



Taking the Alpha
Generation to
Excellence



As Overnewton Anglican Community College celebrates its thirtieth year, it is timely to set an agenda that actively embraces the future for our students, their families and our staff. The needs of the learners within the Overnewton community are reflected in our vision and values, with an emphasis on continuous improvement and innovative pedagogy. Our current students belong to generation Z; those who will join the College in the coming years are of the alpha generation. It is to these students that this strategic plan is addressed.

Education has moved away from the teaching of 'knowledge' to a more holistic view of the 'learner'.

We are committed to developing:

- *exceptional science and technology learning experiences*
- *a nurturing, supportive environment*
- *outstanding co-curricular opportunities*
- *stimulating learning environments*
- *ethical and compassionate global thinkers*
- *future focused learners and educators*
- *empowered, thoughtful and community-minded citizens.*

In recent times, global interconnectedness has transformed how we live, work and interact with each other. The internet, social media and rapidly changing technology have given us an exciting and inescapable reality. Our young people must be equipped to work safely, successfully and with integrity within the global community. As digital citizens, developing the skills to navigate this space has become increasingly important. Encouraging personal responsibility and providing

a rigorous and sound Christian-based values and ethics framework for learners, within the community that is Overnewton College, is essential to the development of ethical and compassionate members of our society.

As learners and, importantly, the future leaders of our interconnected society, our graduates should be empowered to take an active role in their learning. As innovative and creative young people, they should be able to communicate and collaborate within the digital and non-digital space to develop new ideas and solutions, building their skills to solve complex problems, think analytically and critically in order to assess and construct knowledge. As a future focused community this is our responsibility.

Our students need to be prepared for a world in which people work with others of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which we need to develop trust to collaborate across such differences; and a world in which people's lives will be affected by issues that transcend national boundaries.

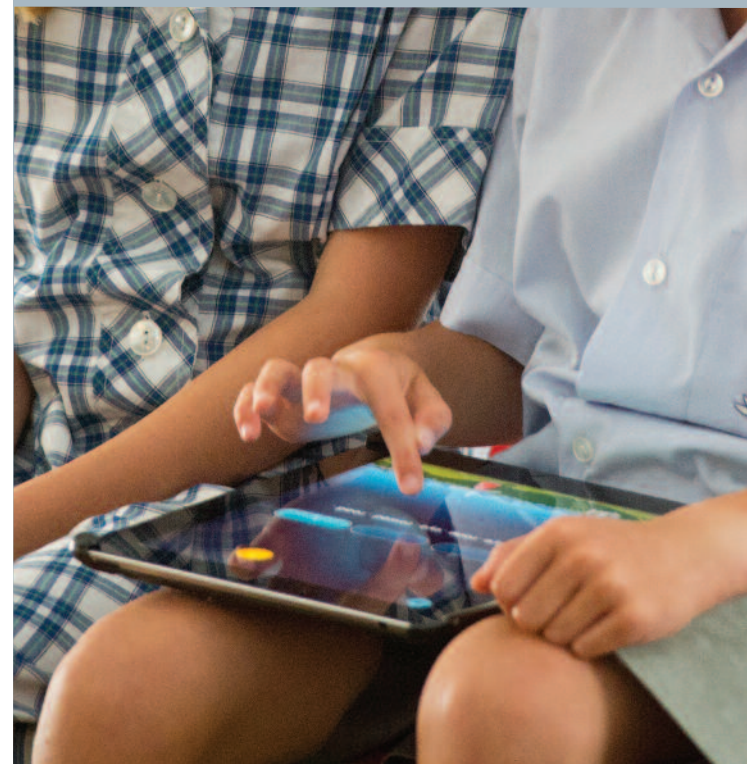
As the twenty-first century progresses, a rigorous focus on environmental science will equip the custodians of our future with the knowledge and skills to act as ethical and responsible citizens. The establishment of sustainable projects such as the farm and the study of water resources will set the foundations for the next ten years of the Overnewton education.

*Mr James Laussen
Principal*

*Mr Mark Ruff
Board Chairman*

OUR VISION

A Community of Learners Embracing the Future



OUR VALUES

Our Christian Foundation

- Overnewton's Christian foundation binds and informs our values. All members of the community are encouraged to grow spiritually and explore their faith.

Learning

- We are all lifelong learners, helping each other in our journey towards greater knowledge, understanding and wisdom.

Community

- We are proud to belong to the Overnewton community, doing our best to contribute positively, within and beyond it. The Overnewton community includes students, staff and families, both past and present. The educational and ethical standards that are promoted have a profound effect on the wider community.

Excellence

- We strive to excel in our learning, our work, our relationships and our play; making the most of every opportunity we are given.

Respect

- We respect ourselves, our environment and the people who are part of our past and our present. We acknowledge the right of everyone to equality of opportunity and forgiveness for mistakes.

OUR MISSION:

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.

Key Drivers of the Strategic Plan

Overnewton Anglican Community College strives to build a community of learners that includes its students, staff and families working together to learn from each other.

In developing this plan, the following guiding principles were crucial:

- Students are at the beginning and centre of decisions made in the College.
- We will develop specific performance indicators to determine the impact of enrolments/academic philosophy on the College structure to ensure that we are not locked into a pathway that we cannot modify as we move forward.
- We will ensure that new buildings are adaptable allowing for growth and flexible use.
- Overnewton Anglican Community College is currently a mid-fee school; our parents have high expectations with regard to academic performance, pastoral care, co-curricular offerings, customer service and facilities.
- We acknowledge that staff play a key role in driving the success of our students. Therefore, it is imperative that we make a commitment to the ongoing strengthening of quality teachers and teaching.
- We will build the capacity for leadership of our students and staff.



Overnewton Learners Aim To Be

Empowered Learners

To take an active role in choosing, achieving and striving for excellence in their learning.

Global Communicators

To communicate clearly and express themselves creatively to broaden their perspectives. Learning is enriched by collaborating with others and working effectively both locally and globally.

Innovative Thinkers

To identify, develop, employ strategies and solve problems by creating new and imaginative solutions.

Knowledge Constructors

To critically construct knowledge and make meaningful learning experiences for themselves and others.

Digital Citizens

To recognise the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act in ways that are safe, legal and ethical.

Relationship Builders

To build healthy, interdependent relationships through taking personal responsibility, and demonstrating kindness and empathy. Through greater self-awareness and awareness of others, we help students develop the skills to build a cohesive and connected society.

Collaborative Learners

To learn is a collaborative venture as well as an individual undertaking.

Community Collaborators

To recognise the value of making positive and sustainable differences to the wider community.



Areas of Strategic Focus 2017-2030



Future Focussed Learners

Provide each student with an academic program that enables them to be an empowered, global innovative thinker who is able to construct knowledge in a collaborative way.

- Provide a contemporary learning environment which enhances the use of current and emerging technologies by students and staff.
- Use student achievement data to drive school decisions and modify teaching practices to enhance individual student outcomes.
- Audit the P-12 curriculum to ensure that it is sequential.
- Establish a continuous online reporting system from P-12 to provide regular feedback.
- Adopt a consistent inquiry approach that builds opportunities for learners to work effectively and collaboratively to acquire the skills to solve complex problems and express ideas confidently and creatively to enhance employability in the 21st century.

The College strives to be a Lighthouse school for languages and cultural understanding.

- Content Language Integrated Learning (CLIL) is at the forefront of the Overnewton languages strategy.

- Continue the development of CLIL Mandarin from Prep-Year 8.
- Develop Asian Cultural Studies units for the Middle School from 2019.
- Develop a Confucius Classroom to support the innovative teaching of Chinese language and culture.

The College will prepare students for the world beyond school.

- Investigate additional educational pathways in Senior School.
- Ensure students have access to best practice career development resources and support in determining their preferred future.

Launch of the Talent and Potential (TAP) program to support and enhance the needs for high challenge learning.

- Opportunities are provided to optimise student learning potential.
- High potential learners are exposed to academic rigor and given appropriate social and emotional care through the TAP program.
- The TAP program nurtures academic development through the provision of personalised learning in the form of extension, enrichment, individualisation and acceleration, complementing the curriculum utilising an integrated and inclusive approach to learning.





Nurturing Supportive Environment

As a College community we are united by the common focus that together we aim to prepare today's learners for tomorrow's world. In a nurturing, caring and inclusive environment, the student is at the core of decisions and family is an essential and valued component.

- Our community is our core competence and single point of difference. We will develop Key Performance Indicators and carry out research to measure the value of community to our children in order to maximise the potential inherent within.

Enhance the existing community relationships to foster inclusiveness, effective communication, meaningful engagement and embrace diversity.

- Develop and implement a sequential values based wellbeing curriculum that supports the ethical, physical and spiritual growth of students.
- Continue to strengthen current wellbeing practices and policies.
- Review College communication to ensure it is clear, reliable and accurate.
- Harness the engagement of extended family members in the Overnewton community.
- Develop best practice community education programs and services.
- Build on the strong local community partnerships that enable academic and service opportunities.
- Monitor the wellbeing of members of our community and respond appropriately.

Establishment of the Family Institute as a centre for:

- parenting classes
- adult education/literacy classes
- grandparent activities
- family therapy
- community legal aid
- family faith development
- career development services and training programs.





Ethical and Compassionate Global Thinkers

Ensure education programs promote common humanity and interdependence, by valuing a positive sense of self, appreciation of cultural diversity, passion for social justice and human rights and sustainable futures.

Develop and strengthen links with Indigenous communities.

- Develop a Reconciliation Action Plan.
- Develop an end of year social justice program for Year 12 students with an Australian or international Indigenous community.

Provide each student with an academic program that enables them to be an empowered global, innovative thinker who is able to construct knowledge in a collaborative way.

- Research opportunities for students to collaborate within the global community.
- Review existing community service projects and explore future opportunities.

Audit curriculum programs in line with Asian Studies.

- Develop a sister school partnership in China to provide the first visit for Year 6 students in 2020.

Align the Religious Studies curriculum to the ethical components of the values based wellbeing curriculum.

Establish a P-12 Digital Citizens Program.

- Develop effective users, innovation creators and critical consumers of digital systems with the ability to adapt and problem solve as technologies evolve.
- Establish a values curriculum across the College that captures the most positive use of social media and become known for it.
- Engage parents in the most effective and positive use of digital technologies.
- Continue to develop the College's presence in social media.
- Create intercultural awareness and global citizenship by exploring international perspectives and investigating international education partnerships.



Future Focussed Educators

Develop future focussed educators who are committed to achieving excellent student outcomes.

Build a culture of professional excellence through the recruitment and retention of outstanding educational practitioners who are innovative and committed to best practice and lifelong learning.

- Engender a culture of high personal and professional standards.
- Review the structure and roles of leadership in relation to the development of learning and pedagogy.
- Research and promote innovative teaching practices including the use of digital technologies.
- Use student data to drive high academic challenge for students.





Exceptional Science and Technology Learning Experiences

Develop high-quality programs in the areas of Science and Technology to address the challenges of living in a changing environment with limited resources.

- Review P–10 Science/Technology curriculum to incorporate study of local waterways and identify links within other areas of the curriculum.
- Introduce Design & Technologies (Food), in Years 5–12.
- Develop experiential learning based on food, food growing, nutrition, food preparation and cooking.
- Establish a P–10 Digital Technologies curriculum.
- Develop a link between the College STEM programs and careers in STEM.
- Develop industry links/engagement that can include mentoring.

The Water Project

- Middle School Environmental Science Curriculum – emphasis on water quality. Longitudinal studies of the water quality of the Maribyrnong River (Keilor Campus) and Taylors Creek (Taylors Lakes Campus).
- Develop partnerships with appropriate authorities.
- Year 9 – combine longitudinal data for deeper study of the Maribyrnong River and its tributaries.
- Further use of this data and the impact on water as a resource in Year 10 Studies.
- Use of cutting edge authentic data collection and analysis systems that may be linked to broader government data banks.

Food Technology

- Establish Food Technology in the Middle Schools of both campuses in 2019, extending into Year 9 and Senior School in 2020.
- Link with community service programs (food for homeless services, aged care, 2nd Bite).

Establishment of a farm space on each campus

- Develop kitchen garden/farms on both campuses, specifically as part of the Junior School Science/Inquiry curriculum and with the support of grandparents.
- Support a new Food Technology program on both campuses.





Outstanding Co-curricular Opportunities

To provide a diversified co-curricular program that enriches the educational experience and optimises the opportunities for all students from P-12 beyond the classroom.

- Develop enhanced opportunities for civic engagement and leadership within the co-curricular program through service within the community.
- Promote and maintain varied and dynamic performing arts and oratory programs catering to a wide variety of learners, which build confidence and enhance wellbeing.
- Increase levels of participation and achievement in the sporting life of the College and to have this recognised as a key strength of our school.

- Map and evaluate the effectiveness of co-curricular programs.
- Investigate new opportunities and partnerships to enhance the co-curricular program.
- Explore sport being used as a platform for social, emotional and physical development and the promotion of positive values.
- Cultivate in students an ongoing portfolio of community engagement and leadership experience in many areas, such as community service, sport and performing arts for use in transitioning to post-secondary options.





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