



Assumption College Kilmore

2022 Annual Report to the School Community



Registered School Number: 111

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Minimum Standards Attestation

I, Kate 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

21/03/2023

NOTE: The School's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

Assumption College is governed by Marist Schools Australia Limited (MSA Ltd). MSA Ltd is a public not-for-profit company limited by guarantee and registered with the Australian Charities and Not-For-Profit Commission. Its purpose is to advance education and religion, specifically to make Jesus Christ known and loved and to ensure quality Catholic education in the Marist tradition through its schools.

MSA Ltd was formed by the Trustees of the Marist Brothers and the Association of St Marcellin Champagnat to strengthen the governance of the Education Ministry. Prior to the incorporation of MSA Ltd, the Marist Association of St Marcellin Champagnat Limited (MASMC Ltd, a not-for-profit company limited by guarantee) was formed by the Trustees of the Marist Brothers to provide governance as well as spiritual leadership and formation for those engaged in the apostolic works, activities and operations of the Marists in Australia. MASMC Ltd is the sole member of MSA Ltd. The fundamental aspiration of Marist education as explained 200 years ago by the founder Saint Marcellin Champagnat is ‘...to make Jesus Christ known and loved through quality education’. This is the Mission of Marist Schools Australia Limited today.

From 1 January 2022 MSA Ltd governs, manages and operates twelve Colleges in Australia, including Assumption College, and it is particularly focused on ensuring that the Colleges follow contemporary and best governance practices to maintain compliance with Australian legislation (including education legislation) and to provide a safe and supportive learning environment for students in line with the philosophy and values of Marist Education. MSA Ltd also provides professional learning, staff formation, youth ministry, and solidarity opportunities to Marist schools governed by Diocesan Catholic education authorities.

The Board of MSA Ltd consists of highly skilled and eminent Australian educators. They have appointed the National Director to undertake the operations of the Education Ministry. The National Director appoints the College Principal who conducts the day-to-day operation of the College and reports to the National Director via a Regional Director.

Assumption College is one of 600 Marist schools throughout the world educating young people in 80 different countries. Marist education was founded by Saint Marcellin Champagnat in 1817, in the Parish of La Valla in the Rhone Alps.

Edward Simons

Acting Executive Director

Marist Schools Australia Limited

Vision and Mission

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 129 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 people who can confidently live as 'good Christians and good citizens'¹. 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'².

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'³. 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.

1. Saint Marcellin Champagnat 2. In the Footsteps of Marcellin Champagnat 3. From Saint Marcellin's last letter

College Overview

Assumption College Kilmore is a Catholic co-educational day and boarding secondary school. Our 1384 students come mainly from Kilmore and surrounding towns, whilst the majority of our 70 boarders come from Northern Victoria and Southern New South Wales.

At 100 acres (over 40 hectares) our generous school property allows for numerous sporting grounds, including football, cricket, hockey, soccer, and tennis. We participate in the Associated Grammar Schools of Victoria (AGSV) and Associated Public Schools (APS) sporting competitions allowing students to represent the College across seventeen sports.

As an institution that has been integral in the education of generations of families from regional areas, Assumption College has deep rural roots. Our working farm is a natural result of this, providing students with a platform for comprehensive study of farming practices – plants, animals, practical skills and more. We also operate a successful restaurant, the Marlhes, staffed wholly by students, for the wider community.

Our broad curriculum allows students to acquire the necessary knowledge and skills to enter the next phases of learning and life. Students are encouraged to explore a wide range of subjects guided by their interests, talents and goals alongside advice from parents and school mentors. Our curriculum is comprised of:

Quaere: our Year 7 transition year where students engage with a variety of diverse learning domains across the Victorian Curriculum. Working with parents, teachers, house leaders and learning mentors, students explore, discover, and understand their interests, abilities and goals.

myMAP: the “MAP” in myMAP stands for Mastery, Autonomy, and Purpose. The goal is for students to experience deep learning in their chosen subjects, attain ownership of their learning and connect the knowledge and skills they develop to the world beyond Assumption College. The academic components are complemented by myBeing, a program across all year levels that is dedicated to social and emotional development.

Senior Pathways: options include VCE, VET, VCAL or SBATs with various combinations of each available, including access to Higher Education Studies.

In 2022, students were offered over 40 different certificates to personalise their senior secondary school courses. This included over 238 students enrolled in Vocational Education and Training (VET) course including School Based Apprenticeships (SBATs).

We are proud that our students go on to such a broad range of study, training, and career opportunities, and with completion rates of 91%* and 100% respectively for VET and VCAL units, our alternative pathway program is very strong. * Students need to finalise the work placements for their Cert III in Allied Health Assistance.

Assumption ended the year well placed to manage the transition in 2023 from the Victorian Certificate of Applied Learning (VCAL) to VCE Vocational Major (VM).

Boarding at Assumption

Completely re-built in 2013, our purpose-built facilities have capacity for 70 boarders (56 boys and 24 girls). Built to best practice standards, each house provides individual bedrooms to each boarder, with shared bathroom facilities, communal areas and access to the vast outdoor spaces surrounding the Boarding Precinct.

We are a diverse community, with most students travelling from northern Victoria, southern NSW, King Island and, increasingly, Melbourne and surrounds.

Our staff - who live on site with the students - work tirelessly to provide a 'family spirit', so that both parents and the students themselves feel welcomed and valued.

The overarching boarding program has been developed to provide the College and its key stakeholders with the framework of required policies, procedures, processes and additional information for the delivery of a safe, healthy and productive environment for boarders.

The program has been developed in accordance with AS 5725:2015 Boarding Standard for Australian schools and residences ('the Australian Boarding Standard' or 'the Standard') to ensure the provision of a quality, safe and holistic boarding service at the College.

Our Aspirations 2022-2025

Marist Catholic Identity

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. As such, we will:

- Celebrate liturgy and ritual that responds meaningfully to the rhythm of our day, our week and our year.
- Cultivate silence, meditation and prayer as the foundation of a life-giving relationship with a loving God.
- Challenge selfish individualism by developing an understanding of the Common Good and active engagement in social and ecological justice.

Pastoral Wellbeing

The early Marists proclaimed 'Let it be said of us, as it was of the first Christians, 'see how they love one another'. In a world thirsting for connection and belonging, we strive to be a place in which a family spirit of inclusion, respect and mutual trust are the wellsprings of growth and healing. As such, we will:

- Foster belonging, resilience and inclusivity to ensure everyone in our community is known and valued.
- Cultivate and promote restorative practices and respectful relationships between students, staff, parents and the broader community.
- Work and advocate for the rights of everyone, near and afar, to be physically, socially, emotionally and spiritually safe.

Learning & Teaching

Marcellin responded to the needs of his time. Inspired by his example, we dedicate ourselves to building an aspirational and responsive school that ignites and celebrates a love of learning. As such, we will:

- Know our students so that all programs respond to the moral imperative to put students at the centre of their life-long learning journey.
- Use evidence-based interventions to ensure students develop the skills and motivation to be competent independent and interdependent learners.
- Intensify the power of collective efficacy to improve pedagogy and thereby, learner outcomes.

Leadership

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. As such, we will:

- Promote Servant Leadership so that everyone in our community sees themselves as a leader with agency and responsibility.
- Cultivate resilient people, who through courageous action, embrace the unknown, welcome innovation and effectively navigate change.
- Integrate programs that deepen our understanding of the importance of emotional intelligence, honesty and integrity in leadership.

Stewardship of Resources

The mysterious complexity and simplicity of Creation inspires within us a deep sense of awe and gratitude. We develop structures and relationships that enable a just and merciful use of our physical and human resources. As such, we will:

- Acknowledge the fragility of our planet and enact impactful, informed and strident sustainability practices.
- Maintain the life-giving elements of our rich heritage while embracing growth and improvement.
- Recognise that human flourishing is contingent on wellbeing in all its forms and find ways to help positively balance the competing demands of the modern world.

Community Engagement

Assumption College is an invitational and welcoming community where people ‘gather around the same table’ to share, to celebrate, to laugh, to cry and to grow. We create authentic, accessible and purposeful opportunities to encounter each other, our community and our world. As such we will:

- Deepen partnerships with parents and carers to improve student learning.
- Invite and nurture new relationships with parish, other schools, community groups, businesses and other external organisations to provide rich and varied opportunities for our students.
- Change ourselves, and our world, by fostering diversity and inclusion that builds dignity and shared understanding.

Principal's Report

2022 began with the country in the grip of the Omicron COVID variant. Masks, Rapid Antigen Tests (RATs) and social distancing became completely commonplace as we returned for the school year. Our boarding students were under extremely tight regulations (eating outside and not socialising indoors for most of Term 1!) and the day school experienced high student and staff absentee rates as those who tested positive were mandated to isolate for 7 days and/or whilst symptomatic.

Whilst the lockdowns that had characterised the previous two years were not experienced, a number of school occasions inadvertently became 'super-spreader events' (notably the Year 7 Camp, the Year 12 Retreat and the 'Wicked' Production) in spite of considerable precautions and mass vaccinations!

The annual Marist Schools Australia theme 'Known and Loved' offered our community much in the Sesquicentenary year of Marist education in Australia. The captivating image of Mary and Child, rendered as refugees wrapped in a golden emergency blanket drew our attention to the plight of those fleeing social, environmental and political disasters.

A little closer to home, the unexpected closing of The Kilmore International School (TKIS, aka The Colmont School) in the middle of term three saw our community welcome 55 new students and 6 new staff. The Marist Family Spirit was well evidenced in the warm and considerate way our students, staff and parents grieved with and supported our TKIS brethren through this challenging time. Their presence thereafter strengthened our school community and taught us much about quiet dignity in difficult days. The August census saw the student body tallied at 1384 students.

We opened the Neale Daniher Community and Sports Pavilion with several hundred dignitaries and Old Collegians present and hundreds more joining us online. This building project was significantly delayed by pandemic workplace restrictions and the delay of many building materials throughout Australia. Whilst Neale himself could only attend online, his family and those gathered enjoyed each other's company and the ability to be able to gather together as the Assumption family again. An enormous crowd gathered again at the Pavilion in early August to see the First XVIII defeat Marcellin College in the AGSV AFL Grand Final (back-to-back premiers!).

For the first time since the Year 12 Graduation in October 2019, we were able to gather the whole College community into the Gonzales Centre for a Liturgy and Assembly on the Feast of the Assumption (social distancing regulations had precluded this throughout the previous two years). This was a wonderful occasion to celebrate our Feast Day, a considerable milestone given the online celebrations we had undertaken in the previous two and a half years and an opportunity to formally welcome the new students and staff who had joined us from TKIS.

Whilst Marist Schools Australia maintained its policy that both overseas and interstate camps and excursions should not yet go ahead, students were able to experience several local activities. The MyMAP curriculum at years 7-10 flourished considerably as classes were able to extend their learning beyond the school gates again. The Grade 6 students from St Patrick's Primary School next door joined us in second semester to begin their secondary school life by completing one subject alongside our students.

College Captains Sophie Beveridge and Oliver Nuttall continued the outstanding work of their predecessors and assisted staff to help students and families navigate the various pandemic restrictions. Of particular importance was their leadership in assisting junior students in their

return to learning on site, particularly in understanding the importance and traditions of the celebration of major calendar events, which by this time, 50% of the school had not experienced on site (such as Assumption Day and the various sporting carnivals). Their work was outstanding and allowed us to return to important community events with confidence.

Staff navigated the significant impact of the pandemic in 2022 with stoicism. Many took up additional workload to cover peers who were unwell, while also working hard to ensure that students could experience as many of the 'normal' school-life moments that we had valued and cherished prior to the pandemic. Their astounding generosity in assisting the school to fold in a large contingent of new students on very short notice is to be commended. On behalf of our community, I say a sincere and hearty thanks to the 2022 staff group. As many of us noted in December, of the three years of the pandemic thus far, this had felt the most challenging, but it still included multiple daily moments of joy and pride in our community.

Boarding Report

We commenced boarding in 2022 with a wonderful community of boarders ready to embrace the challenges and joys of boarding life. Our Boarding Community managed the pandemic challenges of the year with grace and patience, and pleasingly, we managed without major disruption, thanks to the incredible cooperation of our staff, boarders and their amazing families.

One of the numerous benefits of Boarding at Assumption is the opportunity to represent the school in a range of ways. This year was no exception with boarders from all years representing the college proudly in a range of activities.

With school sports being an integral part of the college's identity and culture, the boarding community was proudly represented across a range of sports in all year levels. A special mention must go out to our senior boarders representing the school in the First XI, First Netball, and the First XVIII, with the latter winning the Grand Final against Marcellin - a battle of the Marists - with Boarding well represented in this momentous win.

A successful Open Day allowed the boarders to welcome families into the community to demonstrate, by word and action, how amazing boarding is. Our students were gracious hosts, displaying the family spirit so abundant in our home away from home.

Representation extended beyond the college with staff finally able to attend the Boarding Expo in Wagga Wagga, the Henty and Elmore Field Days and the Seymour Farming Expo with COVID restrictions eased. These events are integral to our community and a great way to meet and greet prospective families, catch up with current ones and remain connected with our rural alumni.

During the warmer months, the boarders enjoyed outdoor cinema by moonlight and BBQ breakfasts as plenty of creative use of our outdoor spaces marked much of boarding life during 2022. These activities were a great way for new boarders to make new friends and join the boarding community. With the changing seasons, the boarding house started to move its activities inside with trivia nights and game nights. As the year progressed, and COVID restrictions eased, boarders were fortunate to experience some activities off campus, with fortnightly excursions enthusiastically welcomed.

We were fortunate to have our tutoring program run for the year with teachers visiting the boarding houses four times a week. The boarders embraced this opportunity, and their study and learning were greatly enhanced by their engagement. Such opportunities contribute to the tradition of academic success we strive to foster within the boarding community.

It takes many hands to run boarding, from the caterers, cleaners, maintenance team, and of course our boarding staff. Needless to say, the boarders themselves play an active role in the day-to-day routine of boarding life, so sincere thanks to all of them for the family spirit and presence they bring. A special thanks must go to our senior boarders, who have displayed great attitude, responsibility and kindness across what was a challenging year.

Catholic Identity and Mission

Goals & Intended Outcomes

- Celebrate liturgy and ritual that responds meaningfully to the rhythm of our day, our week and our year.
- Cultivate silence, meditation and prayer as the foundation of a life-giving relationship with a loving God.
- Challenge selfish individualism by developing an understanding of the Common Good and active engagement in social and ecological justice.

Achievements

We took as our College theme in 2022 the Marist theme of 'Known and Loved' and commissioned our staff, students and wider community to make the Christian priorities of love, hospitality and compassion a reality in our relationships with all we come across in thought, word and deed. To give meaning and substance to the theme, we reflected on the timeless story of the Good Samaritan in Luke's Gospel as a dramatic example of how to make real this theme.

The liturgical calendar brings the theme alive each year as well as ensuring our Marist and Catholic ideals are celebrated. The year began with our Opening Liturgy which again was live streamed and attended remotely due to the ongoing effects of COVID. Two other important celebrations marked term one. Lent began with the distribution of ashes on Ash Wednesday. This ceremony also launched the annual Project Compassion appeal – one of the four major fundraisers the College supports throughout the year. On the final day of the term, the college experienced a beautiful re-creation of Christ's passion through dance, drama, music, scripture readings and prayer in our annual Easter Vigil.

Term two we celebrated the feast of St Marcellin Champagnat. This year, our liturgy took the reality TV show, 'Master (Marist) Chef' to present the life and legacy of Marcellin Champagnat.

In term three we were able to gather as a community again for the first time since 2019 in the Gonz with the major liturgical celebration of the feast of the Assumption where we took time to formally welcome students who joined us from Colmont College.

Our final term, as always, was marked by the rituals of farewell – our Year 12 Graduation Last Day of School liturgies.

VALUE ADDED

Each term, we again attempted to connect the liturgical and social justice dimension of the College with particular attention paid to transforming our world, both locally and internationally, through practical awareness and fund-raising activities:

Term one: Caritas Australia's Project Compassion Appeal

Term two: The St Vincent de Paul Society

Term three: Marist Solidarity focused on support of Timor Leste Communities

Term four: the local St Vincent de Paul Society Christmas appeal.

Throughout the year, there was a daily rhythm of prayer to life at Assumption. Within learning mentor groups, each day began with prayer, while each Learning Mentor group rotated through the Le Rosey Chapel where they were given the opportunity to spend 10 minutes in a guided meditation.

Learning and Teaching

Goals & Intended Outcomes

- Know our students so that all programs respond to the moral imperative to put students at the centre of their life-long learning journey.
- Use evidence-based interventions to ensure students develop the skills and motivation to be competent independent and interdependent learners.
- Intensify the power of collective efficacy to improve pedagogy and thereby, learner outcomes.

Achievements

Building on the success of myMAP through its first two years, we continued to develop a curriculum framework and course material aimed at providing learning opportunities for students matched to their zone of proximal development rather than a standardised learning experience. As such, in 2022 there was significant investment in extending our myMAP program. The 9 learning domains have now offered more than 250 subjects that enable students to access subjects that they are interested in or have utility value. There was also an increase in the Level 9 and Level 10 subjects offered, with students opting into the Level 10/Pre-VCE subjects at a higher rate than in 2020 and 2021.

2022 was our first full year since the introduction of myMAP that we remained on campus for, following the numerous lockdowns occurring during 2020 and 2021. This allowed for us to work with our staff and students to ensure that the programs were adapted for on-site learning and encouraged us to look to embed further opportunities for practical learning that wasn't available across the past two years.

Individualised Pathways Support

In our third year of myMAP in 2022 we focused on providing individualised pathways support not only to our senior school students in years 10 to 12, but also to our myMAP and Quaere students. This individualised support allowed students to work with their Learning Mentor and myBeing teacher, as well as the Learning Leaders and Pathways team, to discuss their current subject choices and map their learning journey at Assumption to VCE. These discussions have encouraged students to choose depth in particular subject areas that are relevant or beneficial to their later career pathway. It also allowed for students who have not decided on their future pathway to work with a series of trusted advisors so their subjects selected are appropriate, provide a breadth of opportunities and do not limit any future pathways.

With a stage-not-age learning journey at Assumption College, this means that students are selecting subjects from a variety of levels and learning domains. Therefore, these individual discussions become even more important as they work with staff members to discuss their assessment data, NAPLAN and PAT testing, individual learning goals and reflect upon their growth during the year. The one-on-one nature of these discussions has been appreciated by both the students and their families, who attend Data Discussions with their child's Learning Mentor prior to subject selection so they can work in partnership with the College and their child to provide the best opportunity for them.

Authentic Assessment

In 2022 the Learning and Teaching team worked closely with staff to audit and adjust their assessment tasks. With the introduction of myMAP, a shift in thinking was required, and it was important to match our assessment processes to the innovative curriculum we had introduced. This meant ensuring that all assessments were directly linked to the Victorian Curriculum standards, with rubrics using student-friendly language that was often workshopped with our students. The student voice aspect of this authentic assessment adjustments was important to our schooling community and also means that the students know the expectations of the unit in the initial introduction of the key skills and knowledge.

The emphasis on clear links to standards shifted the language our students were using and also encouraged them to discuss their own understanding of standards, identify areas of improvement and what their next steps are. This is an area we will continue to build upon in 2023.

Professional Learning Teams and Collective Efficacy

In 2022 all of the academic staff at Assumption College Kilmore took part in cross-curricular Professional Learning Teams. Each term, the College focused on a particular High Impact Teaching Strategy (HIT) and in 2022 we elevated our teacher's capacity in collaboration, metacognition and differentiation. The Professional Learning Team process is based on the appreciative inquiry approach where the staff meet once a fortnight where the strategic focus rotates through discovering information about the HIT, dreaming about their own learning goal and designing an inquiry approach to reach this goal, before finally deploying these strategies and determining how effective these strategies have been.

The cross-curricular nature of these teams has been an important part to their success, with staff members who do not share offices or subject areas coming together to discuss what strategies work for them, where they need to improve and to walk alongside one another in their inquiry projects. The High Impact Teaching Strategy is also visible to students, with our Academic Captains explaining the specific HIT as whole-school assemblies and highlighting what students can expect to occur within their classrooms. Through the pre and post-test survey data supplied by the students both prior to the strategies occurring and following the conclusion of the inquiry project indicates that the students have noticed the differences within their classroom. This has led to more conversations around metacognition and what learning can look like for our students, as well as encouraging them to try various strategies throughout their learning journey.

As part of these Professional Learning Teams staff have regular team-teaching and learning walk opportunities. These are celebrated by our staff as a way to see inside the classrooms of their peers and use some of the ideas or strategies they view during these lessons within their own classrooms.

STUDENT LEARNING OUTCOMES

In 2022, over a quarter of our Year 12 students received an ATAR over 70. Over the past five years, we have increased the percentage of students who have received an ATAR of 50 and above from 62% in 2017 to 76% in 2022. The average ATAR was 59.5, which has increased over the past five years from 55.6 in 2017. As well as this, over half of our Year 12 students received early entry offers to university courses which is more than we have ever had at Assumption College, and we hope to continue this trend in future years. Pleasingly, our Year

11 students who completed a Unit 3/4 VCE subject in 2022 excelled and achieved a median study score of 30.

There were three VCE Visual Communications and Design students and one Media student who were nominated for the Victorian Top Arts / Media award, with one of these students having their work on display at the Shepparton Art Gallery in the regional Top Arts exhibition. As well as this, all students who graduated from Assumption College in 2022 and applied for further education were successful. This success also includes our students who completed their VCAL certificate in 2022 who have all gone on to further study, an apprenticeship or work.

MEDIAN NAPLAN RESULTS FOR YEAR 9

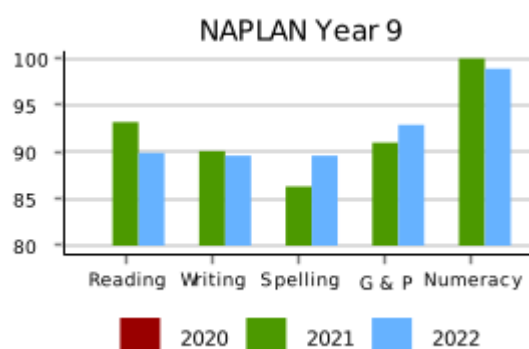
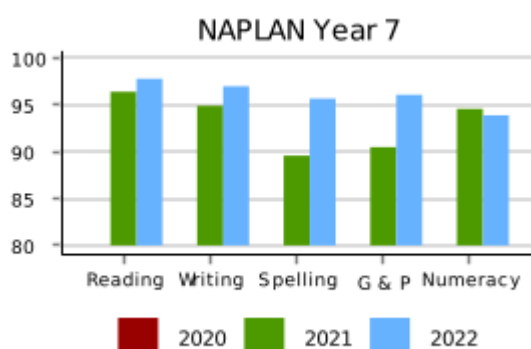
Year 9 Grammar & Punctuation	561.5
Year 9 Numeracy	564.4
Year 9 Reading	582.9
Year 9 Spelling	569.6
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 – 2022 Changes
	*		*		
YR 07 Grammar & Punctuation	-	90.5	-	96.1	5.6
YR 07 Numeracy	-	94.6	-	93.9	-0.7
YR 07 Reading	-	96.4	-	97.8	1.4
YR 07 Spelling	-	89.6	-	95.7	6.1
YR 07 Writing	-	94.9	-	97.0	2.1
YR 09 Grammar & Punctuation	-	91.0	-	92.9	1.9
YR 09 Numeracy	-	100.0	-	98.9	-1.1
YR 09 Reading	-	93.2	-	89.9	-3.3
YR 09 Spelling	-	86.3	-	89.6	3.3
YR 09 Writing	-	90.1	-	89.6	-0.5

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Foster belonging, resilience and inclusivity to ensure everyone in our community is known and valued.
- Cultivate and promote restorative practices and respectful relationships between students, staff, parents and the broader community.
- Work and advocate for the rights of everyone, near and afar, to be physically, socially, emotionally and spiritually safe.

Achievements

2022 was a year where we could once again start to re-establish some of our great traditions, at least with a little bit more success than what we could in 2021! 2022 was the first year that nearly half of our school were able to experience their first Assumption Day, an Opening School Liturgy, an Assembly in the Gonzales Centre and Athletics Day, just to name a few. Our senior students, and in particular our student leaders, were pivotal in leading from the front, instructing, guiding and supporting our junior students so that they knew and could prepare themselves for these important experiences.

There were many highlights across the year, but the biggest addition by far was the re-establishment of our Co-Curricular Program. Both the Cultural and Sporting Programs took full flight once again, and our students made the most of every opportunity. From Debating to Hockey, Junior Production to Netball, the friendships formed, values learnt, and determination on display once again instilled the characteristics we all strive to achieve and live out at Assumption College. Winning the AGSV AFL Grand Final for the second consecutive year on our home ground against fellow Marists, Marcellin College, in front of the brand-new Neale Daniher Pavillion was a huge highlight. The Neale Daniher Pavillion also hosted our first inaugural 1st Winter Sports Awards, which allowed us to celebrate our 1st Netball, Women's Basketball and AFL Teams, as well as acknowledge the contribution that our Senior Students, many who had been part of these programs since commencing at the College in Year 7 had made towards the College.

There was much to celebrate across the year. We continue to look forward to developing these opportunities and programs where our students, parents and staff can strengthen the connection, sense of belonging and the pride that we have towards our Assumption College Community.

VALUE ADDED

2022 also saw the introduction of the Social and Emotional Learning Days for our Year 10 and 11 students, which brought about the inclusion of the Tomorrow Man and Woman workshops, as well as guest presentations from the Police Proactive Unit, the Butterfly Foundation, Mindfulness sessions, Leadership Workshops as well as presentations from past students and members of our Wellbeing team.

Our senior students again led the way role modelling Restorative Conversations and working with students and staff to resolve conflict and develop positive coping mechanisms.

The school also partnered with Melbourne University to look to gain further insights into how the Resilience, Rights and Respectful Relationships program can continue to strengthen and shape how we foster Respectful Relationships within the MyBeing Program.

The quality of our Performing Arts students shone through in 2022, where they impressed the crowds at multiple events across the year, showcasing their abilities at the New Parents Welcome BBQ, Fathers Day Breakfast, RURBAN, the Music Soiree, Technology Awards Night, lunchtime concerts and many, many more school assemblies and awards evenings. The dance production 'The Greatest Show' certainly lived up to its name, with one of the biggest cast of students ever to take to the stage. Our debaters, game changers and our school choir continued to go from strength to strength as they looked for new opportunities to appear after two years of modified programs.

STUDENT SATISFACTION

With a return to Campus in 2022 we were pleased to see a further positive increase in positive student endorsement for a broad range of College domains. Once again, Assumption students reported that relative to their peers in other Victorian Catholic secondary schools, they have a significantly positive perception of 'how attentive and invested students are in school'. This is undoubtedly due to the founding principles of 'Mastery, Autonomy and Purpose' found in all subjects of the MyMAP curriculum, which allows student to be agents in tailoring a curriculum that engages and extends them.

Assumption students also reported strong confidence in their 'access to and quality staff support in order to feel connected, safe and respected whilst at school' and the 'extent to which they feel they have opportunities to feel safe, connected and respected while at school'. This is pleasing, especially as we continue to strengthen and depth programs that support student voice and their capacity to be agents of their own positive experiences.

Most excitingly however, Assumption College students reported positive growth in their 'mindset of themselves as learners'. The MyBeing curriculum, together with the fully personalised 'stage not age' curriculum is having the desired impact on our student's knowledge and confidence of their capacity to learn, unlearn and relearn.

STUDENT ATTENDANCE

A class roll is marked at the beginning of the day in Learning Mentor Groups, and then by the teacher during each of the four lessons as the day progresses. A text is sent to the parents of all students who are absent without an explanation before 10am. Attendance data is available to parents in 'real-time' through the Parent Access Module (PAM).

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	88.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.3%
Y08	88.1%
Y09	87.3%
Y10	87.5%
Overall average attendance	88.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2022

Tertiary Study	50.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	14.0%
Deferred	4.0%
Employment	21.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

Child Safe Standards

Goals & Intended Outcomes

Assumption College seeks to ensure a physically, socially, emotionally and spiritually safe school.

- The Child Safeguarding Committee, introduced in 2021, continued its work to embed the Child Safe Standards across the school. The committee includes senior staff, student, boarder and parent representatives.
- With the initial training in the new Victorian Family Violence and Information Sharing Legislation for senior and middle leaders completed, ongoing compliance training was undertaken to embed the process across the school.
- The Collective Efficacy project with all teaching staff under the Menzies Foundation Fellowship Program progressed to the next phase.

Achievements

Assumption College is a large, lively and diverse educational facility incorporating a day school, boarding facilities, an extensive co-curricular program, as well as a working restaurant and farm. Our Child Safeguarding policies, practices and commitments extend across each of these aspects of school life. The College is particularly proud of the role that student voice plays in the development of a safe and life-giving community for all.

The implementation of Ministerial Order 1359 and the new 11 Child Safe Standards was overseen by the Child Safeguarding Committee (including student and parent representatives) and the Risk and Compliance Executive Committee. This included a review of all relevant policy and procedure documentation and, where necessary any practices, to reflect the new standards and order.

Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', including the Protecting Children - Mandatory Reporting and Other Obligations for Non-Government Schools training for all staff.

Student participation and empowerment strategies covered a range of subjects targeted to specific year levels, including for example:

- ThinkUKnow Program
- Centre for Multicultural Youth
- Police/SOCIT presented to the Year 10 Students as part of their social and emotional Learning Day. Covered consent, sexual assault, sexual abuse, mobile phone use and the role of the police.
- Teen Mental Health First Aid for student leaders
- Child Safety Presentation for all year levels, including separate session for boarding students

e-Safety regularly addressed with students as part of the myBeing program and consolidated with student voice posters located around the college including clear steps for students wanting to raise concerns or report inappropriate behaviour.

The Child Safeguarding Committee met regularly to continue to strengthen the child safe culture of the college, including ongoing review of the college's Child Safeguarding Risk Register.

Boarding parents were encouraged to provide feedback about the boarding handbook and the induction of new students and families into the Boarding House.

The FIRE Carriers group led numerous activities as part of our continued work towards reconciliation with our first nations peoples. This included NAIDOC Week, Sorry Day and the unveiling of a student created mosaic for our Taungurung garden at the college.

Leadership

Goals & Intended Outcomes

- Promote Servant Leadership so that everyone in our community sees themselves as a leader with agency and responsibility.
- Cultivate resilient people, who through courageous action, embrace the unknown, welcome innovation and effectively navigate change.
- Integrate programs that deepen our understanding of the importance of emotional intelligence, honesty and integrity in leadership.

Achievements

Professional Learning Teams

Throughout 2022, the Learning and Teaching team continued to consolidate their focus on the High Impact Teaching Strategies (HITS) across the College. All of the academic staff at Assumption College Kilmore took part in cross-curricular Professional Learning Teams. Each term, the College focused on a particular High Impact Teaching Strategy (HIT) and in 2022 we elevated our teacher's capacity in collaboration, metacognition and differentiation. The Professional Learning Team process is based on the appreciative inquiry approach where the staff meet once a fortnight where the strategic focus rotates through discovering information about the HIT, dreaming about their own learning goal and designing an inquiry approach to reach this goal, before finally deploying these strategies and determining how effective these strategies have been.

As part of these Professional Learning Teams staff have regular team-teaching and learning walk opportunities. These are celebrated by our staff as a way to see inside the classrooms of their peers and use some of the ideas or strategies they view during these lessons within their own classrooms. These Learning Walks in 2022 were undertaken by staff regularly each term and were invaluable in providing them with practical ideas and learnings to elevate their own teaching practice.

Graduate Mentoring Program

The Graduate Mentoring Program expanded further in 2022, with twelve graduate teachers participating in the program. These teachers attended fortnightly workshops where they discussed classroom management, collective efficacy, mental health and wellbeing, and assessment and reporting. These graduate teachers were able to successfully complete their VIT projects as part of the mentoring program, with them exploring a range of topics including; collaboration through Literacy groups, using worked examples to scaffold learning, the creation of individual learning goals and their connection to student outcomes, and differentiation within Mathematics.

The Graduate Mentoring Program also expanded to the second year graduates who met once a term as part of this initiative. Each term there would be a guest speaker and a particular focus where they were able to hear from an expert, gain information about the topic and then be provided with time to discuss, share their own thoughts and consider how this can be included within their own classes. The topics focused on throughout 2022 for the second-year included: challenging conversations with peers, ongoing reporting and feedback and AI in the classroom.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

All staff at the College, both teaching and allied, participated in the Marist spirituality program 'Known and Loved'. As well as this, staff took part in the annual Staff Sabbatical week with a range of workshops being offered both in-person and online throughout the week. These workshops explored various approaches to Faith, explorations of social justice, and were underpinned by the 2022 theme of 'Known and Loved'.

The majority of Assumption College's teaching and allied staff participated in updating their CPR certification training in 2022, having completed our whole-staff First Aid training in 2021. As well as this, regular updates throughout the year were provided by our Health Centre staff to ensure that all staff are aware of our asthmatic students and those at risk of anaphylaxis and how to manage these situations if they arise.

In addition, teachers of VCE, VCAL and VET subjects, where there have been curriculum changes such as new study designs, have also attended professional learning workshops. A number of VCE staff also sat on VCAA panels, providing their feedback on current study designs and suggestions for future courses, including Philosophy, Politics and English.

In 2022, staff participated in a range of other activities including Strategic Planning, In the Marist Way, Women in Leadership and Youth Mental Health First Aid training. Moreover, we had one staff member who was successful in being part of the inaugural Teaching Excellence Program run by the Victorian Academy of Educational Leadership. There were also several staff members who were part of the Sponsored Study Program undertaking Masters and Graduate Certificate courses in Educational Leadership, Wellbeing, Catholic Studies and neuroscience. As well as this, Adam Voigt presented to all staff and the Year 12 student leaders on Restorative Practices and was able to provide strategies for how to deal with challenging conversations with students and their families.

Number of teachers who participated in PL in 2022

139

Average expenditure per teacher for PL

\$827

TEACHER SATISFACTION

In 2022, the CEMSIS data is reflective of the continuing connection between the Assumption College staff and the school community. The CEMSIS 2022 data showed an increase of 9% in staff perception of the quality and coherence of professional learning at Assumption College. This data parallels the successful implementation of Professional Learning Teams in 2022 and the staff have commented on the benefits of having protected time allocated within their timetable to these workshops.

The perception of staff towards the Leadership Team at the College continues to improve. In 2022, the data reflects a significant increase of 10% in the extent to which the school leaders set positive conditions for improving learning and teaching at the school. As well as this, teachers are extremely confident that the school leaders at Assumption College have the best interests of the school in mind, with over 80% of staff recognising this. 91% of the College staff recognise that the school leaders are respectful of their colleagues and peers and three

quarters of the College staff feel supported by the school leaders when they face challenges at work.

Staff at Assumption College generally feel safe within their working environment, both physically and psychologically. Staff have commented that they feel comfortable experimenting and trialling new things within their classroom, that it is easy to raise concerns with members of the leadership team and that staff achievements are celebrated both publicly and with the individual.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.2%
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TEACHER QUALIFICATIONS

Doctorate	1.5%
Masters	16.3%
Graduate	16.3%
Graduate Certificate	3.0%
Bachelor Degree	39.3%
Advanced Diploma	5.2%
No Qualifications Listed	51.9%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	143.0
Teaching Staff (FTE)	130.3
Non-Teaching Staff (Headcount)	76.0
Non-Teaching Staff (FTE)	68.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Deepen partnerships with parents and carers to improve student learning.
- Invite and nurture new relationships with parish, other schools, community groups, businesses and other external organisations to provide rich and varied opportunities for our students.
- Change ourselves, and our world, by fostering diversity and inclusion that builds dignity and shared understanding.

Achievements

RURBAN 2022 was another huge success as we brought a little taste of the Royal Melbourne Show to Kilmore (well, the rides at least!). Glorious weather, food, rides, music, dancing, market stalls and generally a great opportunity to get out of the house and enjoy an afternoon of carnival fun. As always, the closing firework display was a much anticipated and enjoyed component of the RURBAN schedule.

Our Career Expo was again hugely successful, with over 40 organisations represented and more than one thousand students (and parents) visiting across the day (COVID safely, of course!). It is fantastic to provide valuable information about careers, courses and employment opportunities for our own students and those from neighbouring schools (who come from as far away as Seymour, Yea and Whittlesea just to attend this expo).

Parent-Teacher interviews were very well attended across 2022. These sessions offered staff the opportunity to meet parents and carers, and importantly, to foster and affirm communication between school and home, especially as we re-established routines and practices on site. A key step in the ongoing engagement between parents, teachers, and students, it was pleasing to see a steady increase in the number of parents attending the sessions across the year and the high level of engagement they had in their child's learning journey.

Throughout 2022 the school continued to implement building projects as part of its Master Plan objectives to maintain high-quality facilities and plan for enrolment growth. These efforts have resulted in several significant developments, including the opening of the new Neale Daniher Community and Sports Pavilion in May 2022 and the new amenities to service the Brother Celsus Lyons Courts at the northern end of the school.

Furthermore, the construction of Shandon House and Drusilla commenced in February 2022, with Shandon House set to become the main reception services and administration for the College, and Drusilla serving as a purpose-built animal and agriculture study centre.

Our allied staff are to be commended for their exceptional work supporting teaching and learning and contributing to the smooth operations of the College, they include all of the staff in ICT, Marketing and Development, Finance, Property and Maintenance, Reception, Risk and Compliance, HR, and Education Support.

VALUE ADDED

We were able to welcome 55 new students into our school, and our allied staff across enrolments, ICT, finance and administration supported teachers to ensure that the new student's transition was as smooth as possible.

To accommodate the increase in enrolments we expedited the procurement of three new portable classrooms that we knew we would need due to the faster growth than anticipated post COVID and had them fully operational by the start of 2023.

PARENT SATISFACTION

Assumption College continues to be a school of choice across the enrolment region, with enrolment numbers growing considerably over 2022. Parents continued to access dedicated 'Learning Walks' whereby they can visit the school during classes and reflect on how learning has changed since they were at school and what the implications are for their relationships with their child.

Parent Information Nights also continued to be well attended, especially those focussed on adolescent development and supporting their exploration of future pathways. Involvement in the College's Saturday Sport program is one of the most demonstrable ways that parents engage with the College. Presence as spectators on Saturday's returned to pre-pandemic high, with parents taking on umpire and official roles in greater numbers than ever before.

The support offered to the College throughout the enrolment and settling of The Colmont School families was overwhelming, with considerable compassion and generosity shared with both those families and the College staff. Attendance at Awards evenings and other celebratory events was consistent and joyful.

Future Directions

Our Vision 2022-2025 remains strong, positioning Assumption College as: an inclusive and transformative Marist Community, inspiring one another to shape the future with audacity and hope.

The school's financial statements for 2022 indicate a healthy financial position for the College with a positive net margin, cashflow and working capital. The financial operations are well governed by the College Finance and Risk Committee and Marist Schools Australia Limited.

In 2023, the College will commence the development of an integrated Student Services building called 'The Well,' which will provide a centralised location with integrated services to support students health and well-being. The College has secured a commonwealth grant for this development, which also includes a new staff lounge to be relocated from the current administration building.