, mean that each day at Canowindra is different and enjoyable because there is so much going on.



The Middle School students have had a very successful year. In whichever setting their learning is taking place, the classroom, the courtyard or anywhere else on Campus, it is always very pleasing to see the Middle School students so enthusiastically engaged in their learning, making the most of the learning opportunities presented to them. They too have had so many opportunities to wonder, explore and ask questions and experience authentic tasks, all designed to build their skills and knowledge.

Our Junior School students have also completed an enjoyable and productive year of learning. Like Middle School and Canowindra, there is always something great and exciting going on in Junior School. The learning experiences presented to the youngest members of our College community form the important foundations upon which all future learning is built. The energy, enthusiasm and excitement with which the Junior School students embrace their learning is infectious and an absolute joy to watch.



Our three schools have had some wonderful major events this year. Junior School has had some excellent House Activities during the course of the year with many highlights. Their fortnightly assemblies gave each year level the opportunity to showcase their wonderings and learning to the rest of Junior School, as well as family members in attendance. The biggest highlight being their assembly conducted completely in Mandarin. It was incredibly impressive! The students always enjoy the Parent Support Team activities and this year was no exception. The Junior School Carol Service at St Paul's Cathedral was a beautiful way to start the Christmas season and the Junior School Final Assembly and Christmas Concert certainly added to the Christmas spirit as well.



Middle School and Canowindra also enjoyed many House activities this year, 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, with the highlight being the great success at the athletics carnival with the students bringing home many pennants and a trophy. Middle School and Year 9 students also enjoyed great success with their summer and winter seasons of interschool sports, with a large number of Year 7, 8 and 9 teams reaching grand finals, with many of them victorious as well. 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. Our Year 9 students also achieved great success again in the Model Solar Vehicle Challenge and the Energy Breakthrough at Maryborough.



We are certainly blessed as a College to have this level of commitment from our parents. It is this commitment that makes so many of our programs successful for our students.

The College Fair continues to be one of the major community events. This enormous undertaking by the Fair Committee and all of the parents involved is one of the major fund raisers for the Parents and Friends Committee enabling the P&F to generously fund the many projects they have over the years. The annual College Fair is such a wonderful community event not just for the Overnewton Community, but the broader community as well.

Students from Years 7, 8 and 9, along with students from Senior School, were involved in the College Musical 'The Addams Family'. The students did an outstanding job and put together a brilliantly entertaining and fun filled production. Our Year 5 and 6 students also did a great job with two separate performances of 'Hairspray Jr' with two different casts. The talent of our Year 9 students was also showcased at the Out of the Blue concert, the Ensemble Concert, performances at the College Annual Fair as well as at Canowindra's Got Talent. The depth of talent that exists within our student body is truly amazing.

There is such a broad range of opportunities in which our students can participate, and whether it is sport, music, performing arts, public speaking or any other type of cocurricular involvement or major event, our students do an outstanding job of rising to the occasion, showcasing their talents and representing their College with pride.

The involvement of our parent community in so many aspects of the day to day activities is truly appreciated by all of us, especially the students and it is a major element of what makes Overnewton such a unique and special place of learning. Working Bees, excursions, camps, the Library, the canteen, sausage sizzles, Auskick, PST activities - the list goes on and on.

For the 2018 school year, the Taylors Lakes Campus has a great deal to be proud of and for which to be thankful. The many wonderings of everyone have been put to good use, providing a great year of learning for the students. With the announcement of the College's new Master Plan, the whole community will be wondering what the Campuses will look like when these new buildings are built and the new campus structures are put in place. It is an exciting time for the College and its future and the future learning of our students.

Gabe Alessandrini, Head of Taylors Lakes Campus



FOODBANK

The Foodbank Program sits within the 'Synergy' pillar of the Overnewton Co-Curricular program.

Foodbank is an emergency support program registered to the Anglican Parish of St Luke's Sydenham.

Led by Reverend Rob Koren, this service learning opportunity began in October 2018, whereby twenty-one Year 9 Overnewton students spent their ACS allocated time on Thursday afternoons participating in this parish partnership initiative.

This service learning program involves giving food packages to those in need - by setting up the service area, serving the clients that come in, having pastoral conversations as the need arises and being missionaries in the third poorest council area in Australia.

The program builds on our culture of inclusivity and building 'future focussed learners' who are 'empowered, thoughtful and community minded citizens' (Taking the Alpha Generation to Excellence).





WORLD-CLASS INTERNATIONAL FOOTBALL OPPORTUNITIES

International football opportunities also sit within the 'Activate' and 'Get Away' pillars of the Overnewton Co-Curricular program.



MOSCOW

Year 7 student, Noah Borg and College Head of Sport, Nikki Little, travelled to Moscow to represent Australia in the 2018 International Children's Social Program, Football for Friendship. The event united children from 211 countries and regions in football for an 8-day event, leading into the 2018 FIFA World Cup. This event was the largest gathering of nations ever recorded and the first time an Australian delegation has been invited to take part.

Noah represented Overnewton and Australia as a 'Young Journalist' with distinction. He was selected to be the lead presenter for the Day 1 Opening Digest, a video that was created by Football for Friendship and shared all over the world. He featured in a media report for Channel 10 News prior to departure and filmed a segment for SBS The Real Game in Moscow.

SHANGHAI

Five Year 11 students and staff member Jake Maguire, travelled to Shanghai to represent the Melbourne City College of Football in an international football tournament. Combining with players from affiliate schools within the MCFC network, they were Australia's only representative team in the 16-team tournament.

The Shanghai International Youth Tournament is an initiative of the Chinese government to grow football to become the number one sport in the country. As such the Organising Committee invited talented teams from around the world to compete, subsidising on-ground costs (accommodation, food, entertainment) for participants.

The Overnewton students played an integral role in the team's success, placing fourth overall behind teams from Mexico, Ivory Coast and England.



The academic achievements of the 2018 cohort were once again very pleasing. 168 students successfully completed their VCE at Overnewton – 148 students choosing to sit exams and attain an ATAR score and 20 students choosing a non-exam pathway to earning their VCE.

As a school that does not select or exclude students based on their academic ability, our results in 2018 were admirable.

- 100% of the class of 2018 attained their VCE
- 16 students attained an ATAR above 90; this is a terrific achievement placing them in the top 10% of the State
- 42% of students achieved an ATAR above 70, placing them in the top 30% of the State

Our 2018 College Dux was Naoki Woolcock achieving an exceptional Australian Tertiary Admission Rank (ATAR) of 98.55

TOP 5 ATARS

- Naoki Woolcock – 98.55
Awarded University of Melbourne Principal's Scholarship
- Madeleine Christou – 98.00
- Eleanor Bladon – 97.75
- Georgia Cooper – 97.20
- Katrina Bajraszewski – 95.65

ATAR SCORES OVER 90

Naoki Woolcock	98.55	Madeleine Christou	98.00
Eleanor Bladon	97.75	Georgia Cooper	97.20
Katrina Bajraszewski	95.65	Alvin Nguyen	95.55
Bronte Smith	95.40	Lachlan Dance	94.40
Sean Griffiths	94.10	Billy Kantharidis	93.70
Semhal Hagos	93.30	Timothy Bizo	93.05
Elliot Parker	92.60	Brooke Hughes	91.45
Catherine Grech	91.35	Chelsea Hawke	90.55

DUX OF MULTIPLE SUBJECTS

These students were Dux of two or more subjects in VCE Units 3 & 4.

- Dux of 4 subjects
– Eleanor Bladen
- Dux of 3 subjects
– Katrina Barjraszewski
– Georgia Cooper
– Bronte Smith
- Dux of 2 subjects
– Madeleine Christou
– Naoki Woolcock
– Catherine Grech
– Patrice Woods

SUBJECT SCORES 45+
































These students achieved subjects scores of 45 or higher in VCE Units 3 & 4.

- Madeleine Christou
– 50 for Legal Studies and
– 46 for Business Management
- Georgia Cooper
– 49 for Outdoor and Environmental Studies
- Catherine Grech
– 47 for Health and Human Development
- Eleanor Bladen
– 45 for English

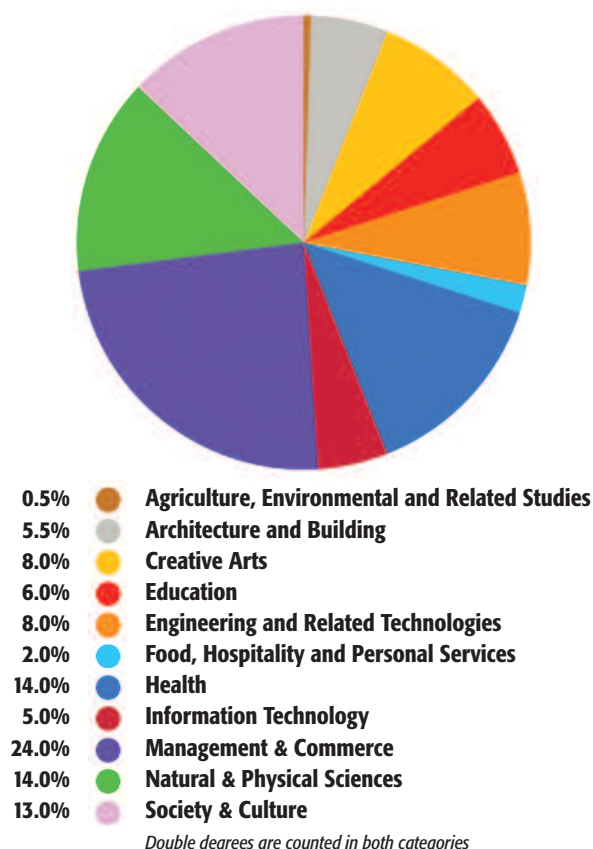


Naoki Woolcock, Principal Jim Laussen, Madeleine Christou and Georgia Cooper.

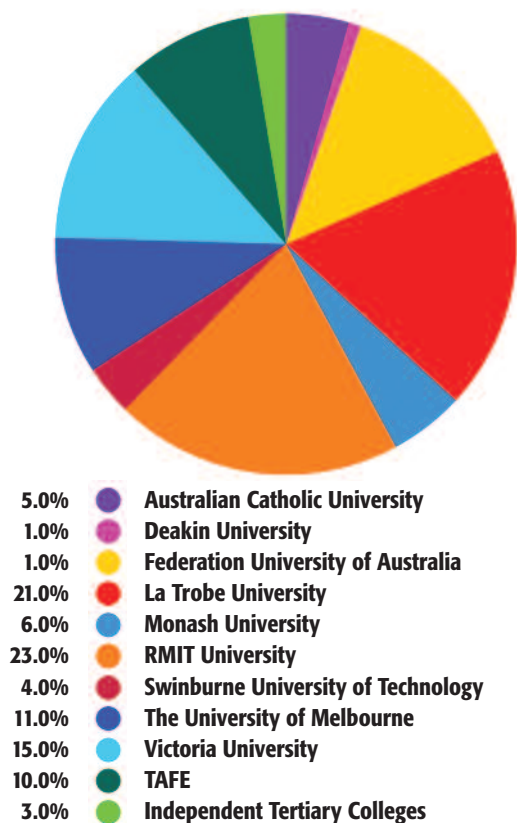
DUX OF SUBJECTS

	Accounting Elliot Parker
	Art Katrina Bajraszewski
	Biology Katrina Bajraszewski
	Business Management Madeleine Christou
	Chemistry Lachlan Dance
	Computing: Informatics Saverio Celentano (Yr11)
	Dance Chelsea Hawke
	Drama Campbell Bonello
	Economics Alec Psychogios (Yr11)
	English Eleanor Bladon
	English Language Naoki Woolcock
	 Further Mathematics Vincenzo Facchino and Bronte Smith
	Geography Catherine Grech
	Global Politics Patrice Woods
	Health and Human Development Catherine Grech
	History: Australian Georgia Cooper
	Legal Studies Madeleine Christou
	Literature Eleanor Bladon
	 LOTE: German Billy Kantharidis and Patrice Woods
	LOTE: Indonesian Second Language Bronte Smith
	Mathematical Methods Jamie Papworth-Dent (Yr11)
	Media Georgia Cooper
	Music Performance Eleanor Bladon
	Outdoor and Environmental Studies Georgia Cooper
	Philosophy Eleanor Bladon
	Physics Sean Griffiths
	Product Design and Technology Luke Osbon
	 Psychology Katrina Bajraszewski and Bronte Smith
	Religion & Society Emily Nunn
	Specialist Mathematics Naoki Woolcock
	Visual Communication Design Stephanie Gouder (Yr11)

FIRST ROUND OFFERS BY FIELDS OF STUDY



FIRST ROUND OFFERS BY INSTITUTION



In 2018, teachers in all six sub-schools continued to pursue professional learning goals, both individually and in professional learning teams.

Continuous improvement in pedagogical practice has been supported in 2018 by the appointment of a Pedagogy Coach within each sub-school. Coaches work with teachers, observing lessons and enabling reflective discussion about their work with students.

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, with Pedagogy Coaches and other colleagues, aimed at leveraging identified areas of strength to enhance areas for development.

Teachers averaged over 40 hours of professional development, within the College and externally, including their participation in the performance development program and work with their Pedagogy Coach.

- Average expenditure for 2018 on professional development was \$780 per full-time staff member.
- 38% 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 2018 was 90.9%.
- The staff attendance rate was 94.5%.

LEADERSHIP TEAM

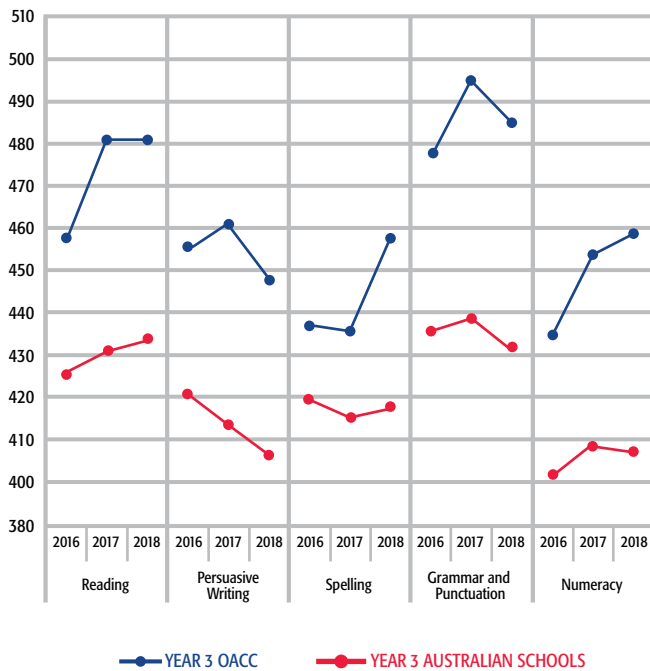
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Jim Laussen, College Principal	Gabe Alessandrini, Head of Taylors Lakes Campus	Gary Bonello, Business Manager
Tracy Fielder, Head of Junior School, TLC	Jodi Fitzgerald-Tate, Head of Co-curriculum	
Rob Huntington, Head of Keilor Campus	Tim Jezard, Head 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
Jeremy Martin, Head of Senior School	Di Nunan, Head of Human Resources	Shirley Seit, Head of Community Development
Derek Summerton, Head of Canowindra	Michelle Waller, Head of Pedagogy & Learning	Helen Dwyer, Senior Chaplain



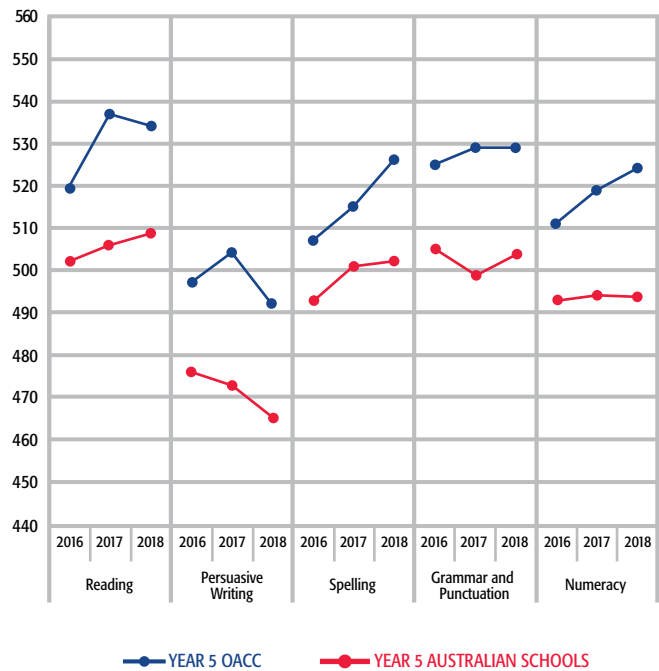
Average Scores of OACC Year 3 Students

Compared to the National Average: 2016 - 2018



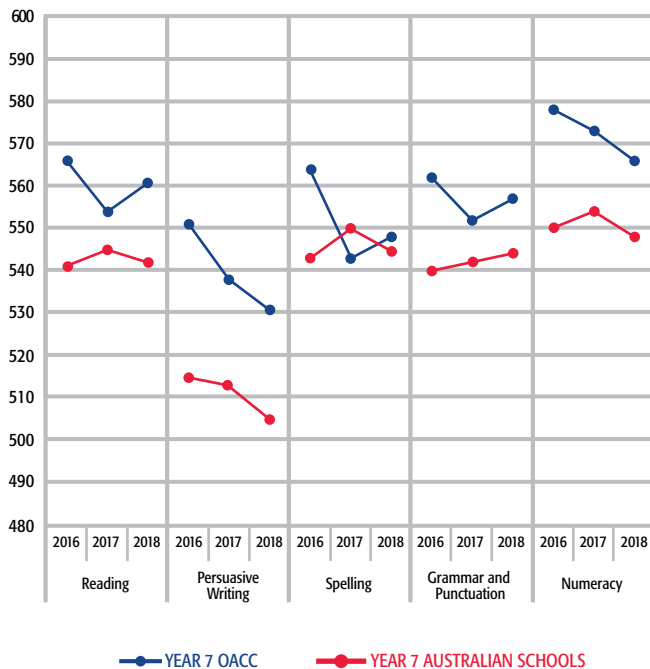
Average Scores of OACC Year 5 Students

Compared to the National Average: 2016 - 2018



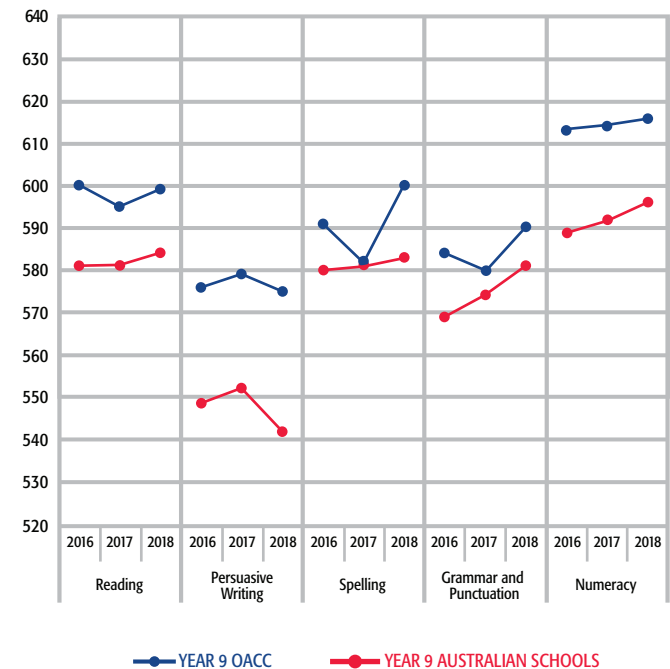
Average Scores of OACC Year 7 Students

Compared to the National Average: 2016 - 2018



Average Scores of OACC Year 9 Students

Compared to the National Average: 2016 - 2018



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 students' 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 2016-2018.

Source: www.myschool.edu.au All results are from the NAPLAN tests conducted in 2016 to 2018.



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