

2016

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



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## Assumption College KILMORE

REGISTERED SCHOOL NUMBER: 111



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## Contact Details

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## Minimum Standards Attestation

I, Kathryn Fogarty, attest that Assumption College is compliant with:

- All the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our College Vision

Assumption College: An inclusive and transformative Marist community, inspiring one another to shape the future with audacity and hope.

The people of Assumption College have long aspired to 'seek the things that are above' by making visible the Marian face of the Church. Cherishing the rich heritage of having provided a quality Catholic education for rural families for over 120 years, we appreciate and recognise our special place in the hearts and minds of the Australian community. In a contemporary way, we strive to cultivate young women and men who can confidently live as 'good Christians and good citizens'<sup>1</sup>. Our Marist inheritance is a gift that guides the daily culture of the school in life-giving and challenging ways.

The adults and adolescents of our community are committed to a mindset of ongoing improvement, and see life-long learning as the cornerstone of our development. We are proud to support and encourage others to achieve their potential, and know that partnerships with families, local schools, and other community and educational organisations enrich us, and help us provide even greater opportunities for all. Knowing that we are a community blessed with much, we hear the call from the marginalised, and in solidarity advocate and toil for a more just and merciful world.

In a region that is gradually becoming more urbanised, we believe in and work for the values of a strong and lively rural life, where people of all ages and backgrounds feel welcomed and nourished. We are enriched by the presence of our boarders, many of whom hail from families whose association with the land has shaped and changed our nation. Together, our rural and urban families create a unique social environment that calls for a courageous discernment of evolving times, and an agility of response that ensures our students 'learn to know, to be competent, to live together, and most especially, to grow as persons'<sup>2</sup>.

As such we affirm:

- Mary courageously said 'Yes' to all that God promised. Like her, we seek to witness and nurture in all a passionate and compassionate spirituality through which Jesus is known and loved.
- The early Marists proclaimed 'Let it be said of us, as it was of the first Christians, "see how they love one another"'<sup>3</sup>. In a world thirsting for connection and belonging, we strive to be a place in which a family spirit of love, respect and mutual trust are the wellsprings of growth and healing.
- Marcellin responded to the needs of his time. Inspired by his example, we dedicate ourselves to building an aspirational and responsive school that ignites a love of learning and celebrates personal excellence.
- Gospel leadership is characterised by service. In our presence to one another and through the joyful giving of ourselves, we model and promote the dignity of all.
- We approach creation with a deep sense of awe and gratitude, and are mindful that our resources are finite. We value simplicity and, as such, develop structures and relationships that enable a humble, honest, and balanced approach to life.

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<sup>1</sup> Saint Marcellin Champagnat

<sup>2</sup> In the Footsteps of Marcellin Champagnat

<sup>3</sup> From Saint Marcellin's last letter.

## College Overview

Assumption College is a Catholic coeducational day and boarding secondary school. Our 1200 students are comprised of adolescents from Kilmore and the surrounding towns, whilst our boarders (72 students) come from families who live all over Australia. Our generous school property (33 hectares) allows for an amazing array of sporting fields, as well as a working farm. We participate in the Associated Grammar Schools of Victoria sporting competition, and operate a successful restaurant, staffed wholly by students, for the wider community. We are the fifth largest provider of vocational education and training (VET) for students, and are proud that our students go on to such a broad range of study, training and careers opportunities following their time with us.

The appointment of a Deputy Principal – Learning and Teaching, has significantly enhanced the capacity of the staff to integrate growth and change into the learning program of students, and in 2016 there was rapid development in the school's capacity to respond to student needs. The opening of the Fourviere Centre, including a new library and English Hub brought forth a new focus on development of staff collaboration and improvement.

The Assumption College Strategic Plan incorporates the following priorities:

### Catholic Identity

- Celebrate liturgy and ritual that responds meaningfully to our daily needs.
- Cultivate silence and meditation as the foundation of a life-giving relationship with a loving God.
- Develop understanding and active engagement in social and ecological justice.

### Pastoral Wellbeing

- Be proactive in developing and implementing programs and processes that foster belonging, resilience and wellbeing
- Expect and support respectful communication and restorative relationships between students, staff, parents and the broader community.
- Ensure a physically, socially, emotionally and spiritually safe school.

### Learning & Teaching

- Use evidence-based interventions to ensure students develop the skills and motivation to be competent, independent and interdependent learners.
- Ensure our curriculum and pedagogies respond to student need, and prioritise 'assessment for learning'.
- Expect and support staff to be reflective and collaborative in striving to continuously improve student learning outcomes.

### Leadership

- Support and affirm Servant Leadership with appropriate, honest and timely feedback.
- Build subsidiarity and empower leaders at all levels through mentorship, collaboration and opportunities for distributed leadership.
- Cultivate leaders who, through courageous action, embrace innovation and effectively navigate change.

### Stewardship of Resources

- Care for our resources and make environmental sustainability a priority in the life of our school.
- Put student learning at the centre of our resourcing decisions.
- Ensure all policies and procedures accurately reflect the needs of our college community.

## Principal's Report

Looking back on 2016, and the excitement, triumphs and challenges of another year gone by, it's easy to become fixated on the public moments, the big occasions, the 'marquee events'. Indeed, in many ways, this report is an account of exactly those times – the junctures in the year when we sought to own and celebrate the best of who we were. But in our quieter, reflective moments, I believe that we all cherish a much more integral and life-giving set of experiences...gentle moments of connection and growth that slowly shape us into better versions of ourselves, that ultimately bring us joy and peace and enhance our core connections with those whom we love, and who love us.

The opening of the Fourviere Centre in term one was a significant moment for our school community in 2016. The resources within the building and the way the spaces encourage and allow for collaboration and creativity have brought a new dimension to learning at our school. Students frequently remark how the space makes them feel 'like university students', by which they mean that they feel respected and supported in their learning, and trusted in their capacity to use such a stunning learning space. The physical building supports the mindset shift that we began in 2016, responding in as many ways as possible to the individual needs of our students...to truly become a 'student-centred' school.

With the appointment of a Deputy Principal responsible for Learning and Teaching, the Leadership Team has significantly increased its capacity to improve the practice in each of our classrooms. Late in the year we provided our staff with the opportunity to receive individual benchmarked feedback from the students in their classes. This began an interesting set of new discussions and practices which will develop into a coaching program in 2017, structured to support and challenge our staff to constantly improve their practice.

Thank you for your support and encouragement of the school this year. I appreciate all each of you have contributed to the life of our common ACK family through your presence, voice and actions. Your care of our staff has once again been outstanding, and I deeply thank you for the times you have forgiven us when things have not worked out as well as they might. We are a large community and respond to the increasing academic and emotional needs of our students. The growing pains of change can sometimes lead to bumpy experiences! As you know, in 2017 we will implement some new 'ways of being' which our experience tells us will help smooth the way for the development of an educational community that even more so provides for our young peoples' growing needs. We look forward to sharing these times with you.

## Education in Faith

### Goals & Intended Outcomes

- Celebrate liturgy and ritual that responds meaningfully to our daily needs.
- Cultivate silence and meditation as the foundation of a life-giving relationship with a loving God.
- Develop understanding and active engagement in social and ecological justice.

### Achievements

The inauguration of a 'Faith Team' consisting of senior staff, teachers and students occurred this year, which allowed for a more coherent and imaginative set of events and opportunities for our students, staff and parents to engage with their faith lives in meaningful ways.

#### VALUE ADDED

Each week we continue to gather on Friday mornings for Mass. A steady congregation (of between 40 and 60) are present each week before school.

Our significant liturgies included the Opening School Mass, Ash Wednesday Liturgy (student led), Easter Liturgy (Way of the Cross) and the Year 12 Graduation Mass.

Two groups of students attended social justice immersions – one to Timor-Leste (18 students) and one group to Santa Teresa, in the Northern Territory (8 students). In Timor-Leste, our students participated in the opening of the new school at Bercoli – a project to which Assumption College had provided significant support over five years.

The school raised over \$30,000 for Caritas Australia, Vinnies and the Marist Missions (Timor-Leste).

Other significant events were: Year 11 & 12 Retreats, Champagnat Day Liturgy (St Marcellin in *I'm a Celebrity, Get Me Out of Here* Assumption Day Mass, fete and concert, Year 9 Reflections day.

Remar Australia was again a significant force within our school community, preparing students in Years 10-12 to be 'disciples of Christ'.

Two students and a teacher attended World Youth Day in Poland on behalf of the school community. They travelled with the archdiocesan tour group.

A group of student leaders participated in the Archbishop's Conversation in preparation for his Lenten message.

## Learning & Teaching

### Goals & Intended Outcomes

- Use evidence-based interventions to ensure students develop the skills and motivation to be competent independent and interdependent learners.
- Ensure our curriculum and pedagogies respond to student need, and prioritise 'assessment for learning'.
- Expect and support staff to be reflective and collaborative in striving to continuously improve student learning outcomes.

### Achievements

In 2016 there was a significant review of the Year 7-10 curriculum to bring it into greater alignment with the new Victorian Curriculum. Staff spent several professional learning sessions in workshop-style planning sessions to ensure that classwork and assessments reflected the appropriate levels of student achievement. The homework policy was revised to reflect contemporary research into when and how homework achieves the greatest value for students of differing ages and educational programs. In second semester a significant proportion of staff planning time was spent in preparation for some major changes to the curriculum structures and learning environments.

#### STUDENT LEARNING OUTCOMES

- At Year 7, the three-year NAPLAN trend indicates that student while reading, spelling, grammar and punctuation, and mathematics remained relatively stable, there was improvement in student writing.
- At year 9, the three-year NAPLAN trend indicates growth in the capacity of students in reading and numeracy, while writing, spelling, grammar and punctuation remained relatively stable.
- While these results are satisfactory, with significant changes to student learning programs being enacted in 2017, we would expect to see a more significant shift in two to three years.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	51%
TAFE / VET	12%
APPRENTICESHIP / TRAINEESHIP	13%
DEFERRED	12%
EMPLOYMENT	10%

## Student Wellbeing

### Goals & Intended Outcomes

- Be proactive in developing and implementing programs and processes that foster belonging, resilience and wellbeing
- Expect and support respectful communication and restorative relationships between students, staff, parents and the broader community.
- Ensure a physically, socially, emotionally and spiritually safe school.

### Achievements

The key development in this area of school life was the significant revision of the Supporting Student Behaviour Procedure to include Restorative Practices and the inclusion of a Behaviour Support Group Model (as championed by Catholic Education Melbourne). The introduction of Restorative Practices saw a significant emphasis in targeted staff professional learning in this area. Simultaneously, the school began a review of the Pastoral Wellbeing program (including the development of a scope and sequence of knowledge and skills required by students before graduation), and made preparations for the introduction of a vertical pastoral system in 2017.

- When students are absent from school, parents/guardians are requested to ring the dedicated school phone line prior to 9am. At 9.30am, an SMS is sent to the parents/guardians of students from whom there has been no message. The school uses the SIMON Learning Management system to track student attendance at the five classes & homeroom. This information is available to parents in real-time via PAM (an online portal).

### VALUE ADDED

- As usual, the year saw many additional events and programs to support the personal, emotional and relational development of students. These included a production of *Beauty and the Beast*, the annual dance extravaganza concert, the comprehensive AGSV and APS sporting competitions, public speaking and debating competitions, the France and Italy study tours, training of student leaders in Restorative Practices, the Remar Leadership programs for students in Years 10-12, social justice experiences on the soup van and local Vinnies groups, opportunities for volunteering in local community groups, involvement in community events such as Anzac Day, a Mother's Day luncheon, the Winter Sleepout, and numerous events with St Patrick's Primary School.

## STUDENT SATISFACTION

- Student data from the Insight SRC surveys indicated that, once again, student Learner Confidence is high. This correlates with a substantive 'Connectedness to School' rating and the perception amongst students that Student Behaviour in the classroom is of a good standard. The data indicates that there is work to be done in 'Connectedness to Peers', which should be rectified in the near future with the introduction of Year 7-12 combined Learning Mentor Groups. Initial data received from the Group 8 survey of students indicated that over 95% of classes at Assumption are operating in the optimal range for students.

## Child Safe Standards

### Goals and Intended Outcomes

- Implement the Child Safe Standards via the CompliSpace protocols.
- Ensure students, staff, parents and volunteers understand our obligations and the means by which we will achieve these.

### Achievements

- An ordered and well-monitored program of child safe protocols including
  - The development of a Child Safe Policy, and Child Safe Code of Conduct and the relevant procedures to ensure that these can be fully implemented.
  - The development of an online tracking tool to ensure compliance with Ministerial Order 870.
  - Induction and training of senior staff to the CompliSpace program.
  - Training and awareness raising via both the CompliSpace and DEET portals, including development and deployment of a training package for volunteers and community members.
  - Development and deployment of a training package for students at varying age levels, including a more extensive program for boarding students.
  - Consultation with the community via regular information sharing and the invitation to engage in training with various volunteer groups.
  - Deployment of new Human Resources practices provided by Catholic Education Melbourne.
  - Preparation for the deployment of the CompliSpace Human Resources and Boarding packages in 2017.

## Leadership & Management

### Goals & Intended Outcomes

- Support and affirm Servant Leadership with appropriate, honest, and timely feedback.
- Build subsidiarity and empower leaders at all levels through mentorship, collaboration and opportunities for distributed leadership.
- Cultivate leaders who, through courageous action, embrace innovation and effectively navigate change.

### Achievements

A great deal of time throughout the year was spent in the design and appointment of the Positions of Leadership for 2017-2019. This involved analysing the Strategic Plan and determining future areas of need. Staff with POLs were provided with additional professional learning to help them better understand the strategic goals from 2017 onwards. An additional six teaching staff began Master's level courses, partially sponsored by the school. Their new expertise was used in designing professional learning for other staff.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2016

The Assumption College Professional Learning program in 2016 focussed on the development of teacher schools in Visible Learning. We engaged with the Hattie VL Project through Catholic Education Melbourne, training our entire teaching staff in this important program. We also began the training of middle leaders in the Group 8 peer coaching program, and worked with Brendan Spillane on 'High Performance' school cultures. In Pastoral Wellbeing, our teaching staff, boarding staff and House Leaders received role-specific workshops in their respective areas with relation to Restorative Practices. Twenty staff also completed the 'Mental Health First Aid' course. In Catholic Identity, Sam Clear spent a day with our staff reflecting on 'peace-filled hearts'.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	100%
AVERAGE EXPENDITURE PER TEACHER FOR PL (NOT inclusive of teacher replacement costs)	\$915.61

#### TEACHER SATISFACTION

- Staff feedback from the annual Insight SRC Surveys indicates that staff are confident with the school's curriculum processes, which they intuit are supported by strong parent partnerships and 'Engaging Practices'. They report that their work demands are in an acceptable range, and that they believe that student behaviour in the classroom is acceptable. Individual morale is strong, and an area nominated for improvement in the future is 'Teamwork'. Adjustment of staff work spaces and the redevelopment of teaching teams should see a positive shift in this area from 2017 onwards.

## College Community

### Goals & Intended Outcomes

- Care for our resources and make environmental sustainability a priority in the life of our school.
- Put student learning at centre of our resourcing decisions.
- Ensure all policies and procedures accurately reflect the needs of our college community.

### Achievements

In 2016, the Assumption College Parents and Friends concentrated on supporting a number of matters important to the College. The contribution of \$50,000 to the landscaping around the new Fourviere Centre was of the greatest significance, as was the donation of a further \$20,000, in conjunction with the Student Representative Council for student seating around the College. They held several successful social evenings for parents, culminating in an excellent end-of-year dinner.

The College Advisory Council continued its work of supporting the works of the school, especially with regard to Master Planning. The Fourviere Project saw the completion of the existing Master Plan and the initial discussions of future needs. The Council also supported the school in the implementation of the Child Safe Standards, familiarising themselves with the various components of ratification and supporting senior staff in ensuring these were fully implemented.

#### VALUE ADDED

The introduction of the CompliSpace program for the management of OH&S and other key policies and procedures was an extremely significant development for the school community. The program allows for a much more detailed examination of the school's various risks and opportunities and ensures that policies and procedures are reviewed in a timely manner.

The ICT department and staffing throughout the school underwent review in 2016. This allowed for the better understanding of the resources of the school and the opportunities for the development of our ICT capacity.

#### PARENT SATISFACTION

- In the annual Insight SRC surveys this year, parents indicated that they have an extremely high level of satisfaction with the school, particularly in student engagement, community engagement, student behaviour and peer relationships. They reported very high degrees of opportunity for students in their learning, and were extremely supportive of our co-curricular program. .

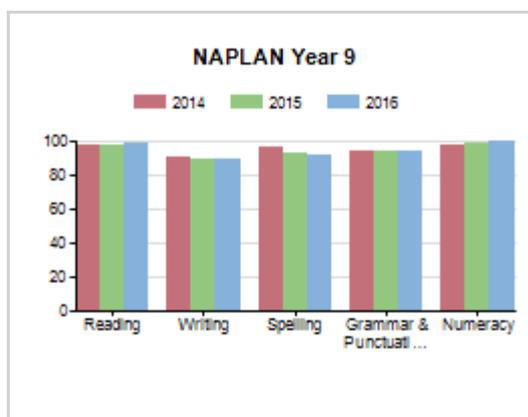
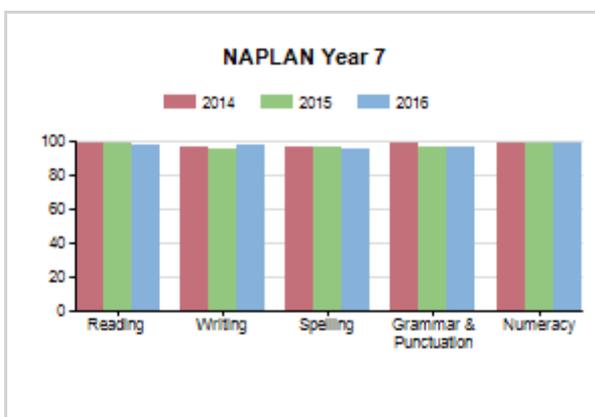
## VRQA Compliance Data

**E1016**

**Assumption College Kilmore**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<b>NAPLAN TESTS</b>	<b>2014</b>	<b>2015</b>	<b>2014–2015</b>	<b>2016</b>	<b>2015–2016</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Reading	99.0	99.5	0.5	97.4	-2.1
YR 07 Writing	96.5	95.0	-1.5	97.3	2.3
YR 07 Spelling	97.0	97.0	0.0	95.3	-1.7
YR 07 Grammar & Punctuation	98.5	97.0	-1.5	96.9	-0.1
YR 07 Numeracy	98.5	99.0	0.5	99.5	0.5
YR 09 Reading	98.4	97.3	-1.1	99.0	1.7
YR 09 Writing	90.3	90.1	-0.2	89.8	-0.3
YR 09 Spelling	96.8	92.8	-4.0	92.5	-0.3
YR 09 Grammar & Punctuation	94.1	94.3	0.2	94.7	0.4
YR 09 Numeracy	98.4	98.9	0.5	100.0	1.1



**YEARS 9–12 STUDENT RETENTION RATE**

Years 9–12 Student Retention Rate	98.55%
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<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y08	92.54
Y09	91.76
Y10	91.42
Y07	93.57
Overall average attendance	92.32

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.3%
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**STAFF RETENTION RATE**

Staff Retention Rate	78.00%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	12.75%
Graduate	50.98%
Certificate Graduate	8.82%
Degree Bachelor	76.47%
Diploma Advanced	11.76%
No Qualifications Listed	11.76%

<b>STAFF COMPOSITION</b>	
Principal Class	3
Teaching Staff (Head Count)	95
FTE Teaching Staff	86.744
Non-Teaching Staff (Head Count)	51
FTE Non-Teaching Staff	42.472
Indigenous Teaching Staff	1

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	576.40
Year 9 Writing	572.90
Year 9 Spelling	584.50

Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	582.30

### SENIOR SECONDARY OUTCOMES

VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	98%

### POST-SCHOOL DESTINATIONS AS AT 2016

Tertiary Study	51.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	13.0%
Deferred	12.0%
Employment	10.0%