

# VISION FOR WELLBEING

*An educational environment where students feel welcomed, accepted and valued.*



NEWMAN  
COLLEGE

A CATHOLIC SCHOOL  
EDUCATING IN THE  
MARIST TRADITION



LET YOUR LIGHT SHINE MATTHEW 5:16

# VISION FOR WELLBEING

Newman College is a Catholic school educating in the Marist tradition which seeks to bring each student to the fullness of who Christ intends them to be. With Mary as our model in faith, we encourage students to grow into good Christians and good citizens in an educational environment where they feel welcomed, accepted, and valued.

We recognise that the wellbeing of our students plays a vital role in their ability to succeed in all they do across our College. This includes our students feeling a sense of connection to each other and their community, developing positive work habits to achieve their potential, and fostering a sense of spirituality which allows them to enjoy a relationship with God. For our students to flourish and become good citizens and good Christians, we must give attention to all of the wellbeing domains.

## Our Vision for Wellbeing

- Aims to complement our Vision for Learning and Vision for Mission
- Understands that students will be able to let their light shine when flourishing in each of the areas of learning, mission, and wellbeing
- Seeks creative ways to provide an education of body, mind and heart, appropriate to the age, personal talents and needs of each one and to the social context



# A STRATEGIC APPROACH TO WELLBEING

At Newman College, we have developed a comprehensive vision for wellbeing that encompasses student engagement, holistic development, and academic success. This vision is the result of collaborative efforts involving staff, students, families, and the wider community. We prioritise evidence-informed practices and continuous monitoring of student outcomes to ensure that every student's needs are met and that they have the support necessary to thrive academically and emotionally.

Our approach to wellbeing includes regular assessment of student engagement and wellbeing metrics, coupled with data-informed decision-making to inform targeted interventions. We are committed to creating a supportive and inclusive learning environment that promotes mutual respect, collaboration, and shared responsibility among all stakeholders. This environment is essential for fostering student growth, resilience, and a sense of belonging within our school community.

Furthermore, we invest in ongoing professional development for our staff to enhance their capabilities in supporting student wellbeing and learning. We prioritise cultural responsiveness, equity in resource allocation, and meaningful community partnerships to ensure that all students have equal opportunities to succeed. By aligning our practices with our vision for wellbeing, we strive to create a nurturing and empowering educational experience that equips students to thrive and lead fulfilling, successful lives.



## RATIONALE

Newman College supports and nourishes wellbeing through our Marist characteristics, which underpin the essential elements for human flourishing.

### Marist Characteristics & Wellbeing:

Newman College supports student wellbeing by focusing on five essential elements for wellbeing which connect directly to our Marist Characteristics.

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#### PRESENCE

- Connectedness
- Caring relationships
- Trust, respect and value of one another

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#### SIMPLICITY

- Authenticity
- Emotional, mental and physical wellbeing
- Feeling Safe

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#### FAMILY SPIRIT

- Respectful and safe community
- Clear and consistent standards
- Acceptance and community belonging

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#### LOVE OF WORK

- Connection between academic progress and student wellbeing
- Excellence is possible through hard work, commitment and academic resilience
- Enjoying the opportunities to participate and do our best without having to be the best

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#### IN THE WAY OF MARY

- Emulate Mary's kindness and selflessness
- Willingness to know Jesus and his love for us
- Students participation in the spiritual life of the College




# PRE-KINDY TO PRE-PRIMARY:

## BEING, BELONGING AND BECOMING

*"Wherever we are, then, we undertake to build community among all associated with each of our institutions and activities, including those who work alongside us, the young in our care and their families. Each person should feel at home among us. A warmth of welcome, acceptance and belonging should prevail where everyone has a sense of being valued and believed in, regardless of their role or their social standing."*

*In the Footsteps of Marcellin  
Champagnat 108*

At Newman College, our Pre-Kindergarten to Pre-Primary students are provided guidance and support as they develop a sense of belonging among their peers. Being with their school peers, teachers will demonstrate protective behaviours to support the wellbeing of the student at this age of development. It is a significant time in the lives of our young people as they develop connections, recognise personal space and explore the concept of being safe. Our students are provided opportunities to be curious and create positive relationships with others as they become members of our community. In Being, Belonging and Becoming Newman Beings they will be introduced to the wonder and awe of God in creation.



*'I love coming to school because I get to play with my friends every day. My teachers are really nice, they help us to learn new things and make us laugh.'*

*- Pre-Primary Student*

# YEAR 1 TO YEAR 3:

## RESPECT, RESPONSIBILITY AND RESILIENCE

*"In our ministries, we seek to create a work environment where every one feels respected and co-responsible. Further, among ourselves we develop a strong sense of companionship, affirming one another and offering mutual support and encouragement."*

*In the Footsteps of Marcellin  
Champagnat 42*

At Newman College, our Year 1 to Year 3 students are taught skills to develop healthy, supportive relationships with their peers. We focus on the development of resilience as we encourage our students to take risks in a safe and supportive educational environment. Conversations in the classroom and playground provide our students with the opportunity to understand the perspectives of others which is an important life skill for establishing lasting relationships. We celebrate the strengths of our young people as we develop their self-esteem and self-worth. These two elements contribute positively to a child's wellbeing. In Respect, Responsibility and Resilience students will explore God's call to serve others and prayer as meditation that nurtures our wellbeing.



*'Our class performed at assembly, and we got to tell everybody about our special skills. My special skill was craft, but everybody had something that they were good at.'*

*- Year 3 Student*

# YEAR 4 TO YEAR 6:

## LEARNING, LEADERSHIP AND LEGACY

*"Marcellin enthused adolescents with his apostolic and educational zeal. He lived among them, like one of them. He taught them reading, writing and arithmetic, how to pray and to live the Gospel in ordinary life, and how to be teachers and religious educators themselves."*

*In the Footsteps of Marcellin  
Champagnat 12*

At Newman College, our Year 4 to Year 6 students are preparing themselves for their transition onto our Marcellin Campus. They develop the capacity to strengthen the relationships that they have created in their early years as they learn conflict resolution, develop theory of mind, and an increased acceptance of self. A growing sense of persistence and flexibility allows our students to develop positive learning habits with a growth mindset. Students are provided with the opportunity to further develop an understanding of others by increasing their awareness of community issues and connecting them with the community by acts of service using their God-given gifts. Learning, Leadership and Legacy focuses on students becoming active members of the community, ready to contribute positively in the next stage of their learning journey.



*'On our camp everybody talked about what our goals were for high school, and what we wanted to be remembered for in primary school. We listened to each other and then talked about our motto for Year 6. Our year group wants to focus on sustainability at school.'*

*- Year 6 Student*

# YEAR 7 TO YEAR 9:

## EMBRACE, GROW AND ENGAGE

*"With his closeness to the people of his area and a keen sense of their disadvantage in a changing world, Marcellin dared to imagine other possibilities beyond the vision of his contemporaries in Church and government. His determination and drive led him to gather followers to found a new religious community within six months of his ordination. The source of his apostolic energy was his unfailing trust in God and in Mary."*

*In the Footsteps of Marcellin  
Champagnat 19*

At Newman College, our Year 7 to 9 students are supported to embrace, grow and engage in their learning. It is a time to question, build resilience and take risks as they navigate middle school. Students are encouraged to embrace who they are and their uniqueness as their growth into young adults is nurtured through opportunities to cultivate respectful relationships with self, peers and staff. Growth mindset language underpins our Vision for Wellbeing in supporting our students to develop effective strategies to become independent learners as they prepare themselves for senior school. Restorative conversations provide our students with the opportunity to grow their awareness of their physical, mental and emotional needs, as well as those of their peers, staff and families. Students are taught to Embrace, Grow and Engage in areas of learning and spirituality as tools to support their wellbeing.



*'I love that we get to experience all of the different subjects in Year 7 and 8. I have discovered many things I like, and some that I don't. It has been great to meet new friends from different primary schools who share a common interest with me. I am really looking forward to focusing on the subjects I am passionate about next year.'*

*- Year 7 Student*


# YEAR 10 TO YEAR 12:

## POTENTIAL, OWNERSHIP AND LEGACY

*"We help young people with the skills and attitudes they need to integrate better into society. We create situations where they experience living and working together and where they are faced with the consequences of their actions. In this way we educate them concerning issues of personal freedom, their dependence on peer pressure, and their need to take responsibility for their own lives."*

*In the Footsteps of Marcellin  
Champagnat 199*

At Newman College, our Year 10 to Year 12 students progress from working alongside to working in partnership and collaborating with staff as they prepare themselves for their years beyond secondary education. They are afforded a variety of different pathways and guidance as they begin to discover their potential. More responsibility is placed upon our senior school students as they are encouraged to own their choices and decisions. At such a developmentally-critical time, our senior school students are supported as they become resilient, motivated and life-long learners. Students are encouraged to embrace their legacy inspired by the Marist charism to be "good Christians and good citizens" who are comfortable to "let their light shine" as they transition to life beyond Newman.



*'As I come to the end of my time at the Newman College I feel confident that I am ready to graduate. There have been so many people that have helped steer me along the way and challenge me to reach my potential. I know that the friendships created here will last a lifetime. I am so thankful to have been part of such an amazing year group.'*

*- Year 12 Student*



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