



LET YOUR LIGHT SHINE
MATTHEW 5:16

Newman College Curriculum Plan 2021



NEWMAN
COLLEGE

A CATHOLIC SCHOOL
EDUCATING IN THE
MARIST TRADITION



Curriculum Plan 2021

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PART A

Observance of Registration Standards

Supporting documentation:

- [College Strategic Plan](#)
- [Annual School Improvement Plan](#)
- [NQS/ QIP Alignment](#)
- [Ministry Plan](#)
- [Reconciliation Action Plan](#)
- [Aboriginal Education Plan](#)
- [Vision for Learning](#)
- [Learning Cycle](#)
- [College Results 2020 Publication](#)
- [Newman College Leadership Structure](#)
- [School Improvement Team](#)
- [Decision Making Structures 2021](#)
- [College Website](#)
- [Primary Learning Program](#)
- [Wellbeing Program Y7-12](#)
- [Protective Behaviours KSC Example PK -2](#)
- [Protective Behaviours KSC Example Years 3 - 6](#)
- [WACE Manual](#)
- [Principles of Teaching and Learning](#)

Catholic context, location and connection with community

Newman College is a Catholic co-educational Pre-Kindergarten to Year 12 School which educates in the Marist Tradition. It is owned and governed by the Marist Brothers. The College endeavours to provide students with a sense of community where they feel welcome, accepted, valued, and believed in, so they can reach their potential both as individuals and as members of society. The College lives out the foundational characteristics of Marist education: Family Spirit; Presence; Love of Work; Simplicity; and In the Way of Mary. The College is in the enviable position of being able to offer an integrated, varied, and seamless curriculum from Pre-Kindergarten to Year 12. The development of literacy and numeracy is central to the educational program. The basics are developed in Kindergarten and built on through to the completion of Year 12.

The College focuses on identifying and meeting the individual needs of each student, whether in providing support for those experiencing difficulties or maximising opportunities for those showing significant potential. The College also offers an extensive extra-curricular program including the Visual and Performing Arts, Sport, Immersion, Social Justice and Service Activities.

Our Vision for Learning ‘Shine through Discovery’ – Let your light shine (Matthew 5:16) inspires our faith and learning community to Challenge, Collaborate, Create and Celebrate who we are and what we seek to achieve. By promoting education in the Marist tradition, we, at Newman College strive to animate our delivery of learning, teaching and wellbeing. We also work to underpin our contemporary and relevant pedagogy with innovation and creativity.

Newman College is a co-educational PK- 12 Catholic school catering for 669 primary school students from Pre-kindergarten to Year 6. This figure consists of 312 girls and 357 boys. The secondary school, ranging from Years 7-12, offers six streams per year group and caters for 1141 students. This figure consists of 538 girls and 603 boys. Across the school 75% are of Catholic Religion.

School Background Data

ICSEA

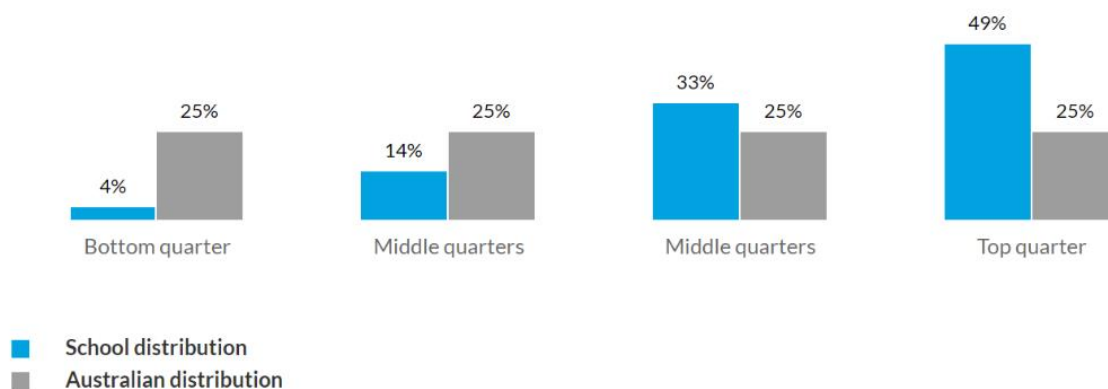
The ICSEA (Index of Community Socio-Educational Advantage) is a measure developed to enable meaningful and fair comparisons to be made across schools. The variables that make up ICSEA include socio-economic characteristics of the small areas in which students live (in this case, an ABS census collection district), as well as, whether a school is in a regional or remote area, and the proportion of Indigenous students. The My School Website allocate in ICSEA value of 1114 as below.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1114
Average ICSEA value	1000
School ICSEA percentile	88

Distribution of Socio-Educational Advantage (SEA)



<https://www.myschool.edu.au/school/48971>

Overview of student cohort

Newman College is amongst the top 10 highest ICSEA ranking schools across all Catholic Secondary Schools in Western Australia. Approximately 65% of the Year 12 cohort choose an ATAR University pathway, with an approximate variance of 5 to 10% from year to year. The College offers an extensive vocational education program. The College offers a variety of Certificates onsite and offsite for Year 11 and 12 students level ranging from a Certificate II through to the completion of a Certificate IV. The College also provides Year 12 students with a Curtin Uni-Ready pathway into University. Newman provides specialised support for students with disabilities and special needs through the Education Support Centre and Leader of Diversity Education. In addition, the College offers Learning Support for students who require additional assistance with their learning.

Number and profile of students in each year level

The table below provides the composition of students at Newman by identifying the number of students who:

- are of aboriginal or Torres Straight Island background (ATSI)
- have disabilities (SWD)
- are on Individual Education Plans (IEP)
- are on Curriculum Adjustment Plans (CAP)
- have a language other than English at home (EALD)
- require additional support structure to assist them with their learning.

Year	ATSI	SWD	IEP	CAP	EALD	Additional Support (Psych services/ Medical)
Pre-Kindergarten						
Kindergarten						
Pre-Primary				2		
1		1	0	18	0	8
2	2	1	0	21	0	16
3	11	0	6	10	0	13
4	0	2	4	13	0	14
5	1	4	1	9	0	8
6	0	1	2	15	0	23

Year	ATSI	SWD	IEP	CAP	EALD	Additional Support (Psych services/ Medical)
7		6	3	19	0	25
8	1	6	24	6	0	25
9		6	6	20	0	19
10	1	8	8	13	0	23
11		10	6	25	0	24
12	1	5	2	17	0	20

Students who display learning difficulties, are those students who display well below average learning in comparison to other students in the state. These students are identified through the Allwell testing and other standardized tests such as NAPLAN and OLNA. These students would typically achieve Bands 1 to 4 in NAPLAN. These students are provided with differentiated programs (e.g., access to Macqlit, Literacy Support, Modified and Foundational Literacy and Numeracy classes from PP - 10). These programs aim to improve areas of weakness. Students with a combination of learning difficulties and or language difficulties are provided with Enrichment classes in Years 7 - 9.

Students identified as academically gifted/talented are those students who display well above average learning in comparison to other students in the state. These students would typically achieve very high in the Allwell testing. Testing to identify academically gifted students takes place every two years, from Pre-Primary to Year 10.

WACE 2020 Performance Summary

The outline of the College's performance in ATAR, VET and WACE in 2020 is summarised in the tables below.

WACE Achievement 2016-2020			
Year	Yr 12 students No.	WACE Achieved No.	WACE Achieved %
2020	168	166	98.8
2019	177	173	97.7
2018	168	168	100.0
2017	156	150	96.2
2016	186	183	98.4

Completed four or more ATAR courses, or a Certificate II or higher 2016-2020

Year	Yr 12 students No.	Completed four or more Yr 12 ATAR courses		Completed a Certificate II* or higher but less than four Yr 12 ATAR courses		Completed neither four or more Yr 12 ATAR courses nor a Certificate II or higher	
		No.	%	No.	%	No.	%
2020	168	112	66.7	55	32.7	1	0.6
2019	177	112	63.3	64	36.2	1	0.6
2018	168	133	79.2	35	20.8	0	0.0
2017	156	107	68.6	49	31.4	0	0.0
2016	186	142	76.3	44	23.7	0	0.0

Median ATAR 2016-2020

Year	No. F/T eligible Yr12 students +	Students with an ATAR +		Median ATAR
		No.	%	
2020	171	112	65.5	82.70
2019	182	112	61.5	81.35
2018	170	133	78.2	84.40
2017	158	107	67.7	79.00
2016	190	142	74.7	84.50

% distribution of marks in ATAR courses according to state-wide triles 2016-2020

Year	% Low	% Mid	% High
2020	26.8	41.1	32.1
2019	25.0	39.3	35.7
2018	24.8	33.8	41.4
2017	29.0	45.8	25.2
2016	22.5	35.2	42.3

Achievement of a scaled mark of at least 75 in at least one of the four ATAR courses attempted 2016-2020

Year	No. Student 4+ ATAR	Scaled mark of 75+ in at least one ATAR No.	Scaled mark of 75+ in at least one ATAR %
2020	112	20	17.9
2019	112	32	28.6
2018	133	47	35.3
2017	107	19	17.8
2016	142	49	34.5

During 2020, A summary of 2020 WACE Performance summary for Newman can be found online under [2020 Results](#)



OUR PERFORMANCE

NEWMAN MEDIAN ATAR

82.70

% OF STUDENTS WHO ACHIEVED A WACE

98.81%

% OF NEWMAN ATAR ABOVE 90

22.3%

% OF STUDENTS WHO RECEIVED THEIR FIRST PREFERENCE AT A UNIVERSITY

88%

% OF STUDENTS OFFERED A UNIVERSITY PLACE IN THE MAIN ROUND

92.5%

STATE MEDIAN ATAR

81.65%

*CEWA Median ATAR 82.8

NAPLAN 2020 Performance Summary

*NAPLAN did not occur during 2020

OLNA 2020

The number of students sitting Round 1 OLN A in 2020 can be found in the table below. To support those students who were required to complete OLN A (Y10-12) the College provides the following interventions:

- Early identification of students requiring support
- Small group support
- OLN A support workshops are offered through the Homework Club
- Leaders of Learning (English and Mathematics) distribute practice questions
- Teachers of Modified and Foundations English and Mathematics provide additional class time to prepare students

Year	Reading	Numeracy	Writing
Y10	59	58	91
Y11	6	7	7
Y12	2	0	1

PART B

Curriculum

The College has worked in partnership with the University of Southern Queensland to develop a Vision for Learning and Schoolwide Pedagogy. 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*', (Matthew 5:16 Let your light shine) animates our learning community to create, collaborate, connect, and celebrate whom we are and what we seek to achieve. Learning experiences are provided in the delivery of the full K-10 Western Australian Curriculum, mandated K-10 Religious Education Curriculum, SCSA approved senior secondary courses, international partnership projects and through in-house project-based learning.

As outlined in the [Alice Springs \(Mparntwe\) Education Declaration](#) (2019, p.3) "Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society, and contributing to every aspect of their wellbeing". Newman helps to deliver on the national "vision for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. This begins with making sure that every young child has the opportunity to benefit from structured play-based learning before they start school, because this helps build the social, emotional and cognitive skills they need to succeed in the years to come. To achieve excellence,...every student must develop strong literacy and numeracy skills in their earliest years of schooling, and go on to develop broad and deep knowledge across a range of curriculum areas" throughout his or her primary and secondary schooling. Newman aims to "prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges. Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion". Newman helps students to "deal with information abundance and navigate questions of trust and authenticity. They need flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives". Learning at Newman "is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life" (Alice Springs (Mparntwe) Education Declaration, 2019, p.3).

Our commitment is to contemporary and relevant pedagogy where learning programs are increasingly differentiated and individualised. Teacher's pedagogy selection encourage our students to shine through discovery by animating experiences that allow for challenge, collaboration, creation and celebration. In doing so, Newman provides students with the capability to learn knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school. Our programs from PK – 12 have the Australian Curriculum General Capabilities embedded within them



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 gift and talents shine and ensure their hope and aspirations are fulfilled. The College provides the full scope of the Western Australian Curriculum as provided by [SCSA](#) and adheres to the SCSA understanding of [Teaching, Learning and Assessment](#). Newman College uses the [Early Years Learning Framework](#), the [Western Australian Curriculum](#) and our teachers' professional knowledge to develop high quality early childhood programs that are aligned with whole school plans and initiatives and tailored to community contexts.

School Improvement: The Learning Cycle

Our schoolwide improvement program aims to develop an atmosphere of partnership where staff support each other in their practice and students are encouraged to co-learn with teachers while also developing their capacity to collaborate with each other as agile learners.

Through embracing rigorous challenges, we hope students strive to create meaningful work and learning experiences that will serve them well beyond the classroom. We also recognise the importance of celebrating student success, recognising that growth and achievement comes in many forms, with each student deserving of meaningful recognition and feedback.

The Learning Cycle is a shared understanding of what Newman College considers best practice in teaching and learning and is inspired by contemporary educational research. As a PK-12 community, this cycle intends to build the efficacy of teachers and a consistent experience for students and their families.



Identified Groups with Specific Learning Needs

Gifted and Talented

A gifted and Talented Teacher oversee the Gifted and Talented Education (GATE) program from PP – Year 10.

Pre-Primary – Year 2

Students in Pre-primary to Year 2 are identified using two methods – objective and subjective measures. The subjective measure used is a teacher or parent nomination. Students are then tested with the CoGAT test as a measure of their reasoning skills. Based on the combination of these two measures students are invited into the withdrawal program. Students who have a psychological report indicating they are gifted are also invited into the program.

Pre-primary students commence their withdrawal toward the end of Term 1 when tests can be administered, and students have settled into their classes. Students in pre-primary participate in the withdrawal program for one hour per week. The number of students in this program is yet to be determined. Year 1 students participate for one hour and a half per week. Currently there are 7 students in the program. Year 2 students participate for one hour and a half per week. Currently there are 7 students in the program. Each of the programs have a different focus in each module. The first of which is a STEM investigation, followed by philosophical reasoning, problem solving and creative storytelling. Once students are invited into the program during PP – Year 2 they will continue in the program until they 'graduate' from the SHINE in Year 2.

Years 3 – 6

Students in Years 3 to 6 complete the AGAT test in Year 3 and Year 5 and their results (in particular the reasoning component) are used to identify their suitability for the SHINE program. Students who have a psychological report indicating they are gifted are also invited into the program for two years. Every second year students are re-tested using AGAT to determine the participants of the program. Data from the Allwell is also used, which occurs in Year 4 and 6.

The Years 3 – 4 programs are designed to enhance critical reasoning and critical thinking. The program draws on the following areas and skill sets for enrichment tasks: philosophical reasoning, thinking routines, design thinking, creative processes.

The Year 5 – 6 programs are also designed to enhance critical reasoning, critical thinking and problem solving and students participate in external programs such as the Future Problem-Solving competition, TOMs and the Da Vinci Decathlon. The implementation of the Future Problem-Solving program (Semester 1) not only facilitates students in the development of a specific problem-solving process that develops expert knowledge, divergent thinking and solution development it is also a rigorous competitive program that develops students' capacity to present their ideas in a structured, written form.

Year 3 students in 2021 – 4

Year 4 students in 2021 – 11

Year 5 students in 2021 – 13

Year 6 students in 2021 – 13

Mathematics Extension

Students are also invited into various Mathematics extension courses based on their PatM tests and their mastery of skills or content. There are two aspects to the extension courses. Extension for students who have advanced number understandings and extension for students who have advanced skill/understanding in geometry, measurement and space. The latter is a program (Discovery Mathematics) that extends on the mathematical principles covered in the core classes with investigations and real-world applications of mathematical concepts. The Discovery Mathematics program is taught by the Gifted and Talented teacher for 2021.

Art Extension

Students exhibiting gifts or talents in the Arts are identified by the Art teacher and invited to participate in a specialist Art program. Students who are invited into both the SHINE and Art extension program can engage with each for a semester or choose one program over another.

Students will be reported on based on formative assessments, including class discussions, projects and presentations. Students will also be reported on their effort and application in external competitions.

Years 7 - 10

In Years 7 and 8 students are identified to participate in the SHINE program using the Allwell standardised test – in particular the reasoning component. Students exhibiting advanced skill are invited to participate in a weekly withdrawal program that aims to enrich and extend on their coursework. Students are provided with real-world problems and challenges that relate to their core disciplines – Science, Mathematics, Humanities and English. Students are encouraged to extend and enrich their studies by using critical and creative thinking skills that require them to use knowledge and skills across multiple disciplines. Students will be formatively assessed on their effort, application, and the creative and critical thinking capabilities.

In Years 8 to 10 students are identified to participate in the SHINE program using the Allwell standardised test and their academic reports to determine students in the top 10% of their cohort in these areas. Students from this group are invited to participate in external opportunities – immersion learning, STEM challenges and competitions to enrich and extend their learning. Additionally, Mathematics is streamed in Years 9 – 10, extension classes are able to better cater for very high achieving students. English, Humanities and Science are Streamed in Year 10

Shine through Storytelling (extra-curricular)

Throughout Years 7 to 10, students will be identified and invited into the storytelling program through the submission of a piece of creative writing or teacher nomination. The gifted and talented teacher invites participants in the program. The extra-curricular program is run by both the gifted and talented teacher, and writer/teacher Will Hofman, in the Learning Hub on Wednesday afternoons. Students are invited to participate in a Write a Book in a Day competition in Term 3 as an opportunity to challenge themselves to refine their writing skills. Students are provided with opportunities for specialist writer-run workshops to enhance their craft.

Differentiation

Staff will also be provided with information on students identified as demonstrated advanced academic capability to assist in the differentiation of these students learning in the classroom. These students will be monitored, for both pastoral and academic support, by the gifted and talented teacher.

Learning Support

Pre-Kindergarten – Year 2

Students with specific learning needs have access to a Curriculum Adjustment Plan (CAP) or an Independent Learning Plan (IEP), where appropriate. These plans are developed by the classroom teacher in collaboration with the Leader of Learning and with access to relevant medical reports. Education Assistants are also offered on a priority of need basis, to help the student/s with the demands of classroom learning. Currently we have 12 EAs from PK -2. C Additionally the Learning Support teachers focus on small group literacy and numeracy support and intervention. Students are withdrawn from class for small group learning. The Learning Support teachers have a total FTE of 1.2 in PK – Y2.

Years 3 - 6

Students with specific learning needs have access to a Curriculum Adjustment Plan (CAP) or an Independent Learning Plan (IEP), where appropriate. These plans are developed by the classroom teacher in collaboration with the Leader of Learning and with access to relevant medical reports. A case management conference approach is adopted. Education Assistants are also offered on a needs basis, to help the student/s with the demands of classroom learning. Currently we have 4 EAs from Y3 - 6. Additionally, the Learning Support teacher focuses on small group literacy and numeracy support and intervention. Students are withdrawn from class for small group learning. The Learning Support teachers have a total FTE of 1 in Y3 - 6.

Years 7 - 10

Students with specific learning needs have access to a Curriculum Adjustment Plan (CAP) or an Independent Learning Plan (IEP), where appropriate. These plans are either developed by the Learning Support Coordinator, or developed in collaboration with the student, parent, classroom teacher and with access to relevant medical reports. A case management conference approach is adopted. Education Assistants are also offered on a needs basis, to help the student/s with the demands of classroom learning. Currently we have 16 EAs from Y7 - 10. Additionally, the Learning Support teachers provide small group literacy and numeracy support and intervention programs. Students are withdrawn from class for this small group learning. The Learning Support teachers have a total of 3 FTE Y7 - 10.

The College provides the following interventions for students with special needs:

- Macqlit Literacy Intervention (Y7 - 8)
- Learning Enrichment (Y7 - 8)
 - Withdrawal from LOTE for small group support
- Modified Mathematics and English (Y7-10)
- Modified Science / Humanities (Year 10)
- EDGE Program (Year 10-12)
 - Alternative curriculum to support transition to VET pathway

The following staff oversee the area of Diversity Education:

- Leader of Learning Diversity Education
- Education Support Centre Coordinator
- Specialist Education Support teachers
- School Psychologist
- Team of Teachers, Education Assistants, Allied Health Professional and College Counsellors work collaboratively to provide authentic learning experiences in the context of Education Support and integration in mainstream classes

The following specialist timetabled classes underpin Education Support

- Learning Enrichment Classes two per week (Y7-8)
- OLN Support, as required (Y10-11)
- Homework Club up to four classes a week (Y8-12)
- Education Support Centres Middle School and Senior School
- Case conference approach to learning and wellbeing
- Inclusive approach to some learning area (where appropriate)
- Team of Teachers, Education Assistants, Allied Health Professional and College Counsellors work collaboratively to provide authentic learning experiences in the context of Education Support and integration in mainstream classes

- IEPs developed by the classroom teacher in collaboration with the Education Support Coordinator
- CAPs/IEPs – Developed by the Coordinator in collaboration with the subject teacher, parents and/or external professionals
- Case conference approach – Managing student concerns framework

Summary of programs implemented to cater for diverse learning and student needs

K-2	3-6	7-12
Literacy Support Numeracy Support GATE program Letters and Sounds Synthetic Phonics Mathematics Extension	Enrichment Reading/Literacy Enrichment Mathematics SHINE GATE Chess Club Lego Club Homework Club Maths Extension Soundwaves Coder Dojo NAPLAN Support Flexible Learning Mathematics	Education Support Macqlit ASDAN Community Access Education Support Learning Enrichment Modified Maths Modified English EDGE (Y10 - 12) P units (Y 11- 12) Mathematics Foundations English Foundations UniReady (Y12) Homework Club OLNAPLAN Support Literacy and Reading Support (1:1) Maths Pathways (Y7 - 8)

Analysis of Student Learning

The classroom teachers work to assess the learning needs of individual students. Through a variety of assessments and based on an understanding of the learning style of each student, the differentiated learning program is developed to meet all learning needs, particularly in English and Mathematics. This differentiation is for the students who require additional support to access the year level curriculum and includes students with diagnosed special learning needs through to those who require Enrichment both in the level of depth and even beyond the year level curriculum.

Classroom teachers have access to student reports from previous years, pastoral care notes, NAPLAN results and records logged in SEQTA. Teachers have a comprehensive handover from previous teachers, Pastoral Care Teachers and Leaders of Wellbeing. Differentiation is promoted throughout all departments, subjects and year levels so that each student is engaged and able to access the curriculum.

During Years 7 – 12 Mathematics is delivered using Maths Pathways, which is an individualised, online program. Streaming occurs in the Mathematics Learning Areas from Year 9 and judgements for student placement are based on multiple sources of data. English, Humanities and Science classes are streamed in Year 10, to support the transition to Year 11 and 12 pathways ATAR, General and/or VET

Students in PP-6 are invited into the various SHINE (gifted and talented) program classes using a multi-faceted identification process. This includes both subjective and objective tests and reports. Student's progress, suitability, and readiness for the various stages of the programs is reviewed regularly.

Established on regular testing, students in Years 3-6 are invited to participate in Maths Discovery classes based on their mastery or talent in Mathematics. There is also opportunity for children to be involved in flexible Maths Extension classes. In these classes students extend their Mathematics skills and understandings, increasing the complexity of their learning experiences.

Individual Education Plans and Curriculum Adjustment Plans are developed by the classroom teacher in collaboration with parents and support staff. Other sources of information:

1. School based assessments
2. Outside agency reports e.g., ASD, Speech and Language etc
3. Longitudinal data from standardised tests for all students
4. The above data are used to form an IEP, a CAP or a medical plan
5. Assigned Educational Assistants (for students with special learning needs) assist the students individually

The teaching and learning focus for the College is articulated through the College Strategic Plan and School Improvement Plan. The staff responsible for leading improvement in teaching and learning and analysis of current versus best practice include:

1. Vice Principal
2. Deputy Principal – Secondary
3. Curriculum Administrator
4. Leaders of Wellbeing Years 7 – 12
5. Leaders of Learning (Including Leader of Learning Diversity)
6. Learning Area Coordinators
7. Classroom Teachers

The above data and people, along with professional learning form the basis of the:

1. Professional Learning Program (weekly)
2. The Annual School Improvement Plan (ASIP)
3. Middle Leader and Teacher Professional Growth Plans
4. Classroom practice that reflects the Learning Cycle, College Vision for Learning, ASIP and schoolwide pedagogy

Full Implementation of the Western Australian Curriculum was achieved through the following measures:

1. Audit of course documentation
2. Data Analysis and Assessment and Reporting
3. Relevant and Aligned Professional Development

The College delivers a K-12 curriculum consistent with the requirements of the Religious Education guidelines, EYLF, School Curriculum and Standards Authority and policy in Vocational Education and Training. Students in Y11 and Y12 receive all documentation mandated for distribution from SCSA and the College maintains records that ensure all students have received the material.

Students in Year 11 and 12 are given the opportunity to achieve a WACE, as per the WACE manual (supporting documentation) and as evidenced by our WACE data (provided within the document). Each course that a student selects in Year 11 and 12 is allocated 10 periods every fortnight. Nominal teaching, learning and assessment hours and the teaching and assessment requirements set out in the SCSA Syllabus are provided. Additionally, as stipulated students who have not met the OLN requirement are given intervention support.

A summary of the period allocation per week in Year 7 – 10 is provided in the table below.

AREA	Year 7	Year 8	Year 9	Year 10
Pastoral Care	1	1	1	1
Religious Education	3	3	3	4
Mathematics	4.5	4.5	4.5	4
English	4.5	4.5	4.5	4
Science	4	4	4	4
Humanities	4	4	4	4
Health and PE	3 + 1	3 + 1	3 + 1	3 + 1
Technologies	2	2	optional*	optional*
The Arts	2	2	optional*	optional*
Project Based Learning	One week at end of term 4	One week at end of term 4	One week at end of term 4	0
Italian/Japanese	2	2	Optional	Optional

Reporting

Overview

Newman implements the K-10 Western Australian Curriculum and Assessment Outline (teaching, assessment and reporting) in the areas of English, Humanities and Social Science, Mathematics, Science, the Arts and Technology and Enterprise (Technologies). All subjects report a grade for each student at the end of Semester One and or at the end of the year.

As mentioned previously, and like many other schools, Newman provides differentiated programmes through streamed classes (e.g. Extension, Foundation) in a number of subjects. In line with the implementation requirements of the Australian Curriculum, the College provides each student with a State grade based on the School and Curriculum Authority (SCSA) Achievement Standards.

Allocation of Grades

The student report has a state grade for the Arts, Technologies English, Mathematics, Science, Humanities, Physical Education and Health in Years 7 through to 10. At the present time, all students receive a Australian Curriculum grade with the exception of Religious Education and Languages (Italian/Japanese), which receive a course grade.

Ongoing student academic progress is available for parents and students to view in real time via the learning management system, SEQTA. The Semester Reports, Statement of Results and Interim Reports are produced, uploaded and accessible via SEQTA.

Reporting Methods:

The College provides parents and students with four types of reports during the school year:

1. Live Marks
2. Interim (skills-based) Report
3. Semester Report
4. Statement of Results – issued to Year 12 students.

Aims of the College with regards to Assessment

1. Improving the quality, rigour and effectiveness of summative assessments, whilst placing increasing emphasis on providing students with increased quality of ongoing targeted formative feedback.
2. The College is also simultaneously committed to reduce the quantity of summative assessments in order to allow more time for effective teaching and learning.
3. Reducing the number of times that students are faced with multiple assessments in one day and that students are faced with multiple assessments in one week.
4. Ensuring consistency in the application of the Assessment Policy for all students in the College.

Assessment Schedule

Leaders of Learning Area in conjunction with classroom teachers are requested to enter the timing of assessments in an Assessment Calendar and to record this information into SEQTA so that students and parents are aware of the timing of all assessments. [Assessment Guidelines and Procedures Year 11 and 12](#) and [Assessment Guidelines and Procedures Year 7 -10](#) along with the [Assessment Policy](#) guide the planning for assessments in the secondary school.

Extra-Curricular Opportunities

There is a great deal of anecdotal evidence to suggest that those students who are involved in a large number of College extra-Curricular activities and programs also achieve excellent academic results. Involvement in the extra-curricular program of the school assists students with their social and emotional development and improves confidence, motivation and time management skills. The involvement of students in the College is acknowledged and placed on SEQTA.

The College's St John Henry Learning Hub is open from 8am until 5pm Monday to Thursday and 8am to 4.00pm on Fridays. The College also offers an extensive extra-curricular program including the Visual and Performing Arts, Sport, Immersion, Social Justice and Service Activities.

PART C

Protective Behaviours Curriculum

Supporting documentation

- Primary – Learning Programs
- Secondary - Health/ Wellbeing programs (Y7-12)

Year 7 – 12 Keeping Safe Framework

The Keeping Safe Child Protection Curriculum (KS:CPC) at Newman College meets the mandated requirements and is a comprehensive curriculum, linked to the West Australian Curriculum and is applicable to children from Pre-Kindergarten to Year 12.

All teaching staff, education assistants, College psychologist and social worker were trained in the Keeping Safe Curriculum in December 2017. Colleagues new to the College in 2019 were trained in 2019. New staff from 2020 will / have attended the CEWA training course offering.

Parent communication and education was supported by the classroom teacher and the College newsletter, as well as the Newman Parents Consultative Committee and Newman Parents Forums. Keeping Safe is also covered in all Parent Information Evenings K-12. Guest speakers are engaged to deliver knowledge and understanding to students in the secondary school and the parent community.

In Primary, the curriculum is mapped across unit groups and explicitly taught within the Wellbeing framework. The Leader of Wellbeing PK-2 and Leader of Wellbeing 3-6 have responsibility for ensuring accurate delivery and assessment associated with the curriculum. All primary classes at Newman College participate in activities related to the mandatory Keeping Safe - Child Protection Curriculum throughout the year. The KS:CPC is delivered weekly by the classroom teacher to the children in activities that are age appropriate and relatable.

The KS:CPC fits primarily within the Health and Physical Education Learning Area of the Australian Curriculum but is also taught during Pastoral care time and across multiple learning areas.

In Secondary, delivery of the curriculum is mainly embedded with the Wellbeing program and Health teaching and learning program. Leaders of Wellbeing for respective Year group have responsibility to ensuring accurate delivery and assessment associated with the curriculum.

Code of Conduct

Newman College implements policies, procedures, practices and strategies for the prevention of grooming and child abuse which are approved by CEWA, our governing body. College staff have received training with regards to the College [Code of Conduct](#). The Code of Conduct clearly delineates the boundaries between staff and students. Any breaches of this Code are dealt with according CEWA policies and guidelines. All staff are provided with a copy of the College Code of Conduct and the Code is explained to all staff at the beginning of each year. Staff are also expected to agree and sign off on the code on appointment to the College. The Code of Conduct for [students](#) and [parents](#) were created in consultation with students and parents in focus groups over the course of 2017 and 2018. These documents are widely publicised and regularly referred to during Parent Information Evenings. The Code of Conduct and protection of student welfare documents are available on the [College website](#).

PART D

Governing Body Accountability

Supporting documentation

- College Strategic Plan 2020 -2022
- Annual School Improvement Plan 2021
- Ministry Plan
- Quality Improvement Plan 2019
- Capital Development Plan
- Aboriginal Education Plan/ Reconciliation Action Plan

College Parent Advisory Committee

The College' Parent Advisory Committee is regularly updated about improvements in teaching and learning and school improvement plans by the Principal and the College Executive. At the beginning of each year, a review of the Year 12 WACE results is presented. The College Parent Advisory Committee has supported the proactive, innovative and forward-thinking approach adopted by the College with regards to teaching and learning. The College has embarked on a process of one hour of weekly professional learning for all staff. In addition, all staff have undergone a formation process using Growth Plans. These processes have been explained to the College Parent Advisory Committee. Newman College recently developed a new Strategic Plan (2020-2023) which identifies key areas of focus and improvement.

PART E

Early Childhood Education - National Quality Standards

In alignment with ACECQA requirements, Newman College formulates and works towards a Quality Improvement Plan (QIP) to foster school and staff development against the National Quality Standards 7 quality areas. The QIP is devised in consultation with early childhood staff and College leadership to successfully align College wide goals with those of the NQS. Regular and ongoing audits are conducted across the Early Childhood campus, to ascertain progress towards NQS standards and QIP goals. These school-based audits form the basis of agenda items for NQS specific staff meetings, which enable staff to reflect on their current practice and develop Growth Plans aligned to QIP requirements. Feedback on the successful implementation of these goals is discussed at subsequent staff meetings. School based audits which utilise the ACECQA 'National Quality Standards Internal Audit tool' and the 'Group Reflection Tool' are used to assist in driving NQS aligned staff meetings.

Key focus areas for Newman College in 2021, align with the College's Vision for Learning: "Shine through Discovery". Teaching staff are developing targeted, child-centred literacy frameworks, that utilise assessment data to ensure that learning is student-focused and diversified. The aspect of 'child agency' continues to be a key focus when developing teaching and learning programs and learning spaces. In conjunction with staff Growth Plans, there will be a commitment to Peer Learning and Observations to foster a culture of professional dialogue and shared learning. Reflective practice continues to be an area of focus and attention in 2021, with staff encouraged to reflect on their pedagogical practices through the framework of their Growth Plans.

Newman College uses a variety of tools and measures to assess and evaluate its ongoing performance. The College has recently developed a new Strategic Plan (2021-2023). Whilst student academic performance and achievement is a narrow way of assessing school performance, it is not ignored and is an important part of the total picture. Each year, the College completes a comprehensive review of student performance in the NAPLAN, OLNA, Bishops Literacy, Allwell and WACE.

The College uses a variety of measures to assessment, progress, improvement and achievement. These measures include Year 12 achievement data such as WACE achievement, VET achievement, Median ATAR and University enrolment. However, the College also uses NAPLAN, Allwell and Bishops Literacy data to measure progress and improvement. The next section provides a more detailed analysis of student data.

PART F

Standard of Education **Evidence of Review and Analysis**

Newman College adopts a variety of processes and procedures to ensure that student data is analysed and appropriate actions taken. The makeup and delivery of the Curriculum at Newman College is heavily influenced by the analysis of student data and results. Leaders of Learning produce a data analysis report that must be submitted to the Vice Principal and the Principal at the start of each year, in which they refer to student results from subjects in their learning area. Leaders of learning are then invited to a meeting with the Principal and Vice Principal to discuss and explain the data produced in the report ([example evidence](#)). Newman College use Allwell, NAPLAN, OLN, AGAT, PAT tests and WACE results to reflect on current practice and inform decision making and professional learning. Reflection on the data takes place on a number of levels. Each Leader of Learning discusses these data measures with the Vice Principal and staff, identifying additional areas of focus. Issues relating to data are raised at Leaders of Learning and Leaders of Wellbeing meetings. Student data is also regularly discussed at Executive meetings. The improvement areas for each unit group and learning area / course are derived from the data and change on a yearly basis. Overall whole-school improvements are generated through the [ASIP indicator](#) measurement tool, which all staff complete and rank, creating the focus points for the year. An example of an outcome of a focus area is provided below as evidence (Literacy Collective).

Use of Data

Staff have access to achievement data such as NAPLAN on SEQTA. Leaders of Wellbeing and Leaders of Learning regularly utilise student data such as NAPLAN, Allwell, OLN and school achievement data in the allocation of classes and to inform the process of streaming in subjects such as Mathematics, English and Science. Leaders of Wellbeing meetings, Leaders of Learning meetings, Executive meetings and Senior Leadership meetings all regularly discuss data and the implications of data to inform decision making. The use of data as a source of policy development and action is a key philosophy of the College. The organisation, development and delivery of the Curriculum is heavily influenced by the analysis of student data.

Literacy Collective – Dr Lynn Sharratt

Literacy was an area identified by staff through NAPLAN data as requiring whole school improvement. In 2020, a group of staff including the College Principal were involved in the Literacy Collective Project. The Literacy Collective professional learning was delivered by Dr Lynn Sharratt in conjunction with Catholic Education Western Australia. The aim of the Literacy Collective is to examine ways that schools can make greater use of student data and how to use students' data as a way of improving outcomes for students. The leaders involved in this project have delivered professional learning sessions with all staff at the College. The College is in the process of developing specific strategies to utilise student data more strategically to improve student outcomes, namely literacy PK -12. Staff have been provided with more opportunities to utilise and analyse data. Teaching and learning has been improved

Examples of documented Evidence of Data Analysis

- Analysis of Student Learning - Appendix 3 8191- All Primary Staff (Teams)
- Teaching and Learning Program (Secondary) SEQTA
- Allwell and NAPLAN data to identify students requiring support
- Mandated standardised testing – PAT Reading, PAT Maths and AGAT
- Course Counselling. Pathway Tracking Data analysis and Prerequisites
- WACE Analysis Reports, Learning Area



College Data

WACE DATA 2020

	Newman WACE	CEWA WACE	State WACE
2020	98.8% 166/168	95.8%	91.3%
2019	97.7% 173/177	95.6%	91.3%
2018	100% 168/168	95.7%	91.6%
2017	96.2% 150/156	95.3%	91.1%
2016	98.4% 183/186	95.8%	91.9%

2020 WACE Results and Awards

During 2020 individual Newman College students were awarded a total of 23 State-wide certificates. These comprised of:

- Subject Certificate of Excellence
 - English
- Certificates of Distinction
 - Eight Students
- Certificates of Merit
 - Fourteen students

During the 2020 Academic year, Newman College placed as one of the Highest Performing Schools in the following courses:

- Modern History ATAR
- Religion and Life ATAR
- Outdoor Education ATAR

In 2020, Year 12 students completed a number of VET certificates. These certificate courses included:

- Completed Certificate II
 - 75 Certificates in 2020 (73 in 2019)
- Completed Certificate III
 - 17 Certificates (29 in 2019)

Analysis of Student Learning

Newman College is a Catholic co-educational Pre-Kindergarten to Year 12 School which educates in the Marist Tradition. It is owned and The College is in the enviable position of being able to offer an integrated, varied and seamless curriculum from Pre-Kindergarten to Year 12. The development of literacy and numeracy is central to the educational program. The basics are developed in Kindergarten and built on through to the completion of Year 12. The College focuses on identifying and meeting the individual needs of each student, whether in providing support for those experiencing difficulties or maximising opportunities for those showing significant potential.

Assessment Schedule (Primary)

	Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE Bishops Literacy Assessment					Term 3 Week 2		Term 3 Week 2	
RE Unit Assessment		X	X	X	X	X	X	X
Subject Assessments WA Curriculum		X	X	X	X	X	X	X
Anecdotal Records	X	X	X	X	X	X	X	X
EYLF Checklists	X							
My Kindy World	Sem 1 & 2							
NAPLAN					Term 2		Term 2	
Teacher generated assessments	X	X	X	X	X	X	X	X

LITERACY	Kindy	Pre Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speech Screen	Term 2							
On Entry		Term 1						
Phonological Awareness Screen		Term 1 and 3	At Risk	At Risk				
Phonics Screen Speech Pathologist		Term 2 and as needed	Term 1					
Running Records		Fountas& Pinnell All students	AT RISK every 2 weeks. All students three times a term minimum	AT RISK every 2 weeks. Students twice a term				
Full Observational Surveys			Term 1 All students	Term 1 For students at Level 20 or below. Partial for above 20				
Letters and Sounds			X	X				
Allwell testing				X		X		

	Kindy	Pre Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PAT-R Comprehension					Term 1 & 3	Term 1 & 3	Term 1 & 3	Term 1 & 3
BURT Words			X	X				
Teacher generated assessments		X	X	X	X	X	X	X
NUMERACY								
Mathematics Assessment Interview (MAI)			X	X				
PAT-M			X	X	Term 1 & 3	Term 1 & 3	Term 1 & 3	Term 1 & 3
EMU			At risk	At risk				
Teacher generated assessments.		X	X	X	X	X	X	X
ENRICHMENT								
AGAT				X	X	X	X	X
CPM		X	X	X				
COGAT		X	X	X				
Referral by Non-Government School Psychologist								

Assessment Schedule (Secondary)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
STANDARDISED TESTING						
NAPLAN	Term 2		Term 2			
OLNA				Selected students	Selected students	Selected students
Bishops Literacy			X			
Allwell Testing	Placement	Term 4		Term 2		
EXAMINATIONS						
Internal				Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
WACE						X
Externally Set Task						X
DEPARTMENT BASED						
Ongoing formative and summative assessment (Assess. Outlines and Calendars Published (SEQTA))	X	X	X	X	X	X

SPECIAL NEEDS EDUCATION						
ABLESWA Emu Testing Observation Survey	X	X	X	X	X	X

