

ANNUAL REPORT 2016

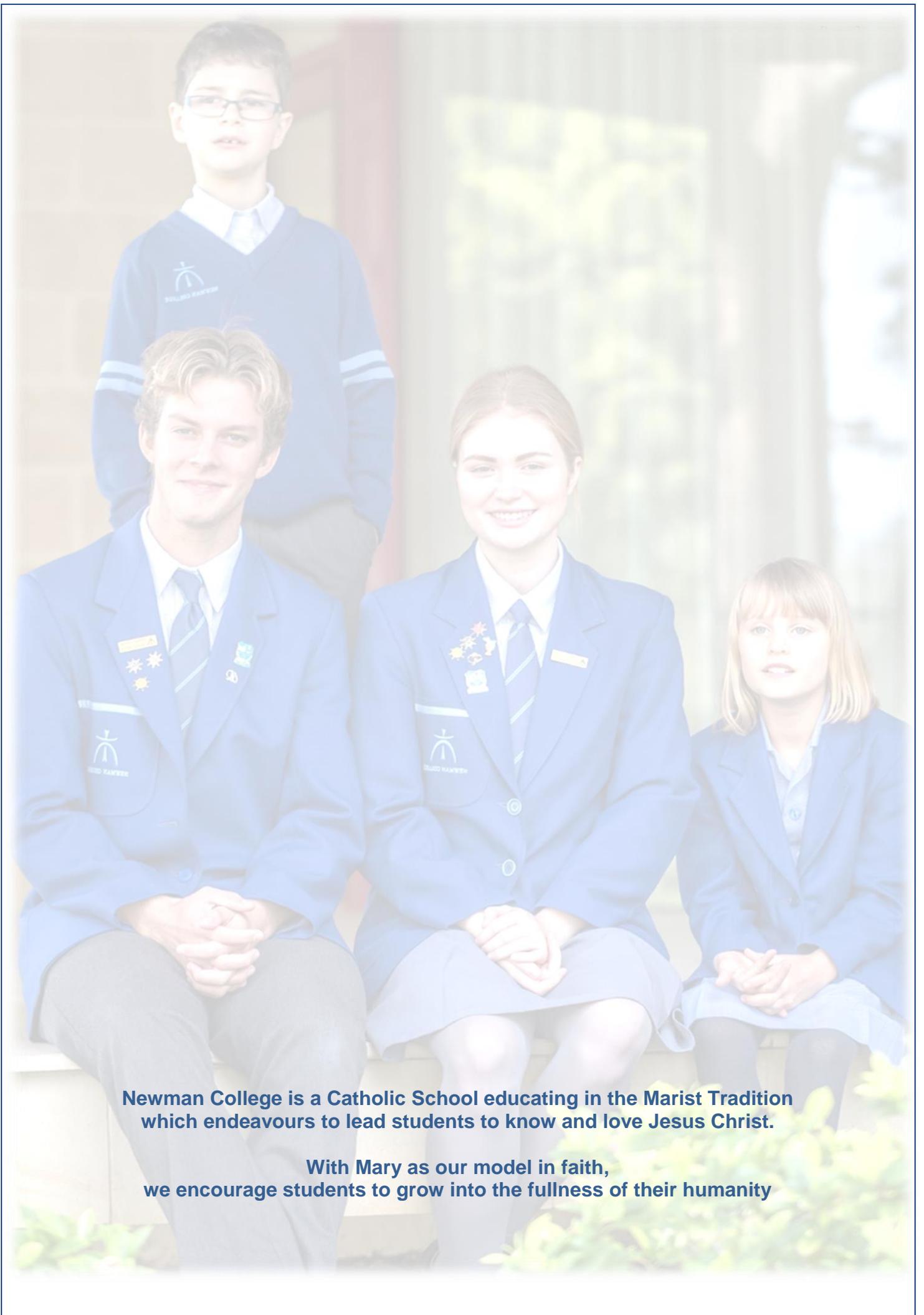


John Finneran
PRINCIPAL

NEWMAN COLLEGE



'A Catholic School Educating
in the Marist Tradition'



Newman College is a Catholic School educating in the Marist Tradition which endeavours to lead students to know and love Jesus Christ.

**With Mary as our model in faith,
we encourage students to grow into the fullness of their humanity**

From The Principal

It is with great delight that I present the Annual Report to the College and wider community. The Annual Report contains three elements:

1. From the Principal
2. Annual School Improvement Plan (ASIP): Information about how the school has met its strategic direction by outlining progress against the ASIP
3. School Performance Information: Relevant financial and infrastructure information required by the Federal Government pertaining to the 2016 year



One of the great features of our College is its sense of welcome and acceptance. The friendliness of our students and staff alike, and goodwill, is something that is inherently part of the culture of Newman College. From the moment I walked into Founders Court at the commencement of 2016, the sense of community was apparent.

At the heart of our Marist community has been our Catholic identity underpinned by the Gospel imperatives of faith, love and hope. Our Catholic identity is the defining characteristic of our College; it sets the paradigm for engagement and presents us the opportunity as a community - students, staff and parents - to build strong relationships that evoke the five characteristics of the Marist charism

-  *In the Way of Mary*
-  *Presence*
-  *Family Spirit*
-  *Simplicity*
-  *Love of Work*



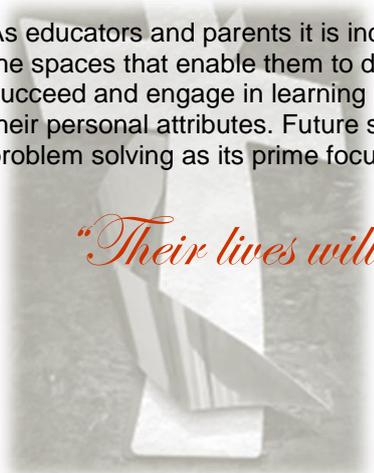
At Newman College, we seek to live out the opportunities for growth in our learning, wellbeing and faith. God has given us the capacity to embrace our talents and our gifts to make a difference in the world in which we live.

As a learning community, each student is challenged to rise above their limits; to set goals that will lead them to academic and personal success. In 2016 animating these goals into fruition was at the heart of the faith and learning agenda.

As educators and parents it is incumbent upon us to collaborate and work with our young people to create the spaces that enable them to dream about what is possible and thus act upon it. We want every student to succeed and engage in learning pathways that enable them to pursue careers that are commensurate to their personal attributes. Future schools need learner-centred pedagogy which is enquiry based and puts problem solving as its prime focus.

"Their lives will be the echo of what you have taught them."

St Marcellin Champagnat



College Review

Following extensive consultation with staff, students and parents and specific direction from Marist Schools Australia (MSA), the Newman College Review 2016 was commissioned to provide the Principal and Leadership Team with a coherent and evidence-based pathway to maximise the learning and development in faith of all students at Newman College.

A Review Panel was convened, comprising membership from Marist Schools Australia, Catholic Education Sydney, Catholic Education WA, as well as an independent consultancy group, Starcon.

The Terms of Reference for Review specifically required the Review Panel to assess the College Leadership Team's capacity in four key areas:

- **Catholic Identity**
How the ecclesial narrative is led, communicated and distributed throughout the College
- **Leading Authentic Learning**
Pedagogy, curriculum and professional learning
- **Leadership of School Improvement**
Use of data, inclusive strategic planning and a culture of improvement
- **Administrative Procedures**
Management of compliance, allocation of resources and organisation of the school

The recommendations that flowed from the Review determined a shift in the College's priorities. As a result, work commenced in 2016 on a number of areas. These areas and the progress made during 2016 are outlined on the following pages.

Marist Brothers Bicentenary

We look forward to 2017 when we will celebrate the Bicentenary of the Marist Brothers. 2 January 1817 marks 200 years from the day that Marcellin Champagnat welcomed two young men into a house which he had rented in the town of La Valla where he was assistant pastor.

In 2017 we will celebrate the Bicentenary of these events, and we look forward to beginning the third century of Marist life and mission, the responsibility for which in this country is now taken up by the members of the Australian Conference of Marist Association of St Marcellin Champagnat.

Monday 2 January 2017 will be celebrated across the country by Marist schools and ministries on this day. At Newman College a Mass will be celebrated at St Joseph's in Subiaco, the original site of the Marist Brothers school in Perth.

May God continue to bless our Community.

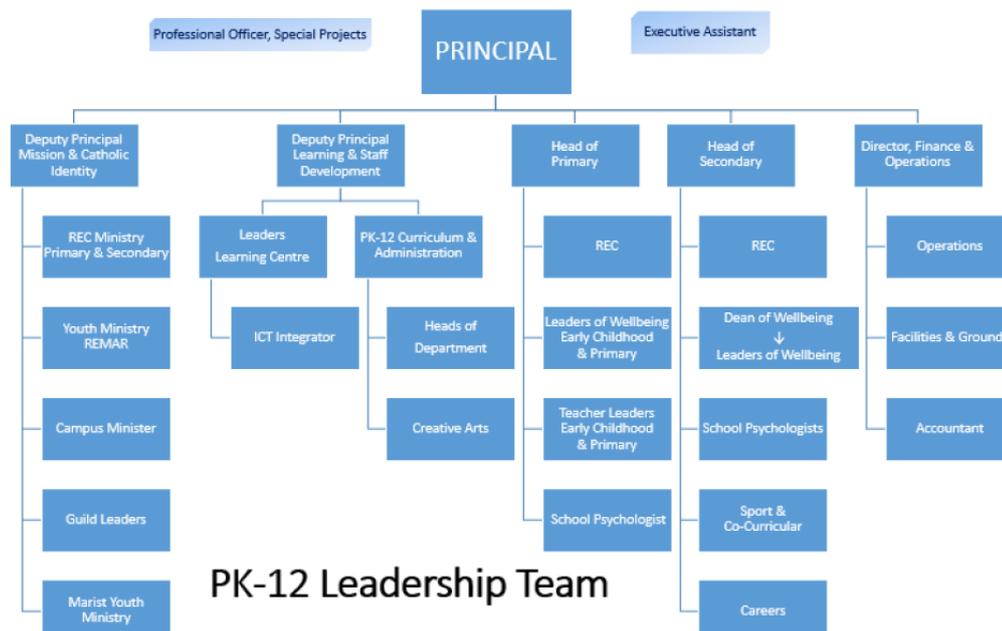


John Finneran



1. Restructuring the College Leadership Team

In 2016, the realignment of the College leadership and organisation was re-structured to reflect the Pre-Kindergarten – Year 12 faith and learning journey, to be implemented in 2017.



2. Re-writing of the College’s Evangelisation Plan

A new Evangelisation Plan was developed in 2016 to be launched in 2017. This Plan has four key priorities:

- **Evangelisation**
- **Religious Education**
- **Social Action**
- **Parish Partnership**

The Plan will seek to grow the formation opportunities for students, staff and family over the years ahead. Further to this Plan has been the creation of a new position, Deputy Principal Mission and Catholic Identity to lead this key area.



3. Development of a Vision For Learning

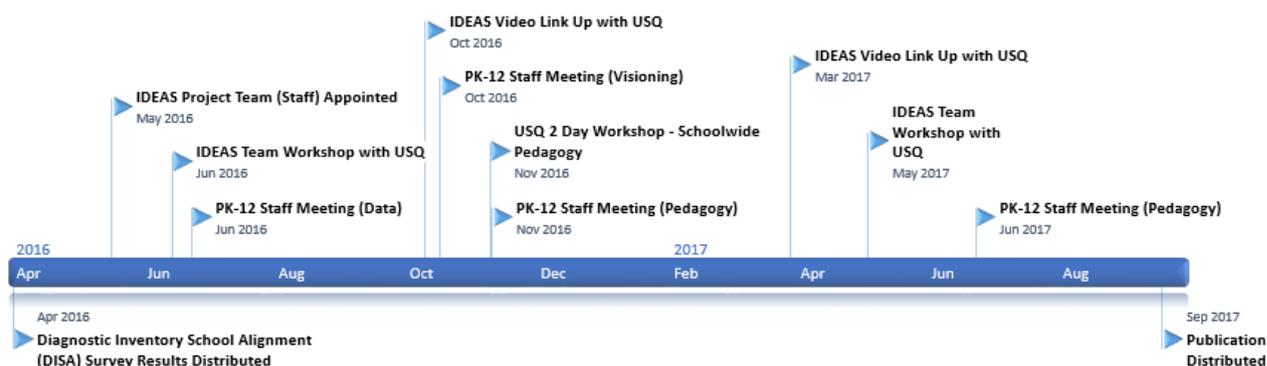
Learning at Newman College takes a variety of forms across three campuses Marian (Pre K-Year 2), Lavalla (Years 3-6) and Marcellin (Years 7-12). Our Australian Education Context has heralded many changes and developments in the last five years at Newman College and across the sector. These include but are not limited to:

- a new Australian Curriculum
- the development of Professional Standards for teachers
- the role of pedagogy underpinning teaching and learning
- the role of Assessment
- digital technology
- learning spaces



As part of our Learning review the College sought to better understand how we learn and how we will respond to the aforementioned changes. The College formed a partnership with the University of Southern QLD, Faculty of Education, to explore how we learn through the IDEAS Process.

IDEAS (Innovative Designs for Enhancing Achievements in Schools) is a comprehensive approach to school revitalisation that recognises the extraordinary complexity and subtlety of teaching. It provides ways of illuminating teachers' successful practices and creating new levels of meaning.



4. Re-writing the College's Strategic Plan, commencing 2017-2019

The Newman College Strategic Plan will sit within four aligned and inter-related elements which together support strategic thinking and acting and the delivery of and accountability for innovation and continual improvement in the formation in faith of students and teaching and learning. The College's Strategic Plan is informed by a number of significant documents including '*We Marists.... Our Hopes and Priorities 2016-2018*'. Newman College identifies six overarching Strategic Priorities as the scaffold for strategic action from 2017. The first four priorities are mapped against the CEWA 'Quality Catholic Schools' framework.

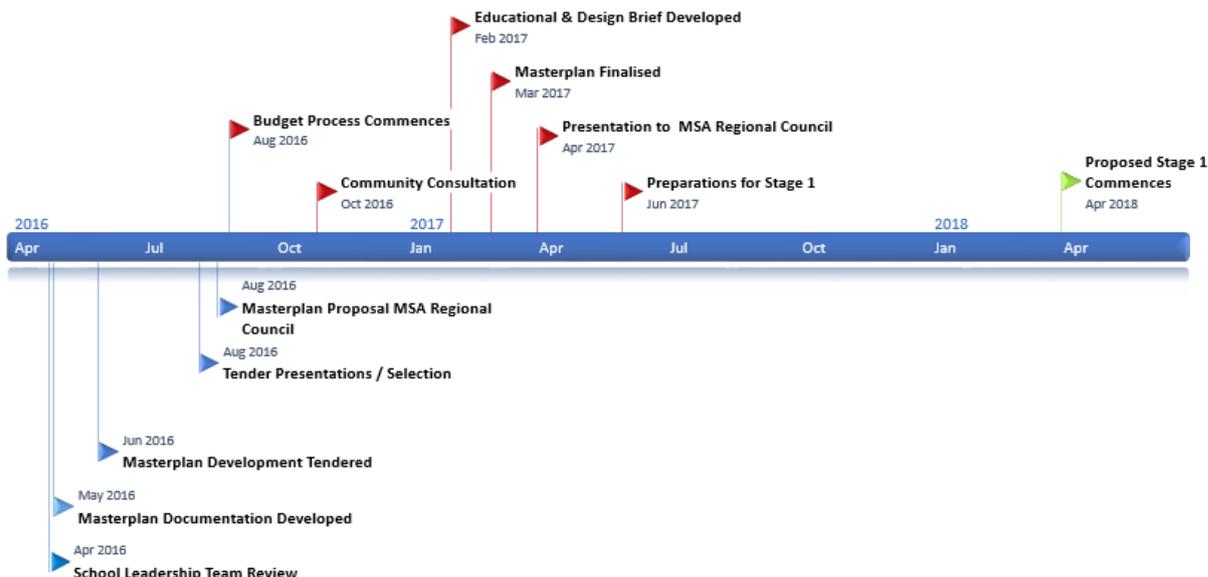
- **Mission and Core Purpose:** College Mission Statement
- **Planning:** The College Strategic Plan 2017 – 2019, Strategic Priorities, Components, Strategic Intent Statements
- **Implementation:** Annual Improvement Plans, Strategies and Responsibility
- **Accountability and Reporting:** Annual Assessment of Adequacy and Impact of Implementation *Outcomes, Benefits, Results and Improvements Informed by the use of Effectiveness Indicators*, Reporting to the Community – Public Accountability, Staff Performance Review Processes – Growth Plans



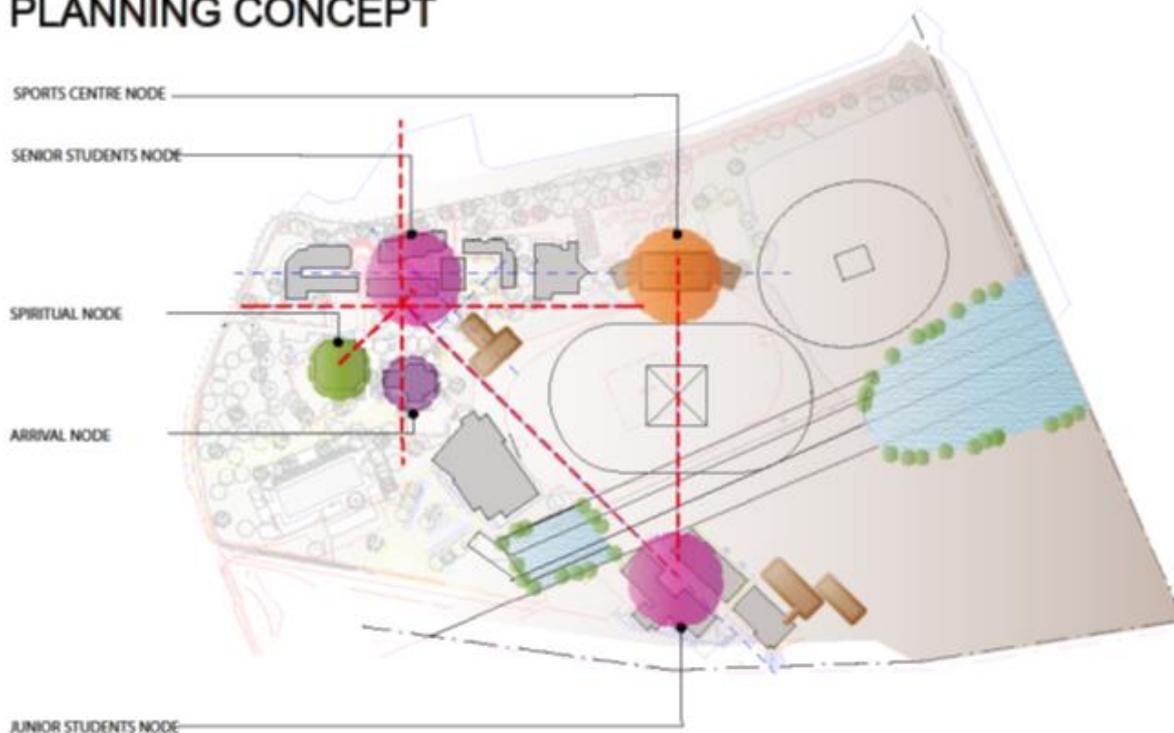
5. Commissioning of an Educational Brief to drive a new Capital Development Plan

An Educational Brief was written as a guide to the masterplanning of the future development of Newman College. It contains reports of an audit and review of existing facilities on the Marian, Lavalla and Marcellin Campuses and of discussions held with staff on all three campuses (staff, students and parents). The Brief sets out the vision and aspirations of the College and the educational requirements to be met through the redevelopment of the physical learning environment.

Supporting our Vision for Learning in the future will be our learning spaces. This year we commissioned a new Capital Development Plan. The final Plan will be completed in early 2017 with a view to actioning its first stage in 2018. Developing new spaces commensurate to the changing dynamic of our students will position our College to be a leader in educational excellence in Western Australia.



PLANNING CONCEPT



Annual School Improvement Plan 2016

CATHOLIC IDENTITY

Evangelisation and Integrating Catholic Faith Life and Culture

Design and develop a new Evangelisation Plan to reflect:

- That staff are engaged in the Faith Life of the College.
- That students are provided with experiences of liturgies, prayer, retreats and other celebrations.
- The implementation of the Social Awareness and Action Program.

Domain 1 - Quality Catholic Schooling Components:

| | |
|---|--|
| 101 Systematic Evangelisation Planning | The school received a rating of FIVE, having completed the new Evangelisation Plan for implementation at the commencement of 2017. |
| 102 Integrating Catholic Faith, Life and Culture | The school received a rating of SIX |

As a faith-oriented context, our school needs to continue its evangelising mission whilst striving to be a centre of excellence which continually reflects upon its practices. We cannot lose our primary mission which is relational.

The Catholic school sets out to be a school for the human person which is at the heart of Christ's teaching. We need to continue to grow as a community and seek collaboration between students, teachers and parents. Such a context does much to build leadership capacity, manage change and adapt to the context in which it operates. Moreover, it cultivates relationships based upon Gospel imperatives and equips its students to not only survive in a tumultuous contemporary context but also thrive.

Furthermore, commencing with the enrolment process we have the opportunity to develop a vital partnership with parents also to share in our mission in building a strong Catholic community.

(See Page 3 for further detail on the implementation of a new Evangelisation Plan.)

EDUCATION

Teaching and Learning

1. Design and implement a plan to further enhance teacher skills so that digital technologies become an integral part of the teaching and learning experience.
2. Continue developing and embedding the Performance and Development Cycle for teaching staff; teacher assistants; and educational assistants.

Domain 3 - Quality Catholic Schooling Components:

| | |
|---|--------------------------------------|
| 303 A Culture that Promotes Learning | The school received a rating of FOUR |
| 304 Targeted Use of School Resources | The school received a rating of FOUR |

As educators it is incumbent upon us to collaborate and work with our young people to create the spaces that enable them to dream about what is possible and thus act upon it.

The learning experience of our students is integral to their own personal and academic success. We want every student to succeed and engage in learning pathways that enable them to pursue careers that are commensurate to their skills.

Future schools need learner-centred pedagogy which is enquiry based and puts problem solving as its prime focus. To meet this ideal, we have commenced developing a Vision for Learning. Working in partnership with the University of Southern Queensland (USQ), we are using evidence based data from our students, staff and parents to gauge our areas of success and identify areas of need. This process will be completed in the next twelve months and will provide the foundation for the learning principles we will all own. Moreover, it will inform the College's approach to building a quality teaching program which includes increasing professional learning for staff and, ultimately, enhancing the learning experience for our students.

Additionally the College has reviewed its assessment schedule which has seen a significant reduction in summative assessment in Years 7-12. This strategy has provided the College with an opportunity to review its learning cycle for students. This will include a specific focus on how we learn, the quality of task and the subsequent feedback and feedforward to students.

(See Page 4 for further detail on the development of a Vision for Learning.)

COMMUNITY

Engagement with the School Community and Wider Community Groups

Design a K- 12 Parent Engagement forum that explores contemporary faith, learning and wellbeing issues.

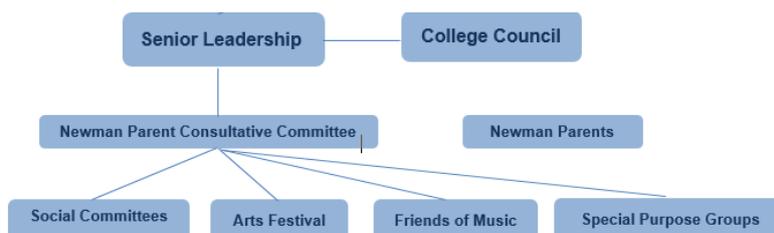
Domain 2 - Quality Catholic Schooling Component:

201 Engagement with the School Community The school received a rating of FIVE

The College has enhanced its communication with parents through the implementation of:

- 'Newman News', the consolidation of events posted on the College website and emailed to parents on a fortnightly basis
- The Newman Parent Consultative Committee (NPCC). The structure, as outlined below, was implemented during 2016 to provide the opportunity for increased parent and school engagement (formation, feedback, education). This is fundamental to the success of our College. Collaboration and, ultimately, the partnership between the College and families are integral to the success of every student.
- All parent-led community engagement groups have a Terms of Reference for their operation. The key variables include:
 - Supports the College community in articulating and developing the mission and vision of the College based on Gospel values, Catholic ethos and the Marist charism
 - Seeks ongoing opportunities to assist the College community to understand and strengthen the mission of the College and the wider Church
 - Celebrates and affirms the school community and its identity as a unique community within the broader faith community

The model implemented acts as a consultative forum for the Senior Leadership Team on issues such as particular projects, maintenance, communication, spirituality, parent education and to provide timely, appropriate advice as requested and to make recommendations to the Principal.



STEWARDSHIP

Staff Wellbeing and Pastoral Care of Students

Develop and implement a whole school Wellbeing Program.

Domain 4 - Quality Catholic Schooling Components:

401 Staff (Professional) Wellbeing

The school received a rating of FIVE

402 Pastoral Care of Students

The school received a rating of FIVE

- During 2016 the College Administration worked towards the development of a comprehensive wellbeing program, PK-12. This included the publication of a whole school student diary. The wellbeing program will be implemented throughout 2017.
- Opportunities for staff to come together as a PK-12 community were held on a more regular basis to ensure the accurate transfer of information from the Senior Leadership Team. In addition, various opportunities were offered to staff to become involved in a number of areas within the College; for example, the development of the Vision for Learning program, Capital Development Plan, Strategic Plan and Evangelisation Plan.
- A Staff Induction Policy was implemented during 2016 to ensure that beginning teachers are offered the necessary support, guidance and feedback as they work to navigate their new and complex environment.
- Role descriptions were updated to ensure that they set the clear expectations for the position and provided insight into the position's top responsibilities and assignment of duties as they relate to meeting the goals and objectives of Newman College.
- The College calendar was reviewed to reduce the number of events and ensure a more settled environment. Fewer teachers out of the College and a reduction in relief staff being engaged has resulted in an enhanced teaching and learning program.
- The provision of Leave has been streamlined to ensure greater consistency of application across PK-12.
- The Staff Performance and Development program continues to be implemented, aligned to AITSL and the Annual School improvement Plan.

School Performance Information

Contextual Information

Newman College is a Catholic co-educational Pre-Kindergarten to Year 12 School which educates in the Marist Tradition. It is owned by the Marist Brothers and governed by Marist Schools Australia. Newman College:

- ⇒ endeavours to provide students with a sense of community where they feel welcome, accepted, valued and believed in, so they can reach their potential both as individuals and as members of society.
- ⇒ lives out the foundational characteristics of Marist education - Family Spirit; Presence; Love of Work; Simplicity; and In the Way of Mary.
- ⇒ is in the enviable position of being able to offer an integrated, varied and seamless curriculum from Pre-Kindergarten to Year 12. The development of literacy and numeracy is central to the educational program. The basics are developed in Kindergarten and built on through to the completion of Year 12.
- ⇒ focuses on identifying and meeting the individual needs of each student, whether in providing support for those experiencing difficulties or maximising opportunities for those showing significant potential.
- ⇒ also offers an extensive extra-curricular program including the Visual and Performing Arts, Sport, Immersion, Social Justice and Service Activities.

Parent, Student, Teacher Satisfaction

The College has enrolment in excess of 1850 students. Those seeking enrolment at the College often cite as a main reason recommendations given to them by current Newman families and through visiting the College website (viewing of values etc). A significant number of ex-students seek enrolment for their children.

In 2016 the College undertook a Diagnostic Inventory School Alignment (DISA) survey of students staff and parents. This survey is facilitated by the University of Southern Queensland (USQ) and supported by the Australian Council of Educational Leaders (ACEL). The survey examines a school's overall alignment and comprises three surveys customised for each of staff, parents and students. The general tenor of the survey was that Newman College is a good school with a high satisfaction level from all stakeholders. However, what was indicative in the survey was the need for the school to have a stronger framing around expectations pertaining to excellence in learning. Additionally, the College undertook a Year 12 Exit Survey that provided data consistent with the aforementioned DISA results.

Newman College receives strong interest in advertised positions and enjoys a relatively stable workforce.

There is a high degree of parental participation in the College's new parent engagement forum, Newman Parents Consultative committee and Newman Parents. In addition, there are other more specific parent groups which receive good support.

Teacher Standards and Qualifications

Teachers' qualifications are included in the staff database and all comply with State Government and Catholic Education Western Australia requirements.

The College employs 195 teachers (including casuals), all of whom are members of the Teachers' Registration Board of Western Australia. All members of the teaching staff hold a current Working With Children Check.

Workplace Composition

| | Full-Time | Part-Time | Casuals | Totals |
|---------------|------------|-----------|-----------|------------|
| Female | 96 | 85 | 47 | 228 |
| Male | 49 | 2 | 27 | 78 |
| Totals | 145 | 87 | 74 | 306 |

| | Female | Male | Totals |
|---|------------|-----------|------------|
| Teaching Roles (inc casuals) | 136 | 59 | 195 |
| Non-Teaching Roles (inc casuals) | 92 | 19 | 111 |
| Totals | 228 | 78 | 306 |

2016 Results

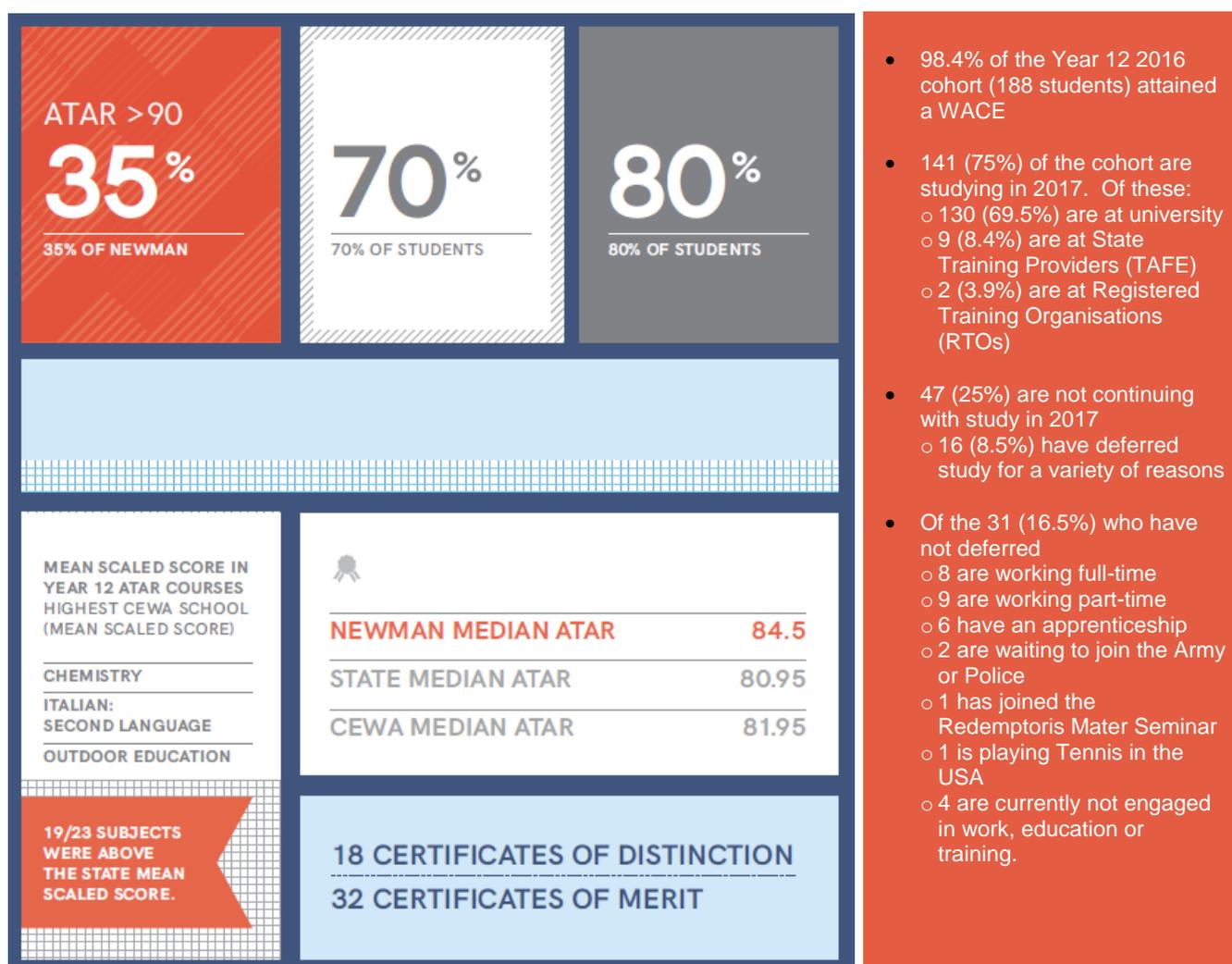
NAPLAN Information

At Newman College we deliver a model of learning which is innovative, creative and rigorously underpinned by contemporary and relevant practice. Our Vision for Learning *Shine through Discovery*, animates our learning community to create, collaborate, challenge and celebrate who we are and what we seek to achieve. Our commitment to excellence saw our College achieve exceptional results in the 2016 academic year.

| YEAR 3 | | | YEAR 7 | | |
|----------|-----|------------------|----------|-----|------------------|
| WRITING | 24% | ABOVE STATE MEAN | WRITING | 27% | ABOVE STATE MEAN |
| READING | 25% | ABOVE STATE MEAN | READING | 21% | ABOVE STATE MEAN |
| NUMERACY | 24% | ABOVE STATE MEAN | NUMERACY | 30% | ABOVE STATE MEAN |
| YEAR 5 | | | YEAR 9 | | |
| WRITING | 8% | ABOVE STATE MEAN | WRITING | 22% | ABOVE STATE MEAN |
| READING | 13% | ABOVE STATE MEAN | READING | 27% | ABOVE STATE MEAN |
| NUMERACY | 6% | BELOW STATE MEAN | NUMERACY | 37% | ABOVE STATE MEAN |

The Graduating Class of 2016

We congratulate the Class of 2016 for their hard work and the academic staff who guided our students towards their success.



School Income

Financial information for the past year as on the MySchools website

This information will be made available by CEWA in July 2017.

Student Attendance 2016

| PP | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 91.53 | 93.49 | 94.51 | 94.25 | 94.18 | 94.29 | 94.06 | 93.87 | 93.5 | 92.7 | 92.58 | 92.4 | 92.96 |
| Whole School = 93.41% | | | | | | | | | | | | |

Management of non-attendance

The following procedures are in place to ensure the safety and wellbeing of students and to ensure that attendance is maximised:

- Parents should ensure that their children arrive at school between 8.20am - 8.40am.
- When a student is unable to attend school, a parent/guardian is requested to contact the College before 9.00am.
- When a student arrives after the first bell the student is required to go directly to Administration to sign in before going to class.
- When a student departs during the school day:
 - Students must be collected from Administration by an adult
 - Students in Years 7-12 will also need a written note to be excused from class
- If a parent/guardian has not contacted the College regarding an absence, students must provide a signed note from a parent/guardian on the day of their return to the College stating the reason for absence.

In the event of a planned extended absence, parents/guardians are requested to inform the relevant Head of School in writing, with the reason for the absence, giving as much notice as possible.

As part of the 2017 Annual School Improvement Plan, a key strategic intent will be to improve student attendance and punctuality, consistent with National benchmarks.

