

Newman Parents Consultative Committee

21.03**Monday 1 November 2021 7.00pm
Marcellin Campus Staffroom**

Minutes

1. Acknowledgement to Country / Opening Prayer - Simon

Simon Martino opened the meeting at 7.00pm with Acknowledgement to Country and prayer.

The prayer reflected the Feast of All Saints and Souls Day. All Saints Day is a solemn holy day of the Catholic Church celebrated annually on November 1. The day is dedicated to the saints of the Church, that is, all those who have attained heaven. All Souls Day, celebrated annually on November 2, is a day of prayer and remembrance for the souls of those who have died.

2. Evaluation of the 2021 Annual School Improvement Plan 2021

This year's Annual School Improvement Plan focused on four strategic priorities:



The image displays two posters. The left poster, titled 'STRATEGIC PRIORITIES', lists four areas on a blue background: Priority Area 1: A Catholic School in the Marist Tradition (with a cross icon); Priority Area 2: Transformational Learning (with a brain icon); Priority Area 3: Culture of Innovation and Excellence (with an atom icon); and Priority Area 4: Sustainability (with a building icon). The right poster, titled 'STRATEGIC DIRECTIONS 2021 - 2023', features a red background with a photo of students and the Newman College logo. It includes the tagline 'A Commitment to Excellence' and the 'Shine through Discovery' logo with the motto 'LET YOUR LIGHT SHINE MATTHEW 5:16'.



What has been actioned?

Priority Area 1:

A CATHOLIC SCHOOL IN THE MARIST TRADITION

FAITH FORMATION

Consolidate and build on the diverse opportunities for staff, student and community engagement with Parish, Marist Association of St Marcellin Champagnat, Marist Life Formation, Marist Youth Ministry and Catholic Education WA.

COMMUNITY OUTREACH, ADVOCACY AND SERVICE

Develop a College wide outreach program that evokes empathy for and service to the community especially the marginalised.

- Community Masses | Marian students Y2 attending.
- Launch of Vision for Mission and associated professional learning.
- Pre-primary prayer assemblies and prayer assemblies across primary.
- Parish Priest visits.
- Marist Association gatherings.
- International Lectures for staff (Christopher Lamb and Fr Timothy Radcliffe).
- Marist Global Network.
- PK-12 Feast Days: Assumption | Champagnat Day | John Henry Newman Mass.
- Fundraising.
- Servant Leadership workshops.
- Staff Retreats: Br Terry Orrell, Online Footsteps, Mission and Life Formation programs.
- Term 3 Faith Formation Day.
- College Chaplain support in primary and secondary.
- Marist Connect Youth Ministry.
- 24/7 Parish Youth Group | 24/7 and YMT supporting Game Changers.
- Guild Liturgy.
- Reconciliation and PCG liturgies.

- Christian Service Learning Year 7 & 8, Living Marists.
- Winter Sleep out.
- Year 11 Game changer – Mulewa Trip.
- Gamechangers program Years 7, 8, 10, 11, 12 - Service activities.
- Mini Marists – Lifelink video, winter blanket appeal, winter sleep out, St Vincent de Paul, pancake Tuesday.
- Staff incorporating Vision for Mission into curriculum, eg Economics – distribution of funds to the marginalised.
- 24.7 & YMT connection.
- Share the dignity Year 12.
- Guild Activities for Caritas.
- Charities: Vinnies | Caritas | Marist Solidarity | Lifelink | Shopfront, Catholic Mission
- Peer mentoring.

A few of the major things that have been launched/redeveloped this year which were discussed in further detail are:

- In an effort to further unify our PK-12 community, we have increased the number of whole school Masses held throughout the year to one a term (Family Mass – Term 1, Champagnat Day – Term 2, Feast of the Assumption – Term 3, St John Henry Newman – Term 4).
- Marist Youth Ministry Program – The College has a Marist Youth Minister whose role is to maintain a connection between Newman College, St Joseph's School Northam and Bunbury Catholic College.
- Game Changers is an exciting new Youth Ministry Program on offer from the Marist Youth Ministry team. The program is on offer for students in Years 7-11, with the intention to extend to students in the Primary School.
- This year we launched our Marist Christian Service Learning Program – Living Marist. This program has been launched with Year 7 and 8 students through their Religious Education classes. Students are expected to complete 10 hours of service in and around the community. Following their activities, students reflect on their experience through discernment and understand how faith has an impact on our daily lives.
- The College's Vision for Mission was revised and relaunched. The aim of this document is to provide a School Ministry program that is shaped as a practical response to the imperatives of the Gospel that invites students and the wider College community into diverse experiences of faith formation. We continue to encourage the members of the Newman College community to be involved in an ongoing decision making process for all issues surrounding Ministry and Outreach.

Feedback

- Integration into the curriculum
- Age-appropriate activities – the College can do more
- Increase online opportunities
- Partnerships with the elderly



Transformational Learning

Transformational learning refers to the rich learning experiences placed at the centre of education in our College community. To transform learning, teachers and students must be challenged to seek high-impact approaches which drive their growth. This principle is reflected in the Newman College Vision for Learning, our Learning Cycle and the recently formed Newman College non-negotiables.



Priority Area 2:

TRANSFORMATIONAL LEARNING

LITERACY

Implement a whole College approach to Literacy underpinned by explicit, coherent and sequenced plans across the years of schooling.

DISCOVERY LEARNING

Develop extension learning pathways that enhance the opportunities for gifted and talented students.

COMMUNITY WELLBEING

Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.

PHASE ONE: Discernment

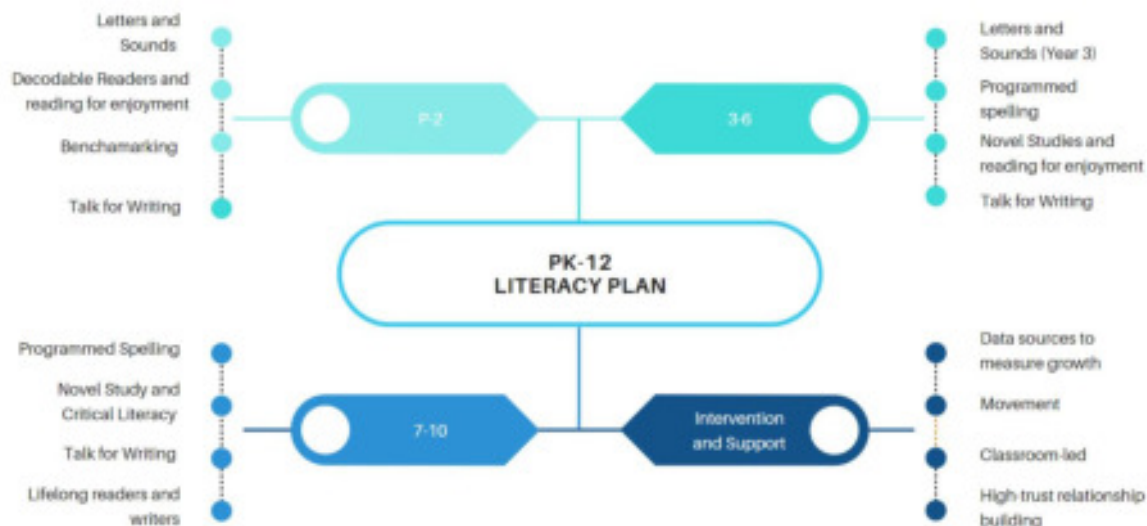
- Audit of PK-12 literacy initiatives
- Strategic dedication to PK-12 alignment and challenging perceptions of key terms relating to pedagogy and literacy
- Identification of best practice and the "dream scenario" for PK-12 alignment
- Development of the Literacy Action Group and celebration of intellectual capital

PHASE TWO: Decisive Action

- Decisions made to refine literacy instruction and intervention programs from K-12 to achieve alignment and appropriate sequencing
- Develop a robust College-led scope and sequence
- Decide on the appropriate stewardship of College resources (professional learning etc.)
- Walk with staff and promote a growing culture of excellence

PHASE THREE: Transforming Learning

- Staff attending professional learning opportunities in Term 4
- Increased focus on aligned guided planning sessions and programming for 2022.
- Use of data sources and formative assessment to track student growth and to celebrate success



What has been actioned:

- The 2021 ASIP explicitly required the development of a whole College approach to literacy, underpinned by an explicit, coherent and sequenced plan. Significant work has been undertaken on this initiative in 2021 and a visible shift in literacy will be seen in 2022.
- Phases of development have been undertaken, commencing with a process of reflection and discernment to identify the most suitable literacy programs which will see alignment between Marian, Lavalla and Marcellin students.
- Most significantly, Talk for Writing will be implemented PK-10 as a structured reading and writing program. This will allow teachers an aligned strategy which students will recognise as familiar across their years of learning. Empowering teachers to develop their repertoire and expertise is also essential to the success of a literacy framework. Eight staff will attend a two-day Talk for Writing workshop in Term 4 (with more to follow in 2022). Explicitly guided planning sessions have been worked into the Term 4 professional learning schedule for teachers with secondary and primary teachers collaborating closely.
- Our 2021 ASIP also called for a commitment to community wellbeing to ensure all members of our College community feel empowered, safe and supported in their learning. Feedback from parents, students and teachers indicated that there was a need to redefine our collective approach to behaviour management. This led to the creation of the Newman College 'Non-Negotiables.' On visible display in all classrooms – and referred to – the non-negotiables state the expectations students have of teachers as well as the expectations teachers have of students in their learning and conduct. The non-negotiables will appear in the 2022 College diary and will be used as the foundation for a reframed behaviour management framework for 2022.

APPROACHES TO TEACHING AND LEARNING

An aligned pedagogical approach
 Lessons will follow a similar process and students can expect: clearly visible and concise learning intentions and success criteria; an engaging lesson opening, activation of prior knowledge and a summary upon conclusion; thorough learning resources, mapped to a program containing the curriculum; time for constructive collaboration and meaningful class discussion; and clear expectations regarding work to be completed and additional tasks, such as homework.

The creation of a classroom climate which promotes excellence and growth
 Students can expect supportive and inclusive classrooms, where they receive a warm welcome greeting from their teacher; are treated as valuable members of the class who are supported in their learning; are given clear expectations regarding acceptable classroom behaviours; and students can expect teachers to consistently apply appropriate consequences when behavioural expectations have not been met.

A commitment to continuous improvement through feedback and feedforward
 Students can expect formative and summative assessments where teachers enable students to understand where they are at in their learning, and how they can grow; collect a range of information to measure growth and success to help plan future lessons; and communicate with their class about when an assessment will take place and the skills required to complete it.

CLASSROOM CONDUCT

Mutual respect in teacher-student relationships
 The most effective learning takes place in classrooms where teachers and students operate with respect. This can happen when: students follow the instructions of their teacher when entering and exiting the classroom; students follow directions given by teachers with respect and consideration; and students use manners and respectful language when interacting with every member of our community.

Establishing a culture of effective communication
 Meaningful learning relies on present and appropriate communication between teachers and students. This can happen when: students and teachers maintain a respectful verbal and non-verbal communication style and practice active listening behaviours; and students use manners when engaging in written communication with staff, respecting staff working hours and the 48 hour timeframe for reply.

Consistency in clear expectations
 Newman College is a community that promotes a culture of excellence through the setting of high expectations. Students will wear the proper College uniform with pride and in accordance with the uniform policy; follow the routines and expectations set by teachers and the College; and understand that teachers are there to support school policies that create a safe and consistent environment for all students.

Challenge — Collaborate — Create — Celebrate

Feedback:

- Very encouraging this has been so well thought out and the College will provide a consistent approach PK-12
- Talk4Writing – Some parents unclear as to what this program is. This is only one tool the College uses for literacy. Need for a parent workshop early 2022 to educate parents on this platform
- The importance of being aware of inconsistency. There is a real risk this can be the case if every teacher is not on board
- Staff movement – robust approach to upskill new staff
- Partnership with another Catholic school who are a year ahead of NC in this process

Culture of Innovation and Excellence



**Priority Area 3:
 CULTURE OF INNOVATION
 AND EXCELLENCE**

FUTURE FOCUSED

Engage staff in developmental and evidence-based processes which strengthen the individual and collective efficacy of teachers.

LEADERSHIP DEVELOPMENT

Review the College's Student Leadership Program across Years 3-12.

STUDENT GROWTH AND ACHIEVEMENTS

Embrace a culture of excellence and expectation that animates student aspirations for success.

FUTURE FOCUSED

- Microsoft training for all staff under guidance of Steve Tsocas
- Establishment of *natural champions* – peer coaching
- OneNote delivery for teaching and learning
- Online readiness for remote learning
- Employment of Project officers – Transformational Learning and Director of Learning Technologies and Spaces
- ICT timetables class for Year 7

LEADERSHIP DEVELOPMENT

- Established Leadership workshops
- Alignment of the Leadership roles and application process between primary and secondary, as well as leadership preparation programs
- Year 10 Peer mentor leadership training
- Appointment of Leadership Coordinator
- Review of student involvement across College events

STUDENT GROWTH & ACHIEVEMENT

- Increased SEQTA commendations of the 4C's
- Recognition of large range of student success – Academic, Sporting, Cultural
- Large offerings of programs that aim to develop innovative skills – PBL immersion, Solve It, Cert II courses
- Signs of improved culture – e.g. high number of student leadership nominations

- The effects of Covid-19 has highlighted the use of technology to accelerate learning.
- The College is in the process of harnessing the relationships we have with other Marist schools over east and learn from them what best to implement if we are to go into lockdown for an extended period of time.
- Drawing on the knowledge and skills of our own staff to build capacity in others.
- An audit surrounding the role of student leaders and expectations was conducted at the end of 2020 – with a future focus on formation of our leaders. We are also seeking opportunities for students to drive change.
- Alignment of leadership roles and processes across the College, as well as the appointment of a Leadership coordinator to support staff and students

Feedback:

- Sufficient communication to families that their child will be celebrated.
- Students living out the culture of celebrate
- OneNote and importance of IT in education
- Leadership process – managing student disappointment
- What is the excellence tier that fits below gifted and talented – what is the College doing for these students?

Sustainability



Priority Area 4:
SUSTAINABILITY

What has been actioned?



- Newman College is currently a group funded school. However, this may alter in the future to the College becoming a direct funded school.
- Marist Schools Australia has now become incorporated and will be known as MSA Ltd
- Nationally school fees are increasing in 2022 by 2.9%. A fee schedule for Newman College will be circulated in the near future.

3. PK-6 Consolidation at the Churchlands Campus

John provided the following summary:

- The negotiation process with the Archdiocese of Perth and the Marist Brothers has been completed this year and an Agreement signed. This means that Newman College will need to move off the Floreat site by the commencement of the 2024 school year.
- Planning is for a contemporary PK-6 campus.
- Our current Early Education facility is not purpose built which has seen a drop in enrolment in those year groups.
- Being able to build over the waterway which separates Marcellin from Lavalla is an important part of the planning.

- There is discussion of fencing the campus.
- A digital Flythrough of the new campus will be available at the end of November.

Feedback:

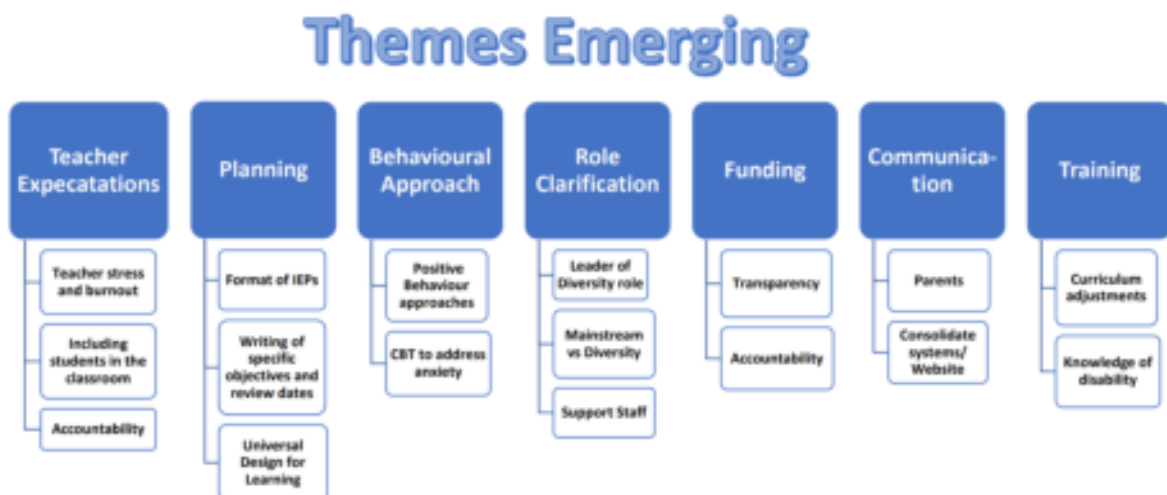
- Parking concerns
- More options for active transport
- Revisit Newman College charter bus
- Staggered start/finish times

4 priority areas strategic intents 2022

- Developing community outreach
- Importance of quality teaching
- Focus Literacy and numeracy (particularly in the high school)
- Student reports

4. Learning Support Review

Diane Chambers, Associate Professor Notre Dame University, conducted a thorough audit on how some changes could see some improvement in the service provided. However, she highlighted that the care/compassion/support of staff demonstrated in this area is amazing.



Four clarifications that the Senior Leadership Team are in the process of implementing:

1. Clarification of roles in the diversity team and employment of additional learning support personnel
2. Examination of behavioural expectations and consequences, including development of strategies to address anxiety across the college (rather than unsupervised absence from class)
3. Provide additional training for teachers in providing adjustments in the classroom
4. Communicate any changes/directions in the college clearly to parents

The Executive summary will be published in the next newsletter.

5. Q&A Session – Facilitated by the NPCC Committee

Lockers

- It was raised that the new smaller lockers are causing disorganisation for children and their belongings. Students are not using them and are therefore leaving their belongings on top of lockers/in classrooms resulting in the school looking messy and theft. New lockers are not fit for their purpose i.e. to fit both a school bag and sports bag in them.
- John reiterated that the locker footprint has been reduced significantly due to the JHN Learning Hub. It was decided that no lockers are to be placed in any learning building corridor.
- Students wishing to use one of the old large lockers can speak to their Leader of Wellbeing
- In the next 12-18 months the new locker footprint will be established (in the masterplan – N Block redevelopment).

6. John Finneran closed the meeting at 9.30pm
