

ANNUAL REPORT 2021



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.





LET YOUR LIGHT SHINE
MATTHEW 5:16

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

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 (ASIP).

SECTION 3.0 SCHOOL PERFORMANCE INFORMATION

- Relevant information required by the Federal Government pertaining to the 2021 year.

SECTION 4.0 SCHOOL COMMUNITY REPORT

- A report by the Council Advisory Chair to the School Community on the operation of the Council during 2021.
- A statement of the provisional budget for the ensuing year.

OVERVIEW FROM THE PRINCIPAL

GOVERNANCE

An important milestone in the governance of our school will be reached on 1 January 2022 with the incorporation of Marist Schools Australia Limited as our governing body. This new entity (MSA Ltd), established by the Marist Provincial Council of the Marist Brothers, (MSA Ltd) will

become the employer of all staff employed in the 12 Marist Colleges across Australia, currently owned by the Trustees of the Marist Brothers (TMB). The Association of St Marcellin Champagnat will also be incorporated.

MARIST THEME

The Marist Theme for 2021 has been **Breathe, the Spirit of Life**. In this time in history we could not be more aware of how connected we are. This aimed to immerse our community in the power of reflection and taking time to breathe and appreciate the beauty that life brings to all of us. Throughout the year our

students and staff have taken time to reflect on the theme as it seeks to enhance family spirit in our community. This theme has been our guiding light for our community as it has challenged us to stop and reflect on our place in the world and in the reality of the world in which we live.

CULTURE OF EXCELLENCE

In 2021 we have continued to build a culture of excellence which has been exemplified by our hopes and expectations about what is possible for our young people. The sum of our learning journey at Newman College is reflected in our graduating student. The aspiration for our students when they leave our community

is that their faith and learning experience at Newman College has given them the tools, the skills and the attitude required to adapt to the world as it continues to change. St John Henry Newman said – “To live is to change, to be perfect is to have changed often.”

STRATEGIC DIRECTIONS 2021-2023

This year we launched our Strategic Directions 2021-2023 which reflected the significant renewal that has been undertaken in our College over the last 5 years. We have pursued St John Henry Newman’s pursuit of excellence and critical thinking, underpinned by our Vision for Learning ‘Shine through Discovery’ - *let your light shine* (Matthew 5:16) where we challenge, collaborate, create and celebrate who we are and what we seek

to achieve. This plan has been designed to embrace Transformational Learning that will prepare students for the ambiguity and uncertainty of our contemporary world. It challenges us to embrace and initiate change as distinct from only accepting it. Our 4 Priority Areas are: A Catholic School in the Marist Tradition, Transformational Learning, Culture of Innovation and Excellence, Sustainability.

VISION FOR MISSION

An important component of our community’s strategic intent is the growth of our faith life. In 2021 we launched our Vision for Mission which celebrates Newman College as a Catholic school educating in the Marist Tradition. The

Vision is underpinned by our methodology of Experience, Discernment, Reflection and Action which is based on St Marcellin Champagnat’s desire to ‘form Good Christians and Good Citizens’.

OPENING OF THE ST JOHN HENRY NEWMAN LEARNING HUB

The Opening and Blessing of the St John Henry Newman Learning Hub on 1 June showcased our beautiful new facility and provided an opportunity to celebrate our Vision for Learning 'Shine through Discovery' - let your light shine (Matthew 5:16). This new learning space is designed to animate staff and students to reflect our vision to be flexible, agile and innovative in their learning. The Learning Hub echoes the pedagogical pillar, Collaborate, that will enhance the skills of critical thinking, innovation and a culture of excellence for both

students and staff.

We were indeed fortunate to have had special guests contribute to the formalities of the Opening - The Most Reverend Timothy Costelloe SDB DD, Archbishop of Perth, Br Peter Carroll FMS, Provincial of the Marist Brothers and the Leader of the Marist Association of St Marcellin Champagnat, and Dr Frank Malloy, National Director Marist Schools Australia.

CONSOLIDATION OF PK-6

Towards the end of 2021 we were delighted to announce to the College community the consolidation of the Early Childhood facilities of the Marian campus onto the Newman College Churchlands site. This has been the result of an Agreement between the Roman Catholic Archbishop of Perth and the Provincial of the Marist Brothers being signed off enabling the College to commence planning for this next significant chapter in the evolution of Newman

College. The consolidation of PK-12 on the Churchlands Campus with a redveloped PK-6 facility will deliver the desired outcome of the College's Strategic Vision to provide quality and affordable Catholic education in the Northern suburbs of Perth well into the future. The building will commence in 2022, with an expected completion ahead of the 2024 school year.

CHILD SAFEGUARDING

Towards the end of 2020, Marist Schools Australia adopted the National Catholic Child Safeguarding Standards, as recommended by the Royal Commission into Institutional Abuse. As a result, all Marist schools across the country have moved from a Child Protection module to the more rigorous Child Safeguarding Standards module.

The developments in 2021 have been a Child Safeguarding Policy published on the College website, along with a Marist Child Safe Adult Code of Conduct. A College Child Safeguarding Team has been established and meets once per

term to review members' roles, responsibilities and to ensure familiarity with the requirements of all Standards. Our Safeguarding Officers are able to assist in clarifying reporting obligations and the reporting process. All Staff, including full-time, part-time, casual, relief, teaching and non-teaching, are required, as a condition of their employment at the College, to comply with our Child Safeguarding Program. This includes the Child Safe Codes of Conduct, and their legal obligations with respect to the reporting of child safety incidents or concerns and Working with Children Checks.

SCHOOL REGISTRATION AUDIT 2021

All Catholic schools in Western Australia are required to participate in the CEWA School Registration Audit process to satisfy the System Agreement between the Catholic Education Commission of Western Australia (CECWA) and the Minister for Education. The Audit also considers the legislative requirements of the Australian Education Act 2013, School Education Act 1999 and

other relevant legislation. This Audit occurs once every five years and Newman College undertook the process in April this year. We were delighted to receive our final report which indicated that the College had met the expectations of all Standards and, as such, is registered for a further five years.



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 Strategic Directions 2021-2023.

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) 2020-2023
- 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 Directions 2021-2023. Strategic Priorities identify the priority areas for significant action and development across the life of the Strategic Directions and are fundamental to success, sustainability and accountability of the College. Components describe the elements comprising each Strategic Dimension.



2021 ANNUAL SCHOOL IMPROVEMENT PLAN

The Annual School Improvement Plan draws from the Newman College Strategic Directions 2021-2023 - A Commitment to Excellence.



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.



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.



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.



Priority Area 4: SUSTAINABILITY

FUNDING

Maintain commitment to MSA and CEWA through constructive dialogue on governance and the group funding agreement.

LEVERAGING HERITAGE

Secure the history of the College by building on the archives catalogue and capturing the stories of past students.

CONSOLIDATION OF PK-12 COLLEGE RESOURCES

Plan and execute the relocation of the Marian Campus to provide a PK-12 education on one site.

Challenge—Collaborate—Create—Celebrate

EVALUATION AND RATING

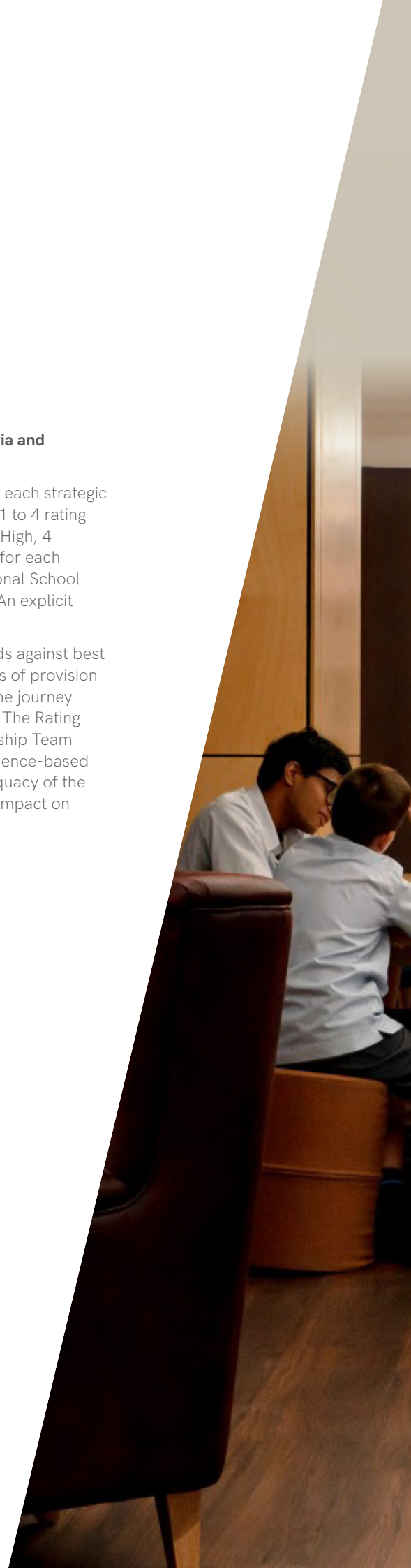
The use of the Effectiveness Indicators supports clarity of perception and contributes to evidence-based, constructive self-review of the particular component being evaluated. Discerning use of the indicators and an accompanying Rating Scale provides:

- 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:

A CATHOLIC SCHOOL IN THE MARIST TRADITION

STRATEGIC INTENTS

Faith Formation

Consolidate and build on the diverse opportunities for staff, students, 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 marginalized.

WHAT WE ACHIEVED

- Created meaningful, purposeful & accessible faith formation opportunities for staff through the Marist Association of St Marcellin Champagnat and CEWA which included professional learning opportunities facilitated by Christopher Lamb and Fr Tim Radcliffe with increased Masses/gatherings at St Joseph's Subiaco
- Collaboration with local parishes to lead sacramental life across PK-12 for staff, students and the community through Retreats, Reconciliation and PCG liturgies, Local Priest visits.
- Engaged students in the Vision for Mission and explored how to be, 'Good Christians and good citizens' through ECE students attending community Mass, PP prayer assemblies, Marist Global Network, increased PK-12 celebration days, Marist Youth Connect, Youth Ministry Team supporting Game Changers
- Embedding of the Vision for Mission in teaching and learning programs across all subject areas.
- Transforming Mission series
- Extended Accreditation opportunities
- Implementation of Mini Marists
- Sacramental program
- Developed a College-wide outreach program with a focus on Mini-Marists PK-6 & Christian Service Learning 7-8.
- Identified service providers and outreach programs within our community where staff & students can support through Winter Sleep out, Y11 Game Changers Mullewa, Lifelink video, winter blanket appeal, winter sleep out, St Vincent de Paul, pancake Tuesday Y7,8,10,11,12 service activities, Shopfront donations, Vinnies, Caritas, MSA Solidarity, Lifelink
- Animated the Vision for Mission where connections are made between the Catholic Social Teachings and service & outreach activities through peer mentoring and Share the dignity for Year 12 students.

HOW WE RATED





STRATEGIC PRIORITY 2:

TRANSFORMATIONAL
LEARNINGSTRATEGIC
INTENTS

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.

WHAT WE
ACHIEVED

- Consolidation of the PK-12 College-wide literacy approach which included the formation of the Literacy Action Group.
- Completion of an audit of literacy pedagogical strategies and implementation of changes to ensure alignment, quality and a consistent learning experience for students.
- Attention to teacher development with in-house professional development and a significant investment in Talk for Writing professional learning PK-12.
- Reframing of the text selection approach and scope and sequence PK-12.
- Increased use of data to inform practice through Best Performance.
- Embedding of writing strategies and scaffolds to ensure a common language is used across all subject areas.
- Implementation of a K-10 GATE program utilising evidence-based practices with the employment of a specialist GATE teacher K-10.
- Alignment of longitudinal data collection and analysis to track the growth of gifted and talented students.
- Increased modelling and teacher development relating to differentiation practices.
- Further consolidation of our partnership with The University of Western Australia to offer on campus experiences for GATE students.
- Continued relationship with Republic Polytechnic, Singapore which provides training in problem-based learning to students.
- Increased partnerships in specialist learning areas (such as artist in residence programs and PE sessions run by industry experts as well as native speaker opportunities for Italian students).
- Increased involvement in external competitions include the Speak Up competition and the Solar Car Challenge).
- Development of the Newman College Norms: a College-wide document which outlines expectations in teaching and learning and classroom conduct.
- Refinement of the Newman College codes of conduct for staff, parents and students.
- Development of the Behaviour Support Framework.
- Facilitation of parent workshops with psychological and parenting experts.
- Commencement of the PK-12 student wellbeing scope and sequence.
- Focus on trauma informed practices in staff professional learning and the Berry Street model.
- Development of a College-wide award which celebrates student growth within the academic year.
- Reviewed processes for literacy intervention and the development of CAPS for students with diverse needs.
- Increased focus on community wellbeing with staff appreciation events and a dedicated staff wellbeing day along with the formation of the Staff Wellbeing Committee.

HOW WE
RATED



STRATEGIC PRIORITY 3:

CULTURE OF INNOVATION AND EXCELLENCE

STRATEGIC INTENTS

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 Achievement

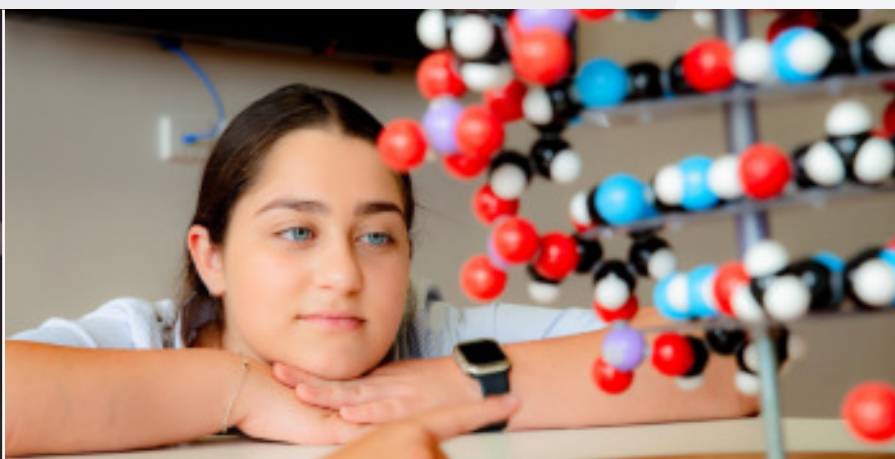
Embrace a culture of excellence and expectation that animates student aspirations for success.

WHAT WE ACHIEVED

- A formalised plan for digital transformation which required staff to reflect on their current technological capacity. This was followed by opportunities for one-on-one or departmental targeted professional learning.
- A transition to OneNote and Teams was established with teachers collaborating with their colleagues and unit groups to develop "Master OneNotes."
- Development of a lesson template to be used across all OneNotes to allow for streamlined formatting and a consistent student experience.
- Redevelopment of the Newman College remote learning plans and trails with all year groups.
- Planning for the shift to a Newman tenant including the reorganisation of Teams and the use of cloud-based storage.
- Digital literacy program developed for 2022.
- Use of growth plans to drive teacher efficacy and a focus on classroom observation.
- Increased attention to feedback and feedforward as part of the learning cycle with the use of exemplars and peer review strategies.
- Appointment of a Leadership Coordinator to oversee student leadership pathways.
- Targeted opportunities for students to enter leadership programs across Years 6-12.
- The development of leadership preparation programs for Years 5 and 11 with alignment of the leadership application process.
- Clarification of student leadership positions with clear role descriptions.
- Defined opportunities for leadership in Years 7-11 with Guild Representative Roles and a formalised application process.
- Development of Year 10 Peer Mentor Training to support leadership aspirants.
- Increased student agency at College-wide events and celebrations, with student leaders running school assemblies.
- Review of the College award structure with increased focus on celebrating a range of diverse successes as well as significant student growth.
- Increased use of SEQTA commendations to recognise student achievement with positive parent response.
- Increased visibility of student achievement across social media platforms and public celebration of achievement.
- Harnessing technology to live-stream events in the JHN Learning Hub to promote celebration.
- Increased focus on what it means to be a culture of innovation and excellence and the use of targeted goal setting and academic tracking for students.
- Review of the College's subject selection process and course counselling for Year 10 students.
- Increased use of common language across all learning areas and a commitment to the Newman College norms adding to a positive shift in culture.
- Diverse offering of pathways to develop innovative and agile students, such as Cert II Courses, WACE preparation programs, the PBL Immersion and Just Start It.

HOW WE RATED





STRATEGIC PRIORITY 4:

SUSTAINABILITY

STRATEGIC INTENTS

Funding

Maintain commitment to MSA and CEWA through constructive dialogue on governance and the group funding agreement.

Leveraging Heritage

Secure the history of the College by building on the archives catalogue and capturing the stories of past students.

Consolidation of PK-12 College Resources

Plan and execute the relocation of the Marian Campus to provide a PK-12 education on one site.

WHAT WE ACHIEVED

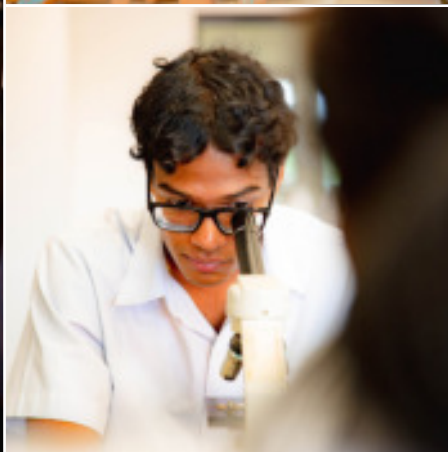
- As a result of the incorporation of Marist Schools Australia, the College moved away from CEWA and has been in the process of becoming its own approved authority. This is expected to provide greater funding from the Commonwealth government in future years.

- An archivist was commissioned to build a database of past students and create and grow an archive of historic physical artifacts.
- A new data base was deployed for use by the Development Team during the enrolment journey.
- The future and ongoing management of Archives at Newman College has been confirmed.

- A Project Plan was developed that captures the required steps to relocate the Marian Campus.
- A Working Group has been convened that leads the Project Plan.

HOW WE RATED





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.

Teachers 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	102	63	165
PART-TIME	99	9	108
CASUALS	13	9	22
TOTALS	214	81	295

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	120	50	170
NON-TEACHING ROLES (inc casuals)	94	31	125
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON- TEACHING ROLES (inc casuals)	0	0	0
TOTALS	214	81	295

STUDENT ATTENDANCE 2021

PP	93.79	YEAR 7	92.26
YEAR 1	94.23	YEAR 8	91.29
YEAR 2	94.74	YEAR 9	91.0
YEAR 3	95.06	YEAR 10	90.91
YEAR 4	94.43	YEAR 11	91.03
YEAR 5	93.06	YEAR 12	91.0
YEAR 6	92.77	WHOLE SCHOOL	92.74

MANAGEMENT OF NON-ATTENDANCE

Newman College manages the identification of students with attendance issues and the implementation of appropriate measures to restore regular attendance through its Truancy Policy. We have also implemented the following systems and procedures in order to notify parents and guardians of unsatisfactory attendance:

- Where a student is unsatisfactorily absent from school, the College will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.
- Where attendance falls below 90% over a term, the Leader of Wellbeing will
 - ◊ Inform the parent using Letter 1 (Letter from LOWB Advising Parent of Attendance Rate)
 - ◊ Further investigate the reasons for the student's absences and where appropriate organise a parent/student/teacher meeting at the earliest opportunity to identify the issues relations to the non-attendance and plan for improvement and
 - ◊ Document all attendance improvement plans.
- Where parents repeatedly fail to inform the College of absences the Vice Principal will contact them directly seeking an explanation and to remind them of their obligation to report absences.

Persistent Non-Attendance

If a student has been identified as being an irregular or chronic non-attender and repeated efforts to work with parents to restore attendance have not been successful, the Deputy Principal Secondary will:

- Consult with appropriate networks; Catholic Education WA, Department of Education
- Inform the parent, using College Letter to Parent from Deputy Principal Secondary Advising of Consultation with Appropriate Networks and
- Revise any attendance improvement plan developed.

If school attendance or engagement in an educational program is not successfully restored through consultation with the appropriate networks, the Vice Principal will request the parent attends a formal meeting. At the formal meeting, the Vice Principal will:

- Ensure any factors preventing attendance or participation are explored.
- Request the parent engages with alternative strategies to improve attendance and
- Document a formal attendance improvement plan.

20
21

OUR PERFORMANCE

NEWMAN MEDIAN ATAR

84.55% OF NEWMAN
ATAR ABOVE 90**36%**STUDENTS ACHIEVED
WACE**97.7%**

STATE MEDIAN ATAR

81.75 %**THE
HIGHEST
ATAR**ELISA
VON PERGER**99.45**CIARA
HU**99.1**JEMIMA
PATERSON**99.1**

ATAR 90+



Alexander
Hall



Amelia
Troon



Amy
Petbick



Anglea
Kinneen



Ajabna
Lillee



Ciara
Hu



Damon
Broun



Danielle
Wheeler



Dylan
Arto



Elisa
Von Perger



Emilia
Horn



Isabelle
Hu



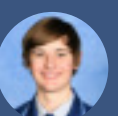
Jacob
Parker



Jarrod
Naumovski



Jemima
Paterson



Jeremy
Butson



Joel
Frenzel



Joshua
Quinlivan



Keenan
Botteon



Lucy
Hinch



Matthew
De Rossi



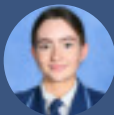
Molly
Grant



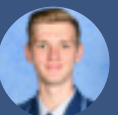
Olivia
Kojundzich



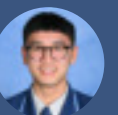
Olivia
Lucano



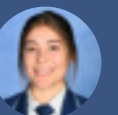
Phoebe
Finlayson



Ryan
Edwards



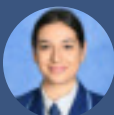
Ryan
Nguyen



Sarena
Kriletich



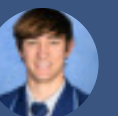
Saoirse
Larkin



Stefania
Cardile



Taylah
Sadgrove



William
McAullay

OUTSTANDING ACHIEVEMENTS IN AN ATAR COURSE

EXCELLENT SCHOOL ACHIEVEMENT CERTIFICATES OF DISTINCTION

Jeremy Butson

Stefania Cardile

Phoebe Finlayson

Molly Grant

Ciara Hu

Isabelle Hu

Jemima Paterson

Elisa Von Perger

CERTIFICATES OF MERIT

Keenan Botteon

Tyler Connelly

Matthew De Rossi

Joel Frenzel

Amber Grover

Emilia Horn

Angela Kinneen

Sarena Kriletich

Ajabna Lillee

Olivia Lucano

Jacob Parker

Amy Petbick

Taylah Sadgrove

Jorja Spriggins

VOCATIONAL EDUCATION AND TRAINING (VET)



Stella Burke

- Certificate II and a Certificate III in Music

- Certificate II in Work and Vocational Pathways

- Certificate IV in Education Support

42 CERTIFICATE II AWARDED

20 CERTIFICATE III AWARDED

17 CERTIFICATE IV AWARDED

68 CURTIN UNI READY GRADUATES



NAPLAN

NATIONAL MEAN	STATE MEAN	SCHOOL MEAN
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YEAR 3

GRAMMAR & PUNCTUATION	443	421	416
NUMERACY	403	395	395
READING	437	426	436
SPELLING	421	410	408
WRITING	425	426	429

YEAR 5

GRAMMAR & PUNCTUATION	503	497	521
NUMERACY	495	489	518
READING	512	505	534
SPELLING	505	503	522
WRITING	480	481	504

YEAR 7

GRAMMAR & PUNCTUATION	533	530	562
NUMERACY	551	549	579
READING	542	538	570
SPELLING	549	547	564
WRITING	522	527	555

YEAR 9

GRAMMAR & PUNCTUATION	571	576	591
NUMERACY	588	596	613
READING	578	587	609
SPELLING	580	583	596
WRITING	551	564	590

Student Destination Data

	NO OF STUDENTS	% OF YR12 COHORT
University application	132	75%
TAFE Application (but not an apprenticeship/ traineeship)	7	4%
Apprenticeship / Traineeship	13	7%
Work (Full-time or part-time, and not studying)	8	5%
OTHER	15	8%

PARENT, STUDENT, TEACHER SATISFACTION

Prospective Families

The demand for places, particularly in the Primary and Secondary schools, remains high. A review conducted on the enrolment process provided the opportunity for the College to streamline its Application, Interview, and Feedback processes which has been well received by families seeking to join Newman College. Significant investment in upgrading facilities such as the St John Henry Newman Learning Hub has contributed to an increase in College tour attendance. Positive feedback regarding the quality of facilities available to students has been received. The Engagement Team continues to enhance the satisfaction of the customer journey 'on entry' into the College.

Parent Engagement

Newman College views parents and families as integral partners in student learning and members of the school community. The College encourages collaboration between teachers, parents and students to enhance the learning experience of all students through:

- Parent teacher interviews
- Newman Parents Consultative Committee provides an opportunity for parent voice and forum to discuss issues and serve as another means to help advance the best interests of those within the College Community
- The Newman Parents 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. 2021 Workshop presentations included Guest Speakers Maggie Dent, Jade Lewis and Justin Coulson.

Staff

Professional Growth Plans for all members of staff are implemented annually. 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 basis to discuss their progress and challenges.

A Staff Wellbeing Committee was convened to organise the events for Wellbeing Week in Week 4 of Term 3 where staff and students were involved in a number of wellbeing activities. The Staff Wellbeing Day (student free) was held on 13 August and included a guest speaker, catered lunch and afternoon structured activities.

- A number of PK-12 Staff Appreciation morning teas and after school drinks were scheduled across the year in recognition of the efforts of staff.
- In line with the updated Terms of Reference, the Staff Association membership was re-cast and a more robust meeting structure implemented. The purpose of the Staff Association is to create appropriate social opportunities to engage staff across PK-12 and to enhance Staff Wellbeing at Newman College.
- Staff Shout outs are called for twice per term where staff can nominate another to convey their gratitude.

Students

A significant initiative for 2021 was the development of Newman Norms where students and staff collaborated to formulate clarity in expectations and help to create a positive and collaborative culture.

Actions from the 2020 and 2021 Year 12 exit survey reports include the updating of the College's Assessment Policy, citing clear process for the timely return of work. Increasing the scope of careers advice was also identified as an area for growth. In 2021 Pathways counselling was additionally resourced with Leaders of Learning increasing their support of students

SCHOOL COMMUNITY REPORT

ADVISORY COUNCIL CHAIR REPORT 2021

In years to come, we will look back to 2021 as another key pivot point in the evolution of our Marist community. The long-held vision to bring together our community on a single campus is now agreed and activities proceed in earnest to incorporate Pre Kindergarten – Year 2 within a revamped and expanded Lavalla Campus. It remains an honour to sit as part of the College Advisory Council in support of Principal John Finneran and Director Finance and Administration Steve Halley-Wright who, together with the Senior Leadership Team, manage the course to deliver the highest value outcomes for our College and to build on the tremendous foundation laid by those before us.

The Council sits twice in each term and with each passing year I am continually amazed at the diversity of matters tabled for discussion and their passage through Council to implementation. 2021 saw a renewal of our Strategic Directions 2021-2023, a strengthening and embedding of the Annual School Improvement Plan, which continues to thrive and support our Vision for Learning – Shine through Discovery, the five-year School Registration Audit under the Catholic Education WA System Agreement and a National Schools 2020 Census Post Enumeration Audit along with various other items.

Of course, we are all immensely proud of the opening of the St John Henry Newman Learning Hub in June which brought together many of our significant stakeholders and a commissioning Mass celebrated by Archbishop Timothy Costelloe. The St John Henry Newman Learning Hub serves as a showcase for our educational delivery model through our Vision for Learning.

History reminds us that all great outcomes are achieved not with enormous strides, but through the small steps taken each day; small steps that enhance collaboration and understanding and walk a path faithful to our mission and values. It is a tremendous journey we share together. I am ever thankful to each member of the College Advisory Council for sharing their gifts to enhance our community and deliver to the needs of Newman College as a pre-eminent Catholic institution educating in the Marist tradition.

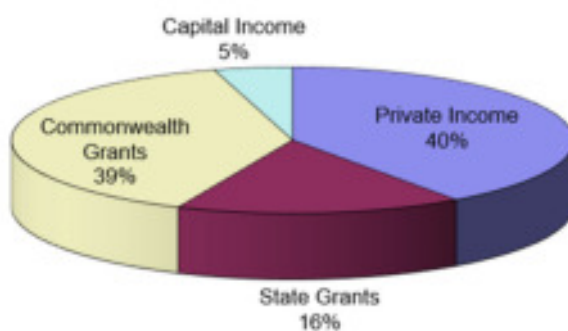
Stephen Lee

Chair, Newman College Advisory Council

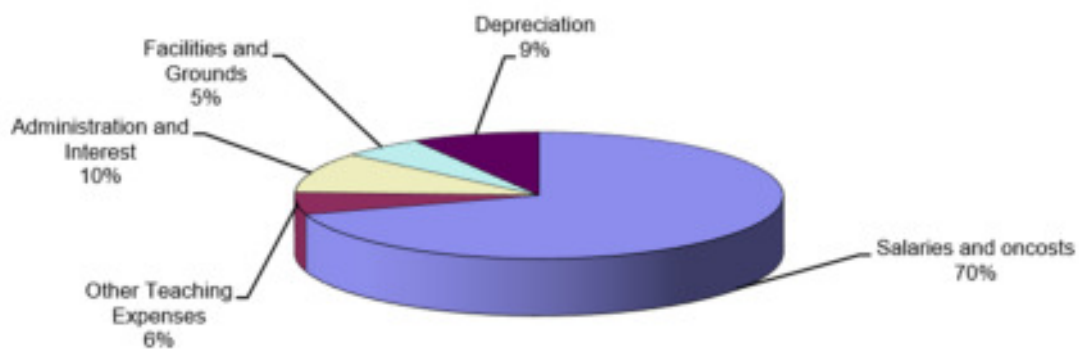
SCHOOL INCOME

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

2022 College Budgeted Income in \$ thousands



2022 College Budgeted Expenditure in \$ thousands



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