

# ANNUAL REPORT 2018



 Shine  
*through*  
Discovery

LET YOUR LIGHT SHINE MATTHEW 5:16



NEWMAN  
COLLEGE

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.

It is our aim that the values of faith, love, hope and service will shape the lives of our students, and that their Catholic, Marist school experience will be one that transforms and animates them to be people of the Gospel.



# Shine through Discovery

LET YOUR LIGHT SHINE  
MATTHEW 5:16

The Annual Report demonstrates the compliance requirements of the Australian Government, West Australian Government and Catholic Education Western Australia.

## SECTION 1.0 OVERVIEW FROM THE PRINCIPAL

### SECTION 2.0 ANNUAL SCHOOL IMPROVEMENT PLAN (ASIP)

- Strategic Priority Intents
- Information about how the school has met its strategic direction by outlining progress against the Annual School Improvement Plan.
- Evaluation and Rating

### SECTION 3.0 SCHOOL PERFORMANCE INFORMATION

- Relevant financial and infrastructure information required by the Federal Government pertaining to the 2018 year.

### SECTION 4.0 SCHOOL COMMUNITY REPORT

- A report by the Chair of the Newman College Advisory Council to the School Community on the operation of the Council during 2018.
- A statement of the provisional budget for the ensuing year.

# Overview from the Principal

## 2018 HOPE FOR THE FUTURE

*'For the plans I have for you... to give you hope and a future'*

(JEREMIAH 29:11)

We were delighted to have the Most Reverend Timothy Costelloe SDB, Archbishop of Perth, celebrate our PK-12 Family Mass which opened the Newman College school year. In addressing our community, Archbishop Costelloe in his homily echoed our College direction in placing Jesus Christ at the centre of our lives. He stated that it is the obligation of the Catholic school to make as its priority the formation of our students in that he encouraged our young people to be hopeful in what is possible for their lives in the future ahead.

In the Year of Youth and taking up our 2018 theme of believing in hope and a future for all people, we as Marists, through our word and

action, have offered the world a new way of seeing and being; a world where every young person can enjoy the hope of a future beyond the horizon which they are yet to discover. Pope Francis said that 'a single individual is enough for hope to exist.' The Good News is that our Marist communities are full of single individuals that together create an 'us'.

In 2018, significant to the growth of our College, was the implementation of the Ministry Plan which is designed to provide our College Community with a framework through which to engage and live out the Gospel of Jesus Christ.

## VISION FOR LEARNING

*Shine Through Discovery – Let your light shine*

(MATTHEW 5:16)

One of the most instrumental areas of development in our College was the implementation of our Vision for Learning 'Shine Through Discovery', which articulates our pedagogical pillars - to Challenge, Collaborate, Create and Celebrate. These principles underpin our learning journey as we seek to achieve personal and academic excellence.

Fundamental to the success of the Vision for Learning 'Shine Through Discovery', has been the professional development of teachers so as to improve the learning experience of students. Our Vision for Learning 'Shine Through Discovery' has had a profound impact on the commitment of our students to participate and engage in College life. Success in learning is exemplified by improvement in academic results, attendance, punctuality, participation in co-curricular activities and, ultimately, strong collaboration with teachers.

We celebrated many individual achievements by students as well as the collective effort of teams and groups of students and teachers. Perhaps most pleasing was our Gratitude Project which focused on building student resilience.

The students and staff recognise how the affirmation of our talents, and the talents of others, leads to a healthy, more settled and enjoyable learning environment.

Supporting our Vision for Learning 'Shine Through Discovery' in the future was the preparatory work for commencing Stage 1 of our Capital Development Plan in mid 2019. Central to Stage 1 will be the alignment of the built environment of the Lavalla and Marcellin Campuses with the development of a Years 3-12 Learning Centre. 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.

The College was internationally recognised for its School Improvement agenda through an invitation to present it at the international Congress for School Effectiveness and Improvement (ICSEI) Symposium in Norway during January 2019. This presentation focussed on the development and implementation of our College's Vision for Learning 'Shine Through Discovery'.

The International Congress for School Effectiveness and Improvement (ICSEI) is an internationally renowned meeting of policy makers, research and practitioners in education focusing on best practice in learning. To be selected to present is a great testimony to our School Improvement agenda in building the student experience of learning, which is animated by our pedagogical pillars of Challenge, Collaborate, Create and Celebrate.

The reception of the symposium participants was affirming and complimentary of what we have achieved over the last three years. Critical to our growth has been aligning our strategic framework with the following strategic intents:

- a strategic approach to staff professional learning;
- focus on growing innovative cultures for school change;
- engaging student voice in their learning;
- systematic delivery of curriculum;
- new contemporary learning spaces reflective of pedagogical pillars;
- sustaining commitment and energy of whole school community;
- ongoing leadership and management of #shinethroughdiscovery;
- captivating creativity, innovation and entrepreneurship.

The alignment of these aforementioned strategic intents, put simply, has improved our students' learning experience. Our learning pathways are guided by the capacity of students to engage in their learning by collaborating with teachers, commensurate with their interest and ability. This has been exemplified in Senior School where student goal setting and achievement, combined with subject counselling, has provided a more targeted approach to each student's pathway. Our outstanding WACE results, particularly our median ATAR of 84.5, reflected the importance of this strategy. In addition, we have seen significant learning gains across the College as exemplified by our improved NAPLAN results.

In summation 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 and to set goals that will lead them to academic and personal success.

**John Finneran**



## 2.0

# Annual School Improvement Plan

At the commencement of 2018, an external consultant was commissioned to develop an Accountability Framework designed to support the delivery of the Annual School Improvement Plan, which draws from the Newman College 2017-2019 Strategic Plan.

### The Indicators of Progress, Achievement and Effectiveness have been aligned with:

- National School Improvement Tool (NSIT), Australian Council for Educational Research (ACER)
- Strategic Plan, Marist Schools Australia (MSA)
- We Marists our Hopes and Priorities 2016-2018, Marist Association of St Marcellin Champagnat
- Quality School Improvement Tool, Catholic Education WA (CEWA)

The framework for Indicators of Progress, Achievement and Effectiveness is aligned with the six 'Strategic Priorities' and accompanying components comprising the Newman College Strategic Plan 2017 - 2019.

Strategic Priorities identify the priority areas for significant action and development across the life of the Strategic Plan and are fundamental to success, sustainability and accountability of the College. Components describe the elements comprising each Strategic Dimension.



## Section 2.0

## Annual School Improvement Plan

### THE STRATEGIC PRIORITIES FOR 2018 ARE:

#### 1. CATHOLIC IDENTITY

Growing our local chapter of the Association of St Marcellin Champagnat

Extending opportunities for sacramental life

Developing a cohesive and consistent approach for the spiritual growth and formation of students

#### 2. TEACHING AND LEARNING

Sustaining our Vision for Learning 'Shine Through Discovery'

Implementing a culture and practice of student goal setting

Building staff data literacy skills

Creating a whole school approach to literacy

#### 3. WELLBEING

Developing a culture and practice of servant leadership across the student body

Developing and implementing a cohesive school-wide wellbeing program

Enhancing student resilience through a whole school approach to the development of student wellbeing

Consolidating staff wellbeing initiatives

#### 4. STRATEGIC PARTNERING

Strengthening our online presence and promoting our successes and achievements through community engagement

Developing industry partnerships

Strengthening strategic partnering with Universities and TAFEs

#### 5. A CATHOLIC WORKPLACE

Maintaining a professional learning community for teachers provides an impetus to seek continual improvement in pedagogical practice

Maintaining an 'employer of choice' strategy whereby the best teachers are recruited

Building staff leadership capacity

#### 6. STEWARDSHIP AND SUSTAINABILITY

Maintaining oversight of policy and procedures consistent with Marist Schools Australia, Catholic Education WA and all statutory and regulatory requirements

**Challenge — Collaborate — Create — Celebrate**

# Evaluation and Rating

The use of the Effectiveness Indicators supports clarity of perception and contributes to evidence-based, constructive self-review of the particular component being evaluated. Discerning use of the indicators and an accompanying Rating Scale:

- promotes greater consistency and objectivity when assessing the adequacy and impact of strategic initiatives in improving learning and pedagogy
- provides the common language for professional dialogue
- provides College leaders and teachers at all levels with valuable insights into strengths and areas for improvement, and the deployment of resources.

## College-Developed Rating Criteria and Descriptors

In measuring our effectiveness in each strategic priority area, the College used a 1 to 4 rating scale (1 = Low, 2 = Medium, 3 = High, 4 = Outstanding). The descriptors for each rating was drawn from the National School Improvement Tool (NSIT) Domain #1 an explicit improvement agenda.

Each scale benchmarks standards against best practice, the overall effectiveness of provision of services and outcomes, and the journey towards continual improvement. The Rating Scale assists the College Leadership Team and Advisory Council to use evidence-based processes for assessing the adequacy of the implementation strategy and its impact on improving teaching and learning.



STRATEGIC PRIORITY 1:

# Mission and Catholic Identity



**STRATEGIC INTENTS**

**Marist Association of St Marcellin Champagnat. Alignment - 'We Marists - Our Hopes and Priorities'**

Integrate priorities described in the 'We Marists - Our Hopes and Priorities 2016 - 2018' into the evangelising and educational mission of the College.

**Sacramental Life**

Extend opportunities for the College community to intentionally participate in the sacramental life of the Church.

**Personal and Spiritual Growth of Students**

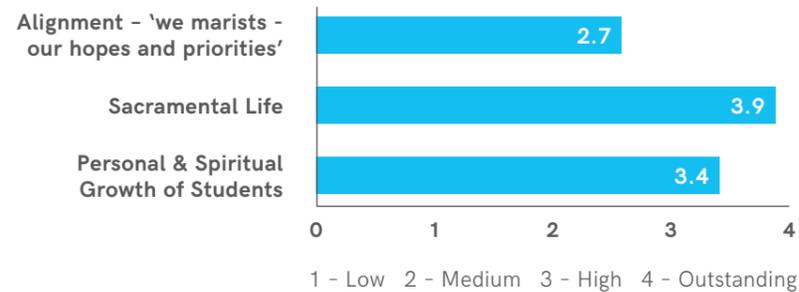
Develop a cohesive, consistent and whole-school approach to fostering the personal and spiritual growth of students in the life and mission of the Catholic community.

**WHAT WE ACHIEVED**

- Development of the Leader of Youth Ministry and Advocacy role to support integration of Marist Youth Ministry for students and Alumni
- Representation of Western Australian members at the National Association Mission Assembly in Adelaide
- Collaboration with Catholic Schools in Western Australia in the provision of formation and professional learning for staff
- Introduction of Spiritual Formation and Retreat opportunities for staff members
- Increased student involvement in school liturgies PK-12
- Development of 24:7 Youth Ministry retreats for students preparing for the sacraments of Reconciliation, Holy Communion and Confirmation
- Implementation of the College Ministry Plan
- The consolidation of PK-12 Faith Formation opportunities e.g. Thursday morning Mass which includes increased student participation
- Development of Champagnat Week liturgy and activities PK-12
- Alignment of College fundraising initiatives for social justice and community outreach to non-government agencies

**HOW WE RATED**

**CATHOLIC MISSION AND IDENTITY RATING**



STRATEGIC PRIORITY 1:

# Mission and Catholic Identity





STRATEGIC PRIORITY 2:

# Teaching and Learning

**STRATEGIC INTENTS**

**Vision for Learning**

Sustain our Vision for Learning 'Shine Through Discovery' as an innovative pedagogical framework that will inform and guide teaching practice across the College.

**Student Goal Setting**

Develop and consolidate a culture and practice of student engagement in setting goals for their learning and contributing to the assessment of their learning.

**Building Staff Data Literacy Skills**

Provide professional learning for leaders and teachers for the purpose of building data literacy skills.

**A Whole-School Approach to Literacy**

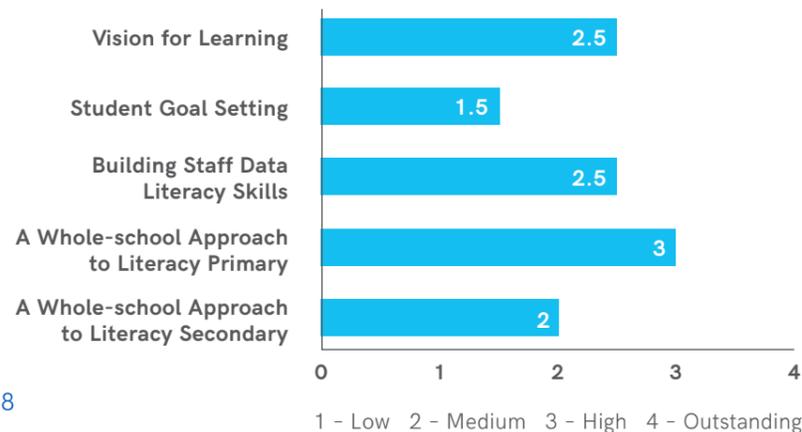
Develop and implement a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention pre-K-12.

**WHAT WE ACHIEVED**

- Embedding school-wide initiatives for school improvement. This included:
  - building staff data literacy
  - systematic delivery of curriculum
  - College artefacts and symbolism
  - parent engagement
  - staff professional learning
- Development of a flexible learning space (IDEAS Lab) in Early Childhood
- Increased PK-12 STEM opportunities engaging industry and community groups
- Introduction of a senior student mentoring program designed to support students completing their WACE
- Development of a goal setting program for students in Years 3-6
- Implementation of the Annual School Improvement Plan Action Research Project PK-12
- Systematic data collection by the College and external data sources to inform:
  - Senior school pathway counselling
  - #challengeyear12 intervention to specific students
  - Early Childhood intervention
  - Diverse learning program
  - Student literacy and numeracy PK-12 program
- Commencement of the PK-12 Literacy Coordinator
- A review of our College's Literacy priorities and needs
- Preparation for the development of a whole school literacy plan

**HOW WE RATED**

**TEACHING AND LEARNING RATING**



STRATEGIC PRIORITY 2:

# Teaching and Learning





STRATEGIC PRIORITY 3:

# Wellbeing of Staff and Students

**STRATEGIC INTENTS**

**Student Engagement in Leadership**

Develop a culture and practice of servant leadership across the student body.

**Whole-school Wellbeing Program**

Develop and implement a cohesive school-wide wellbeing program.

**Student Resilience**

Enhance the resilience of students through a whole-school approach to the development

of social and emotional intelligence and overall wellbeing of students.

**Staff Wellbeing in the Catholic Workplace**

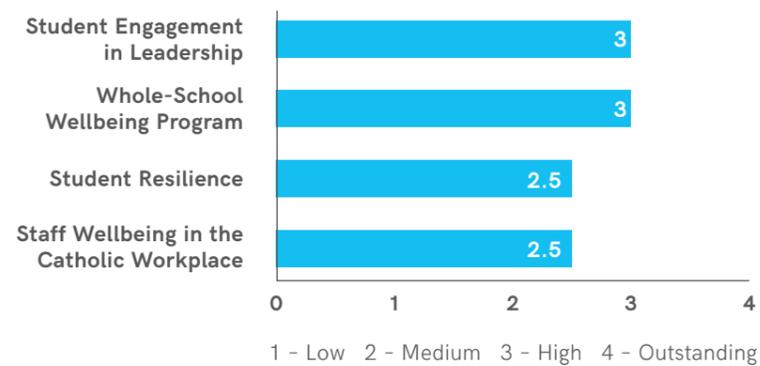
Develop a shared understanding of the realities and complexities of the contemporary Catholic workplace with processes in place for the development, auditing/monitoring and management of staff culture, morale and wellbeing.

**WHAT WE ACHIEVED**

- Embedding of the Senior School Leadership formation program
- Introduction of the Year 5 Leadership Retreat
- Implementation of the Annual School Improvement Plan Action Research Project PK-12 - The Gratitude Project
- The introduction of the Keeping Safe - Protective Behaviour Curriculum
- The embedding of the Behaviour Management Framework
- The establishment of a Staff Wellbeing Working Group
- The provision of a Pool/Weights room (High Performance Centre)
- Promotion and dissemination of the Staff Code of Conduct

**HOW WE RATED**

**WELLBEING OF STAFF AND STUDENTS RATING**



STRATEGIC PRIORITY 3:  
**Wellbeing of Staff and Students**





STRATEGIC PRIORITY 4:

# Strategic Leadership and Partnering

STRATEGIC INTENTS

**Communicating with the Local and Wider Community**

Strengthen the online presence of the College with an emphasis on promoting successes, achievements and excellence across and beyond the College community.

**Industry Partnerships**

Strengthen mutually-beneficial partnering with businesses that will provide both educational opportunities for students (including internships

and work placements) and exposure for businesses supporting the College.

**Strategic Partnering - Universities and TAFE**

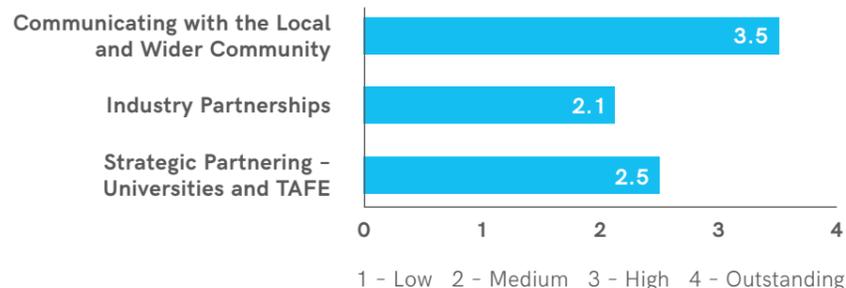
Position the College as a research and development centre for Universities and TAFE Colleges through strategically-focused partnership agreements.

WHAT WE ACHIEVED

- Employment of a Leader of Community Engagement
- Increased presence across all online provisions including Twitter, Instagram and Facebook
- Development of a new Style Guide to support our Market and Communication Plan, digital and non-digital
- Development of a new enrolment strategy that included introduction of a digital newsletter, 'Newman Newbies'
- Development of sponsorship packages for local and national industry partners
- Development of new Vocational Educational and Training opportunities
- Preparatory work to form partnerships for 2019 including Republic Polytechnic Singapore, MACA, Minolta
- Introduction of design thinking and problem based learning programs linked to industry
- Development of tertiary partnerships with Curtin and Edith Cowan Universities
- Expansion of Uni Ready pathways for general students

HOW WE RATED

STRATEGIC LEADERSHIP AND PARTNERING RATING



STRATEGIC PRIORITY 4:  
**Strategic Leadership and Partnering**



STRATEGIC PRIORITY 5:

# A Catholic Workplace



**STRATEGIC INTENTS**

**Professional Standards – Pedagogy**

AITSL Standards used in conjunction with Personal Learning Plans (PLPs) to challenge and support teachers to improve their professional practice and overall effectiveness.

**Recruitment and Retention of Staff**

Maintain an ‘employer of choice’ strategy whereby the best teachers, educational

leaders and specialist staff are recruited, developed and retained.

**Building Leadership Capacity**

Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.

**WHAT WE ACHIEVED**

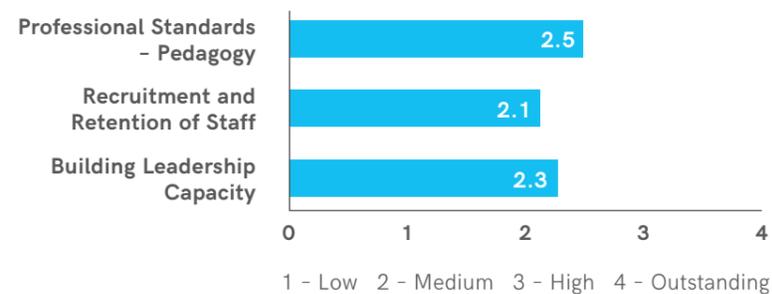
- Development of a Professional Growth Plan instrument for middle leaders linked to the ASIP
- The employment of a PK-12 Leader of Pedagogy to support Staff Professional Learning and capacity
- The development of the leader of learning and teacher leader role to improve staff professional practice and effectiveness
- The integration of our Vision for Learning ‘Shine Through Discovery’ framework throughout each strategic priority reflecting our school improvement agenda.

This includes:

- Recruitment
- Professional learning
- Education networks
- National and International educational forums
- Development of College Middle Leadership Program commensurate to the AITSL leadership standards

**HOW WE RATED**

**A CATHOLIC WORKPLACE RATING**



STRATEGIC PRIORITY 5:  
**A Catholic Workplace**



STRATEGIC PRIORITY 6:

# Stewardship and Sustainability

### STRATEGIC INTENTS

#### Compliance

Maintain oversight of policy and procedures consistent with MSA, CEWA and all statutory and regulatory requirements.

### WHAT WE ACHIEVED

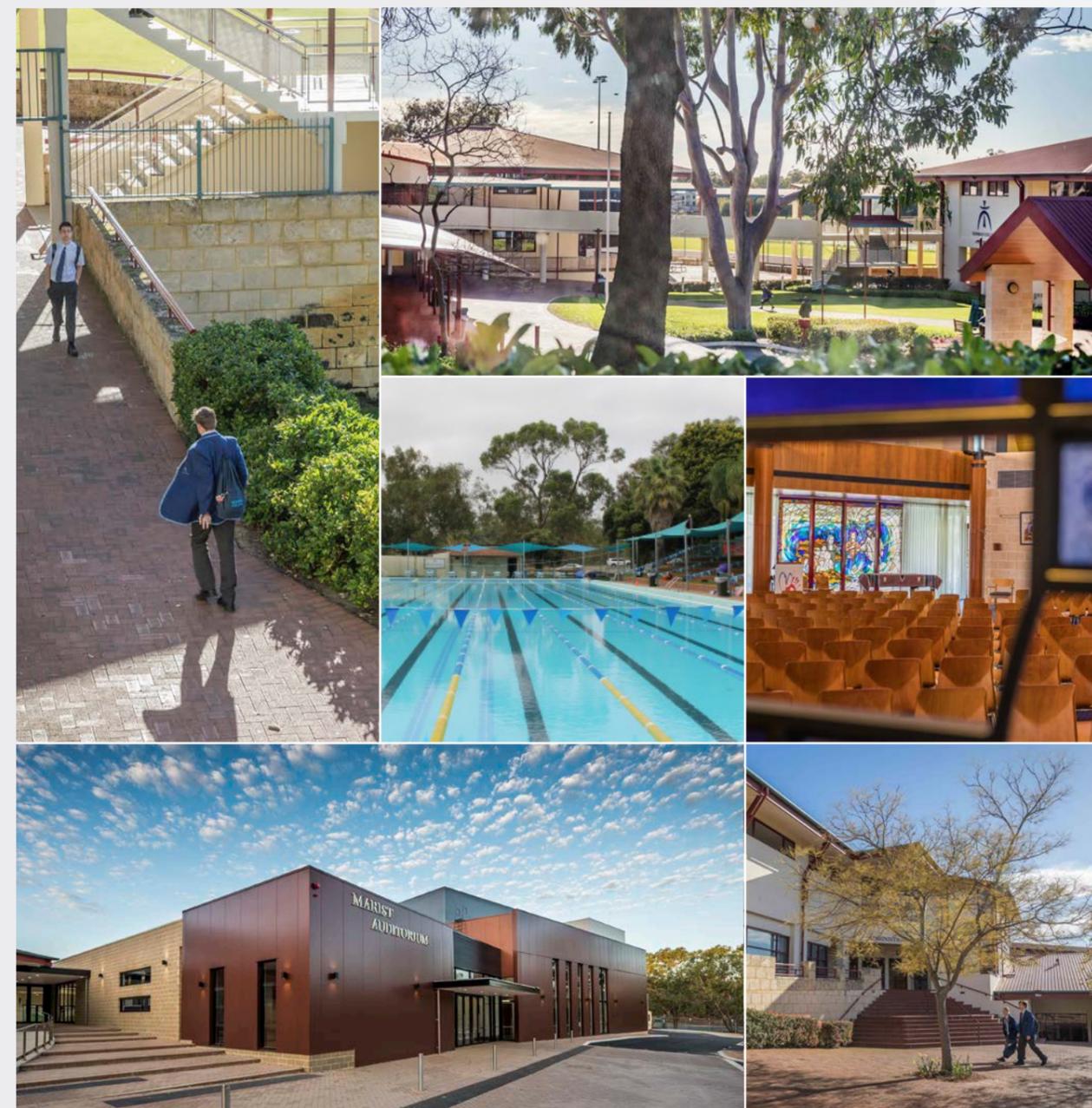
- The re-framing of the College's Work Health and Safety Committee
- The embedding of Marist School Australia's Compliance instrument, Complispace to curate policies; provide Assurance; and staff training

### HOW WE RATED

#### STEWARDSHIP AND SUSTAINABILITY RATING



## STRATEGIC PRIORITY 6: Stewardship and Sustainability



# School Performance Information

## CONTEXTUAL INFORMATION

Newman College is a Pre-K-Year 12 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 in an educational environment where they feel welcomed, accepted and valued.

At Newman College, we seek to animate our delivery of teaching, learning and wellbeing as one, which is innovative, creative and rigorous, underpinned by contemporary and relevant practice. Our Vision for Learning 'Shine Through Discovery' animates our learning community to challenge, collaborate, create and celebrate who we are and what we seek to achieve.

Our commitment is to contemporary and relevant pedagogy where learning programs are increasingly differentiated and individualised.

We encourage agility, movement and flexible learning environments that use the whole campus. This is exemplified by learning that engenders active exploration where "our walls no longer mark the boundaries of our classroom." The College seeks to provide our young women and men with a tailored, personalised learning pathway that will give them the very best opportunity for a successful career. In the process, we will challenge and inspire them to reach the plan God has for them, to let their gifts and talents shine and ensure their hope and aspirations are fulfilled.

## TEACHER STANDARDS & QUALIFICATIONS

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

The College employs 174 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

	FEMALE	MALE	TOTALS
FULL-TIME	83	46	129
PART-TIME	88	5	93
CASUALS	67	30	97
INDIGENOUS	0	0	0
TOTALS	238	81	319

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	131	43	174
NON-TEACHING ROLES (inc casuals)	107	38	145
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON-TEACHING ROLES (inc casuals)	0	0	0
TOTALS	238	81	319

## STUDENT ATTENDANCE

PP	93.04	YEAR 7	94.93
YEAR 1	94.11	YEAR 8	93.46
YEAR 2	94.19	YEAR 9	93.22
YEAR 3	94.03	YEAR 10	91.78
YEAR 4	95.44	YEAR 11	93.01
YEAR 5	95.56	YEAR 12	97.78
YEAR 6	95.64		

## MANAGEMENT OF NON-ATTENDANCE

The College communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes. The following procedures are in place to ensure the safety and wellbeing of students and to ensure that attendance is maximised:

1. Parents should ensure that their children arrive at school between 8.20am - 8.40am.
2. When a student is unable to attend school, a parent/guardian is requested to contact the College before 9.00am:
  - for students in Years 3-6, via telephone 9416 9700 or email [absenteeprimary@newman.wa.edu.au](mailto:absenteeprimary@newman.wa.edu.au)
  - for students in Years 7-12, via the 24 hour absentee line 9204 9445 or email [absenteesecondary@newman.wa.edu.au](mailto:absenteesecondary@newman.wa.edu.au)

3. When a student arrives after the first bell, the student is required to go directly to Administration to sign in before going to class.
4. When a student departs during the school day:
  - Students must be collected from Administration by an adult
  - Students will also need a written note to be excused from class
5. 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.
6. In the event of a planned extended absence, parents/guardians are requested to inform the Head of Primary (Lavalla) or Deputy Principal Wellbeing (Marcellin) in writing, with the reason for the absence, giving advanced notice.

Since the beginning of 2017 structures and processes have been implemented to increase Student Attendance. These strategies have seen a slight but consistent improvement over the past three years:



Continued focus in this area is a priority for Newman College.

## NAPLAN ANNUAL ASSESSMENTS 2018

NAPLAN	NATIONAL MEAN	STATE MEAN	SCHOOL MEAN
<b>YEAR 3</b>			
GRAMMAR & PUNCTUATION	431.7	424.2	451.3
NUMERACY	407.7	402.8	419.5
READING	433.8	422.7	452.5
SPELLING	417.8	410.7	445.1
WRITING	407.2	400	417.7
<b>YEAR 5</b>			
GRAMMAR & PUNCTUATION	503.6	500	524.6
NUMERACY	494.2	490.2	519.4
READING	509	502	535.1
SPELLING	502.5	499.7	530.5
WRITING	464.6	459.5	485.1
<b>YEAR 7</b>			
GRAMMAR & PUNCTUATION	543.9	542.3	556.8
NUMERACY	548.2	548.8	570.5
READING	541.5	538.5	558.4
SPELLING	545.2	544.5	561.9
WRITING	505.3	504.5	515.4
<b>YEAR 9</b>			
GRAMMAR & PUNCTUATION	580.1	585.1	616.1
NUMERACY	595.6	602.2	632.6
READING	583.8	589	613.7
SPELLING	583.3	586	612.2
WRITING	542.3	550.9	579.3

*“Our external results and academic achievement in NAPLAN across Years 3, 5, 7, and 9 over the past three years has seen our College consistently above state average across all components.”*

*“Our outstanding WACE results, particularly our median ATAR of 84.5, is reflective of the importance of the inaugural Year 12 Mentor Program #challengeyear12, student goal setting and achievement, subject counselling and a more targeted approach to each student’s pathway.”*

## THE GRADUATING CLASS OF 2018, RESULTS

### OUR PERFORMANCE

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

**THE  
HIGHEST  
ATAR**

KASCIA  
PAVISICH  
**99.45**



JAI  
TAYLOR  
**99.4**



## ATAR 95+



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    Sarab Cranley    Anthony Pusic



David Dal Busco    Kayla Nowrojee    Amber Dwyer    Sebastian Joy    Chloe Meyer

## ATAR 90+

Gretbe Pienaar	Isabella White	Cooper Chapman
Lisa Ma	Samantha Asbby	Tony Strbac
Kyra Sullivan	James Sharpe	Finnian Devine
Alysba Holmes	Max Wilson	Michael Semaan
Luke Romano	Emily-Kate Marbeck	Anastasija Trajcevska
Eve Dabelstein	Michael Drown	Caitlyn Butler
Christopher Heelan	Joshua Robins	Macy Vance

## VOCATIONAL EDUCATION AND TRAINING (VET)



Jessica Ranieri  
 • Certificate II in Visual Arts (Wood Focus)  
 • Certificate III in Health Service Assistance

## CLASS OF 2018, DESTINATIONS

The Class of 2018 comprised 171 students. The data below is based on 165/171 students (8 failed to respond to the survey).

- 100% of the cohort received a WACE
- 127 (cohort 76%) are studying in 2019. Of these:
  - 121 are at university (cohort 70%)
  - 4 are at TAFE (cohort 2.3%)
  - 2 are at Registered Training Organisations (cohort 1.1%)
- 38 are not continuing with study in 2019 (cohort 22%)
  - 9 have deferred study (cohort 5.2%)
- Of the 29 not studying and who have not deferred (cohort 17%)
  - 8 are working full-time
  - 10 are working part-time
  - 6 have an apprenticeship
  - 5 are currently looking for full-time/part-time work

## PARENT, STUDENT, TEACHER SATISFACTION

The College continues to enjoy a sound enrolment of approximately 1850 students. Future enrolments remain strong with Learning Tours well attended and often reaching maximum capacity. Online tour bookings indicate Newman College being the school of choice as a result of recommendations from family members and / or friends from the community.

Parent Engagement continues to strengthen each year through key parenting groups, ie Newman Parents Consultative Committee (NPCC), Newman Parents, Friends of The Arts, Social Committee and the Newman Sports Association. Parent Engagement forums provide opportunities for partnership, communication and information between the school and home at adult only events. NPCC recognises that parents are not merely observers of the educative process in which their children are engaged but are active participants in collaboration with the College. These nights have been well attended and the invitation has been extended to feeder school parents.

The Year 12 exit survey indicated a generally positive student experience with fewer contentions around uniform and grooming guidelines and more generous feedback around faith formation experiences and individual teachers. Student leadership positions continue to be fiercely contended with candidate numbers increasing each year. The formation program and selection process has proved successful in sound appointments being made.

The interest in staff formation programs has steadily increased as a result of the Ministry Team's commissioning of inspirational speakers

and engaging programs. The provision of the College's swimming pool and gym for staff use has received positive feedback. The College continues to enjoy significant interest in advertised positions, ensuring that the overall quality of staff is maintained. Unsolicited staff exit comments indicate that Newman College offers a professional, collaborative, supportive and welcoming working environment.

The College's Thursday morning Community Mass consistently sees in excess of 150 people attending where students have ownership of the liturgy. A significant increase has also been seen in the liturgical choir, including the increase of male participants.

The 2018 appointment of Leader of Community Engagement has been instrumental in building the College's community profile. The portfolio of this position includes developing the relationship with our clubs, preparing a communication and marketing plan, establishing industry partnerships and, in the future, establishing a foundation.

We recognise the 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.

## SCHOOL INCOME

Financial information for the 2018 year can be viewed on the MySchool website [www.myschool.edu.au](http://www.myschool.edu.au)



# School Community Report

## NEWMAN COLLEGE ADVISORY COUNCIL

Following the completion of term for Chair of Council, Mr Paul Roberts, at the end of 2017, I was delighted to be invited by Marist Schools Australia (MSA) Regional Director, Ms Julie Ryan, to take up the position of Chair of Council. As Principal of Corpus Christi College in Bateman, I have maintained a keen interest in Newman College as a leader of contemporary teaching and learning.

This year has seen that approach manifest into what has become the College's Vision for Learning 'Shine Through Discovery' which, along with the College's Ministry Plan, was launched at the PK-12 Family Mass at the commencement of the 2018 school year. Throughout 2016 and 2017, this Vision for Learning 'Shine Through Discovery' was developed in partnership with the University of Southern Queensland through a process called Innovative Designs for Enhancing Achievements in Schools (IDEAS), a comprehensive approach to school revitalisation that values, above all else, the professionalism and efficacy of the teachers in schools.

The way in which the College has embedded its Vision for Learning 'Shine Through Discovery' has been thorough and effective. Members of College Council were delighted to learn of the College's nomination to present its methodology at the International Congress for School Effectiveness and Improvement (ICSEI) in Norway in January 2019.

Council's monthly meetings comprise hearing from relevant members of the Community on important aspects of the College:

- Marist Schools Australia (Governance)
- Mission and Catholic Identity (Philippines Immersion Program)

- Teaching and Learning (Annual School Improvement Plan)
- Community Engagement (Analysis of the College's Current Position and Future Direction)
- Capital Development Plan (2019 Capital Development Project)

Briefings, such as those noted above, gives Council a good understanding of the operations and strategic direction of the College and, as such, ensures that Council can provide sound support and advice to the Principal.

We very much look forward to the 2019 school year, in particular the commencement of Stage 1 of the Capital Development Plan. The redevelopment of the C Block at the Marcellin Campus will provide a learning hub - a central point of educational activity comprising contemporary learning and meeting spaces for students Years 3-12. This new capital development project will support all aspects of the College's Vision for Learning 'Shine Through Discovery'.

I wish to thank all Council members for their valued counsel during 2018, some of whom do not have children at Newman College but give freely of their time to support the community in their areas of expertise, ie Human Resources, Finance, Education etc.

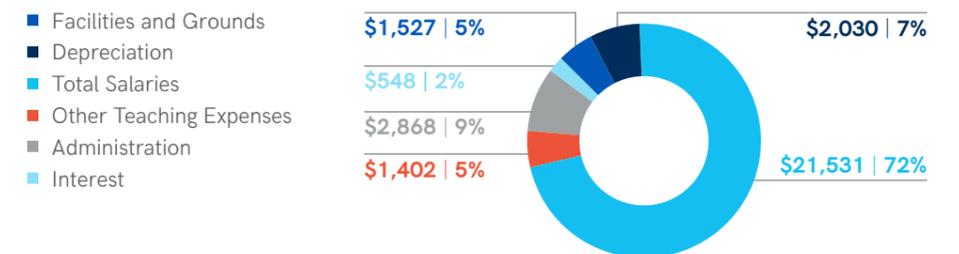
**Caroline Payne**

## A STATEMENT OF THE PROVISIONAL BUDGET FOR THE ENSUING YEAR

### 2019 BUDGETED COLLEGE INCOME IN \$ THOUSANDS



### 2019 BUDGETED COLLEGE EXPENDITURE IN \$ THOUSANDS



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