

ANNUAL REPORT 2022



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 2022 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

SESQUICENTENARY: 150 YEARS OF MARIST EDUCATION IN AUSTRALIA

2022 is the 150th year of our Marist Project in Australia. We celebrated the opening of the first school at The Rocks in Sydney at St Mary's Cathedral on 4 April. Our Sesquicentenary celebrations included the launch of Sub Tuum

Praesidium, Marist Brothers in Australia 1872 – 2022, and the Alumni Project. This Project acknowledges the contribution made by Marist students to the development of Australia in all spheres.

MARIST THEME

The Marist Theme for 2022 Known and Loved, dignity for all, reflects the sacredness of human life, to the sacredness and dignity of all those who are victims of brutality, war and racism. The image captures Mary, defender of the displaced, the accompanier of the lost, the last and the lonely.

The theme has been embraced by our community as we have prioritised the dignity of all through

our wellbeing and ministry programs. It has challenged our students to think of the other person and to critically reflect on their place in the world. This has been exemplified through our ongoing commitment to outreach and advocacy through Marist Solidarity, Caritas Australia, Lifelink and St Vincent de Paul.

GOVERNANCE

With the incorporation of Marist Schools Australia Limited as our governing body from 1 January 2022, it was necessary for the College to undergo a further School Registration Audit conducted by the Non-Government Schools Regulation through the Department of Education. This was an extensive process once again and the College has now received registration for a 5-year period, 1 January 2022 - 31 December 2026, under the governance of Marist Schools Australia.

The Registration process again highlighted the importance of Child Safeguarding as a key compliance aspect of College life. Our Professional Standards group regularly reviews the application of the Standards through our policy and wellbeing program. In 2022 we launched an online reporting QR code available throughout the school. My thanks to all staff, parents and volunteers, contractors and our NSA clubs for their support of our commitment to the Child Safeguarding standards.

CHILD SAFEGUARDING

Our Child Safeguarding Team continues to meet 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. The College now has a reporting facility via a QR code for students to easily report any matters of concern to them.

STRATEGIC DIRECTIONS 2021-2023

Annual School Improvement Plan 2022

In 2022 our Annual School Improvement Plan prioritised Leadership, Sustainability, Student Agency, and the Consolidation of our Primary school onto the Churchlands Campus. These priorities are underpinned by our renewed commitment to a Culture of Excellence and Innovation.

- A key component of our Strategic Priority, a Culture of Excellence and Innovation, has been the development of our Middle Leadership Team through the Leadership Accelerator Professional Learning program. The impact of this program has seen the growth of highly performing teams that ultimately create better learning experiences for our students.
- The agency of our students this year was exemplified through our Sustainability Priority area. Our Year 12 student leadership team working with the Year 6 student leaders developed a sustainability plan with a focus on recycling. In Semester 2 a pilot program was launched for recycling on Marcellin Campus.

- Transformational Learning continued to focus on the PK-12 alignment that has been the fruits of our Vision for Learning 'Shine through Discovery' - let your light shine (Matthew 5:16). A key action this year has been our PK-12 Literacy Program which has focussed on Talk for Writing across the College. The alignment of our pedagogy across the College has resulted in a more consistent experience of learning for our students. In addition, it has seen the growth of our Shine program for our Gifted and Talented students where we now are able to successfully compete across a variety of competitions.

A highlight this year has been the continued success of our Creative and Performing Arts where the professionalism and quality of productions were again on display through Charlie and the Chocolate Factory, our Mythos Dance Showcase, Art Show and our participation again in the Catholic Performing Arts Festival. Of particular note was John Finneran's cameo performance as Mrs Green in Charlie which was not only enjoyable but enabled him to witness first-hand the incredible talents of our students

CAPITAL WORKS

The significant renewal of our College learning spaces continued in 2022. The key Strategic Intent, Consolidation of PK-12 Resources, continues to be our focus with the confirmation of the design and with construction commencing of our PK-6 Primary school in 2023. Preparatory works included undergrounding of Herdsman main drain in partnership with the Water

Corporation and the Department of Planning Lands and Heritage, and subsequent negotiation of the Land Management Order. This significant undertaking has been an aspiration of the College for several decades and has now transformed the landscape of our Churchlands site.

We said goodbye to John Finneran last year, as he accepted a director role at Marist Schools Australia's head office in Sydney. I would like to acknowledge John for his vision, leadership and dedication during his tenure at Newman College and wish him the very best in his new role.

Dr. Lucie McCrory
PRINCIPAL (Acting)





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.

2022 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

CONTEMPORARY RELIGIOUS EDUCATION

Support and develop our Religious Education teachers to deliver an innovative RE curriculum and pedagogy in a contemporary classroom.

THE MARIST ASSOCIATION OF SAINT MARCELLIN CHAMPAGNAT

Develop a strategic approach to the leadership coordination of the Association in WA and Marist Youth Ministry with Bunbury Catholic College and St Joseph's College Northam.



Priority Area 2:

TRANSFORMATIONAL LEARNING

LITERACY AND NUMERACY

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

EMPOWERING PATHWAYS

Define and develop learning pathways with consideration given to developmental stages in the provisions and resources in the areas of Early Childhood, Primary, Middle Years and Senior Secondary.



Priority Area 3:

CULTURE OF INNOVATION AND EXCELLENCE

QUALITY TEACHING

Attract, develop and mobilise high performing educators and support staff who proactively contribute to the development and delivery of an aspirational, future-oriented curriculum.

LEADERSHIP DEVELOPMENT

Target leadership development opportunities aligned with the College leadership structure and succession plan for existing and aspiring College staff.



Priority Area 4:

SUSTAINABILITY

LEVERAGING HERITAGE

Develop a program that reconnects past students with their Marist heritage, inviting them to actively participate in our shared history via the creation of a College Foundation.

SUSTAINABILITY OF THE ENVIRONMENT

Develop sustainable practices to support an ongoing commitment to the protection of the environment and ongoing sustainability of College resources.

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:

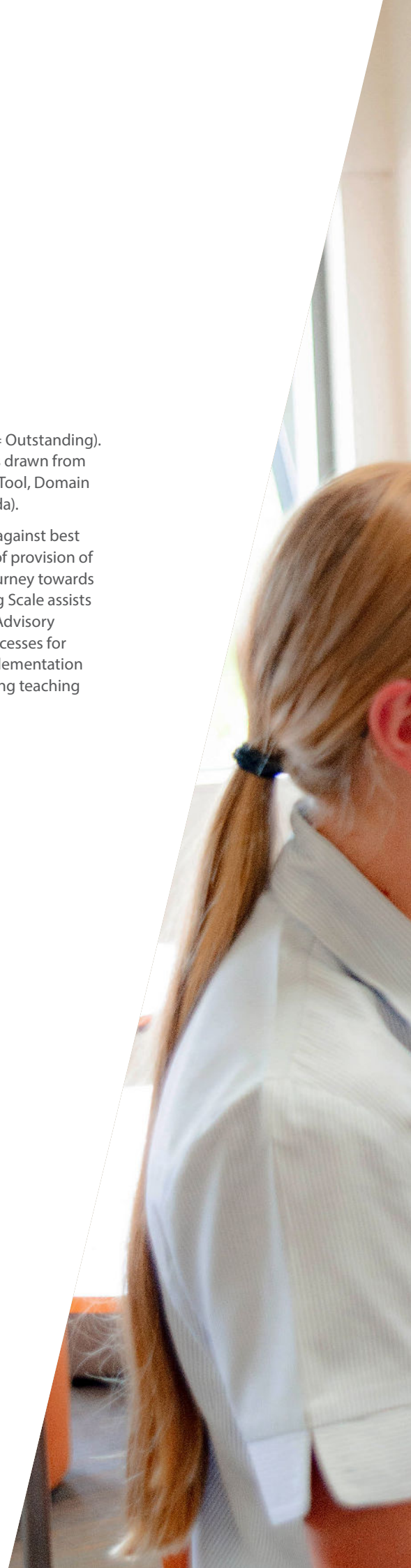
- greater consistency and objectivity when assessing the adequacy and impact of strategic initiatives in improving learning and pedagogy
- a common language for professional dialogue
- valuable insights into strengths and areas for improvement and the deployment of resources for College leaders and teachers 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 was 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

Contemporary Religious Education

Support and develop our Religious Education teachers to deliver an innovative RE curriculum and pedagogy in a contemporary classroom.

The Marist Association of Saint Marcellin Champagnat

Develop a strategic approach to the leadership coordination of the Association in WA and Marist Youth Ministry with Bunbury Catholic College and St Joseph's College Northam.

WHAT WE ACHIEVED

- Intensive review of Religious Education programs PK-12 and review of Year 11 and 12 pathways in conjunction with Notre Dame University.
- Increased involvement in Marist Youth Ministry including Game Changers and Mini Marists.
- Dedicated Ministry events including the Festival of the Magnificat 7-12.
- Continued alignment of the Newman College Vision for Mission across all learning areas and the embedding of enquiry, innovation and exploration.
- Increased professional learning for staff with presentations from all learning areas and unit groups to share innovations in contemporary religious education teaching.
- Increased involvement and alignment of Marist Youth Ministry offerings PK-12. This has included Mini Marists as well as Game Changers with noted participation increases.
- Continued involvement of staff in the Marist Association.
- Strengthened partnership between St Joseph's College Northam and Newman College, with mentoring and team teaching taking place across Religious Education.
- Strategic Planning for 2023 to align a Ministry Event for Bunbury Catholic College, St Joseph's College Northam and Newman College.

HOW WE RATED



Outstanding Level of Achievement	High Level of Achievement	Medium Level of Achievement	Low Level of Achievement
----------------------------------	---------------------------	-----------------------------	--------------------------



STRATEGIC PRIORITY 2:

TRANSFORMATIONAL
LEARNINGSTRATEGIC
INTENTS

Literacy and Numeracy

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

Empowering Pathways

Define and develop learning pathways with consideration given to developmental stages in the provisions and resources in the areas of Early Childhood, Primary, Middle Years and Senior Secondary

WHAT WE
ACHIEVED

- Purposeful continuation of Literacy as a strategic intent for 2022. This allowed for consolidation of the work commenced in 2021 by the Literacy Action Group.
- Increased teacher efficacy and deployment of Talk for Writing PK-10 with continued investment in teacher development.
- Increased use of summative assessment to track student growth as an essential component of the learning cycle
- Realignment of early intervention and support including the use of MAQLIT in Year 6 and the continuation of targeted literacy time PK-6
- Increased staff competency and agency in the use of data to inform practice, particularly through analysis tools such as Best Performance
- NAPLAN summative writing tasks completed strategically across year groups to foreground NAPLAN preparation for March 2022
- Development of a Numeracy Action Group in 2022 with PK-12 professional learning delivered by Dr Paul Swan
- Acceleration of GATE offerings across Newman College. This has included increased participation in competitions and celebration of student success
- Realignment of learning intervention offerings PK-6 with a continuation of this for Year 7 students in 2023
- Working Party established to review currently senior pathway processes including requisites for UniReady and empowering Middle Leaders in subject selection conversations.
- Strategic ability grouping in English, Humanities and Religious Education to develop meaningful pathways for students.

HOW WE
RATED



STRATEGIC PRIORITY 3:

CULTURE OF INNOVATION AND EXCELLENCE

STRATEGIC INTENTS

Quality Teaching

Attract, develop and mobilise high performing educators and support staff who proactively contribute to the development and delivery of an aspirational, future-oriented curriculum.

Leadership Development

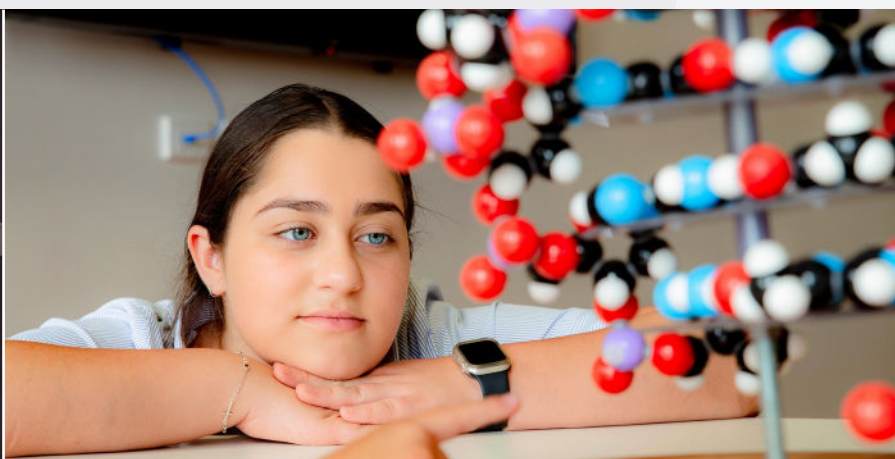
Target leadership development opportunities aligned with the College leadership structure and succession plan for existing and aspiring College staff.

WHAT WE ACHIEVED

- Engagement of PK-12 teachers in the High Impact Practices program through AISWA and the subsequent intention for staff to apply for Lead Teacher status
- Revision of the growth planning process for 2022, with all teachers mapping a goal to the College's collective drive for quality teaching. This has included a formalised growth planning process for Education Support Staff also
- Encouragement for staff to attend professional learning opportunities, including Learning Carousels which allow staff members to share their expertise and model best practice
- Continued focus on the use of data to inform practice with Leaders of Learning empowered to analyse ATAR data as well as NAPLAN results with strategies for improvement identified
- Continuation of a robust professional learning programme mapped to the Annual School Improvement Plan and the drive for innovative and quality teaching
- Development of an internal Early Career Teacher Program facilitated by Senior Leaders
- Consolidation of the College's aligned approach to the use of OneNote and Teams
- Creation of the Leadership Accelerator programme for Middle Leaders supported by psychometric testing
- Internal supports and mentoring for aspiring leaders including the emergence of leaders in promotional roles within the College in 2022 (particularly in Leader of Wellbeing roles)
- Strategic mentoring and support for senior leaders across the College, particularly in Campus Ministry and Deputy Principal roles
- Continued opportunities for staff to develop their understanding of Marist Leadership through programs such as Footsteps
- Targeted professional learning opportunities for staff to influence the future direction of the College (including the formation of the College's 2023 ASIP)

HOW WE RATED





STRATEGIC PRIORITY 4:

SUSTAINABILITY

STRATEGIC INTENTS

Leveraging Heritage

Develop a program that reconnects past students with their Marist heritage, inviting them to actively participate in our shared history via the creation of a College Foundation.

Sustainability of the Environment

Develop sustainable practices to support an ongoing commitment to the protection of the environment and ongoing sustainability of College resources.

WHAT WE ACHIEVED

- Continued partnership with the Museum of Western Australia to coordinate Newman College's archive.
- In collaboration with significant College alumni, Newman College signage has been prepared to celebrate the success of graduates.
- Celebration of Newman College Students and their achievement in sporting, cultural and academic pursuits, including a regular series on social media platforms.
- Revived social offerings for families within our Marist community including seasonal celebrations and expert 'in residence' workshops.
- Inaugural collaboration with parents in expert fields within the College community including the successful launch of Film School.
- Recommencement of the Industry Breakfast for graduands drawing on the expertise of Alumni.
- Increased provision of Homework Club Learning Mentors with the involvement of recent Newman graduates.
- Completion of the diversion of the creek in collaboration with the City of Cambridge to ensure water is directed to Perry Lakes.
- Installation of recycling bins across College campuses.
- Continued environmental Captain position as part of the student leadership team.
- Increased incursions and offerings to students in subject areas related to sustainability, water conservation and recycling.
- Continued use of solar power, particularly for College heating and cooling.
- Significant investment and planning for the new Primary build to feature sustainable elements and smart design (particularly in air flow and energies).

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	94	48	142
PART-TIME	96	4	100
CASUALS	14	9	23

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	115	46	161
NON-TEACHING ROLES (inc casuals)	89	15	104
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON- TEACHING ROLES (inc casuals)	0	0	0

STUDENT ATTENDANCE 2022

PP	90.32	YEAR 7	89.33
YEAR 1	91.48	YEAR 8	89.53
YEAR 2	92.47	YEAR 9	88.93
YEAR 3	91.40	YEAR 10	88.92
YEAR 4	90.72	YEAR 11	90.17
YEAR 5	90.90	YEAR 12	89.28
YEAR 6	89.48	WHOLE SCHOOL	89.91

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.
- Participation board

OUR PERFORMANCE

NEWMAN MEDIAN ATAR

85.25

% OF NEWMAN
ATAR ABOVE 90

37.5 %

STUDENTS ACHIEVED WACE

97.1 %

STATE MEDIAN ATAR

83.45 %

THE HIGHEST ATAR

OWEN
KARAMFILES

99



JACKSON
KALLAWK

98.4



ISABELLA
MEYER

97.4



ATAR 90+



Andrea
Acuna



Andrew
Sutherland



Aneika
Short



Callum
McGough



Costanza
Di Muccio



Elissa
Parin



Emily
Burgess



Gianluca
Sardi



Isabella
Meyer



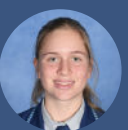
Jackson
Kallawk



Jacob
Iannantuoni



Jaxon
Bizzaca



Jessica
Ledger



Julia
Carbone



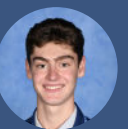
Katie
Nevin



Kieran
Richards



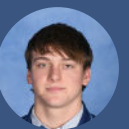
Leila
Arnold



Luke
Prentice



Makenzie
Williams



Matthew
Folan



Max
Hobson



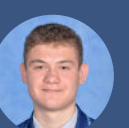
Nicholas
Manning



Olivia
Dixon



Orson
Baugh



Owen
Karamfiles



Saskia
Wigley



Tyler
Meyer

OUTSTANDING ACHIEVEMENTS IN AN

EXCELLENT SCHOOL ACHIEVEMENT CERTIFICATES OF DISTINCTION

Elissa Parin
Isabella Meyer
Jackson Kallawk
Jacob Iannantuoni
Owen Karamfiles

CERTIFICATES OF MERIT

Andrea Acuna	Leila Arnold
Aneika Short	Luke Prentice
Aoife Burns	Makenzie Williams
Elliana Celisano	Max Hobson
Emily Burgess	Olivia Dixon
Emily Holland	Orson Baugh
Gianluca Sardi	Saskia Wigley
Jessica Ledger	
Julia Carbone	
Katie Nevin	

SUBJECT EXHIBITION



Saskia Wigley
• Outdoor Education

VOCATIONAL EDUCATION



Elliana Celisano
• Certificate III in Community Services
• Certificate IV in Community Services

33 CERTIFICATE II AWARDED

27 CERTIFICATE III AWARDED

9 CERTIFICATE IV AWARDED

54 CURTIN UNI READY GRADUATES

NAPLAN

NATIONAL

STATE

SCHOOL

YEAR 3

GRAMMAR & PUNCTUATION	443	424	447
NUMERACY	400	395	420
READING	439	428	467
SPELLING	418	414	441
WRITING	423	419	447

YEAR 5

GRAMMAR & PUNCTUATION	499	496	516
NUMERACY	489	487	504
READING	510	505	531
SPELLING	505	505	523
WRITING	485	480	502

YEAR 7

GRAMMAR & PUNCTUATION	534	532	553
NUMERACY	547	549	576
READING	543	541	566
SPELLING	549	549	566
WRITING	531	527	550

YEAR 9

GRAMMAR & PUNCTUATION	574	580	610
NUMERACY	585	595	617
READING	578	586	616
SPELLING	577	581	599
WRITING	561	565	599

Student Destination Data	NO OF STUDENTS	% OF YR12 COHORT
University application	86	73%
TAFE Application (but not an apprenticeship/traineeship)	8	7%
Apprenticeship / Traineeship	11	9%
Work (Full-time or part-time, and not studying)	8	7%
OTHER	5	4%

PARENT, STUDENT, TEACHER SATISFACTION

Prospective Families

The demand for places, particularly in both the Primary and Secondary schools, remains high. Significant investment in upgrading facilities such as the St John Henry Newman Learning Hub, alongside the commencement of construction new Early Childhood and Primary facility has contributed to consistently high College tour attendance. The Engagement Team continues to enhance the satisfaction of the customer journey 'on entry' into the College.

The Diagnostic Inventory of School Alignment

This year Newman College conducted its third DISA Survey; the first being in 2016, then in 2019.

The DISA is an online diagnostic survey tool, developed by the Leadership Research International (LRI) team at the University of Southern Queensland (USQ), in partnership with the Australia Council of Educational Leadership (ACEL). The survey examines schools' overall alignment, and provides information for the purpose of planning school improvement agendas. It is conducted with students Years 2-12, staff and parents/guardians.

The DISA is based on The Research-based Framework for Enhancing Organisational Coherence (RBF) - a way of thinking about a school as an organisation. It suggests that a school that is maximally effective is an integrated and holistic entity that is linked to the expectations of the outside world while placing high priority on the needs of its members.

The elements that recorded the greatest growth of Staff, Parents and Students were:

- Students at this school have learned to form positive relationships
- The school has an image of providing a caring and respectful environment for students, parents and staff
- The physical environment of the school is aesthetically pleasing and well maintained
- The school has defined the values that underpin its vision
- The Principal promotes the school vision, values and programs in the wider community
- The school has a clear process for ongoing improvement

- Parents hold high expectations for student achievement
- The school encourages community mindedness and community-service among its students
- The contribution of individuals and groups to the school is widely celebrated

SCHOOL COMMUNITY REPORT

ADVISORY COUNCIL CHAIR REPORT 2022

2022 marked 150 years of Marist Education in Australia. As I sit to reflect on our Council engagements over the past 12 months, it is almost unfathomable to think of the decisions and efforts that have brought us to this point. The seed planted on the banks of Sydney Harbour has grown today to include 56 schools across Australia. Newman College, with more than 250 staff, 1200 families, 1900 students and stakeholders across our community, bears positive witness to the charism of St Marcellin Champagnat established here 150 years ago, ensuring education to all, with Christ at its centre. Consistent with this witness, members of the Advisory Council participated in the Marist Formation programme. Facilitated by John Hickey and Brother Terry Orrell, members engaged with the Marist story, connecting past, present and future visions for Marist Education in Australia and culminating in an intimate shared Eucharist in the College Chapel.

Meeting twice a term, Council continues to support the College and the Executive across a range of matters, including review of ATAR performance, review and alignment of College policies and the Newman Norms, CEWA system withdrawal, the Annual School improvement Plan, The Capital Works Plan including the consolidation of Marian Campus to the Churchlands site and the Archives Project - which so positively animates our history and gives a platform for all past staff and students to reconnect with the College, sharing all stories that combine to bring us here today and beyond. My personal highlight in a year of many, I commend as a cornerstone to our Catholic values based education, the College Vision for Mission. This document is on our website and I encourage you to have a read if you have not already done so.

The richness in our College experience extends from the authentic contributions of those within

our community. Thank you to College Principal John Finneran who concluded his tenure at the end of 2022.

Thank you to members of the College Advisory Council and members of Senior Leadership for their ongoing participation and success of the College.

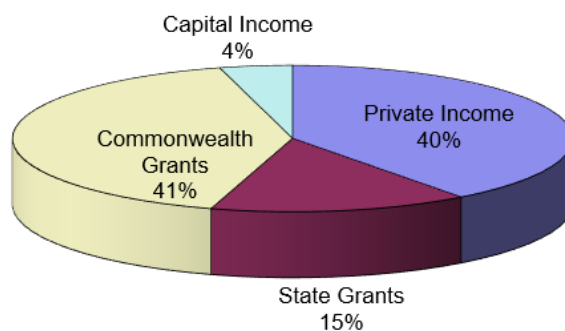
Throughout this year our community has experienced many successes, setbacks and challenges. We have embraced the gift uncertainty grants and found our way to improved clarity. For our students, staff, families and for our Community, these all sum to lead us on our path to be Good Christians, Good Citizens. We join in celebrating your efforts and relish in your journey.

On behalf of the Newman College Advisory Council, we thank you for the opportunity to serve. We are each called to share whatever gift we have received to serve others, faithfully administering God's grace in its various forms.

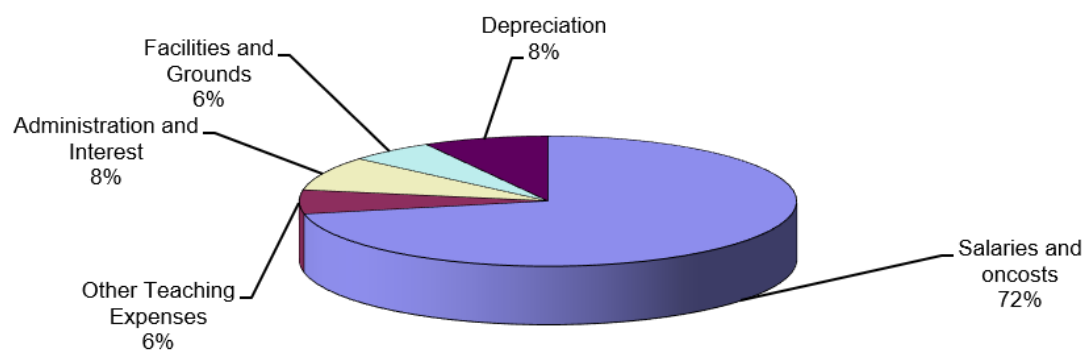
Stephen Lee

Chair, Newman College Advisory Council

2023 College Budgeted Income in \$ thousands



2023 College Budgeted Expenditure in \$ thousands



Newman College
216 Empire Avenue
Churchlands
WA 6018

Marian Campus
49 Peebles Road
Floreat
WA 6014

T 08 9204 9444
newman.wa.edu.au