

2024

Annual Report to the School Community



Assumption College

Sutherland Street, KILMORE 3764

Principal: Paul Finneran

Web: www.assumption.vic.edu.au

Registration: 111, E Number: E1016

Principal's Attestation

I, Paul Finneran, attest that Assumption College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

Assumption College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Assumption College is governed by Marist Schools Australia Limited (MAS 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, 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. MASMD 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 January 1 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.

Dr Frank Molloy

National 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 'seek the things that are above' so that compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and gratitude are our lived experience.

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'. 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.

The mysterious complexity and simplicity of Creation inspires within us a deep sense of awe and gratitude. We design structures and relationships that enable a just and merciful use of our physical and human resources.

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.

College Overview

Assumption College, a member school of Marist Schools Australia, has provided Catholic education in Kilmore for over 130 years. Established in 1893 by the Marist Brothers, the College was at first a primary school for local boys. The first male boarders enrolled in 1901. Following the closure of the Kilmore Convent in the early 1970s, girls joined the College as day students in Years 11 and 12. Co-educational boarding was introduced in 1995.

Our evolving history and culture has grounded each of us in a mission focused on 'walking gently yet firmly with young people in their learning'. Our overall mission is that of responding effectively to the needs of the young people entrusted to our care, yet we bring a special 'Champagnat' flavour to the way we live such a mission.

The characteristic values of a Marist education centre on presence, simplicity, family spirit, and love of work all achieved 'in the way of Mary'. At Assumption College, these values underpin our approach to young people in their learning, and the broadening of the curriculum to support them in their 'education for living' and 'education for making a living'.

Assumption College has grown rapidly in recent years with an enrolment of over 1500 students, including 70 boarders. As well as serving our local community, we remain committed to educating the marginalised and those from isolated areas.

The Marist Brothers were founded in 1817 by French priest Marcellin Champagnat to provide the rural youth of France with a Catholic education. Today, there are over 500 Marist schools that help to educate half a million young people in widely diverse circumstances across the world.

Boarding at Assumption

Completely re-built in 2013, our purpose-built facilities have capacity for 70 boarders (46 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.

Principal's Report

We began the year with an enrolment of 1508 students plus over 200 staff, while physically, the school continued its significant growth spurt, adding two new building facilities – The Well and the Le Rosey Staff Resource Centre.

The College continues to hold a prominent place in the Kilmore and broader Victorian educational landscape. There is a palpable sense of community which exists here at Assumption. This is reflected in the vibrant atmosphere in the classrooms and in the yard, and the generous welcome given by staff, students and families to all who enter its gates. The College theme for the year - High Expectations and Building Capacity – has been the foundation upon which most of our planning and work has been founded. Moreover, the Marist theme for 2024, First Light: Reveal the Spirit has certainly resonated throughout the College community throughout the year both in word and in action. It has underpinned all our efforts to be Marists who are present, who live a family spirit, who value simplicity, who love their work, and who do it all in the way of Mary.

The students approached the year in a positive manner as they delved deeply into an array of pursuits – academic, sporting, cultural, and spiritual. Whether it involved representing the College on Saturday morning sport or at the various Marist Carnivals, Game Changers or the Timor Leste Immersion, the Dance Concert or Music Soiree, the Sheep and Wool Shows or Equestrian Events, Duke of Edinburgh or managing the Marlhes Restaurant, our students were excellent ambassadors for the College, always competing, participating or performing in the right spirit.

Over its many years of existence, Assumption College has had a litany of wonderful leaders who have contributed much to its oft-heralded story. This year has been no exception under the stewardship and guidance of the Year 12 Student leadership Team. Leadership is not easy, and it is not without risk. It sometimes asks people to take the harder path and yet, in so many ways, our student leaders have embraced St Marcellin Champagnat's premise of "making Jesus Christ known and loved". Their willingness to be people of service is a testament to their capacity to be exemplars of leadership in all manner of speaking. They have left an incredible legacy and an indelible mark on the College. They should feel justly proud of their efforts.

The College Advisory Council and Finance Committee continue to be an active source of support exhibiting such passion and enthusiasm always with a view towards the betterment of the College for which we express our deep gratitude for your support, guidance, and wise counsel.

The College and our families have sought to be in active and participatory partnership with providing our young with the very best opportunities to grow and flourish. We want them to

experience success all the while being challenged to grow to be their very best. Our partnership continues to be vital in ensuring that we build a culture that promotes learning, and which promotes excellence.

Our staff have worked tirelessly throughout the year – in our classrooms, on the sporting fields, in our boarding houses, in our dance and performing arts studios, in our ICT and wellbeing and health centres, in our marketing, front and finance offices, in our kitchens, woodwork, and visual arts rooms, in our sheep pens and maintenance sheds, and in our gardens and on our fields. Schools are the sum of so many moving parts and without the work of every single person, they simply do not run. They have exhibited compassion, care, and diligence in their work, always being present and providing hope for the children in our care.

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

The 2024 Marist theme of "First Light: Reveal the Spirit" gave our whole community a wonderful spiritual focus for the faith life of the college as we lived it out this year. We took as our focus the passage from Matthews Gospel where Jesus tells his followers

"You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven." (Matthew 5.14-16)

Our priority this year was to focus the attention of students and staff on first discovering the light of Christ as it is revealed to them – sometimes slowly and subtly, sometimes in a dramatic flash – and then allow this light to shine through them to enlighten the world. First and foremost though is that we do this through living out the 9 Christian values that St Paul lists in his letter to the Colossians of love, peace, acceptance, hospitality, justice, mercy, forgiveness and compassion from which we get our College motto *Quae Supra Quaere*: Seek the Things that are Above!

The year began with an Opening Liturgy in which we inducted our new Principal, Mr Paul Finneran. The mass, led by our parish priest, Fr Prakash was a truly beautiful, prayerful and rich experience, with the highlight being the sermon given by Fr Prakash commissioning Mr Finneran and all of us to be servant leaders modelled on the life and witness of Jesus.

And on the final day of term one, the college experienced once again a beautiful re-creation of Christ's passion, creatively re-told by our student leaders who each played the part of the central characters in this story, Through dance, music, song, performance and scripture readings we as a community accompanied Jesus on the road to calvary and looked with hope to the promised resurrection.

In term two we celebrated the feast of St Marcellin Champagnat. This year, our liturgy took the reality TV show, 'The Amazing Race'. In term three we gathered as a community to celebrate the feast of the Assumption, from which our College takes its name. As well as our annual Mass, the day is also marked by a community fete that raised much needed funds for the Australian Marist Solidarity building project in the village of Kulugia, Timor Leste.

Our final term, as always, was marked by the rituals of farewell – our Year 12 Graduation and the Last Day of School liturgies. This year's final liturgy was particularly poignant as we welcomed a group of visitors from Timor Leste, led by former staff member Cheryl Stevens. Cheryl, who now works in the Timor Leste Ministry of Education, was a member of the first Assumption Immersion team to Timor Leste and pioneered our involvement with the country. Her speech to the community about getting involved and standing up for justice was inspirational.

Our highlight work throughout the year is our powerful commitment to Social Justice causes and the transformation of the world through our Gamechangers program and Term Awareness and Fund raising programs for Caritas Australia, St Vincent de Paul and Australian Marist Solidarity. In an amazing effort, this year we contributed as a community an astounding \$40,000 for the rebuilding of classrooms in the remote Timorese village of Kulugia. We were honoured to receive in recognition of our efforts the Marist Spirit Award from AMS.

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.

These were immensely successful projects where the efforts of our community had a real, practical and transformative effect on both local and international communities.

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

In 2024, we embedded the idea of 'The Assumption Way' and emphasised its significance for our community of lifelong learners. Through the development of a shared language among students and staff, we encouraged our students to be aspirational both inside and outside the classroom, striving for personal excellence in all pursuits. Additionally, our learners in 2024 understand that challenges lead to academic and personal growth, and within our classrooms, students and staff use stories to connect with those around them and inspire their own learning journeys.

Our Duke of Edinburgh program continues to grow at Assumption College, with 75 students completing their Bronze Award, a further 14 completing their Silver Award and 5 embarking on their Gold. All students participating in Duke of Edinburgh cover four major areas: physical recreation, skills, voluntary service, and an adventurous journey. Our students have focused on connecting with the community through their volunteering at St. Patrick's Primary, Kilmore Primary, the CFA, local sporting clubs, local aged care facilities and Vinnie's.

Our VCE VM students completed a range of micro-credential courses across the year. These micro-credential courses allowed our students to engage in courses such as Barista, White Card, Food Handling, Responsible Service of Alcohol and resume construction. We also continue to build upon the Kindergarten Literacy Program, an initiative led by our VCEVM students and staff where the kindergarten students from the local childcare attend Assumption College. During these visits, our students lead activities and reading groups to encourage literacy development in the children, as well as working on their own leadership and communication skills.

Student Learning Outcomes

Our 2024 Year 12 exit data indicates that all our students who graduated from Assumption College were successful in their applications for further education. This success also includes our students who completed the VCEVM program in 2024 who have gone on to further study, an apprenticeship or work.

We have however seen growth in NAPLAN, particularly literacy, in the past years showing the school has been able to add value to students' learning. Student growth from Year 7 to 9 showed better growth than the state average for the first time since data was collected (2012-2014). School literacy and numeracy are part of the College's School Improvement Plan with time being dedicated to professional learning for all staff.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	526	62%
	Year 9	546	48%
Numeracy	Year 7	530	69%
	Year 9	559	63%
Reading	Year 7	535	71%
	Year 9	566	63%
Spelling	Year 7	523	68%
	Year 9	556	66%
Writing	Year 7	539	63%
	Year 9	584	69%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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 in our school, local, national and international community to be physically, socially, emotionally and spiritually safe.

Achievements

There has been much to celebrate across 2024, as our students continued to grow and learn to be their best in representing our College and themselves with pride, enthusiasm and dedication. Some highlights included:

- The return to full school events in the Gonzales Centre celebrating our school traditions.
- The Co-Curricular program continued grow with record numbers in the Dance Concert, Girls Volleyball and a full season of 1st XI girls cricket as well as a junior school production of Frozen. The involvement of students in these activities demonstrated commitment to excellence and a desire to make the most of the opportunities provided by the college for holistic development.
- Student Leaders continued their fine tradition in leading and taking key roles for our all school events and initiatives. Further experience was gained in supporting restorative conversations and running workshops on developing leadership skills particularly in junior students. Importantly, great strides were made in student voice with student leaders taking lead roles in the delivery of child safety presentations.
- Across 2024 saw a significant transition in the logistics of wellbeing support and processes. The consolidation of communication processes for student support that were enhanced by the relocation and centralization of our services prepared the community well for the transition into “The Well” in Term 4.
- Successful transition to “The Well”. The central space for all wellbeing and support services has meant the creation of a safe space for students and a productive and proactive space for staff to support student wellbeing. This has been enhanced by the shared space for staff and students in the study and kitchen area, promoting discussion and problem solving. Access to

key leaders in this space has also meant more efficient triaging of issues through professional conversations and timely follow-up.

Value Added

- Increase number of teams participating in the Co-curricular program.
- Increased opportunities for students to engage in social emotional programs such as Elephant Ed and Tomorrow Man/Woman.
- Timor Leste Immersions trips for both staff and students continued and were extremely successful.
- MyBeing Program evaluated and enhanced through a rotation system. This allowed for staff to work in areas of expertise and passion, rather than being stretched to teach in non preferred areas. This has enhanced both the teaching and learning experience. It has also allowed for deeper explorations into ideas of meta-cognition, exam preparation and the consideration sensitive challenges of 21st century teens involving gender based violence, mental health support and navigating the polarity created by social media.
- Training of all key staff (House Leaders, Learning Leaders, Boarding, Personalised Learning, Wellbeing) into child safety officer training.

Student Satisfaction

According to the 2024 MACSIS data, students feel that their teachers hold them to high expectations regarding effort, understanding, persistence, and performance. Many students have a positive mindset about themselves as learners and a significant number of students feel they are valued members of the community.

Students perceive a strong social connection with their teachers and feel physically and psychologically safe while at school. Students in Year 7, 11 and 12 report consistently high responses above the state average.

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	90.87

Average Student Attendance Rate by Year Level	
Y07	89.9
Y08	87.3
Y09	87.6
Y10	86.3
Overall average attendance	87.8

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 2024, the Learning and Teaching team continued to consolidate their focus on the High Impact Teaching Strategies (HITS) across the College. This was part of the school's aim of promoting collective staff efficacy. 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 2024 we elevated our teacher's capacity in goal setting, worked examples, structuring lessons and appreciative inquiry. 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.

Graduate Mentoring Program

The Graduate Mentoring Program expanded further in 2024, with 6 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.

Internship – Melbourne University

This year we had our first student intern from Melbourne University who is completing a Master of Education whilst working with us. The internship is for a 2-year period. This program was supported by the Graduate Mentoring Program with further one-on-one fortnightly workshops with the Director of Professional Practice.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
All staff at the College, both teaching and allied, participated in the Marist spirituality program 'First Light – Reveal the Spirit'. 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 2024 theme of 'First Light – Reveal the Spirit'. Workshops included an exploration of the Christian message through Art, Cooking as meditation, Meditation as prayer. The Role of the Church in Challenging Times and Reimagining the Catholic Church for a contemporary Australia in ritual, symbol and language. The majority of Assumption College's teaching and allied staff participated in updating their CPR certification training in 2024, with a few due to complete their full First Aid training qualification. 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, VM and VET subjects, where there have been curriculum changes such as new study designs, have also attended professional learning workshops. In 2024, staff participated in a range of other activities including Strategic Planning, Women in Leadership and Youth Mental Health First Aid training. Moreover, we had three staff members who were successful in being part of the second intake in Teaching Excellence

Expenditure And Teacher Participation in Professional Learning	
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 and Catholic Studies.	
Number of teachers who participated in PL in 2024	138
Average expenditure per teacher for PL	\$123.00

Teacher Satisfaction

In 2024, the Melbourne Archdiocese Catholic Schools School Improvement Surveys (MACSSIS) data is reflective of the continuing connection between the Assumption College staff and the school community.

The CEMSIS 2024 data confirmed the majority of staff are pleased with the quality and coherence of professional learning at Assumption College. This data highlights the successful implementation of Professional Learning Teams across 2023 and 2024 and staff have commented on the benefits of having protected time allocated within their timetable to attend these workshops.

Teacher Qualifications	
Doctorate	1
Masters	29
Graduate	25
Graduate Certificate	8
Bachelor Degree	76
Advanced Diploma	7
No Qualifications Listed	48

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	138
Teaching Staff (FTE)	126.6
Non-Teaching Staff (Headcount)	77
Non-Teaching Staff (FTE)	65.47
Indigenous Teaching Staff (Headcount)	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

Our Career Expo was hugely successful again, with over 45 organisations represented and more than one thousand students (and parents) visiting across the day. 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 2024. These sessions offered staff the opportunity to meet parents and carers, and importantly, to foster and affirm communication between school and home. 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 2024 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 Le Rosey Staff Resources Centre and The Well which is a building that houses all student wellbeing services.

Furthermore, the construction of The STEM and Allied Health Building contract was awarded and planned to start in early 2025.

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 the staff in ICT, Marketing and Development, Finance, Property and Maintenance, Reception, Risk and Compliance, HR, and Education Support.

Value Added

The capital works as mentioned above along with the ongoing support from the Allied staff and the Academic staff, we have been able to foster stronger connections with our community, this is something we aim to strengthen and expand on.

Future Directions

Our Vision 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 2024 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 2025, the College will commence the construction of the STEM and Allied Health building which will create endless opportunities for our students, staff and the community. It is expected to be completed in the second half of 2026.

Parent Satisfaction

Assumption College continues to be a school of choice across the enrolment region, with enrolment numbers growing over 2024, including waitlists for future Year 7 intakes. 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 focused 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. Attendance at Awards evenings and other celebratory events was consistent and joyful.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.assumption.vic.edu.au