

ANNUAL REPORT 2019



NEWMAN
COLLEGE



Shine
through
Discovery

LET YOUR LIGHT SHINE MATTHEW 5:16

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 manifest themselves during the students' lifetime, and that their Catholic, Marist school experience will be one that transforms and animates them to be people of the Gospel.

Front Cover: "The new Marcellin / Lavalla walkway bridge is evidence of our desire to connect our senior and primary schools. This bridge will provide opportunity to align our learning, resources and community as underpinned by our Vision for Learning - *Shine Through Discovery, let your light shine.*"



LET YOUR LIGHT SHINE
MATTHEW 5:16

The Annual Report is provided to meet the compliance requirements of the Australian Government, West Australian Government, Marist Schools Australia and Catholic Education Western Australia.

The Annual Report contains the following elements:

SECTION 1.0 OVERVIEW FROM THE PRINCIPAL

SECTION 2.0 ANNUAL SCHOOL IMPROVEMENT PLAN (ASIP)

- Information about how the school has met its strategic direction by outlining progress against the Annual School Improvement Plan.

SECTION 3.0 SCHOOL PERFORMANCE INFORMATION

- Relevant financial and infrastructure information required by the Federal Government pertaining to the 2019 year.

SECTION 4.0 SCHOOL COMMUNITY REPORT

- A report by the Council Chair to the School Community on the operation of the Council during 2019.
- A statement of the provisional budget for the ensuing year.

Overview from the Principal

CANONISATION, ST JOHN HENRY NEWMAN

In 2019 we celebrated the Canonisation of St John Henry Newman, the person by whom this College is named. On 13 October, Pope Francis presided over Mass in front of over 60,000 people in a sun-drenched St Peter's Square where he declared Newman a saint, along with four women saints. Becoming Saint put simply means your life was one full of heroic deeds, that it made a difference to many. Thousands of people from schools, universities and churches from countries across Europe and North America were there to honour him.

St John Henry Newman lived in the 19th Century; he was a theologian, poet and priest. But what he was revered for was his pursuit of academic excellence as a writer and critical thinker. His prolific writing focused on the search for truth and the freedom of conscience. Newman's writings fostered community and prioritized education. He sought to inspire people to do the same in a time of great division and inequality between social classes, men and women, countries and more specifically between Catholics and Protestants. Newman's writing promoted inclusion, underpinned by the notion of human dignity.

MINISTRY



The Newman College Ministry Plan brings to fruition the College's strategic focus on evangelisation and active Christian discipleship, as articulated by both the Newman College Strategic Plan and the priorities discerned through the Annual School Improvement Plan.

Our Marist theme for 2019 was Holy Today! We invited our students, staff and families to consider how they encounter God in their everyday lives, how we find God's presence in creation, in the events of each day, in our work and in our relationships. Accordingly, the College's animation of the Ministry Plan is oriented towards 'making Jesus Christ known and loved' in the celebration of the sacraments, school-based/parish-partnered Youth Ministry initiatives, the Religious Education curriculum, and wider interagency

collaboration between local Catholic agencies; all in ongoing dialogue and relationship to the Marist charismatic family, local parishes and the Archdiocese of Perth.

In 2019 this was exemplified by our commitment to supporting Marist Solidarity and through our Year 11 Philippines Immersion program, now in its 4th year. The reverberation of Outreach has seen a significant awareness throughout the school of the social justice issues of dislocation and marginalised youth. In addition, the College has completed its Reconciliation Action Plan (RAP) which will be launched in 2020. The RAP commits to strategically and practically building a culture which acknowledges, affirms and celebrates Aboriginal and Torres Strait Islander peoples, culture and spiritualities.

VISION FOR LEARNING

Shine Through Discovery – let your light shine
(MATTHEW 5:16)

In 2019, *Shine through Discovery - let your light shine* (Matthew 5:16) continued to transform our learning environment. To that end it has increased the personal and collective efficacy of teachers. We have a more strategic approach to professional learning that has enabled a growth culture for school improvement. The alignment of our College across PK-12 has broken down the siloing of schools, unit and faculty groups. We witnessed renewed commitment and

energy across the whole school community that included increased parent collaboration in the learning of children. Student voice and their agency to collaborate in their learning emerged as a significant area of growth.

Developing new learning experiences

One significant development in 2019 was our newly developed partnership with Republic Polytechnic (RP) Singapore. RP is a post school educational institution that seeks

Section 1.0

Overview from the Principal

to nurture innovative, entrepreneurial and cultured professionals. Twenty-five students and four staff collaborated with RP students in an industry-based learning environment fostering creativity, problem solving, reasoning and entrepreneurial skills, which was life-changing for many of our students. The benefits of this experience will be in the shaping of our learning programs into the future.

Students across the College will benefit as we continue to develop our teachers and students to be agile and flexible learners in our ever-changing world.

Our pedagogy has shifted from the teacher focussed, pre-programmed model to learning programs which are increasingly differentiated, individualised and collaborative. The role of teacher is that of facilitator, coach and mentor. This includes moving from a passive investigatory exploration taking students outside the classroom to use the whole campus and beyond.



STRATEGIC PLAN 2020-2022

During the second part of 2019, the College commenced the development of a new Strategic Directions Framework for 2020-2022. This included the collection of feedback from staff, students and families which will inform the College's strategic direction.

The aim of this Plan is to:

1. Embed the significant change agenda that has underpinned the College's school improvement over the past 5 years

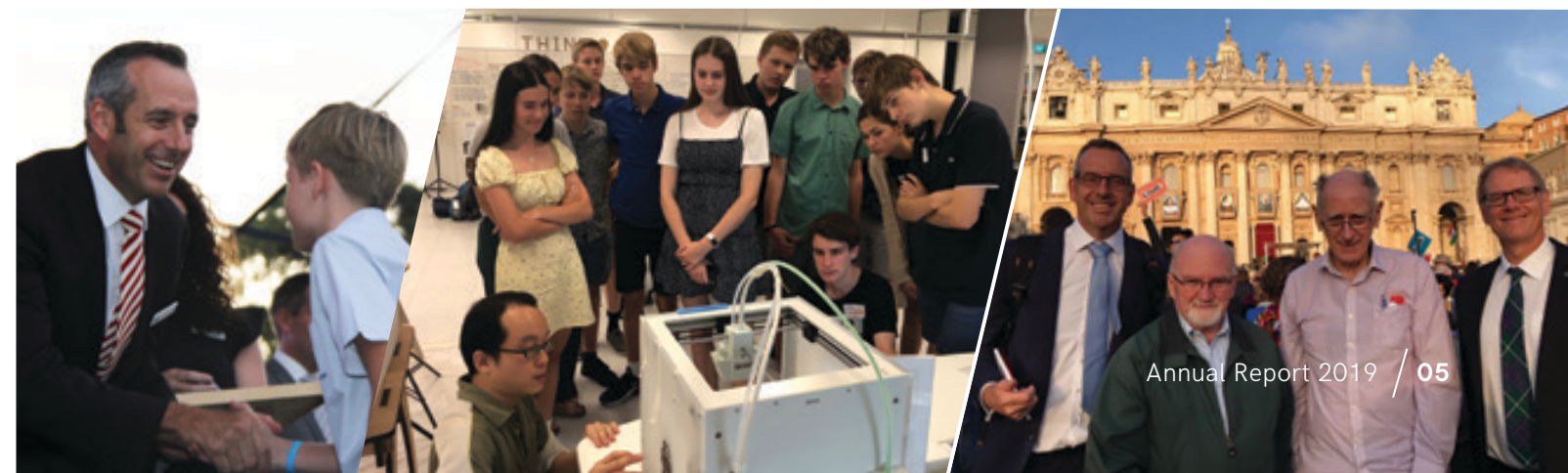
Capital Development

Supporting and complementing our Vision for Learning *Shine through Discovery - let your light shine* (Matthew 5:16) will be learning spaces that reflect our pedagogy as exemplified in the development of the new Learning Hub, construction of which commenced during Term 4.

The Learning Hub Project sees the oldest buildings at the Marcellin Campus, Blocks C and W, redeveloped. This new development will encourage agility, movement and flexible learning environments to support a range of formal and informal learning activities, and provide opportunities for connections between the year groups, staff and the broader community. It will be a resource for children in Years 3 - 12 to enjoy. In particular, it will provide flexible learning spaces, break-out areas, presentation zones and library resources that will service this broader student cohort. The Project is due for completion in December 2020.

2. Respond to the active and collective voice of our community - staff, students and parents
3. Position the school as one of choice in an area with a highly competitive market

John Finneran, Principal



2.0

Annual School Improvement Plan

Newman College has 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 2019:

1. MISSION AND CATHOLIC IDENTITY

Extending opportunities for adult formation through the local Chapter of the Marist Association of St Marcellin Champagnat.

Fostering a personal and spiritual growth of students in the life and mission of the Catholic community.

Developing a Reconciliation Action Plan which reflects the aspirations of the College to be a community of diversity and inclusion for Aboriginal and Torres Strait Islander peoples, cultures and spiritualities.

3. WELLBEING

Providing opportunities for students to demonstrate their voice and agency in their learning and wellbeing.

Developing the resilience of students through a whole-school approach to the development of social and emotional intelligence and overall wellbeing of students.

Engaging the parent community through open forums and guest speakers to examine our school-wide commitment to the ethical and appropriate use of digital technologies including contemporary approaches to cyber-safety and anti-bullying.

5. A CATHOLIC WORKPLACE

Developing a culture of performance growth for College Support Staff.

2. TEACHING AND LEARNING

Utilising our Vision for Learning - *Shine Through Discovery* to develop a learning cycle that will inform and guide teaching practice to enhance students' experience of learning.

Building the capacity for students to become successful, confident learners.

Utilising student data to inform practice to implement a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention.

4. STRATEGIC PARTNERING

Strengthening our Industry Partnerships to enhance both educational and employment opportunities for students.

Positioning the College as a strategic partner with universities and TAFE to support the professional learning of teachers and the educational experiences of students.

6. STEWARDSHIP AND SUSTAINABILITY

Maintaining the oversight of policy and procedures consistent with MSA, CEWA 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 provides:

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

College-Developed Rating Criteria and Descriptors

In measuring our effectiveness in each strategic priority area, the College uses 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, 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

Alignment – ‘We Marists – Our Hopes and Priorities’

Integrate priorities described in the document ‘We Marists – Our Hopes and Priorities’ into the evangelising and educational mission of the College.

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.

Aboriginal Culture

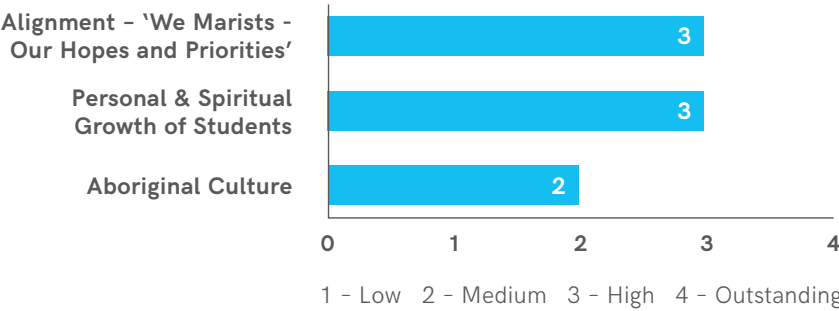
Develop and implement a College wide Reconciliation Action Plan which reflects the aspirations of the College to be a community of diversity and inclusion for Aboriginal and Torres Strait Islander peoples, cultures and spiritualities.

WHAT WE ACHIEVED

- Development of a Marist Youth Ministry Program post school in collaboration with the Marist Association of St Marcellin Champagnat
- A partnership with 24/7 Youth Ministry to facilitate our Sacramental Retreat Year 3-7 and Reflection Days Years 7-10
- Establishment of two parish/school based weekly Youth Groups (Years 3- 9) at St Cecilia’s Floreat/Wembley Parish and St Joseph’s Subiaco
- Increased student leadership in liturgy and sacramental opportunities including the development of PK- 12 Thursday morning Mass, Year and College Assemblies
- Consolidating opportunities for Spiritual Formation and Retreat Opportunities for Staff
- Representation of over 50 students and staff at the Australian Catholic Youth Festival (ACYF) in Perth
- Development of the College’s Reconciliation Action plan (RAP) in collaboration with the Catholic Education WA Aboriginal Team, with the support of facilitator Christine Sindley of Waangara Marra Consulting

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.

Students as Successful Learners

Research and investigate the learning culture of the College from the perspective of students, staff, parents and College leaders with a view to articulating and enculturating a new school-wide narrative which sees every student as a successful, confident learner.

Analysis and Discussion of Data

Utilise a variety of data sources informed by the use of targets and a variety of data analysis, to secure growth in learning gains for every

student including those related to academic, behavioural and attendance domains.

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.

Differentiated Teaching and Learning - Gifted Students

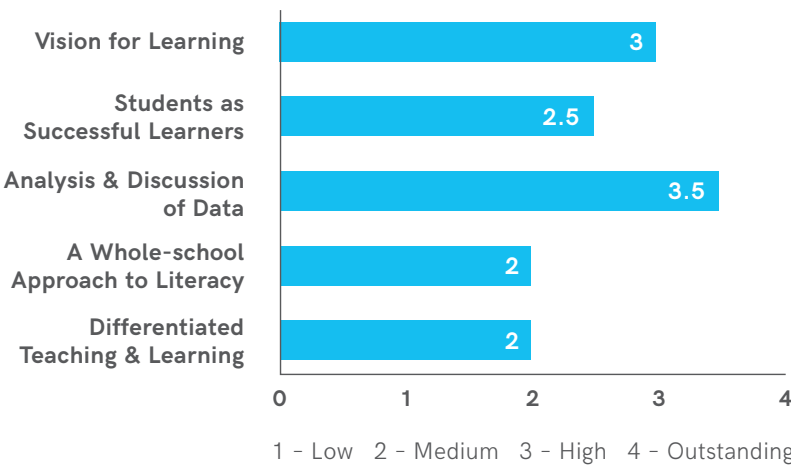
Establish rigorous processes for identifying and profiling gifted students and strengthen the development and implementation of Personalised Learning Plans in dialogue with students so as to improve learning gains for these students.

WHAT WE ACHIEVED

- Embedding school wide initiatives for school improvement underpinned by the Vision for Learning:
 - Whole school explicit coherent and sequenced plan for curriculum delivery
 - Cluster school partnership
- Embedding of Annual School Improvement Plan Project – the Literacy Collective. Outcomes included:
 - Data walls to reflect student achievement and learning growth
 - Improved senior school pathway counselling
- Establishment of an international learning traineeship with Republic Polytechnic in Singapore for Years 9 and 10 students
- Development of an Early Childhood Statement of Philosophy

HOW WE RATED

TEACHING AND LEARNING RATING



STRATEGIC PRIORITY 2:

Teaching and Learning



STRATEGIC PRIORITY 3:

Wellbeing of Staff and Students



STRATEGIC INTENTS

Student Voice

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

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.

Responsible Digital Citizenship

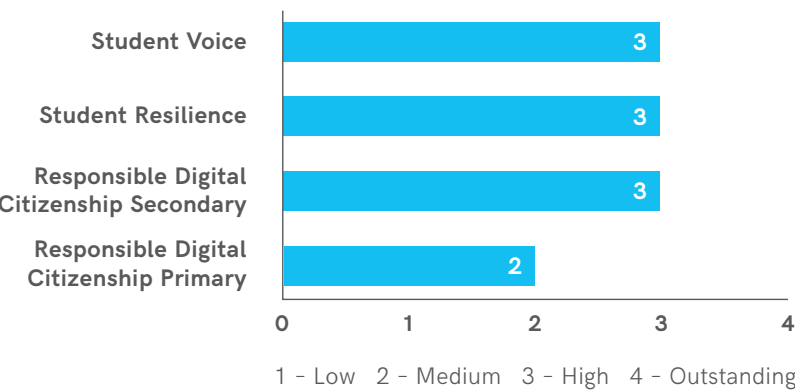
Strengthen the school-wide commitment to the ethical and appropriate use of digital technologies including contemporary approaches to cyber-safety and anti-bullying.

WHAT WE ACHIEVED

- Embedding of the Keeping safe - Protective Behaviors curriculum
 - Ministry
 - Behaviour Framework Program
- Introduction of Staff Wellbeing Day
- Development of a new age-appropriate Wellbeing Program
- Introduction of Primary Leadership Program
- Whole school Digital Citizenship workshops and information evenings for parents
- Utilizing student voice in the following areas:
 - Strategic Plan consultation
 - Wellbeing initiatives

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

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

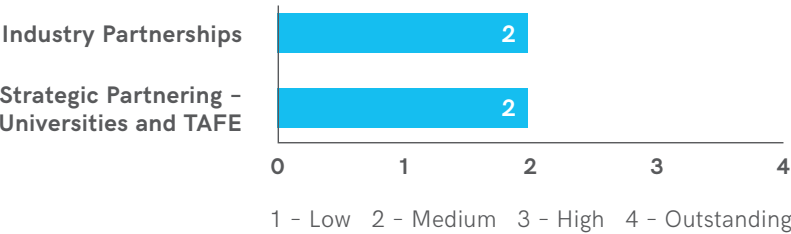
Position the College as a research and development centre for Universities and TAFE Colleges through strategically focused partnership agreements.

WHAT WE ACHIEVED

- Establishment of a Careers Breakfast for Year 12 students engaging industry, community and tertiary groups
- Newman industry partners providing career pathways for students including apprenticeships and work experience
 - Development of industry partnership with MACA Mining and education partnership with ECU
- Strengthening of the Senior School general pathway subject offerings
- Inaugural Staff and Students Learning Tours to Republic Polytechnic Singapore undertaken

HOW WE RATED

STRATEGIC LEADERSHIP AND PARTNERING RATING



STRATEGIC PRIORITY 4:

Strategic Leadership and Partnering



STRATEGIC PRIORITY 5:

A Catholic Workplace



STRATEGIC INTENTS

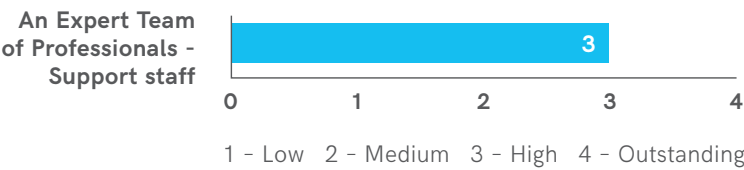
Support Staff
Develop and maintain a quality performance growth culture.

WHAT WE ACHIEVED

- Administration Teams identified:
 - Principal's Support Team
 - Operations and Engagement
 - Student Services
 - Finance
- Change in reporting lines
- Engagement of an external Human Resources consultant two days per week
- Appointment of a Student Services Staff Coordinator
- Development of a Growth Plan instrument
- Development of a Professional Learning Framework
- Increased Capacity of Staff
 - Cross Training
 - Knowledge sharing forums

HOW WE RATED

A CATHOLIC WORKPLACE RATING



STRATEGIC PRIORITY 5:

A Catholic Workplace



STRATEGIC PRIORITY 6:

Stewardship and Sustainability



STRATEGIC INTENTS

- College Advisory Council**

Maximise the provision of specialist advice to the College Principal.

College Finance Committee

Reframe the College Finance Committee and its terms of reference and its membership, according to the guidelines set by Marist Schools Australia.
- Alumni / Foundation**

Engage the College community present and past in new capital raising initiatives contributing to generational responsibility for long term sustainability.

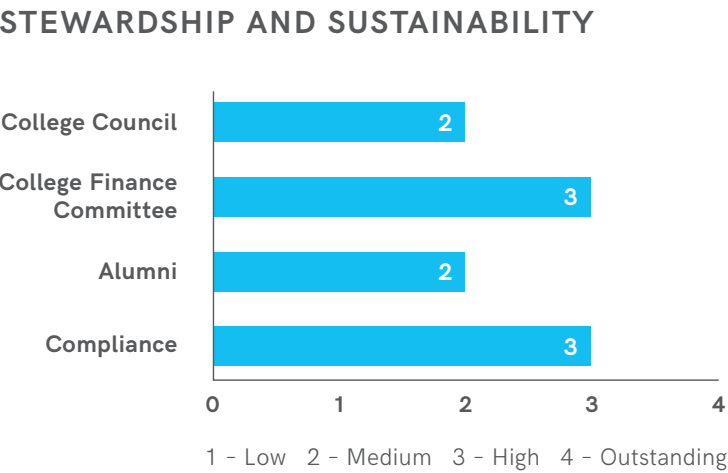
Compliance

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

WHAT WE ACHIEVED

- New Member appointed to Council; lawyer and past student
 - Finance Committee:
 - New Chair of Finance Committee identified for 2020
 - Strong gender diversity anticipated for 2020
- Foundation established for commencing the revitalizing of Archives and Alumni Program
 - Complete and full compliance with MSA guidelines

HOW WE RATED



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, let your light shine* (Mathew 5:16) 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 182 teachers (including casuals), all of whom are registered with the Teachers’ Registration Board of Western Australia. All members of staff hold a current Working With Children Check.

WORKPLACE COMPOSITION

	FEMALE	MALE	TOTALS
FULL-TIME	81	51	132
PART-TIME	96	3	99
CASUALS	66	23	89
TOTALS	243	77	320

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	134	48	182
NON-TEACHING ROLES (inc casuals)	109	29	138
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON-TEACHING ROLES (inc casuals)	0	0	0
TOTALS	243	77	320

Section 3.0

School Performance Information

STUDENT ATTENDANCE

PP	93.63	YEAR 7	93.94
YEAR 1	94.87	YEAR 8	94.07
YEAR 2	94.54	YEAR 9	93.47
YEAR 3	94.52	YEAR 10	92.72
YEAR 4	95.15	YEAR 11	92.66
YEAR 5	95.00	YEAR 12	93.08
YEAR 6	94.78	WHOLE SCHOOL	93.88%

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:

- 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
 - for students in Years PK-2, via telephone 9387 9900 or email absenteeprimary@newman.wa.edu.au
 - for students in Years 3-6, via telephone 9416 9700 or email 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

- 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 will need a written note to be excused from class
 - Students must sign out and be collected from Administration by an authorised adult
- If a parent/guardian has not contacted the College regarding an absence, an SMS will be sent requesting they call or email to update the student attendance record. All unexplained absentees are followed up by email. If an absence continues to be unresolved, a formal letter is sent to the family.

In the event of a planned extended absence, parents/guardians are requested to inform the Leader of Early Childhood (Marian), Leader of Wellbeing Primary (Lavalla) or Deputy Principal Wellbeing (Marcellin) in writing, with the reason for the absence, giving advanced notice.

Structures and processes have been implemented to increase Student Attendance. These strategies have seen a steady improvement since 2016. Unfortunately, during 2019, we had a number of senior students with long term social emotional and health concerns. Case management and remote learning support has been provided to guide these students through their absence.

2016	2017	2018	2019
93.41%	93.64%	94.20%	93.88%

NAPLAN ANNUAL ASSESSMENTS 2019

NAPLAN	NATIONAL MEAN	STATE MEAN	SCHOOL MEAN
YEAR 3			
GRAMMAR & PUNCTUATION	440	433	446
NUMERACY	408	404	433
READING	432	424	453
SPELLING	419	411	434
WRITING	423	420	435
YEAR 5			
GRAMMAR & PUNCTUATION	499	496	534
NUMERACY	496	490	510
READING	506	502	537
SPELLING	501	499	516
WRITING	474	472	486
YEAR 7			
GRAMMAR & PUNCTUATION	542	540	562
NUMERACY	554	556	577
READING	546	544	569
SPELLING	546	546	562
WRITING	513	514	527
YEAR 9			
GRAMMAR & PUNCTUATION	573	576	586
NUMERACY	592	599	616
READING	580	587	605
SPELLING	582	584	593
WRITING	549	557	576

“Newman College continues to perform better than the State and National mean in all assessments across all cohorts. Literacy and Numeracy will continue to remain as priority areas in our school improvement plans and Strategic Directions.”

JOHN FINNERAN, PRINCIPAL
NEWMAN COLLEGE

THE GRADUATING CLASS OF 2019, DESTINATIONS

The Class of 2019 comprised 184 students (including 5 Education Support students). The data below is based on 178 students (6 failed to respond to the survey):

- 97.7% of the cohort received a WACE
- 148 students (cohort 83%) are studying in 2020. Of these:
 - 117 students are at university (79%)
 - 22 students are at TAFE (15%)
 - 9 students are at Registered Training Organisations (6%) (Of the 31 students at TAFE / RTOs, 19 are studying an apprenticeship/traineeship.)
- 30 students are not continuing with study in 2020 (cohort 17%)
 - 12 students have deferred study (7%)
- Of the 18 students not studying and who have not deferred (10%)
 - 3 students are working full-time
 - 7 students are working part-time
 - 8 students are currently looking for full-time/part-time work

THE GRADUATING CLASS OF 2019, RESULTS

OUR PERFORMANCE

NEWMAN MEDIAN ATAR	25% OF NEWMAN ATAR ABOVE 90	65% OF STUDENTS RECEIVED THEIR FIRST PREFERENCE AT A UNIVERSITY
81.35	25%	65%
173 OF 177 STUDENTS RECEIVED A WACE	CEWA MEDIAN ATAR	STATE MEDIAN ATAR
97.7%	82.05%	81.05%

THE HIGHEST ATAR

ALEXANDRA CAVANAGH

99.7



MICHAEL ADAMOS

99.1



HIGHEST CEWA SCHOOL

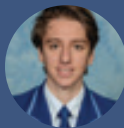
Based on the percentage of students who had Year 12 ATAR course combined scores in the top 15% of all students in the course.

- Literature
- Mathematics Methods
- Outdoor Education

ATAR
90+



Alexandra Cavanagh



Michael Adamos



Catherine Jamieson



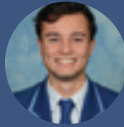
Joe-Massimo Del Re



Rose Troon



Isabelle Pang



Jack Burgess



Madeleine Thompson



Caitlin Grant



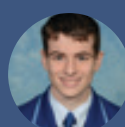
Georgia Condon



Danny McCloskey



Patrick Diamond



Jacob Arto



Cara Ross



Isabel Ramsay



Jayden Tang



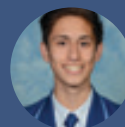
Jordan Leckie



Elizabeth Adams



John Travaglini



Jacob Marcon



Luka Moukine



Jacinta Chesson



Megan Petbick



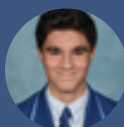
Kiara Camisa-Cason



Benjamin Miniello



Molly York



Kyle Peou

OUTSTANDING
ACHIEVEMENTS IN
AN ATAR COURSE

SUBJECT CERTIFICATE
OF EXCELLENCE

Jordan Leckie

- Mathematics Applications

EXCELLENT SCHOOL
ACHIEVEMENT CERTIFICATES
OF DISTINCTION

Michael Adamos

Jack Burgess

Alexandra Cavanagh

Joe-Massimo Del Re

Patrick Diamond

Caitlin Grant

Catherine Jamieson

Benjamin Miniello

Isabelle Pang

CERTIFICATES OF MERIT

Elizabeth Adams

Jacob Arto

Jessica Baggetta

Freya Beattie

Kiara Camisa-Cason

AnnMaree Celisano

Jacinta Chesson

Georgia Condon

Emily Finlayson

Lauren Fisher

Amelia Hornby

James Kerr

Grace Lovegrove

Danny McCloskey

Daniel O'Connor

Isabel Ramsay

Cara Ross

Jayden Tang

Madeleine Thompson

Rose Troon

VOCATIONAL EDUCATION
AND TRAINING (VET)



Jessica Baggetta

- Certificate II in Visual Arts (Wood Focus)
- Certificate III in Animal Studies

73 CERTIFICATE II AWARDED
29 CERTIFICATE III AWARDED

PARENT,
STUDENT,
TEACHER
SATISFACTION

During 2019 the College conducted its second DISA (Diagnostic Inventory of School Alignment) Survey, the first of which was completed in 2016. The DISA incorporates a belief that schools should be vibrant environments for the learning, growth and development of students and teachers. The DISA instrument collects data from staff, students and parents.

Overall, the 2019 DISA data shows a positive upward trend across most Indicators of Success (Organisational, Social and Intellectual Capital of the College community). The growth in staff is most significant and is a positive result of our commitment to school improvement, an aligned PK-12 College with a shared, common language of learning. The following summarises the positive data captured:

School Success and Achievements

- Students are well prepared to move into secondary school / work / university
- Teachers are integrally involved in making key educational decisions that affect the students
- A clear link is evident between the school's vision, teaching and learning and school resourcing
- Adequate time and space are available for shared staff reflection

Strategic Foundations

- The school is guided by an inspirational and memorable vision that encourages and enables teacher leadership
- The school's success is promoted to the community to enhance school identity and spirit

Community Cohesiveness

- The school staff demonstrate highly positive working relationships
- The contributions of individuals and groups to the school are celebrated

- Processes are in place for broad professional and public input into school planning and processes.

Schoolwide Pedagogy Development and Deepening

- Individual teachers identify and share their successful teaching practices
- The school engages in a systematic, schoolwide analysis of its current teaching, learning and assessment practices
- The school staff has developed a shared understanding of teaching and learning that best fits the school's context
- An agreed Schoolwide Pedagogy assists meaningful staff analysis of external requirements
- An agreed Schoolwide Pedagogy provides direction for teaching and learning across all curriculum areas

Generative Resource Design

- Teachers find innovative ways to utilise learning space in order to optimise student learning
- The school networks well with other credible educational organisations such as universities

Holistic Professional Learning

- Professional engagement and conversation are built on explicit and agreed principles of trust and respect

SCHOOL INCOME

Financial information for 2019 can be viewed on the MySchool website www.myschool.edu.au



School Community Report

NEWMAN COLLEGE ADVISORY COUNCIL

It remains a privilege to sit as a Council providing guidance and support to our Principal Mr Finneran as he and the senior leadership team work tirelessly to ensure the College concludes each period year in an incrementally better position. To this end and without reservation, the Council commends the College leadership, teachers, support staff, administration, students and parents on their contribution to life, faith and learning within the Newman family.

2019 has delivered a varied agenda to the Council across such matters as the Annual School Improvement Plan, Commercial Partnerships, Catholic Identity and the New Singapore Immersion at Republic Polytechnic, along with the regular updates from the Principal and Director Finance and Administration. We have all heard for the last few years, on our College's Vision for Learning - *Shine through Discovery*. It has been a blessing to see the traction and outcomes this focus is achieving both within the school and the engagement with external organisations.

Of particular note has been the publication of a new code of conduct for families engaging with the College. Whilst this may seem a simple enough task, it is important in all we ask of our Newman community, that our values sit at the heart. Debate around matters such as these continues to frame context and remind us of the need to live as we say.

After considerable efforts, the Capital Development Plan for the Learning Hub was approved with works on site now well advanced. All good things take time as they say and there is still a way to go, however we all look forward to benefits the new learning space will deliver to our staff and students. A steering committee has been formed to support the College Executive in the delivery of this project to the school.

2019 draws to conclusion the College 3-year Strategic Plan. This has been the guiding document for the renewal and reframing of life within the College, offering measurable feedback and engagement across the student cohort, teaching and non-teaching staff, families, senior leadership and all stakeholders. The development of our new strategic plan has commenced as we shift our focus to sustainability and embedding the learnings and positive cultures that have evolved from our efforts of the past 3 years.

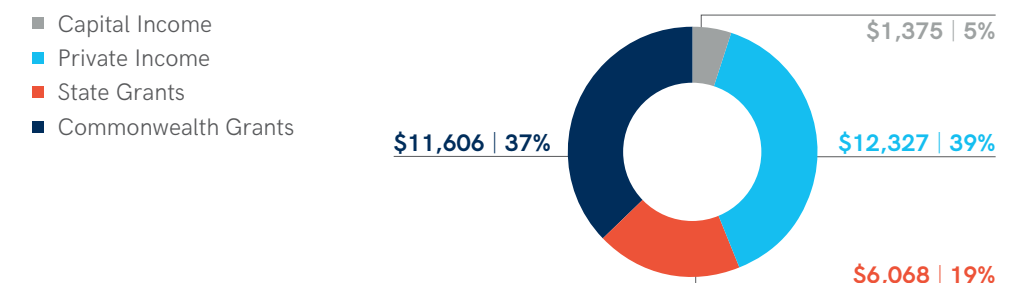
Following many years of service to Catholic Education and our community, Caroline Payne stepped down as Chair of the College Advisory Council in March 2019 due to illness. In early 2020, we sadly lost Caroline to a higher calling. Caroline gave greatly, challenged us to be better and advocated always for what best served Catholic education and its students. We are each blessed to have shared in Caroline's spirit and passion and remain forever grateful for her contribution and unwavering support to Newman College and the Council.

Comprised of members both internal and external to the College, the Council continues in its advisory role in support of the Principal and the Senior Leadership Team. It has been a pleasure to share the journey this year with all its successes and challenges. Thank you to all Council members for your contributions and most importantly your authenticity. We look to a strong agenda into 2020 and trust in the continued guidance of our faith in serving the College community.

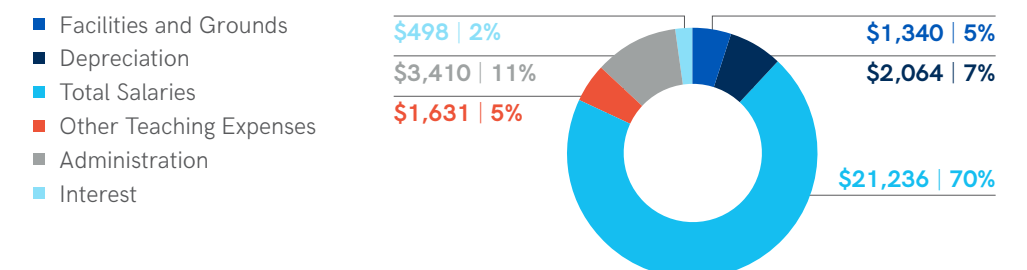
Stephen Lee, Acting Chair

A STATEMENT OF THE PROVISIONAL BUDGET FOR THE ENSUING YEAR

2020 BUDGETED COLLEGE INCOME IN \$ THOUSANDS



2020 BUDGETED COLLEGE EXPENDITURE IN \$ THOUSANDS



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