

# ANNUAL REPORT 2020



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.

# Shine through Discovery

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 information required by the Federal Government pertaining to the 2020 year.

## SECTION 4.0 SCHOOL COMMUNITY REPORT

- A report by the Council Chair to the School Community on the operation of the Council during 2020.
- A statement of the provisional budget for the ensuing year.

# OVERVIEW FROM THE PRINCIPAL

## MARIST THEME

The Marist theme for 2020 across Australia was drawn from the closing line of Mary Oliver’s poem, ‘The Summer Day’:

**‘Tell me, what is it you plan to do with your one, wild and precious life?’**

At its heart, it is a question that invites us to look at who we are, the lives we are living, and our place in the world. Our response to this question can take us on a journey in search of understanding of what brings greater freedom and wholeness in our lives. It invites us at a deeper level to consider what it means to be truly human; the brevity, beauty and mystery of life.

This year commenced with an avid anticipation for the hopes and aspirations of what lay ahead. One Wild and Precious Life took on a meaning beyond our comprehension with the advent of COVID-19.

In what has been such an uncertain time, our students and staff have endured a period of constant change, requiring agility and resilience. Across the country we know that there have been many schools unable to resume as promptly as in WA. We know that their learning in some cases has been remote for some 20 weeks of the 2020 academic year.

In Western Australia, and more specifically in this community, we have been able to, as a whole school, engage in our learning as we would have pre COVID-19, and for that we are grateful.

## COVID-19

The advent of this crisis brought to the fore the incredible commitment, innovation and creativity of our teachers to adapt to new ways of learning. Our Remote Learning Plan became an instrumental professional learning tool for our teachers in their own development in engaging in these new ways of learning. The engagement of our students and their experience of learning reflected this. I was amazed by our students’ creativity and capacity to respond to this crisis.

We were challenged to work more closely than ever in partnership with our families, and our Marist charism underpinned this success. We consistently communicated with families; from the Executive to the PCG and classroom teachers. We relied on families to place trust in our Remote Learning Plans and were so proud of the way our community was able to respond and work in collaboration in the education of students from PK-Y12.

The College found new and innovative ways to continue our wellbeing program. We increased our use of technology to facilitate engagement with students and families. This included live YouTube streaming of assemblies, liturgies and prayer. We developed YouTube series for students to engage in. We leveraged the power of technology to enhance our learning programs. These changes have been adopted to enhance our engagement into the future.

Newman College historically has given many opportunities to engage in meaningful learning experiences nationally and internationally. Sadly, these opportunities have been halted since the advent of COVID-19 but we have been able to continue offering such opportunities both online and within Western Australia. One such example has been the introduction of the inaugural Western Australian Champagnat Cup in August with Bunbury Catholic College. The Cup was a festival day which included open football, basketball and netball. In 2021 this Cup will expand to St Joseph’s Northam.

## CAPITAL DEVELOPMENT PLAN – ST JOHN HENRY NEWMAN LEARNING HUB

Following significant disruption to movement and spaces during 2020, I am delighted that the St John Henry Newman Learning Hub was operational from the commencement of the 2021 school year.

This new learning space has been designed to animate staff and students to be flexible, agile and innovative in their learning. The Hub reflects the pedagogical pillar, Collaborate, in our Vision for Learning that will enhance the skills of critical thinking, innovation and a culture of presentation for both students and staff.

The construction of the Learning Hub will also ensure that Newman College remains competitive against other independent and government schools in our local area. Moreover, it will consolidate the expectation that Newman College is a school of first choice for surrounding Catholic primary schools and other families seeking to join our community.

## STRATEGIC DIRECTIONS 2021-2023

A significant focus for 2020 was the development of the College’s Strategic Directions 2021-2023. Community consultations, which included students, staff and families, were held as part of the process. The collective voice of the community was an affirmation of the College’s Vision for Learning ‘Shine through Discovery’ - *let your light shine* (Matthew 5:16) and the significant steps that have been taken forward to ensure that Newman College is a Catholic School of choice for families now and into the future. In collaboration with Marist Schools Australia, which operates and governs Newman College, and responding to the priorities of Catholic Education WA, the development of this Plan focussed on growing and embedding the Strategic Intents of the last five years.

To that end, the following Strategic Priority areas will form the Strategic Directions 2021-2023.

1. A Catholic School in the Marist Tradition
2. Transformational Learning
3. Culture of Innovation and Excellence
4. Sustainability

Marist Schools Australia approved the Strategic Directions 2021-23 at its November meeting and the Plan was launched in 2021.

**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 - 2020 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

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 - 2020. 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.



## STRATEGIC PRIORITIES FOR THE 2020 ANNUAL SCHOOL IMPROVEMENT PLAN:

### 1. MISSION AND CATHOLIC IDENTITY

**Personal and Spiritual Growth of Staff and Students:** Sustain a cohesive, consistent and whole-school approach to fostering the personal and spiritual growth of staff and students in the life and mission of the Catholic community.

**Aboriginal Culture:** 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.

### 3. WELLBEING OF STAFF AND STUDENTS

**Student Voice, Agency:** Create opportunities to provoke and seek feedback from students on meaningful learning experiences.

**Wellbeing of Students:** Prepare College staff to recognise and respond to the needs of individual students including those impacted by traumatic stress.

### 5. A CATHOLIC WORKPLACE

**Support Staff:** Implement a quality performance growth culture.

### 2. TEACHING AND LEARNING

**Vision for Learning / Learning Cycle:** Sustain our Vision for Learning 'Shine through Discovery' - *let your light shine* (Matthew 5:16) through the implementation of the PK-12 Learning Cycle as a consistent pedagogical framework that will inform and guide teaching practice across the College.

**A Whole-school Approach to Literacy:** Apply a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention PK-12, child and subject appropriate.

### 4. AUTHENTIC LEARNING

**Learning Pathways for Senior School:** Collaborating with students and their families to determine suitable pathway offerings and resources that lead to student success.

**National Quality Standards - Early Childhood Practice:** Embed child-centred early childhood pedagogies and practices that maximise each child's agency, learning and development.

### 6. STEWARDSHIP AND SUSTAINABILITY

**Compliance / Governance - Compliance:** Maintain 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 were 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**

**Personal and Spiritual Growth of Staff and Students**

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

**Aboriginal Culture**

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**

**Personal and Spiritual Growth of Staff and Students**

- Marist Association: The Vision Still has Time prayer reflection.
- Retreat Days facilitated by 24/7 and YMT across Y7-12.
- Student-Led Prayer
- Regular Masses & liturgies across PK-12. (Prayer Assembly Marian & Lavalla)
- Student involvement in Parish Outreach (Draw Near)
- Weekly Community Mass
- Gamechangers & Marist Youth Ministry Implementation
- Y11 Service Learning activity during PCG
- Prayer Accompaniment

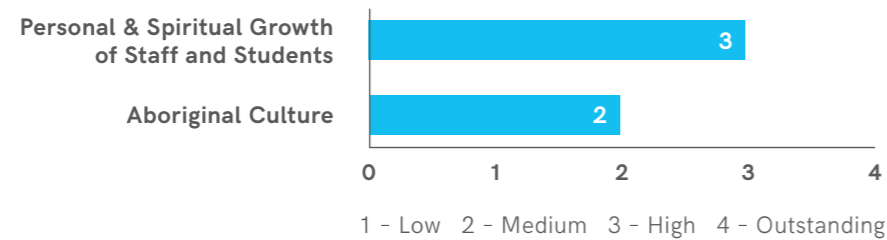
- Transforming Mission series
- Extended Accreditation opportunities
- Implementation of Mini Marists
- Sacramental program

**Aboriginal Culture**

- Reconciliation Action Plan (RAP) Launch
- NAIDOC Week celebration during PCG activities across PK-12
- Acknowledgement of Country consistent across College gatherings
- Aboriginal Bursaries are offered and taken up
- Aboriginal Artefacts - planning and preparation for Aboriginal artefacts and symbolism to be displayed throughout the College and new Learning Hub

**HOW WE RATED**

**MISSION AND CATHOLIC IDENTITY RATING**



STRATEGIC PRIORITY 2:

# TEACHING AND LEARNING

**STRATEGIC INTENTS**

**Vision for Learning / Learning Cycle**

Sustain our Vision for Learning 'Shine through Discovery' - let your light shine (Matthew 5:16) through the implementation of the PK-12 Learning Cycle as a consistent pedagogical framework that will inform and guide teaching practice across the College.

**A Whole-School Approach to Literacy**

Apply a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention PK-12, child and subject appropriate.

**WHAT WE ACHIEVED**

**Vision for Learning / Learning Cycle**

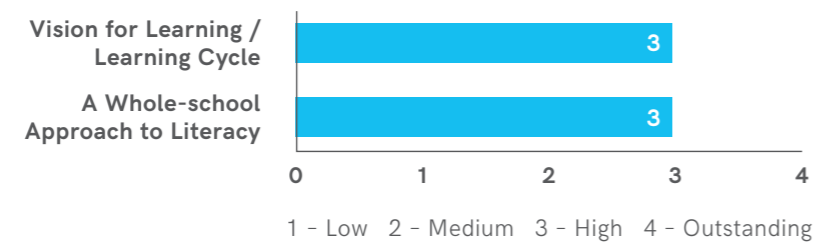
- Learning Cycle ASIP project and presentations
- Growth Plans Teaching Staff implementation
- Remote Learning Package
- Data to Inform Practice
  - Academic tracking (Y10-12)
  - Data Walls (Primary)
  - On entry data
  - Formative assessment/ learning growth
- Diverse Learners
  - Differentiation of practice
- Partnership with Parents
  - Newman Parents Consultative Committee
  - Parent / Student / Teacher Interviews

**A Whole-School Approach to Literacy**

- Primary
  - Talk4Writing
  - Letters and Sounds
  - Seven Steps
  - Planning and preparations for Spelling Mastery (Y4-6)
- Secondary
  - Literacy scaffolds and exemplars (Y7-12)
  - Reading intervention (Y7)
  - Macqlit (Y7-8)
  - ASD Reader
  - Sounds Right
  - Multi - Lit Reading Tutor Program

**HOW WE RATED**

**TEACHING AND LEARNING RATING**



STRATEGIC PRIORITY 3:

# WELLBEING OF STAFF AND STUDENTS

## STRATEGIC INTENTS

### Student Voice

Agency: Create opportunities to provoke and seek feedback from students on meaningful learning experiences

### Wellbeing of Students

Prepare College staff to recognise and respond to the needs of individual students including those impacted by traumatic stress.

## WHAT WE ACHIEVED

### Student Voice

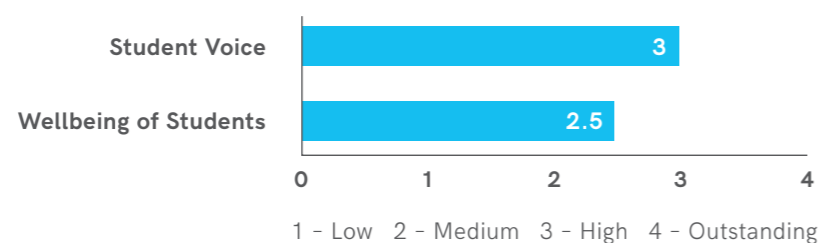
- Formation and Participation Program
  - Lavalla Student Leadership
  - Marcellin Student Leadership
- Year 12 Exit Survey
- Student Voice
  - Remote Learning (K-12)
  - Strategic Directions (K-12)
- Introduction of Wellbeing Captains

### Wellbeing of Students

- Trauma Informed Practice Professional Learning (PK-12)
- Middle Leaders - Team Teach approach (Case Management)
- Restorative Practice Professional Learning (Primary)
- Newman Parents Program / Parent Workshops - transition
- Learning Diversity / NCCD imperative
- Remote Learning - Wellbeing programs

## HOW WE RATED

### WELLBEING OF STAFF AND STUDENTS RATING





STRATEGIC PRIORITY 4:

# AUTHENTIC LEARNING

## STRATEGIC INTENTS

### Learning Pathways

Senior School Pathways: Collaborating with students and their families to determine suitable pathway offerings and resources that lead to student success.

### National Quality Standards

Early Childhood Practice: Embed child-centred early childhood pedagogies and practices that maximise each child's agency, learning and development.

## WHAT WE ACHIEVED

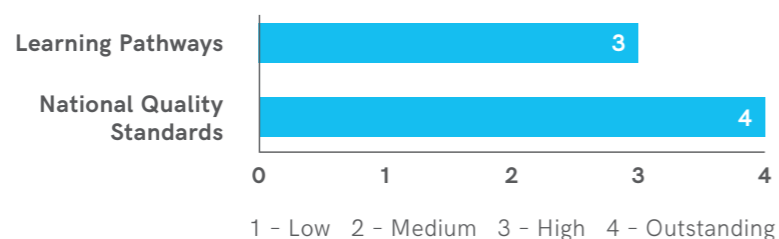
### Learning Pathways

- Data to Inform practice
- Course Counselling (Remote)
- Consolidated external / school VET offerings
- Review of EDGE in preparation for 2021
- Class of 2020:
  - Senior Leadership Team mentors
  - Support for Y12 cohort 2020 with University visits, TAFE visits, access to UniReady Program, additional support with TISC applications, increased take-up of early offers to University
- Class Of 2021
  - Balanced pathway placement for senior students
- Increased numbers in UniReady

### National Quality Standards

- Community Engagement
  - Fitness Friday
  - SeeSaw
  - Online Learning
  - Incursions
- Learning Cycle
- Letters and Sounds
- Talk4Writing
- Growth Plans - Teachers and Education Assistants
- Indigenous Perspectives integration across curriculum
- Student Agency
- Quality Improvement Program (QIP) review
- Parent Communication
  - Early Childhood Education Philosophy Statement
  - Newman Newsreel
  - Kindy Introductory Video

## AUTHENTIC LEARNING RATING



## HOW WE RATED



STRATEGIC PRIORITY 5:

# A CATHOLIC WORKPLACE

**STRATEGIC INTENTS**

**Support Staff**

Implement a quality performance growth culture.

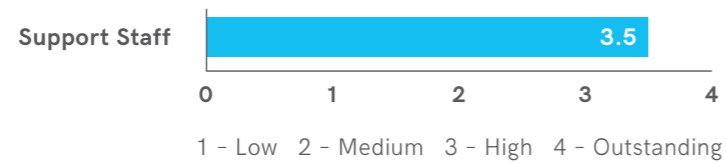
**WHAT WE ACHIEVED**

**Support Staff**

- All Administration Staff have been given the opportunity, through their Team Leaders, to set goals and identify areas of development through the implementation of individual Growth Plans
- The 2020 Professional Learning Framework was implemented successfully including areas of Faith Formation, Skills Development, Wellbeing and Personal and Professional Development.
- Gazetted meetings have been well supported. The meetings provide a forum for input from Executive, cross training opportunities and team feedback.

**HOW WE RATED**

**A CATHOLIC WORKPLACE RATING**



STRATEGIC PRIORITY 6:

# STEWARDSHIP AND SUSTAINABILITY

**STRATEGIC INTENTS**

**Compliance / Governance**

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

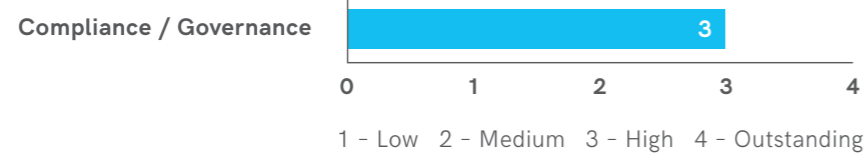
**WHAT WE ACHIEVED**

**Compliance / Governance**

- Complispace Privacy, Complaints and WHS Modules implemented and all staff compliant by the end of 2020.
- Newman Sports Association and respective partner groups undertaking to comply with College requirements
- WHS at Newman College was re-framed in 2020, led by the Director Operations and Engagement, and aligned with Complispace.
- Child Safeguarding working group established, comprising senior leadership members, Leaders of Early Education, Primary, Wellbeing (Secondary) and Leader of People and Culture.

**HOW WE RATED**

**STEWARDSHIP AND SUSTAINABILITY**



# 3.0

## 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. Vision for Learning 'Shine through Discovery' - *let your light shine* (Matthew 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 hopes 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 184 teachers (including casuals), all of whom are registered with the Teacher Registration Board of Western Australia (TRBWA). All members of staff hold a current Working With Children Check.

### WORKPLACE COMPOSITION

	FEMALE	MALE	TOTALS
FULL-TIME	80	51	131
PART-TIME	105	4	109
CASUALS	63	29	92
TOTALS	248	84	332

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	136	48	184
NON-TEACHING ROLES (inc casuals)	112	36	148
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON-TEACHING ROLES (inc casuals)	0	0	0
TOTALS	248	84	332

### STUDENT ATTENDANCE 2020

PP	92.52	YEAR 7	92.97
YEAR 1	93.21	YEAR 8	93.09
YEAR 2	93.65	YEAR 9	90.62
YEAR 3	93.64	YEAR 10	91.63
YEAR 4	94.4	YEAR 11	91.87
YEAR 5	93.2	YEAR 12	91.48
YEAR 6	92.41	WHOLE SCHOOL	92.67%

### MANAGEMENT OF NON-ATTENDANCE

Students are required to attend school or an alternative approved College activity every day. Non-attendance reasons must be supported by parental contact and may require an official medical certificate if a student is absent for an extended period of time or has missed an in-class assessment. Students who have an extended planned absence, for example travelling on an overseas holiday, need to email the Vice Principal. The College responds, via email, outlining if it is approved or unapproved leave. In the case of unapproved leave (for Secondary school students), missed assessments may be penalised.

The College Student Administration staff will send an SMS each morning to parents of students who have been marked absent during the early part of the day. If parents have not, or do not, contact the College to substantiate a student's absence, they will be marked as an 'unresolved absence'.

When a student arrives after the first bell, the student is required to go directly to Administration to sign in before going to class.

When a student departs during the school day:

- Students must be collected from Administration by an adult
- Students will also need a written note to be excused from class

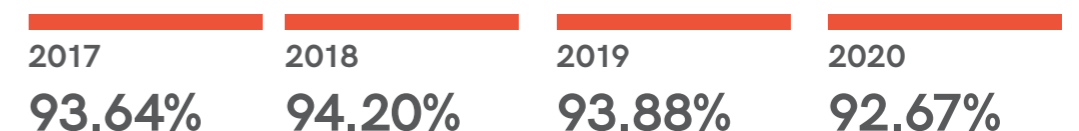
If a parent/guardian has not contacted the College regarding an absence via email, students must provide a signed note from a parent/guardian on the day of their return to the College stating the reason for absence.

For those students with problematic attendance, a series of letters may be utilised so as to increase attendance levels.

### ATTENDANCE TREND

- Structures and processes have been implemented to increase Student Attendance. These strategies saw a steady improvement across 2016-2018.

- During 2019, there were a number of senior students with long term social, emotional and health concerns. Case management and remote learning support was provided to guide these students through their absence.
- 2020 saw COVID-19 impact student attendance.



## NAPLAN ANNUAL ASSESSMENTS 2020

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented in this Report. However, Literacy and Numeracy continue as priority areas in the College's school improvement plans and Strategic Directions 2021-2023.

### THE GRADUATING CLASS OF 2020, DESTINATIONS

The Class of 2020 comprised 171 students (including 2 Education Support students). The data below is based on 159 students (cohort 93%), whilst 12 students failed to respond to the survey.

- 98.81% of the cohort received a WACE
- 139 students (cohort 81%) are studying in 2021. Of these:
  - 117 students are at university (cohort 68%)
  - 17 students are at TAFE (cohort 10%)
  - 5 students are at Registered Training Organisations (cohort 3%).
- 20 students are not continuing with study in 2021 (cohort 12%)
- Of the 20 students not studying and who have not deferred (cohort 12%):
  - 8 students are working full-time (cohort 5%)
  - 9 students are working part-time (cohort 5%)
  - 3 students are currently looking for full-time / part-time work (cohort 2%)

## THE GRADUATING CLASS OF 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%

THE HIGHEST ATAR

JACK TOWIE

99.7



KATE BRODERICK

99.6



### HIGHEST PERFORMING STUDENTS IN YEAR 12 ATAR COURSES IN WA

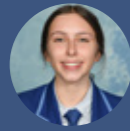
Based on the percentage of students who had Year 12 ATAR course combined scores in the top 15% of all students in the course

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

## ATAR 90+



Jack Towie



Kate Broderick



Jack Worthington



Joshua Timmings



Tegan Connelly



Tatenda Makova



Madeline Dawson



Annaliese Hurba



Daniel Esposito



Mitchell Harris



Jorja Condipodero



Victoria Skea



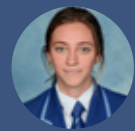
Daniel Pereira



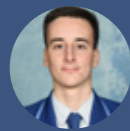
Dylan O'Donoghue



Benjamin Robins



Jenaya D'Amico



Luke Di Donna



Alexis Allegret



Hannab Inamac



Jane Johnston



Conor Murphy



Lia Hausler



Helena Karagiannis



Georgia Whitely



Celeste Pereira

## OUTSTANDING ACHIEVEMENTS IN AN ATAR COURSE

### SUBJECT CERTIFICATE OF EXCELLENCE

Tegan Connelly

• English

### CERTIFICATE OF DISTINCTION

Kate Broderick

Jorja Condipodero

Tegan Connelly

Reban Hollett

Annaliese Hurba

Tatenda Makova

Joshua Timmings

Jack Towie

### CERTIFICATE OF MERIT

Jenaya D'Amico

Luke Di Donna

Daniel Esposito

Jared Ferrante

Mitchell Harris

Meg Hobson

Jane Johnston

Elena Krcoska

Emily Napier

Daniel Pereira

Victoria Skea

Claudia Sputore

Georgia Whitely

Jack Worthington

## DUX AWARD

YEAR 7



Amelia Ng

YEAR 8



Ariana Mason

YEAR 9



Benjamin Borgas

YEAR 10



Jacob Iannantuoni

YEAR 11



Jemima Paterson

YEAR 12



Jack Towie

## PARENT, STUDENT, TEACHER SATISFACTION

### Prospective Families

The demand for places, particularly in the Primary and Secondary campuses is at an all-time high. The elevated amount of interest in Year 7 is testimony to the College's ongoing pursuit of academic excellence as exemplified through our Vision for Learning 'Shine through Discovery' - *let your light shine* (Matthew 5:16), pastoral care, comprehensive co-curricular program, upgraded facilities and quality teaching program.

Incidental feedback collected from parents with children new to the College indicates high satisfaction in terms of the welcome they receive from students and staff and the support that they receive through their Pastoral Group Teacher and Leader of Wellbeing.

### Parent Engagement

During the COVID-19 crisis, the College was challenged to work more closely than ever in partnership with families. We consistently communicated with families; from the Executive to the PCG and classroom teachers. This crisis brought about the opportunity to consistently seek feedback from students, staff and families over a protracted period of time. The College was overwhelmed with the positive responses received from all. In particular, the pastoral calls made to families by teachers and Leaders of Early Education, Primary and Wellbeing (Secondary), were the highlight in terms of feedback. Families appreciated the nature of these calls, not just about their child's academic progress but also for the wellbeing of the student and the family.

Parent Engagement groups such as the Newman Parents Consultative Committee (NPCC) continues to be a valuable forum where parents have the opportunity to voice issues of concern. Newman Parents events are well attended. This forum 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. Invitations are now extended to feeder school parents.

### Staff

The College's Staff Induction survey indicated an 80%-100% satisfaction rating for new staff commencing at the College in 2020.

Areas for rating in the survey include:

Welcome, preparation for commencing in a new environment, guidance, line manager's ability to lead and provide ongoing direction, collegial support.

Professional Growth Plans were fully embedded in 2020. The purpose of Growth Plans is to strengthen performance by providing a structured approach to goal setting, professional development plan and areas of personal growth and change. Individuals meet with their leader on a cyclic nature to discuss their progress and challenges. This has been a very positive initiative at Newman College.

During Teacher Appreciation Week, primary school families were encouraged to write positive comments about a staff member. 160 responses were received and were overwhelmingly positive.

Staff Exit Surveys show a high level of satisfaction for staff working at Newman College. In the majority of instances, staff are relocating to other schools to develop their personal growth, secure promotional positions or to seek locations closer to home. At the same time, relevant feedback is elicited to assist and guide the College in its aspirations to become an 'employer of choice'.

### Students

Student Voice has been a focus of our past Annual School Improvement Plans and continues in our Strategic Directions 2021-2023. Many opportunities are provided to elicit student voice, particularly regarding issues such as their learning, wellbeing, student leadership and behaviour management.

The Year 12 student annual exit survey, facilitated externally, is a sound measure of student satisfaction and in 2020 saw encouraging feedback, across the domains of faith, learning, wellbeing and teacher satisfaction. The data showed consistent scores between 4.0-6.0 which, according to the instrument, indicates:

- A score between 4.00 and 5.00 is a pleasing result but still indicates some work is needed
- A score between 5.00 and 6.00 is a positive result

# SCHOOL COMMUNITY REPORT

## ADVISORY COUNCIL CHAIR REPORT

*"It is not the critic who counts; nor they who point out how the strong stumble, or where the doer of deeds could have done them better. The credit belongs to the one who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if they fail, at least fails while daring greatly, so that their place shall never be with those cold and timid souls who neither know victory nor defeat."*

Reflecting on these words from Theodore Roosevelt, shared more than a century ago, I cannot help but think how appropriately they speak to the circumstances faced by our global community in 2020. As a College we strive to build resilience in our staff and our students. We encourage learning, impart knowledge, review case studies, conduct experiments, all generally within a safe and defined environment. 2020 however has been lived in ambiguity. Yet through this ambiguity, we have been offered the opportunity to dare greatly; to come together as a school community positively to effect better outcomes. Daring greatly is not a call for each of us to have super-powers, but rather that we step forward in spite of our insecurities; to develop, try, challenge, stretch and ultimately to give of our best. We are ordinary people capable of achieving extraordinary things when we Dare Greatly.

In this context the College Council seeks to commend Principal John Finneran, the Executive Team, teaching and non-teaching staff for their choice to dare greatly throughout this year in ensuring continuity in the education of our student body and the wellbeing of all within our community. Through this time, the Council has continued to meet and work through significant challenges that will shape the future standing of the College as a pre-eminent Catholic Co-Educational institution in Western Australia, Educating in the Marist tradition – a school of choice.

Sadly, after many years of dedicated service, 2020 will close with us saying goodbye to a number of our key contributors. We shall particularly miss Vice Principal Lisa Fogliani as she moves to take on a new role as Principal at Mercy College. She leaves with our gratitude and support. An outstanding debt of gratitude must also be passed onto Leanne Karamfiles who, after almost 9 years, is stepping down from the College Finance Committee. Leanne's contribution has ensured sound management of the College's finances and facilitated the capital development programmes that underpin our student experience now and into the future.

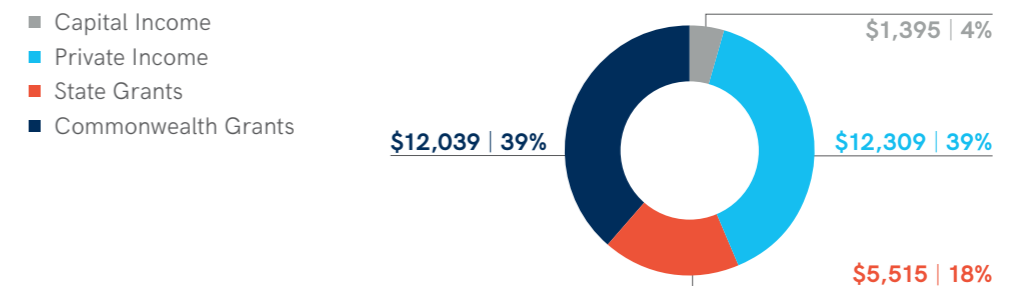
As with each passing year, we reflect on what has been and what is to come. My sense is overwhelmingly positive. 2020 has asked much of everyone and we have each responded in the best way we can. I would like to thank all members of the College Council for their contribution throughout this past year and I look forward to you sharing your expertise in supporting the College leadership and guiding our College community as we continue to Dare Greatly.

Stephen Lee, Acting Chair 2020

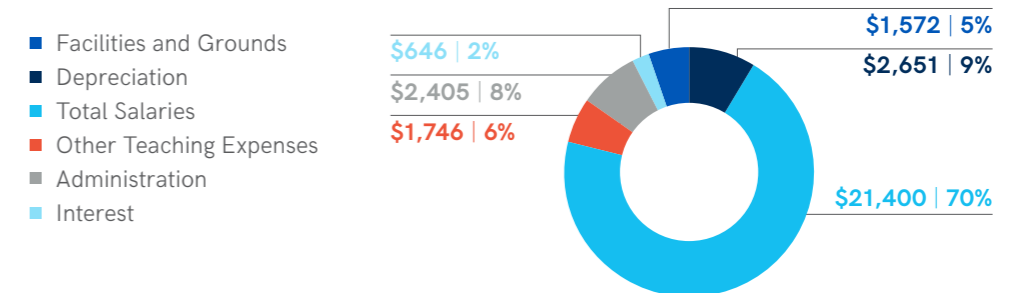
## SCHOOL INCOME

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

### 2021 BUDGETED COLLEGE INCOME IN \$ THOUSANDS



### 2021 BUDGETED COLLEGE EXPENDITURE IN \$ THOUSANDS



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216 Empire Avenue  
Churchlands  
WA 6018

Marian Campus  
49 Peebles Road  
Floreat  
WA 6014

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