



NEWMAN
COLLEGE

A CATHOLIC SCHOOL
EDUCATING IN THE
MARIST TRADITION

Year 11 Parent Information Evening

Monday 11 February 2019

Marcellin Sports Complex Gymnasium

Challenge — Collaborate — Create — Celebrate



LET YOUR LIGHT SHINE MATTHEW 5:16

Acknowledgement of Country

We wish to acknowledge the traditional custodians of the land we are meeting on, the Whadjuk people.

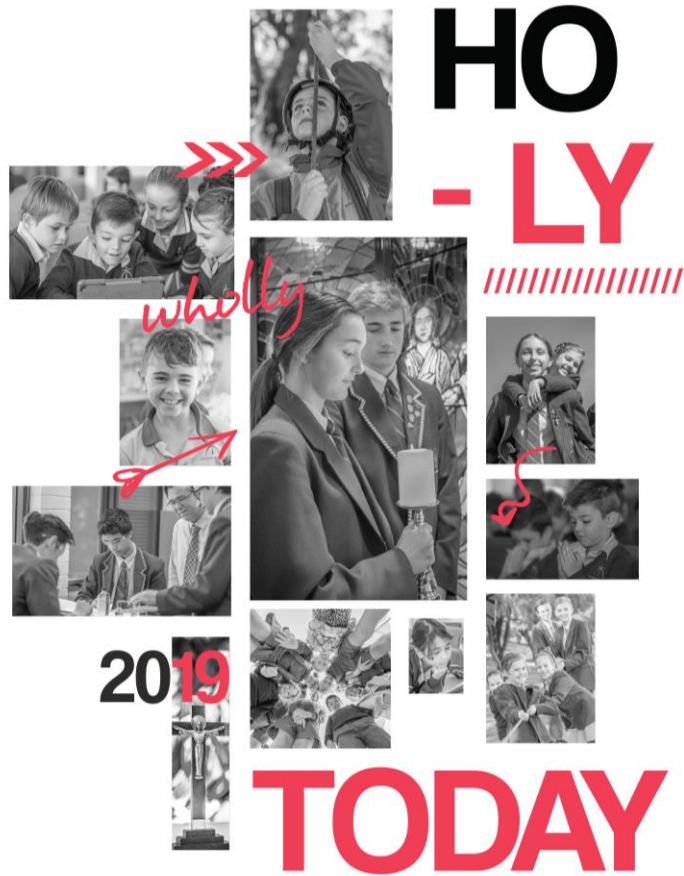
We acknowledge and respect their continuing culture and pay our respects to Elders past and present.





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Marist
ASSOCIATION OF
ST MARCELLIN CHAMPAIGNAT



WE ARE CALLED TO BE **HOLY** BY
LIVING OUR LIVES WITH LOVE AND
BY BEARING WITNESS **TODAY**

GAUDETE ET EXSULTATE



Prayer: Meg Hobson

Camara Guild Representative



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God of Love,
You are with us in every transition and change.
As we enter into this new era with excitement and even some anxiety,
We recall your deep compassion, presence, and abounding love.
We thank you for the gifts, talents and skills with which you have blessed us.

We thank you for the experiences that have brought us to this moment.
Be with us as we move forward, rejoicing with you and supporting one another.

We ask this through Jesus, Your Son, and Mary, our Mother
Amen.

Mary our Good Mother – *pray for us*
St Marcellin Champagnat – *pray for us*
St Mary of the Cross – *pray for us*
And may we always remember to – *pray for one another*
Amen.



Guild	Teacher
Brigid	Ms Liliana Bellandi
Camara	Mr Nathan Wear
Catherine	Mrs Jane Ward
Chisholm	Mrs Miranda Whitley
MacKillop	Miss Louise O'Mahony
Marcellin	Miss Aleisha Crump
Romero	Mr Bradley Cotterell
Thomas More	Ms Tavia Pursell



NEWMAN
MEDIAN ATAR

84.5

2017: 79.6

26% OF NEWMAN
ATAR ABOVE 90

26%

2017: 16%

70% OF STUDENTS RECEIVED
THEIR FIRST PREFERENCE
AT A UNIVERSITY

70%

2017: 60%

ALL 170 STUDENTS
RECEIVED A WACE

100%

2017: 96.2%

CEWA MEDIAN ATAR

82.75%

2017: 82.1%

STATE MEDIAN ATAR

81.80%

2017: 82.45



Newman Median ATAR	= 84.5
CEWA Median ATAR	= 82.1
State Median ATAR	= 81.25
168/170 students received a WACE	= 98.8%
CEWA average for WACE completion	= 95.3%
State average for WACE completion	= 91.1%
133/170 completed an ATAR	= 78%



*Kascia
Pavisich*



*Jai
Taylor*



*Siena
Monterosso*



*Michail
Muller*



*Jordan
Hartley*



*Jasper
Paterson*



*Jacinta
Pavisich*



*Rebecca
Ricciardo*



*Rebecca
Viney*



*Beth
Redwood*



*Mark
Wilson*



*Jessica
Gugliotta*



*Eva
Silvestri*



*Anika
Powers*



*Alex
Sutton*



*Joseph
Kavenagh*



*Sarah
Cranley*



*Anthony
Pusic*



*David Dal
Busco*



*Kayla
Nowrojee*



*Amber
Dwyer*



*Sebastian
Joy*



Chloe Meyer



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High Achievers

ATAR 95+



GENERAL EXHIBITION

Kascia Pavisich

SUBJECT EXHIBITION

Kascia Pavisich

- *Psychology*

SUBJECT CERTIFICATES OF EXCELLENCE

Kascia Pavisich

- *English*
- *Psychology*

Samantha Ashby

- *Mathematics Applications*

EXCELLENT SCHOOL ACHIEVEMENT CERTIFICATES OF DISTINCTION

Sarah Cranley

Jordan Hartley

Sebastian Joy

Joseph Kavenagh

Siena Monterosso

Jasper Paterson

Jacinta Pavisich

Kascia Pavisich

Francis Pienaar

Anthony Pusic

Beth Redwood

Rebecca Ricciardo

Alex Sutton

Jai Taylor

Mark Wilson

CERTIFICATES OF MERIT

Mikayla Connolly

Eve Dabelstein

David Dal Busco

Ruby Devlin

Amber Dwyer

Chelsea Finlay

Tommi Flamenco

Jessica Gugliotta

Alysba Holmes

Jasmine Lo Presti

Lisa Ma

Emily-Kate Marbeck

Chloe Meyer

Michail Muller

Kayla Nowrojee

Anika Powers

Luke Romano

James Sharpe

Eva Silvestri

Kyra Sullivan

Anastasija

Trajcevska

Rebecca Viney

VOCATIONAL EDUCATION AND TRAINING (VET)



Jessica Ranieri

- *Certificate II in Visual Arts (Wood Focus)*
- *Certificate III in Health Service Assistance*

68% of all Year 12 students received a Cert II

31% of all Year 12 students received a Cert III

Highest CEWA school

(based on the percentage of students who had Year 12 ATAR course combined scores in the top 15% of all students in the course)

Chemistry

Religion and Life

Italian: Second Language

Mathematics Applications

Mathematics Specialist

Modern History

Outdoor Education

Visual Arts



Vision *for* Learning



Shine
through
Discovery

LET YOUR LIGHT SHINE
MATTHEW 5:16



Challenge — Collaborate — Create — Celebrate



LET YOUR LIGHT SHINE
MATTHEW 5:16

- Personal Best
- Academic Achievement
- Behaviour
- Leadership
- Health & Wellbeing
- Growth Mindset
- Attendance
- Uniform & Grooming
- Co-Curricular Involvement

Challenge — Collaborate — Create — Celebrate

What are my aspirations for 2019?



How am I going to achieve this?

- 2 ½ hours of homework, five times per week

Ten Top Tips For Revision Success!



Before you start, plan

We've all done it, spent so long revising the really tough stuff leaving no time for the remaining 90% of our revision. Plan, stick to it and don't panic!



Be realistic

We'd all love to be Superman and get our revision done in 5 minutes but it isn't going to happen. Working 24 hours a day won't help either. Make sure your plan is manageable in the real world not Metropolis!



The early bird...

Catches the worm, or at least has a sensible revision plan. The earlier you start, the less you'll have to do in each block.



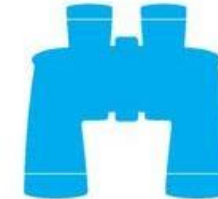
A Room of One's Own

Or corner, or desk, or sofa... Find a good place to revise, whatever works for you, be that a quiet library, your desk, or under a tree.



Mix it up a bit

There are different ways of revising like there are different ways of memorising information. Rather than just copying out, try drawing diagrams, reading aloud, sticking it on post-its on the wall. Whatever helps!



Look to the past

This doesn't involve a time machine, just checking out old exam papers. It can help you plan, revise, and calm you down!



Take regular breaks!

Don't head for information overload. We're not designed to work flat-out and work far more efficiently if we take regular breaks. Try to get up and move around, have a dance if you want. Don't just close the book; make the most of that time off!



Feed & water regularly

Like a car, if you run out of petrol you're not going to get very far. A fed and watered revision brain, is a happy, efficient revision brain revving its highly tuned engine!



Testing times

Don't just input, check what you know. You can do this with friends, family, or on your own. Testing is a great way of combating those nerves by confirming what you know, and filling in the gaps!



Early to bed

It's the night before the exam. Now you've done all that work it's time to give your brain a rest, so you're in tip top condition for sitting that exam. **Good luck!**



- College website/ Newsletter
- The code of conduct extends to all staff, students, parents, carers and volunteers
- The code
 - Values dignity of every person
 - Fosters positive relationships
 - Ensures confidentiality and accountability
 - Supports professional boundaries



Code of Conduct

Christian Ethical Conduct requires us to strive to develop and nurture relationships grounded in Gospel values

Purpose: The purpose of this Code of Conduct is to describe minimum standards of conduct in all behaviour and decision-making to ensure the safety and well-being of students.

Application: This Code applies to all parents, guardians, caregivers and volunteers as applicable. The staff and students at the College have an extensive, dedicated Code of Conduct which includes the principles enclosed in this Code. Please note that the term 'parent' includes guardians.

Introduction: We acknowledge the inherent vulnerability of the students in our care.

We recognise that the safety and well-being of students depends upon the vigilance and diligence of staff and parents.

Rather than give professional advice on specific behaviour the Code describes the minimum requirements expected of us.

The guidelines of behaviour included in the Code are illustrative rather than exhaustive.

If our behaviour varies from the standards described in the Code we should be prepared to explain and justify our decisions and actions.

While not all language in the Code is mandatory by definition there is a presumption that the conduct described is mandatory and therefore not discretionary.

We conduct ourselves personally and professionally in a manner which encourages trust and confidence in the College and the Church.

We have a responsibility to students and their families as well as community members to provide and support the safe and competent education and care of the students.

Where confusion may exist as to whether a decision is governed by parts of the Code or school policies we give priority to what best serves the interests of the student.

Breaches: Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may attract counselling or other sanctions as decided by the Principal which are appropriate to the circumstances. In all cases the maintenance of the safety and well-being of students is paramount.

The Principal must notify the appropriate authorities of any breach of the Code that is considered grooming behaviour i.e. deliberately carried out with the intention of befriending or establishing an emotional connection with a student.

The Principal must also notify the appropriate authorities of any breach of the Code that was sexual abuse of a child i.e. where the student was subjected to bribery, coercion, threat, exploitation or violence. Since there is a significant disparity in the developmental function or maturity of a child it is acknowledged that the student has less power than an adult involved in the behaviour.

12 CONDUCT STATEMENTS

1. Act safely and competently.
2. Give priority to students' safety and wellbeing in all your behaviour and decision making.
3. Act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. Conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. Respect the dignity, culture, values and beliefs of each member of the school community.
6. Treat personal information about members of the school community as private and confidential.
7. Give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. Support all members of the school community in making informed decisions about students.
9. Promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. Maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. Act reflectively and ethically.
12. Allow students to have a voice in their decision, safety and well-being.



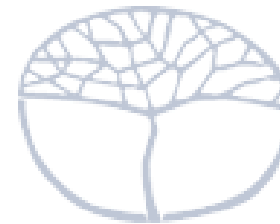
- Breadth and depth
- Achievement standard
- Literacy and Numeracy

ATAR

- Examinations

General pathway

- Externally set tasks
- Cert II completion



School Curriculum
and Standards
Authority

Breadth-and-depth requirement

- Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least a minimum of ten Year 12 units, or the equivalent
- Four units from an English learning area course, including at least one pair of Year 12 units from an English learning area course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalent) in Year 12 units.
- Completion of at least four Year 12 ATAR courses or a Certificate II (or higher) VET qualification.

Literacy and numeracy standard

- Demonstration of the minimum standard of literacy and a minimum standard of numeracy

Last date for subject change: Monday 11 March (Week 6)

Options include:

- Take “General” course instead of the ATAR course
- Study fewer ATAR courses
- Select of a different ATAR course in Year 11
- Chose a Certificate II

Academic Review of Year 11 Students: (Week 5)

YOUNG PEOPLE NEED SKILLS AND EXPERIENCE FOR JOBS OF THE FUTURE, NOT THE PAST

70%

of young people currently enter the workforce in jobs that will be radically affected by

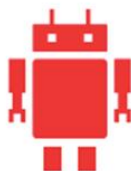
AUTOMATION

OCCUPATIONS:

ENTRY LEVEL

roles for young people are

DISAPPEARING



TRAINING:

60%

of students are being trained in jobs that will be radically

CHANGED BY AUTOMATION

DIGITAL LITERACY:

MORE THAN HALF

of Australian workers will need to be able to use, configure or build digital systems in the next 2-3 years



AUTOMATION, GLOBALISATION AND COLLABORATION PRESENT **KEY RISKS** TO YOUNG AUSTRALIANS

UNEMPLOYMENT:

1 IN 3

young Australians are

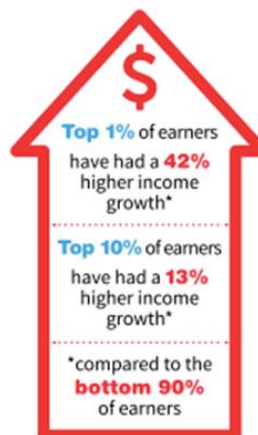
UNEMPLOYED

or

UNDEREMPLOYED

INEQUALITY:

Over the past 15 years:



50%+

of the Australian workforce are in jobs that will be affected by automation in the next 10-15 years

70%

of young people will enter the labour market in jobs that will be lost or automated

MORE THAN HALF

of students and 71% of VET students are being trained for jobs that will be radically affected by automation

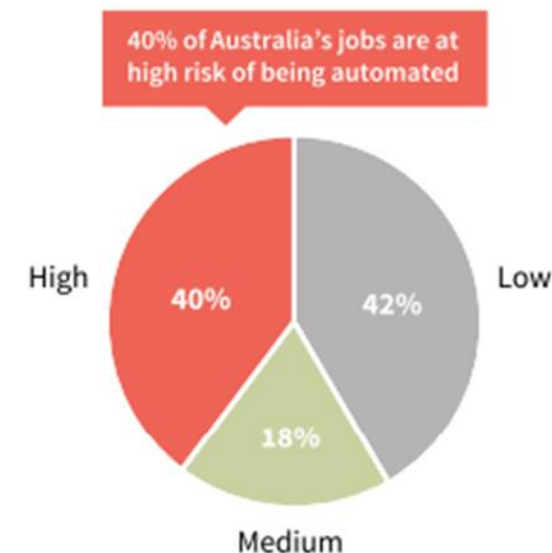
INSECURITY:

ONE THIRD

of jobs created in Australia over the past 25 years have been **LESS SECURE** temporary, part-time or self employment

Australian workers are **AT RISK OF LOSING THEIR SOCIAL PROTECTIONS**, such as minimum wage, insurance and leave entitlements

Fig 11. Many existing Australian jobs are at risk of automation in 10-15 years
% of jobs, level of risk of automation



Source: CEDA (2015) Chapter 1.4

<https://willrobotstakemyjob.com/>

OVERVIEW

Enterprise skills

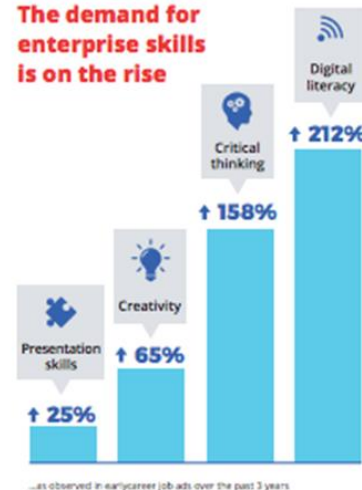
are **transferable skills** required in many jobs. They include:



Wages are higher for young job-seekers with enterprising skills



The demand for enterprise skills is on the rise



The trend is here to stay



- Problem Solving
- Communication
- Financial Literacy
- Critical Thinking
- Creativity
- Team Work
- Digital Literacy
- Presentations Skills

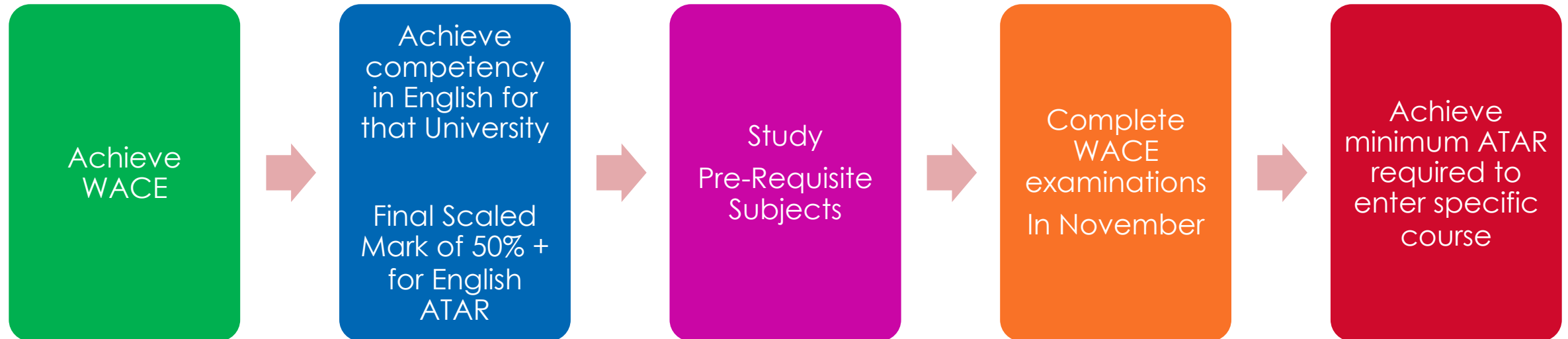


2018

- 1 student on a Uni Prep Pathway
- 7 students applied to University in 1st round offers.
- 1 student offered a direct entry into University Undergraduate Degree (nursing)

2019

- 13 students on a Uni bound pathway
- 15 students doing extra study (TAFE/Uni Prep ect.)
- 5 students completing a Certificate IV





Certificate IV
+ Final
Scaled Mark
of 50% for
ATAR English
+ WACE

Certificate
qualifications
or portfolio
entry for
creative
courses

Bridging
courses



Curtin University

- Indigenous entry pathways
- StepUp
- Portfolio entry
- UniReady enabling program

Edith Cowan University

- Indigenous entry pathways
- ECU Access
- Experience-based entry pathway
- UniPrep

Murdoch University

- Indigenous entry pathways
- RISE
- Media and Creative Portfolio Pathway
- OnTrack

The University of Western Australia

- Indigenous entry pathways
- Broadway
- UWay
- Fairway



- Missed assessments will continue 3 times per week.
- Absent for in-class assessment due to illness – medical certificate required or a zero mark given.
- Two opportunities to complete during missed assessments.
- Assignment due? Hand it in.
- Absent for in-class assessment due to unapproved absence – a zero mark given.

Unplanned absence (e.g. illness, injury, misadventure)



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Assessment Type	Procedure	Action/Consequence
Assignments	<p>Inform teacher of absence via SEQTA. Establish new due date on consultation with the teacher. Medical certificate required</p>	<ul style="list-style-type: none"> If the unplanned absence is merely on the due date, the task should be submitted electronically or via Student Reception. A zero will be awarded if no medical certificate is provided. If the unplanned absence is long term due to illness etc. then parents, teachers and the Leader of Learning may determine a new due date.
In-class Assessment	<p>Inform teacher of absence via SEQTA. Establish catch-up of assessment in a missed assessment session. Medical certificate required</p>	<ul style="list-style-type: none"> With the Leader of Learning's approval, the test (the same one or alternative) may be completed by the student on their return. A zero will be awarded if no medical certificate is provided. Missed assessments run three times a week and the student needs to complete the assessment at one of the two closest missed assessment sessions upon returning to school. A zero score will be given if the student fails to attend a missed assessment session
Examination	<p>Parents are requested to contact the College as soon as possible to inform of their child's absence AND a medical certificate must be presented to the Leader of Wellbeing on the day of the student's return.</p>	<ul style="list-style-type: none"> The student may be permitted to sit the exam for practice. At the Leader of Learning's discretion, a standardized exam score may be calculated.



- College endorsed event
(e.g. College excursion, College sports team)
- State or National representative sports team



Assessment Type	Procedure	Action/Consequence
Assignment	Work is to be submitted prior to departure (or by negotiation with the Leader of Learning)	<ul style="list-style-type: none"> If not submitted by the agreed date, 10% of the student's assessed mark will be deducted to each day. After 7 days, a mark of zero will be given and an Academic Detention may be issued.
In-class Assessment	Any planned absence must be discussed by the parent/student with the Leader of Learning/Wellbeing in advance of the absence.	<ul style="list-style-type: none"> In consultation with the Leader of Learning and class teacher, a student might be required to complete the same or alternative test during a missed assessment session.
Examination	The parent must discuss them with the Leader of Wellbeing/Learning in advance of the absence.	<ul style="list-style-type: none"> The student will not be penalized if the absence is approved. An opportunity may be provided for the student to sit the exam for practice. At the Leader of Learning's discretion, a standardized exam score may be calculated.

Unapproved Absence (e.g. Family Holiday)
















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Assessment Type	Procedure	Action/Consequence
Assignments	Work is to be submitted prior to departure.	<ul style="list-style-type: none">If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day.After 7 days, a mark of zero will be given and an Academic Detention may be issued.
In-class assessment	Any unapproved absence needs to be avoided as a score of zero will be awarded.	<ul style="list-style-type: none">Missing an assessment due to unapproved absence, such as being on holidays, will result in a score of zero for that assessment.Parents and students are requested to make every effort to avoid such a situation.
Examination	Any unapproved absence needs to be avoided as a score of zero will be awarded.	<ul style="list-style-type: none">Missing an examination due to unapproved absence, such as being on holidays, will result in a score of zero for that assessment.Parents and students are requested to make every effort to avoid such a situation.

SEQTA
Homepage
has links to
the different
options


 Engage

-  **Welcome**
-  Assessments ▶
-  Courses ▶
-  Dashboard
-  Direct Messages
-  Documents
-  Goals ▶
-  Notices
-  Portals ▶
-  Reports ▶
-  Settings
-  Timetable


Welcome




Primary Intranet




Secondary SSO




PTO




College Website




College Calendar




ACMA



SCSA







Upcoming
assessments
will list tasks.

Dates will
change if
assessments
are updated.

Upcoming			
Engage	LIST ▾		
	Cards	DATE	TITLE
Upcoming	List		RESOURCES
2019 Year 12 Religion a...		18 Feb 2019	Task1: Motion and Gravity Circular Motion Prac
Year 12 Chemistry ATAR ...	Mathematics Methods ATAR	19 Feb 2019	Inv 1 - Optimisation
Year 12 English ATAR 20...	Physics ATAR	22 Feb 2019	Task 2: Motion and Forces in a Gravitational Field Mid Topic Practice Test
Year 12 Mathematics M...	Religion & Life General	28 Feb 2019	U3 Assessment One: Structure and Leadership of Religion
Year 12 Physics ATAR 3 ...	English ATAR	1 Mar 2019	Task One - Drama Study
Yr 12 Mathematics Spec...	Mathematics Methods ATAR	5 Mar 2019	Formative - Differentiation and Applications (Weighting 0%)
2018S2 ▶	Physics ATAR	18 Mar 2019	Task 4: Motion and Forces in a Gravitational Field Topic Test
2018S1 ▶	Chemistry ATAR	19 Mar 2019	Task 1 Chemical
2017S2 ▶			
2017S1 ▶			
2016S2 ▶			

 Engage

◀ 2018S2

11 English ATAR 2017

11 Physics ATAR 1 and 2 2...

2018 Yr 11 Religion and Life

Guild - Brigid Year 1

Year 11 Chemistry ATAR 2...

Year 11 Mathematics Met...

Year 11 Mathematics Spec...

TASK VIEW ▾

AVG: 55.8%

Composing Task: Thursday, 1st March 2018

AVG: 64.1%

Comparative Essay Wednesday, 28th March 2018

AVG: 57.3%

Art of Spin - Oral Presentation Monday, 21st May 2018

AVG: 68.9%

Exam - Semester One Monday, 28th May 2018

AVG: 53.2%

Comprehending Visual Texts Monday, 25th June 2018

AVG: 59.1%

Spelling Term 2 Thursday, 28th June 2018

AVG: 82.5%

Genre study: analytical essay Thursday, 2nd August 2018

AVG: 58.9%

Composing Task Animal Farm/V for Vendetta Thursday, 1st September 2018

11 English ATAR 2017

Exam - Semester One

Monday, 28th May 2018

SCORE

AVERAGE

Score

Section One - Comprehending Q1

Score

STUDENT'S REFLECTION ON SECTION ONE - COMPREHENDING Q1

Student and teacher reflections and feedback can viewed here.

Section One - Comprehending Q2

Score

Section One - Comprehending Q3

Score

Section Three - Composing

Your child's score will be recorded.



- Homework Club: Monday – Wednesday until 6pm (Library)
- Early Morning Mathematics – Tuesday from 8am (S14)
- OLNA Support
- Study Plans
- WACE Packages/SCSA
- School Counsellor
- Practice Tests & Exams
- Teacher Feedback
- Goal Setting



Learning Support Coordinator
Mrs Quinn-Pagett



Mr MacNeill
VET Coordinator



Acting Literacy Support Coordinator
(Term 1)
Carolyn O'Connor



Pathways Coordinator
Mrs Fink

Why a child protection curriculum?

Children and young people have a right to

- Be treated with respect and be protected from harm
- Feel and be safe in their interactions with adults and other children and young people
- Understand, as early as possible, what is meant by 'feeling and being safe'
- And, receive the support of staff in their education whose role included advocacy for their safety and wellbeing



The KS: CPC teaches all children, in an age appropriate way to;

- Recognise abuse and tell a trusted adult about it
- Understand what is appropriate and inappropriate touching, and
- Understand ways of keeping themselves safe

In Years 10 – 12, the following topics are covered:

The right to be safe	Relationships	Recognising and reporting abuse	Protective strategies
<ul style="list-style-type: none">• Risk-taking and emergencies• Psychological pressure and manipulation	<ul style="list-style-type: none">• Rights and responsibilities• Identity and relationships• Power in relationships• Trust and networks	<ul style="list-style-type: none">• Privacy and the body• Recognising abuse• Cyber safety• Domestic and family violence	<ul style="list-style-type: none">• Strategies for keeping safe• Network review and community support



- Active listening
- Discussion with your child
- Encouraging the development of respectful relationships through role modelling
- Supporting and monitoring children's developing networks
- Reinforcing it is okay to say 'no'
- Monitoring changes in behaviour
- Monitoring online use and teaching good digital citizenship
- Supporting children to practice problem solving strategies



Week	PCG Activity
1	Principal's Assembly
2	Goal Setting
3	High Achievers Assembly
4	Keeping Safe Lesson
5	Ash Wednesday
6	Study Skills
7	Safe Driving
8	Year 11/12 Mass
9	Principal's Assembly
10	Guild Activities



- Emerging leaders program
- Encouraging student voice and participation
- Opportunities to travel to Marist Youth events
- Coordinating and organizing events





PK – 12 Family Mass

**Date: Wednesday 13
February**

Time: 5.30pm – 6.45pm





Test	Date	Week/ Day
Writing	5 th March	Week 5 Tuesday
Reading	11 th March	Week 6 Monday
Numeracy	13 th March	Week 7 Wednesday



- Thursday Morning Community Mass: Week 2 & 10
- Thursday 14 February: ONSITE Induction (Period 1 - 4)
 - *Must attend if you plan on completing ANY sort of work experience this year – NOT JUST ONSITE*
- Friday 15 February: White Card Training (All Day)
 - *Must register to attend*
- Thursday 21 February: Year 7 – 12 Swimming Carnival
- Friday 22 March: Year 7 – 12 Cross Country
- Wednesday 13 March: Year 11 Parent/Teacher/Student Interviews
- Friday 31 May – Wednesday 12 June: Year 11 Semester 1 Exams
- Tuesday 2 July: Year 10 – 12 Photo Day
- Wednesday 3 July: Year 11 Dinner Dance



Newman
Parents
Guest
Speaker

Dr JUSTIN
COULSON *presents*



**NEWMAN
COLLEGE**

Monday 25th March

7.00pm-8.30pm

Marist Auditorium, Newman College
RSVP to Jo Dunn, Marketing Officer
jo.dunn@cewa.edu.au | 9204 9406



- College fortnightly newsletter
- Classroom Teachers
- PCG Teacher
- Newman Parents Forum
- Parent emails sent via Seqta

carla.pastorelli@cewa.edu.au
9204 9421

Newman News

23 January 2019



LET YOUR LIGHT SHINE MATTHEW 5:16

Thank you

Newman College
216 Empire Avenue
Churchlands
WA 6018

Marian Campus
49 Peebles Road
Floreat
WA 6014

T 08 9204 9444
newman.wa.edu.au

