

The Future is Ours to Shape

Community Report 2020





Overnewton Community Report 2020

JIM LAUSSEN – PRINCIPAL

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Throughout Term 1 our College Leadership Team nervously watched as Premier Daniel Andrews quickly took the reins from the Federal Government to coordinate a local response to the COVID-19 pandemic for Victorian schools. As always, the wellbeing and learning of our students was at the centre of all of the decisions we made during this challenging and ever-changing time. It was through this lens that we rolled out a remote learning program that built on our existing online learning platforms, such as Stile, and implemented both Zoom and Microsoft Teams to connect our students and staff during what ended up being quite a lengthy Learning from Home period.

This was a new experience of learning for all of our students. Being at home, behind a screen, not working alongside friends in their classrooms or playing with friends at recess and lunchtimes were enormous challenges.

Whilst some students were well used to working via Stile, our youngest learners were still coming to terms with what schooling was all about, let alone trying to learn through a screen.

It is a testament to their prior learning, that our Year 12 students were able to use skills they had not previously appreciated they had: self-efficacy, problem solving, independence, knowing how to learn on their own; all skills that were pivotal as the Year 12s worked from home. Producing our strongest set of VCE results for many years is a testament to their resilience as learners.

Whilst our students were not able to celebrate various milestone events that would traditionally grace their school calendars, this year has not been without incredible achievements and personal growth. Our College Captains, Myah Newton and Amelia Velardo, led the charge and set the scene for the other College Student Leaders. They connected with their peers and the wider College student body via regular video addresses that were genuine and provided the moral support and guidance that students needed during this personally challenging period of Learning from Home.

Congratulations also go to Mitchell Sprague, the Chair of the College SRC, who was awarded the VCE Student Leader



College Captains Amelia Velardo (left) and Myah Newton (right)

of the Year Award for the State of Victoria. It was inspiring to see the number of ways that Mitchell was able to make an impact both at the College and across the State in his role as a member of the State SRC. His work and its outcome were profound.

But Learning From Home was not just about the core curriculum. There was a rich presence of online Co-curricular Programs such as: Bus Rides, Clubs and videos, Cheer Club routines, Mr Barbuto's 'Footy Skills Clinic', online debating, public speaking, wear it purple day, gaming and chess; and, of course our Choirs, Ensembles, and Instrumental Music set up a makeshift recording studio to give students a professional quality recording of their performance.

During the year we watched Founders' Day, Presentation Night and the Junior School Carols Service, all as a mix of recorded and live broadcast events.

In helping to shape the future of every student this year, I believe that teachers have never been asked to work harder, nor more creatively, than they have before. Their adaptability and genuine desire to provide what was best for every student they taught, whilst teaching in styles and through platforms that none of us were trained to do, has been phenomenal. Supported by an amazing group of Education

Support Staff who have also had to be incredibly flexible and step outside their comfort zones, I could not be more proud nor more grateful to the wonderfully committed staff of this College.

But I know that this has been a year where parents have been asked to engage in their children's learning in ways for which they are not trained nor have been asked to do before. I applaud all parents for what they have done this year too. I trust that in the uncertainty you experienced there were moments of sheer joy with your children as well – a joy that we, as educators, experience on a daily basis as a normal part of our jobs.

In such a time of economic uncertainty it was inspiring to see our community look outward and continue to donate to our friends in Chibobo as well as supporting our own families who were suffering financial hardship.

On a final note, thank you to the Board, P&F and wider community for your continued support of the College as we navigated many uncharted waters this school year. Of course, I am immensely grateful to our amazing Overnewton families for the continued support you have shown the College, and, most importantly, your children, throughout this unprecedented year. It has been a time where the unification of College, Parent and Child has truly come to the fore. It is often in these times of hardship that we come to see the best in others and 2020 has demonstrated this more times than I can count, and I thank you. ■



Mitchell Sprague, VCE Student Leader of the Year Award for the State of Victoria





Board Report

JOHN DUROW – CHAIR OF THE COLLEGE BOARD

This year has taught us how to work through situations that might feel strange, new, a change from how we are used to doing things. Successful change doesn't just happen – it takes planning, resilience, dedication and leadership.



'Turning of the Sod' ceremony. Middle School building site, Keilor Campus.

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I thank Jim Laussen and our College Leadership Team for their outstanding work in the planning of changes required to keep our community safe and our students engaged.

I thank our staff, who also have had to dedicate themselves to new ways of teaching.

I thank our parents who have faced new challenges in supervising and guiding their children through the Learning at Home experience.

At this time I also recognise and thank members of our board and committees, people who volunteer their time to help plan for the future of the College.

While it seems so long ago now, I'd like to recognise Sam Sofianos, former Chair of our Governance committee and formerly a member of the Capital Projects committee and the Digital Directions committee, who retired from the board at the end of last year.

I would also like to welcome two exceptional people who have joined our Board this year, Leanne Van Der Merwe and Natalie Fielding. Leanne is also chair of our Finance committee and Natalie is chair of our Governance committee and I appreciate the College being able to benefit from their skills and experience in the years ahead.

A key aspect of Our Strategic Plan is the bringing together of all Junior School students at our Canowindra Campus at Taylors Lakes and Middle School students at our Yirramboi Campus at Keilor. I'm proud that we are able to deliver the physical facilities to put this part of the plan into action for 2021.

We know that a big part of community at Overnewton is parents being involved and contributing in some way to the education of their children. While our opportunities to be physically involved in the community this year were limited, the Parents & Friends Association committee continued to meet online and plan for future community events and activities. I encourage you to participate and I look forward to catching up with many of you in person at community events as we start to hold more of these again in the new year. ■

Overnewton Board



JOHN DUROW

The Board

Lawrie Drysdale
John Durow (Chair)
Natalie Fielding
Eleni Karantzas-Savva
Victor Peplow
Leanne Van Der Werwe
Fonda Zahopoulous



LEANNE VAN DER MERWE

Finance

John Durow
Alex Marchione
Ian Ritter
Maria Troumboukis
Leanne Van Der Merwe (Chair)
Darren Veerapa
Brendan White



FONDA ZAHOPOULOS

Capital Projects

David Brothie
Roman Bugryn
Bruce Luu
Andy Matiszak
Fonda Zahopoulos (Chair)

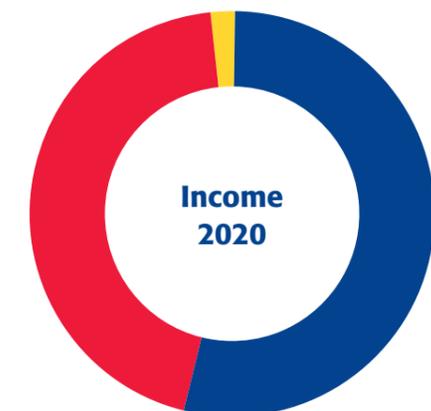


NATALIE FIELDING

Governance

Phillipa Beck
John Durow
Natalie Fielding (Chair)
Josephine Sergi

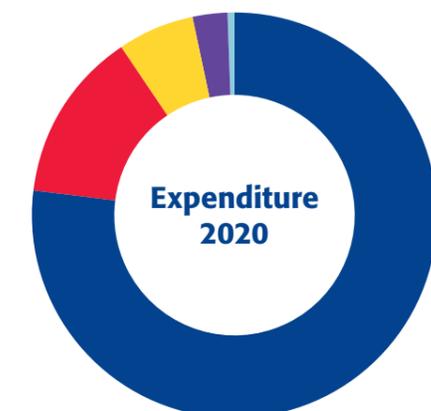
Financial Results



- Government Funding
\$25,834,148
(53.7%)
- Fees
\$21,478,633
(44.6%)
- Other Income
\$837,667
(1.7%)

Income

The two major sources of income for Overnewton Anglican Community College for 2020 were government funding of \$25.834m, which was 53.7% of total income and tuition fees of \$21.479m, representing 44.6% of total income. Other income of \$0.838m made up the remaining 1.75% of revenue.



- Employment Costs
\$34,971,053
(77.2%)
- Education & General Costs
\$6,062,492
(13.4%)
- Depreciation
\$2,797,748
(6.2%)
- Property & Maintenance
\$1,234,980
(2.7%)
- Financing Costs
\$227,795
(0.5%)

Expenditure

Total expenditure in 2020 was \$45.294m, with the major expense to the College being employment costs of \$34.971m, being 77.2% of total expenditure. Other major expenditure included education and general costs of \$6.062m (13.4% of total expenditure), depreciation expenses of \$2.798m (6.2% of total expenditure), property and maintenance costs of \$1.235m (2.7% of total expenditure) and financing costs of \$0.228m (0.5% of total expenditure). ■



From the Head of Keilor Campus

ROB HUNTINGTON – DEPUTY PRINCIPAL, HEAD OF KEILOR CAMPUS

I write this year's Community Report with a great sense of pride and optimism. This year saw the greatest global challenge that we have faced in decades and we have all adapted and changed. As teachers, we found ourselves creating assessments remotely using Stile, which became our saviour.

I write this year's Community Report with a great sense of pride and optimism. This year saw the greatest global challenge that we have faced in decades and we have all adapted and changed. As teachers, we found ourselves creating assessments remotely using Stile, which became our saviour. Zoom arrived and our Learning from Home teaching was all via screens. We talk about our Overnewton Community yet, physically, we were all isolated from each other. It was from the shadowlands of Zoom that we stepped into each other's homes.

I was one of the lucky people who was able to come to school to see the Children of Essential Workers program. Sometimes I stood alongside the student during their online morning check-in with their homeroom and waved to the teacher and the rest of their class. It was the look on the students' faces that was telling – they loved seeing each other and their teachers. Their happy glow told a story about relationships.

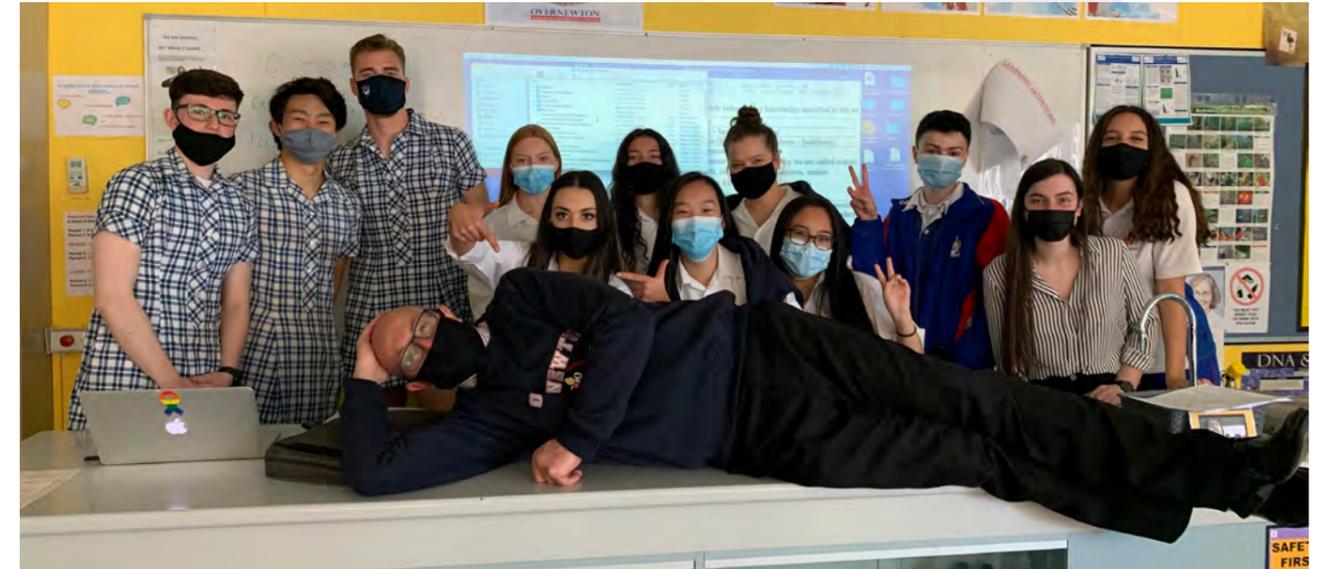
Learning from Home didn't mean that we couldn't experience shared events. The ANZAC Service was beamed into our homes, complete with Will Poplawski's rousing version of The Last Post. There was the stunning production of the Founder's Day service in June that involved 44 student performers, including the mesmerizingly beautiful choral

and dance performances by Elena Christodoulides, Jessica Pocev, Tiana-Rose Crea and Chantelle Borg undertaken in an otherwise empty St Paul's Cathedral. Presentation Night was also held for most students in their homes, but for the families of the Class of 2020 it was viewed together at the Coburg Drive-In – something of a treat in a year when a visit to the movies was rarely possible. We also enjoyed weekly online Chapel services which represented an enormous amount of preparation by our Chaplains, while online assemblies were held fortnightly and reflected great collaborative efforts from staff and student leaders.

The greatest challenge of all was for new students and staff, and those for whom it was their final year at the College.

At the beginning of the year, we had a large number of new staff join the College. Gina Fothergill was newly appointed as Keilor Campus Timetabler, Michael Weier as Keilor Campus Head of Staff and Dina Becvinovski was our new Senior Studies Coordinator. Halfway through the year, Carolyn Slattery joined as Head of the Digital Campus and there were also many other new teachers and support staff. Without having the chance to 'settle in' to their new roles, they have all adapted to the changing landscape superbly.

The determination to make the best of 2020 was exemplified by our Year 12s, who held their heads high and



deserve every success with respect to their final results and their life beyond school. Teaching them was a great highlight and privilege.

So, we 'found' a year that was potentially lost and I am very proud of how we worked together to finish a challenging year so effectively.

We approach 2021 with excitement, rather than leave 2020 with relief. Keilor Campus becomes Yirramboi 'where good education provides the pathway for older students toward a successful future'. This will be a new dawn for this great campus. The new Yirramboi Campus will have key foci on land use and environmental matters. We want to learn from those who have come before us, in the passing on of knowledge and the teaching of life skills as well as continue with wise stewardship of our buildings and grounds. We want our students and staff to understand their role as custodians

of the land on which our campus stands, not as owners who take away resources, but as carers of the local and global environment who will leave the land in as good a condition as they found it. Or better.

Student voice will be central to the success of their learning projects. Giving students the opportunity to develop their own initiatives and have a say in how we manage the land, water and air gives them a better sense of control of their own futures. Our teachers are advocates for your children in supporting them as they move from being concrete to higher order thinkers who can collaborate with peers and adults confidently. We are enormously lucky to have a campus in a major city that has such exposure to native plants and animals, a significant river valley ecosystem, farmlands and sports fields. Yirramboi will have something for everyone. ■



From the Head of Taylors Lakes Campus

ANNE MCNAUGHTON – DEPUTY PRINCIPAL, HEAD OF TAYLORS LAKES CAMPUS

It was a most unusual year for the Taylors Lakes Campus. We had anticipated that considerable time could have been dedicated to the Middle School celebrating their final year on the site and that Junior School could nostalgically enjoy their time in the old portable buildings.



It was a most unusual year for the Taylors Lakes Campus. We had anticipated that considerable time could have been dedicated to the Middle School celebrating their final year on the site and that Junior School could nostalgically enjoy their time in the old portable buildings.

This proved not to be the case. The Junior School students managed their time on campus very well considering much of their play space had become part of the building site. Their resilience under such trying circumstances was astounding.

The Middle School students were considerably impacted by the COVID-19 lockdowns including a period of time when the Year 7s were allowed to return with the Year 5 & 6 students but Year 8 students were not. This type of split was unprecedented in the history of the Middle School, however they too, adapted well.

The Year 9 experience at Overnewton is considered to be an opportunity for much collaboration and learning beyond the classroom. Camps and Outdoor Education feature in programs that aim to develop independence and

imaginative thinking. It is a year where there is a carefully scaffolded program to lead into Senior School. Therefore, this group, who were Learning from Home for the longest period, missed almost all of these activities as well as their Focus Weeks. To their credit, they made the most of the online learning and found ways to collaborate and create, albeit 'virtually'.

During the first lockdown, the campus was home to the program for the children of Permitted Workers. While the rest of the College was shutdown, a small team of administration and teaching support staff provided education for up to 40 students each day.

While the students and staff 'pivoted' from lockdown to onsite learning throughout the year, there was one project that continued throughout; the construction of the Prep - Year 2 building proceeded unhindered by Coronavirus and was completed on time, in early November.

A 2016 study tour of the Reggio Emilia schools in Italy inspired the vision for the new Prep - Year 2 building and reinforced for the Principal and the Heads of Junior School

that the child must be kept at the centre of the learning. The importance of flexible environments – both inside and out – was also highlighted and the design of this new building began to form. In the Reggio Emilia philosophy, learning spaces are described as the 'third educator'.

The stunning Prep - Year 2 building designed by Law Architects worked towards this vision. The layout of the building incorporates three distinct wings – Prep, Year 1 and Year 2. Each classroom has access to an outdoor learning space in the form of a deck, and in each wing there are two atelier (studio) spaces where students can design and create. There are withdrawal rooms for quieter collaboration and a large gathering piazza at the entrance.

The use of neutral colour, irregularity of shape, and spaces that are unique and varied promote a sense of excitement, curiosity and energy. A contemporary neutral colour theme with the use of natural materials such as

glass, stone, timber and concrete is aligned with the Reggio Emilia 'third teacher' concept. The students will bring the 'colour' to the building and natural light abounds.

The Junior School outdoor vision is one of a green space that offers students the opportunity to develop connections with the natural world and experience the outdoors as a place of wonder and possibility. The focus here is about engaging with the environment in imaginative play. Knowledge about sustainability and environmental awareness is developed very early in such spaces.

Whilst the Junior School students completed their onsite learning in the original Junior School classrooms, it was with much excitement as they packed materials in readiness for the transition to the new building and renovated Middle School in 2021. The transformation of the Taylors Lakes Campus into the Canowindra Campus is eagerly anticipated by students and staff alike. ■





From the Head of Co-Curriculum

NIKKI LITTLE – HEAD OF CO-CURRICULUM

Our 2020 Co-Curricular year, a year truly like no other, is one that has challenged us like never before. This year has been about creativity, reinvention and a resolute determination not to give up on finding ways to engage our students, in flexible ‘beyond the classroom’ learning opportunities.

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In **Activate**, after one term of seasonal inter-school competition, sport went digital with Head Coaches delivering sport-specific sessions on screen and Step Challenges encouraging engagement, competition and wellbeing through movement. Talented eSports players contested a State Final, our Cross-Country athletes clocked up the k’s on Strava and we achieved our best-ever results for ACS Chess and ACS Swimming. Melbourne City College of Football students thrived on the pitch (when permitted), with eleven students invited to trial for City Academy teams and Dean Barbakos (Year 6) and Natascha Gravina (Year 7) chosen as Australian Ambassadors for the International Football 4 Friendship program. Staff and students were delighted when College Captain and talented sporting all-rounder, Amelia Velardo was drafted to the Collingwood Football Club.

Be Heard pioneered a new era, with debating and public speaking competitions going virtual. Overnewton students continued to shine in this pillar with College Captain, Myah Newton, participating in two Victorian Premier Public Speaking Competitions, whilst Isabella Butterworth (Year 12), Estelle Higgs (Year 10) and Elsie Holland (Year 8) all placed on the podium at the ACS Public Speaking Championships. Our Youth Parliament Team of Mitchell Sprague, Jasmine Thuree, Annabelle Rodda, Rachel Grimaud, Madison Nicol and James Barger, had their bill to restructure the current VCE system passed, and taken by the Minister to be discussed in Victorian Parliament.

Our talented **Encore** musicians, singers and performers were on the way to creating a memorable House Performance, 5/6 Musical and College Musical, yet were forced to redirect and hone their self-discipline and creativity, as rehearsals moved from the stage to the home. Staff and students took a creative approach to retain the vibrancy of music, with instrumental lessons and band and ensemble rehearsals moving to remote delivery. Showcases of student talent, including the Annual Strings Soiree and the Festival



of Music ‘Covid Edition’ provided both connection and entertainment for an online audience. In addition, students have been involved in recording solo & duo items for pinnacle end of year events, including nearly 100 students contributing to a collaborative choral recording of ‘The Blessing’ song.

Our **Synergy** teams flourished this year with Environment and Sustainability, Reconciliation and Diversity and Inclusion just some of the themes which connected our proactive and compassionate students. At a time where student voice was more important than ever, our Student Representative Council, led by Chair Mitchell Sprague, represented the wider student body and their ideas, inciting positive changes for improved student wellbeing, education and participation. And whilst **Getaways** were halted, fundraising projects in the form of casual clothes drives, face mask sales and a percentage of sales from the new Overnewton beanie, raised over \$12,000 for the community of Chibobo.

Our Co-Curricular team were buoyed by the perseverance of our students who have continued to delight and surprise us during times of challenge and adversity. We believe that the challenges faced over restrictions this year will motivate our entire community to embrace the opportunities to participate and perform in the Co-Curricular Program in the future. ■





Staff Report

DI NUNAN – HEAD OF HUMAN RESOURCES

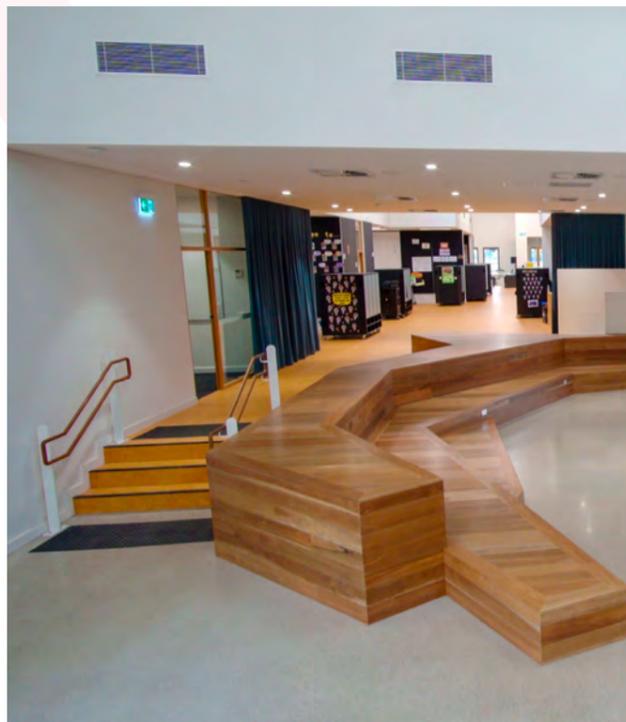
In 2020, teachers across the College continued to pursue professional learning goals, both individually and in professional learning teams. Inevitably, due to extended periods of pandemic induced lockdown, much of the professional learning focus was on adapting to connecting with students and delivering lessons using online technologies, particularly Teams and Zoom.

In 2020, teachers across the College continued to pursue professional learning goals, both individually and in professional learning teams. Inevitably, due to extended periods of pandemic induced lockdown, much of the professional learning focus was on adapting to connecting with students and delivering lessons using online technologies, particularly Teams and Zoom. Teachers supported one another in this learning, with guidance from School leadership teams and Faculty leaders and adjusted to changes such as online assemblies and meetings, and parent-teacher interviews. Teachers averaged over 40 hours of professional development, with a greater proportion occurring within the College than externally, including work with their Pedagogy Coach.

- **Average expenditure for 2020** on professional development was \$500 per full-time staff member.
- **36% of teachers have post-graduate qualifications** beyond what is required to gain registration with the Victorian Institute of Teaching.
- **22% of teachers have degrees at Masters level or higher.** Particular areas of interest for further study include Visible Learning, pedagogy, curriculum, special education, student welfare and educational leadership.
- **Staff retention rate for 2020 was 93%.** Staff attendance rate was 97%.

College Leadership Team

- **Gary Bonello**, Business Manager
- **Peta Collins**, Head of Community Relations
- **Helen Dwyer**, Senior Chaplain
- **Tracy Fielder**, Head of Junior School
- **Jodi Fitzgerald-Tate**, Head of Middle School, KC
- **Rob Huntington**, Head of Keilor Campus
- **Tim Jezard**, Head of Student Services
- **Sean Kaule**, Head of Information Services
- **Jim Laussen**, College Principal
- **Nikki Little**, Head of Co-Curriculum
- **Anne McNaughton**, Head of Taylors Lakes Campus
- **Tim Mahon**, Head of Middle School, TLC
- **Jeremy Martin**, Head of Senior School
- **Di Nunan**, Head of Human Resources
- **Derek Summerton**, Head of Year 9
- **Michelle Waller**, Head of Pedagogy & Learning



College Leadership Team



GARY BONELLO



PETA COLLINS



HELEN DWYER



TRACY FIELDER



JODI FITZGERALD-TATE



ROB HUNTINGTON



TIM JEZARD



SEAN KAULE



JIM LAUSSEN



NIKKI LITTLE



ANNE MCNAUGHTON



TIM MAHON



JEREMY MARTIN



DI NUNAN



DEREK SUMMERTON



MICHELLE WALLER

VCE Results

Congratulations Class of 2020

We are immensely proud to share that our Class of 2020 has achieved an outstanding result - our strongest in 15 years. All of the 168 Year 12 students successfully completed their VCE this year at Overnewton.

Dux of school this year is Neil Motiwalla with an ATAR of 99.15. Additionally, Neil was dux of Mathematical Methods, Physics and Specialist Mathematics. These are stunning achievements.

- **24 students achieved an ATAR above 90;** this is 16% of our cohort and is a terrific achievement placing them in the top 10% of the State
- **Benjamin Wong received a perfect study score of 50** for Music Investigation.
- **The average ATAR was 70.**

As an open entry school, Overnewton continues to offer pathways for all students to finish Year 12 and, whilst the ATAR score is one measure of a successful education, active participation in a range of co-curricular, leadership and service opportunities ensure the well-rounded development of the whole child.

Along with celebrating the successes of our dux of College and 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 their VCE certificate that will see them getting into the tertiary courses or work place of their choice.

In a year of extended Learning from Home, these results are even more exceptional.

This year, our students exhibited a terrific work ethic. We saw students really well involved in their studies, who applied themselves to practice GAT and subject exams and, most importantly, who worked impressively together in co-operative learning to encourage each other. Students have needed to be more resilient and independent as learners. The outcome for Overnewton students is that they are possibly better prepared for tertiary studies and/or the world of work than they have been before.

In helping to shape every student's future this year, I believe that teachers have never been asked to work harder nor more creatively than they have before either. Their adaptability and genuine desire to provide what was best for every student they taught, whilst teaching in styles and through platforms that none of us were trained to do, have been phenomenal.

It is a great joy to teachers at Overnewton that we can watch a child grow from Prep to Year 12, achieve their goals and graduate as exceptional people. Every Overnewton staff member that has worked with any of the Class of 2020, across their time as students at the College, will be immensely proud of them too; each staff member having

played their role in supporting these students' development. The future that the Class of 2020 shapes will be extraordinary; it will be a joy to hear about what they will go on to achieve as they embark on their life beyond the College.

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

90+ ATAR STUDENTS:	SCORE
Neil Motiwalla	99.15
Benjamin Du	98.25
Alyssa Rich	97.55
Kelly Read	97.5
Ranithri Rajapakse	96.55
Imeth Kahawalage Don	95.65
Isabella Phillips	95.65
William Sugarevski	95.25
Benjamin Wong	95.15
Mia Decleva	95.1
Takumi Woolcock	94.55
Myah Newton	94.45
Kate Moustis	94.05
Audrey Krawczyk	94
Michael Haweil	93.5
Lachlan McKay	93.35
Emily Pinto	92.95
Antonia Facchino	92.35
Dragan Stojanovski	92.05
Luca Bajada	91.6
Ryan Griffiths	91.5
Lara Rodrigues	90.65
Malcolm Gonsalves	90.55
Joshua Temelkovski	90

Dux of Subjects

Accounting

Joshua Temelkovski (2)

Applied Computing: Data Analytics

Christian Morello

Applied Computing: Software Development

Imeth Kahawalage Don

Art

Ranithri Rajapakse

Biology

Alyssa Rich (2)

Business Management

Lachlan Bonaguro
Ethan Cutajar
Constantia Moutzikis
Jaeda Tran
William Zacharias

Chemistry

Kelly Read

Drama

Lachlan McKay (2)

Economics

Joshua Temelkovski (2)

English

Rachel Grimaud

English Language

Emily Pinto (2)

Further Mathematics

Benjamin Du

Geography

James Exadactylos (2)
Emily Nguyen
Maddison Thompson

Health & Human Development

Kate Moustis

History – Revolutions

Lachlan McKay (2)

Indonesian Second Language

Takumi Woolcock
Amber Yee

Literature

Zander Kountouris

Legal Studies

Alyssa Rich (2)

Mathematical Methods

Neil Motiwalla (3)

Media

Allison Cram
Emma Maretic

Music Investigation

Benjamin Wong

Music Performance

Jordan Riscica

Music Styles and Composition

Serena Nguyen

Outdoor and Environmental Studies

Blake Roach

Physical Education

Sophie Cameron

Physics

Neil Motiwalla (3)

Product Design and Technology

James Exadactylos (2)

Psychology

Emily Pinto (2)

Religion and Society

Mia Decleva

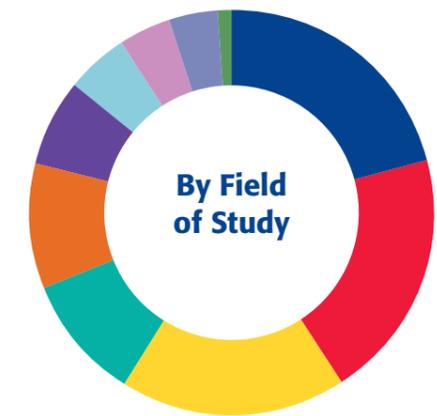
Specialist Mathematics

Neil Motiwalla (3)

Visual Communication and Design

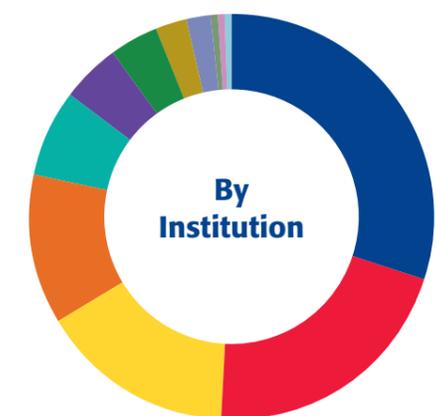
Isabella Razmovski

First Round Offers



- Health (21.0%)
- Society & Culture (20.0%)
- Management & Commerce (18.0%)
- Creative Arts (10.0%)
- Natural & Physical Sciences (10.0%)
- Engineering and Related Technologies (7.0%)
- Architecture and Building (5.0%)
- Information Technology (4.0%)
- Education (4.0%)
- Food, Hospitality and Personal Services (1.0%)

*Double degrees are counted in both categories.



- RMIT University (30.0%)
- La Trobe University (21.0%)
- Victoria University (15.5%)
- University of Melbourne (12.0%)
- Monash University (4.5%)
- Deakin University (4.0%)
- Swinburne University (2.0%)
- Melbourne Polytechnic (0.5%)
- Australian Catholic University (7.0%)
- William Angliss Institute (2.5%)
- Whitehouse Design School (0.5%)
- Other (0.5%)

NAPLAN 2020

In 2020 the Education Ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021.

In 2020 the Education Ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

In 2020 the College continued to collect data on student performance through school-based assessments and nationally standardised assessments such as the Australian Council for Educational Research (ACER) Progressive Achievement Testing (PAT). ■



The Future is Ours to Shape



OVERNEWTON
ANGLICAN COMMUNITY COLLEGE

PRINCIPAL

Jim Laussen

KEILOR CAMPUS

2 - 50 Overnewton Rd
KEILOR VIC 3036

TAYLORS LAKES CAMPUS

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TAYLORS LAKES VIC 3038

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Community
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