

2015

# 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 of 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## 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 those on the margins, 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 also 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 over 25% of our VCE students receive an ATAR school over 80.

In 2015, a new principal was appointed to Assumption College, and the leadership team underwent significant reform. A number of initiatives were integrated into school life, including a more focussed approach to staff professional learning and changes to the expectations of ICT usage in the learning program. Whilst still in their infancy, these adjustments were well received by staff. There were cyclical reviews of the Learning Enhancement Centre and the Allied Staff role descriptions which both resulted in recommendations of significant change to better respond to the needs of our school community.

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

I don't know about you, but for me, 2015 will go down as one of the busiest years on record! Whilst schools are always places that are 'on the move', this year we seemed to be able to squeeze in even more than we'd normally attempt! I trust this has meant a full and engaging program for your child and your family, and that you are finishing the year feeling fulfilled and hopeful about what is still to come.

In reflecting on what we have achieved, I am drawn to the emotions that these 200 days of the 2015 school year have held. At the beginning of the year there was hope, excitement and, no doubt, more than a tinge of anxiety for students, staff and parents. Remember that glorious first day when the Year 7s looked so brilliant and shiny in their new uniforms? As the early part of the year unfolded we gathered in a mood of commemoration and commendation (the Gala, Anzac Day and the Relay for Life). We do big events well here at Assumption, and for many, the reminder that we are all part of something significantly bigger than ourselves was palpable. By the middle of the year we were well and truly in our stride, and enjoying the peace and comfort that hard-work and honest relationships bring to our days. In term 3 we came together in tougher-times, showing that in grief and challenge, we can be a comfort to each other and a witness to our broader community of the triumph of goodness and kindness in our world. In term 4, which always seems to feel like the ongoing process of goodbyes, we have honoured those who have shared our journey, and wished them well for all of the adventures the future still holds for them.

To some, it may seem that in 2015, there was not too many new things happening around ACK, but this betrays the significant work going on behind the scenes to assist the staff to prepare for some of the strategic changes that are on the near horizon. Certainly, a greater focus on the professional development of staff has been significant, including a greater link between the outcomes of our student achievement data and the practice of teachers in their classrooms. So too, the use of ICT is in an improvement phase, and the development of systems to support this has been a constant part of our discussions and plans.

The development of our 2016-2020 Strategic Plan has been a significant feature of 2015. We have consulted with students, parents, staff and friends of the school in a variety of different formats, so as to encourage ownership of a future that is both challenging and exciting. The document now stands as a record of what we hope to be on our 'best day', and we look forward to the responsibility of bringing it to life over the coming years.



## 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

2015 saw a number of new initiatives designed to enliven the faith and spiritual life of the school community, many of which are listed below:

#### VALUE ADDED

- Champagnat Day liturgy that tapped into popular culture to better break open the Gospel message and the life of Saint Marcellin Champagnat.
- The Vinnies Winter Appeal was a particular success, with students participating in solidarity experiences, significant fundraising and resource gathering to assist Vinnies response to Melbourne's homeless people.
- Assumption College hosted an inaugural Winter Sleepout. Seventy students 'slept rough' and were challenged by Br Doug Walsh to be involved with supporting those who do not have a home.
- Immersions to Timor-Leste and Santa Teresa (NT). Over 20 students from Year 11 were offered this once-in-a-lifetime experience of solidarity in action.
- The Remar program enrolled its biggest group ever into the Red Caravel. Many of our student leaders grow their skills from within this important opportunity.
- Our boarders participated in outreach and regularly prepared liturgies and prayer amongst themselves and for our broader community.
- The Champagnat ministry program continued to challenge all students to give of their time and talents for the good of others.
- The 40-hour phone famine challenged students to disconnect from their devices to raise money for Marist ministries.
- The Religious Education curriculum continued to be reviewed, bringing students' personal experiences into their learning in interesting ways.
- Year 12 students heard over ten prominent guest speakers, who informed and challenged them on topics as diverse as asylum seekers, building successful relationships, indigenous issues, spiritual resilience, vocations, grief and loss and church unity.
- Assumption Day Mass and fete, bringing the community together to pray and to use our significant resources to support our sister school in Timor-Leste.

## 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 2015, there was much to celebrate in terms of teaching and learning. Strong results from our VCE students were again pleasing, especially increasing the number of students with scores greater than 80 from 9% to 25%. The use of Learning Intentions and Success Criteria in classes helped students to better understand and achieve in their respective classes and there was strong feedback from staff that this made a significant difference to the clarity of their work.

The annual French and Italian student exchanges once again proved a great benefit to the whole school community, and the VCAL students outdid themselves, forming links with the CFA and local Men's Shed to ensure that their work was relevant and engaging. The Performing Arts department set a high standard with their two main productions, and were complemented well by the dance troop and our musicians with their public performance evenings.

#### STUDENT LEARNING OUTCOMES

The trending NAPLAN data 2013-2015 indicates that in recent times, the literacy and numeracy capabilities of our Year 7 incoming students has trended downwards. We are working with our feeder primary schools to investigate this and hopefully assist them in improving the students' abilities in this area during their primary school years.

Simultaneously, the growth experienced by our Year 7-9 students has also abated, indicating that our literacy program is perhaps now not adequately suiting the needs of students in the lowest percentiles. The significant review of the Learning Enhancement Centre in 2015 highlighted some clear strategies that can be employed to address this reality, and we are confident that this slide will be overcome in the coming years. It is worth noting that a great percentage of students with additional needs completed the Year 9 NAPLAN than in previous years.

#### POST-SCHOOL DESTINATIONS

TERTIARY STUDY	77.1 %
TAFE / VET	15.2 %
APPRENTICESHIP / TRAINEESHIP	15.4 %
DEFERRED	9.0 %
EMPLOYMENT	12.7 %

## 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

- In 2015, the Pastoral Wellbeing Team focused on ensuring that the schools behaviour management processes and policies were consistent and just. This was complemented with a review of the various social development programs on offer, with a view to significant change in 2016. The Boarding Community established a new culture in their new premises and went from strength to strength in building a positive and lively place for teenagers to live and study. The full houses and waiting lists were testimony to the great work of the staff and the students in building a community of trust and mutual respect.

- Student non-attendance is managed in a number of different ways at Assumption College. Firstly, the online learning management system ensures that all are informed about the absence and the reasons for it. Homeroom teachers and House Leaders monitor attendance, and, where necessary, work with the Wellbeing Team (counsellors and psychologists) to support students to increase their attendance rate.

### VALUE ADDED

- The school raised over \$60,000 for Caritas Australia, Vinnies and the Marist Missions.
- Our Year 9s participated in the City Camp Experience. This opportunity provides them with a chance to experience the world of work and social agencies.
- Our community rallied in support of each other following the passing of Zane Collier. Student, parents and the broader community joined together to ensure his family and friends were cared for at this time.
- The Saturday sports program again encompassed every student. Our families support of this program is second to none.
- Students attended a number specialised sport events, and we were especially proud of our netball team, which won the National Marist Carnival for the first time.

### STUDENT SATISFACTION

- All indicators of student satisfaction increased this year, according to the annual Insight SRC survey. In particular, growth in 'teacher empathy', 'student motivation' and 'connectedness to peers' showed development. The perception of 'student safety' also increased, which was undoubtedly a result of the anti-bullying programs which have improved considerably in style and content in recent years.

## 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

- We were so proud of the leadership of our VCAL students this year. In organizing the Relay for Life, \$8700 was raised for the Cancer Council. The Timor-Leste and Santa Teresa immersions both provided our students with opportunities to lead in difficult contexts, and as always, the Remar program continues to offer exemplary leadership development.
- A number of staff took on leadership roles for the first time this year. They were prepared using the Aedicare program, which brought considerable expertise to our school community.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2015

In accordance with recent research about what has the most significant impact on improvement, teaching staff professional learning was predominantly conducted 'in house'. Topics included: Visible Learning, Understanding by Design and Teacher Clarity. The book *Growth Mindset* by Carol Dweck was provided to all staff (teaching and non-teaching) as a basis for discussion, growth and cultural change.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

114

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 388

### TEACHER SATISFACTION

- Using the annual Insight SRC teacher survey, we are able to track teacher satisfaction. Whilst all indicators are positive, 2015 saw growth in the following areas: appraisal and recognition, student management, curriculum processes, ownership and teacher confidence. These are all pleasing results and the team of staff in each of the leadership teams (Senior Leadership, Learning and Teaching and Pastoral Wellbeing) should feel significantly pleased with this feedback.

## 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

- The Inaugural Gala evening held at Crown Palladium was an immense success. During the evening, twenty people were inducted into the Hall of Excellence and the AFL Team of the Century was named. This event represented a significant point of re-connection for many of our past students and show-cased the tremendous people who support our community.
- The Assumption College Parents and Friends once again held a successful fete. As their major fundraiser for the year, it provides a fantastic opportunity to bring our community together and to showcase some of the wonderful things on offer at Assumption College.

### VALUE ADDED

Activities with our feeder primary schools, especially St Patrick's Primary School, Kilmore, continued to grow. Our teachers worked with St Patrick's staff in the areas of mathematics, transition and family connections. This can only benefit our community at large.

The Care-Monkey program, utilized by parents to inform the school of student illness or medical concerns was fully enabled, providing our community with a simple way of ensuring that our obligations in this area are met.

CompliSpace were engaged by the school to provide a framework and support for the management of all polices, procedures and incident response. This was coupled with a significant review of the roles of Allied Staff.

A significant process of engagement with parents, students, staff and other stakeholders was undertaken to develop the future (2016-2020) Strategic Plan.

### PARENT SATISFACTION

- The 2015 Insight SRC survey indicated growth in parent satisfaction in the school, although all indicators are in the top 25% of respondents across Australian schools, showing that any improvement in terms of parental satisfaction is really a matter of 'the icing on the cake'. The key areas where parents indicated improved satisfaction included: parent input, reporting and school improvement.

## Financial Performance

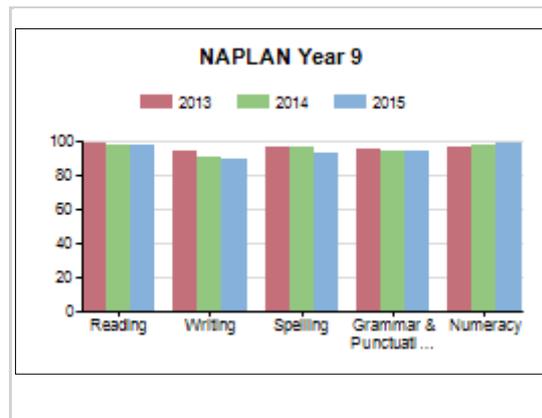
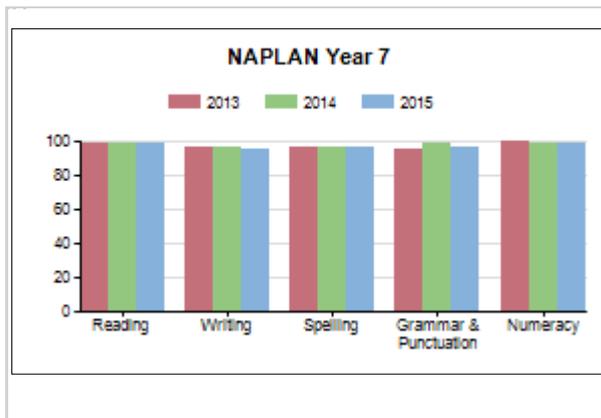
REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	4,313,424
Other fee income	591,861
Private income	724,501
State government recurrent grants	2,676,742
Australian government recurrent grants	11,088,887
<b>Total recurrent income</b>	<b>19,365,415</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	13,299,412
Non-salary expenses	7,983,884
<b>Total recurrent expenditure</b>	<b>21,213,296</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	Nil
Capital fees and levies	4,407,303
Other capital income	50,000
<b>Total capital income</b>	<b>4,457,303</b>
<b>Total capital expenditure</b>	<b>6,684,549</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>12,606,000</b>
<b>Total closing balance</b>	<b>13,807,000</b>

*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015	
	%	%	Changes	%	Changes	
			%		%	
YR 07 Reading	99.5	99.0	-0.5	99.5	0.5	
YR 07 Writing	97.0	96.5	-0.5	95.0	-1.5	
YR 07 Spelling	97.0	97.0	0.0	97.0	0.0	
YR 07 Grammar & Punctuation	95.0	98.5	3.5	97.0	-1.5	
YR 07 Numeracy	100.0	98.5	-1.5	99.0	0.5	
YR 09 Reading	99.5	98.4	-1.1	97.3	-1.1	
YR 09 Writing	94.4	90.3	-4.1	90.1	-0.2	
YR 09 Spelling	97.0	96.8	-0.2	92.8	-4.0	
YR 09 Grammar & Punctuation	96.0	94.1	-1.9	94.3	0.2	
YR 09 Numeracy	96.9	98.4	1.5	98.9	0.5	



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	105.52%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.44
Y08	93.59
Y09	92.18
Y10	92.14

Overall average attendance	93.09
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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.3%

STAFF RETENTION RATE	
Staff Retention Rate	89.58%

TEACHER QUALIFICATIONS	
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%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	114
FTE Teaching Staff	104.096
Non-Teaching Staff (Head Count)	68
FTE Non-Teaching Staff	59.118
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	589.90
Year 9 Writing	570.30
Year 9 Spelling	591.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	582.20

POST-SCHOOL DESTINATIONS AT AS 2013
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Tertiary Study	77.1%
TAFE / VET	15.2%
Apprenticeship / Traineeship	15.4%
Deferred	9.0%
Employment	12.7%