

ANNUAL REPORT 2023

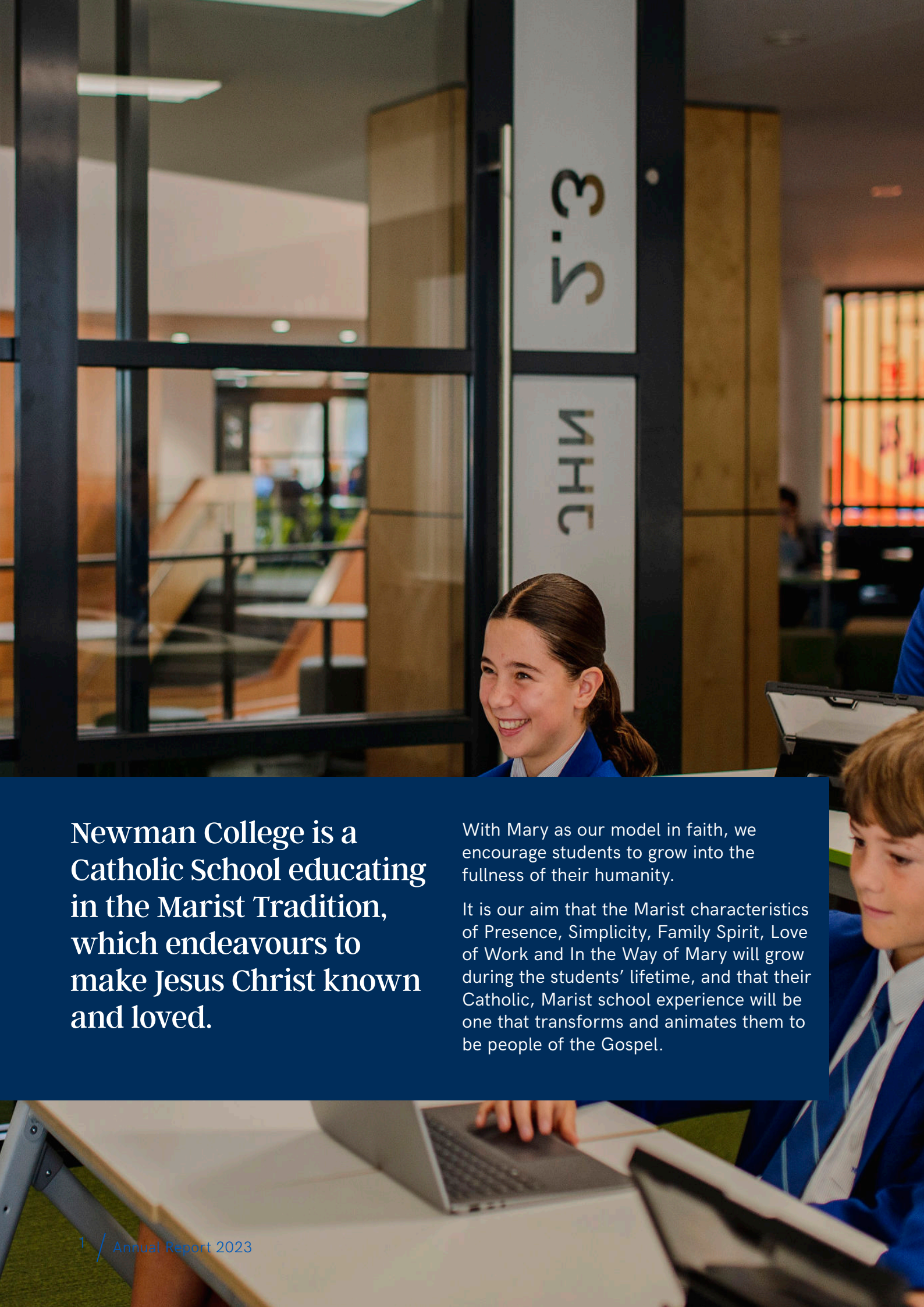


NEWMAN
COLLEGE



Shine
through
Discovery

LET YOUR LIGHT SHINE MATTHEW 5:16



Newman College is a Catholic School educating in the Marist Tradition, which endeavours to make Jesus Christ known and loved.

With Mary as our model in faith, we encourage students to grow into the fullness of their humanity.

It is our aim that the Marist characteristics of Presence, Simplicity, Family Spirit, Love of Work and In the Way of Mary will grow 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, Marist Schools Australia (MSA), and Catholic Education Western Australia (CEWA).

The Annual Report contains the following elements:

1.0 OVERVIEW FROM THE PRINCIPAL

2.0 ANNUAL SCHOOL IMPROVEMENT PLAN (ASIP)

- Information regarding how the College has met its strategic direction.

3.0 SCHOOL PERFORMANCE INFORMATION

- Information required by the Federal Government pertaining to the 2023 academic year.

4.0 COLLEGE COMMUNITY REPORT

- A report by the Council Advisory Chair on the operation of the Council during the 2023 academic year.

5.0 STATEMENT OF PROVISIONAL BUDGET

- A statement of the provisional budget for the ensuing year.

OVERVIEW FROM THE PRINCIPAL

MARIST THEME

The Marist theme for 2023: Created and Called a Revolution of Love and Tenderness, calls upon individuals to embody the revolutionary spirit of God's love, igniting a flame of desire to spread compassion, kindness, and empathy throughout the world. It serves as a reminder that small acts of love and tenderness have the power to spark significant change and create a more inclusive and compassionate society; in the words of Catherine of Siena, "Be who God created you to be, and you will set the world on fire."

This theme encapsulates the essence of Mary's transformative influence and the revolutionary power of love and tenderness. Drawing inspiration from the Marian style of evangelisation, it highlights the profound impact of humility and tenderness in reshaping communities and fostering genuine connections. In Mary, we find a model of strength and compassion, demonstrating that love and tenderness are not signs of weakness but of true inner strength.

VISION FOR WELLBEING

The journey through education at Newman College is a carefully crafted progression, nurturing students through each stage of development, from the early years of Pre-Kindergarten to the culmination of senior school. Each phase is imbued with guiding principles tailored to the specific needs and growth areas of the students. The launch of the Vision for Wellbeing demonstrates that at the heart of our mission lies a profound commitment to student wellbeing. We understand that their ability to thrive academically, socially, and spiritually is intricately linked to their sense of belonging,

connection, and spiritual fulfilment. Thus, we embrace a holistic approach to wellbeing, recognising the interconnectedness of mind, body, and spirit.

In alignment with our Marist characteristics of Presence, Simplicity, Family Spirit, Love of Work, and In the Way of Mary, our Vision for Wellbeing serves as a guiding light for our entire community. This vision extends beyond the classroom walls to encompass the wellbeing of our dedicated staff, for we understand that their wellbeing directly impacts the student experience.

STRATEGIC DIRECTIONS 2021-2023

In 2023, our College continued to focus on excellence and improvement, guided by our Strategic Directions 2021-2023. With a firm commitment to fostering a culture of excellence and growth, the College prioritised key areas such as faith formation, community outreach, advocacy, transformative learning, community wellbeing, and sustainability.

Our dedication to nurturing faith formation and fostering community engagement remained steadfast. Through initiatives like Game Changers experiences and Marist Connect

opportunities, students were deeply immersed in the values of the Marist tradition. Overseas immersion programs provided invaluable experiences for students to live out these values, with 18 students and 3 staff members participating in a transformative journey in the Philippines. Additionally, the appointment of a Leader of Youth Ministry facilitated increased opportunities for faith-based advocacy and social justice activities, reinforcing our commitment to serving others in the spirit of our Catholic and Marist ethos.

STRATEGIC DIRECTIONS 2021-2023

In line with our commitment to transformative learning experiences, we expanded our subject offerings for 2024 and enhanced the process for subject selection. Every student and family was actively engaged in informed decision-making through personalised subject counselling sessions. Furthermore, our students deepened their academic connections through initiatives such as the Problem-Based Learning Singapore Tour and partnerships with esteemed institutions such as The University of Western Australia. These endeavours enriched academic experiences and empowered students to become critical thinkers and lifelong learners.

The wellbeing of our College community remained a top priority, with initiatives aimed at promoting holistic wellness and resilience. The introduction of the Zones of Regulation in the Primary school and the utilisation of Microsoft Reflect provided students with valuable tools

to manage their emotions and foster self-awareness. Additionally, on the Marcellin campus, our wellbeing programs underwent further refinements to ensure comprehensive support for students' social, emotional, and mental wellbeing.

Our students demonstrated exemplary agency in addressing sustainability challenges, with a focus on sustainable living and environmental stewardship. The collaboration between our Year 12 student leadership team and Year 6 student leaders resulted in the development of a comprehensive sustainability plan. This plan included partnerships with local businesses and the Council to implement initiatives such as designing, building, and planting produce for use in the College's canteen. Through these initiatives, our students exemplified their commitment to creating a more sustainable future for our community and beyond.

2023 WACE RESULTS

The 2023 WACE results stand as a testament to the dedication and hard work of our students, educators, and support staff, characterised by a commitment to our Vision of Learning "Let your Light Shine" (Matthew 5:16), we continued on a journey of Challenge, Collaboration, Creation, and Celebration. Across all disciplines, our students demonstrated excellence, achieving remarkable results that exceeded expectations and set new standards for academic achievement, achieving the highest median ATAR in the College's history and the Subject Exhibition Award for Outdoor Education ATAR. The cohort's performance reflects individual

brilliance and underscores the effectiveness of our holistic approach to education.

The 2023 cohort's achievements go beyond mere academic accolades; they represent a legacy of leadership and service. Empowered by their success, our students are poised to lead with authenticity and pride, contributing meaningfully to society and shaping a brighter future for all. As we celebrate their accomplishments, we reaffirm our commitment to nurturing the next generation of leaders who will continue to let their light shine and make a difference in the world.

As a PK-12 community, we continue to seek ways for our students to 'Let their light shine' and support them in developing their talents, while exploring new opportunities to grow and develop.

MR ANDREW WATSON
PRINCIPAL

2.0

ANNUAL SCHOOL IMPROVEMENT PLAN

Newman College has an Accountability Framework designed to support the delivery of the Annual School Improvement Plan, which draws from the Newman College 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.



2023 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

Promote and support RE Accreditation requirements.

COMMUNITY OUTREACH, ADVOCACY AND SERVICE

Maintain active engagement with faith and values-based advocacy, social justice, fundraising and other activities, underpinned by Catholic Social Teaching, enabling and empowering practical support for the marginalised and disadvantaged.



Priority Area 2:

TRANSFORMATIONAL LEARNING

DISCOVERY LEARNING

Develop an innovation and enterprise framework that encompasses design thinking, project-based and industry-based learning. Develop extension learning pathways that enhance the opportunities for gifted and talented students

COMMUNITY WELLBEING

Foster the growth of each student's resilience and wellbeing, including their exercise of responsibility, sense of self-esteem and worth, and exercise of judgment.



Priority Area 3:

CULTURE OF INNOVATION AND EXCELLENCE

DEVELOP STUDENTS

Develop students who are globally minded, confident, critical thinkers and problem solvers.

ACTION RESEARCH

Promote a culture of continual growth and improvement, centred on collaborative relationships and implementation of research-based relevant educational practice.



Priority Area 4:

SUSTAINABILITY

SCHOOL OF CHOICE

Establish Newman College as a school of choice by showcasing our high-quality education and extensive co-curricular opportunities, coupled with high value competitive fees.

Explore additional opportunities that add value to the faith and learning experiences provided to families.

SUSTAINABILITY OF THE ENVIRONMENT

Establish a student led project group to drive sustainability practices in the college.

INVESTING IN THE FUTURE

Progress the consolidation and implementation of the College Masterplan for the provision of facilities.

Promote 'marketplace' learning experiences through infrastructure, emerging technologies and methodologies. sustainability practices in the college.

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

Faith Formation

Promote and support Religious Education Accreditation requirements.

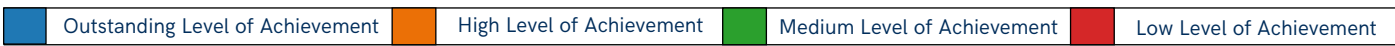
Community outreach, advocacy and service

Maintain active engagement with faith and values-based advocacy, social justice, fundraising and other activities, underpinned by Catholic Social Teaching, enabling and empowering practical support for the marginalised and disadvantaged.

WHAT WE ACHIEVED

- Identified staff with capacity and background to undertake further courses in formation.
- Supported staff with interstate Marist faith formation opportunities.
- Linked with the Marist Association to allow staff to share their immersion experiences.
- Promoted the networking with Australian Association for Religious Education.
- Mapped staff members Accreditation journey.
- Met with Catholic Education Western Australia (CEWA) Accreditation team with a goal to streamline accountability of Accreditation requirements across staff.
- Promoted faith formation opportunities from external providers e.g. CEWA, Catholic Institute of Western Australia (CIWA).
- Appointed a Leader of Youth Ministry to manage opportunities for faith-based advocacy, social justice.
- Continued engagement with Game Changers and Marist Connect opportunities, and networked with Western Australian Marists schools.
- Expanded the alignment between Primary and Secondary.
- Re-engaged with the overseas Phillipines immersion program.
- Supported Marist advocacy through staff attendance in East Timor immersion.
- Supported attendance at World Youth Day.
- Revised the Christian Service learning program focusing on service to school and community.

HOW WE RATED





STRATEGIC PRIORITY 2:

TRANSFORMATIONAL LEARNING

STRATEGIC INTENTS

Discovery Learning

Develop an innovation and enterprise framework that encompasses design thinking, project-based and industry-based learning. Develop extension learning pathways that enhance the opportunities for gifted and talented students.

Community Wellbeing

Foster the growth of each student's resilience and wellbeing, including their exercise of responsibility, sense of self-esteem and worth, and exercise of judgement.

WHAT WE ACHIEVED

- Developed Gifted Education Plans.
- Reactivated the Singapore Immersion Tour.
- Partnered with UWA on micro-credentialing and Problem-Based Learning Days.
- Provided professional learning opportunities for enterprise framework and Project-Based Learning.
- Developed the Discovery Festival Committee.
- Developed the Problem Based Learning Artificial Intelligence Course.

- Introduced the Zones of Regulation Program PK-6 to support the development of self-regulation.
- Developed and implemented the College Vision for Wellbeing.
- Refined the Newman Parent Forum.
- Introduced and developed the use of Reflect in Teams PK-12.
- Implemented wellbeing programs across PK-12 to meet the developmental needs of each cohort.
- Recognised key dates in the wellbeing calendar

HOW WE RATED





STRATEGIC PRIORITY 3:

CULTURE OF INNOVATION AND EXCELLENCE

STRATEGIC INTENTS

Future Focused

Develop students who are globally minded, confident, critical thinkers and problem solvers.

WHAT WE ACHIEVED

- Introduced PLD (Promoting Literacy Development) as a consistent and aligned structured synthetic phonics and reading program PK-6.
- Embedded Talk 4 Writing Program PK-6.
- Introduced Macqlit and Minilit programs PK-6.
- Developed the Academic Mentor Framework.
- Increased the use of reflections within SEQTA for pre and post-assessment.
- Introduced micro-credentialing units at the University of Western Australia for Year 10 students.
- Expanded mentorship programs such as the Year 12 Careers Breakfast.
- SHINE Program: da Vinci Decathlon and World Scholar's Cup.
- Audited and aligned Gifted and Talented opportunities PK-12.
- Developed Collegial Observation documents for use in shoulder-to-shoulder mentoring and goal setting.
- Developed an Innovation Committee PK-12.
- Designed the Scope and Sequence of innovation and digital literacy.

Action Research

Promote a culture of continual growth and improvement, centred on collaborative relationships and implementation of research-based relevant educational practice.

- Created Mathematics Acceleration opportunities for Year 6 students - Mathematics Pathways and Secondary options.
- Established Primary Numeracy Action Group.
- Redeveloped the Teacher, Middle Leader and Senior Leader Growth Plans and development of timelines.
- Developed and implemented Learning Area and Unit Plans with a whole school data focus.
- Developed Middle Leader Professional Learning to discuss, revise, and align with policy, and teaching and learning challenges.
- Guided PK-6 planning time to map data to inform practice.
- Introduced and focused on the use of Elastik and identifying gaps in learning.
- PK-12 Teaching and Learning Carousels.
- Implementation of PLD into the high school.
- Entry of staff into Teacher Awards.

HOW WE RATED



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



STRATEGIC PRIORITY 4:

SUSTAINABILITY

STRATEGIC INTENTS

School of Choice

Establish Newman College as a school of choice by showcasing our high-quality education and extensive co-curricular opportunities, coupled with high value competitive fees.

Explore additional opportunities that add value to the faith and learning experiences provided to families.

WHAT WE ACHIEVED

- Developed new and unique marketing assets that showcase the depth and breadth of the enrolment offer at Newman College.
- Highlighted the day-to-day successes of the College through available communication channels.
- Engaged high level videography and professional photography for events.

HOW WE RATED

Not assessed in 2023

Sustainability of the Environment

Establish a student led project group to drive sustainability practices in the college.

- Established a student led sustainability group.
- Collaborative planning for adaptive reuse / recycle of materials during the implementation of the College Masterplan.
- Created a sustainability garden managed by students in primary and secondary.



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

STRATEGIC PRIORITY 4:

SUSTAINABILITY

STRATEGIC INTENTS

Investing in the Future

Progress the consolidation and implementation of the College Masterplan for the provision of facilities.

Promote 'marketplace' learning experiences through infrastructure, emerging technologies and methodologies. Sustainability practices in the college.

WHAT WE ACHIEVED

- Collaborated with MSA to ensure adequate budget allocation for capital expenditure.
- Collaborated with the College architect in the design, tendering and execution of the College's Masterplan.

HOW WE RATED

Not assessed in 2023

SCHOOL PERFORMANCE INFORMATION

CONTEXTUAL INFORMATION

Newman College is committed to providing a Catholic education in the Marist Tradition, guiding students to embrace the teachings of Jesus Christ, with Mary as a beacon of faith. Fostering an environment of inclusivity and respect, we nurture students' holistic growth from Pre-Kindergarten through to Year 12.

Our approach integrates teaching, learning, and wellbeing into a cohesive and dynamic framework, characterised by innovation, creativity, and academic rigour. Guided by the Vision for Learning, "Shine through Discovery," (Matthew 5:16), our community is inspired to explore, collaborate, and celebrate individual

and collective achievements. Embracing contemporary pedagogical methods, we tailor learning experiences to meet diverse needs and maximise each student's potential.

Central to our philosophy is the promotion of agility and adaptability, reflected in flexible learning spaces that transcend traditional classroom boundaries. By harnessing the entire campus as a learning environment, we empower students to actively engage with their education. Our goal is to equip young individuals with personalised pathways for success, nurturing their unique talents and aspirations in alignment with God's plan for their lives.

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 | 95 | 51 | 146 |
| PART-TIME | 99 | 4 | 103 |
| CASUALS | 107 | 44 | 151 |

| | FEMALE | MALE | TOTALS |
|----------------------------------------------------|--------|------|--------|
| TEACHING ROLES (inc casuals) | 167 | 63 | 230 |
| NON-TEACHING ROLES (inc casuals) | 134 | 36 | 170 |
| INDIGENOUS TEACHING ROLES (inc casuals) | 0 | 0 | 0 |
| INDIGENOUS NON- TEACHING ROLES (inc casuals) | 0 | 0 | 0 |

STUDENT ATTENDANCE 2023

| | | | |
|--------|-------|--------------|-------|
| PP | 91.17 | YEAR 7 | 91.92 |
| YEAR 1 | 93.17 | YEAR 8 | 90.72 |
| YEAR 2 | 93.03 | YEAR 9 | 90.53 |
| YEAR 3 | 92.85 | YEAR 10 | 91.76 |
| YEAR 4 | 94.56 | YEAR 11 | 91.13 |
| YEAR 5 | 93.29 | YEAR 12 | 91.23 |
| YEAR 6 | 92.98 | WHOLE SCHOOL | 91.71 |

MANAGEMENT OF NON-ATTENDANCE

Our College Wellbeing and Administration teams collaborate to identify students who do not, or may be at risk of not meeting Western Australian attendance requirements. Appropriate measures are implemented to support these students as informed by our Truancy Policy. We also implement the following systems and procedures in order to notify parents and guardians when a child is at risk of or does not meet attendance requirements:

- Where a student's absence from the College remains unexplained, the College will contact the parents/guardians 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 communicate formally in writing with parents.
- Investigation of the reasons for the student's absences and where appropriate, organise a parent/student/teacher meeting to identify the reasons for non-attendance and explore support options for the student and family.
- In consultation with families, the Leader of Wellbeing, Deputy Principal Teaching and Learning (PK-12) and Deputy Principal Secondary will implement an attendance plan which will be reviewed regularly.
- If the College continues to not receive notification regarding absences despite previous correspondence and/or

attendance plan implementation, the Deputy Principal Secondary will contact them directly seeking an explanation and to remind them of their obligation to report absences.

Persistent Non-Attendance

If a student continues to experience challenges with attending the College and fulfilling the requirements of an attendance plan, despite support from the College's Wellbeing Team, the Deputy Principal Secondary will:

- Consult with appropriate networks; AISWA, North Metropolitan Regional Education Office.
- Send formal communication to parent/guardians to advise of consultation with appropriate networks.
- 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 parents/guardians attend a formal meeting. At the meeting, the Vice Principal will:

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

OUR PERFORMANCE

NEWMAN MEDIAN ATAR

87.15

% OF NEWMAN STUDENTS
ATAR ABOVE 90

38.3%

% OF NEWMAN STUDENTS
ATAR ABOVE 95

18.5%

% OF NEWMAN STUDENTS
ACHIEVED WACE

98%

STATE MEDIAN ATAR

83.85

% OF NEWMAN STUDENTS ON
A DIRECT UNIVERSITY ENTRY
PATHWAY

76%

ATAR
99+

ZACK
CHAMBERS

99.9



DANIEL
BULAKOVSKI

99.75



ETHAN
NGUYEN

99.7



VINCENT
BETTINELLI

99.15



DUX AWARD

YEAR 7



Kaydee Van
Deventer

YEAR 8



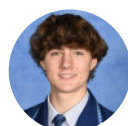
Greta
Schwertfeger

YEAR 9



Alyssa
Petracca

YEAR 10



Leonardo
Mason

YEAR 11



Ariana
Mason

YEAR 12



Zack
Chambers

ATAR 90+



Isaac Nolan



Michael Petbick



Benjamin Borgas



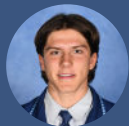
Corey McFadgen



Benjamin Guimelli



Kai Kazmer



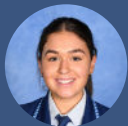
Reuben Keane



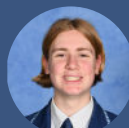
Jacob Rivett



Luke Hollett



Nadia Monzu



Lincoln Paterson



Evan Mioceovich



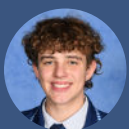
Evie Liddell



Jordan Bulakovski



Meg McAullay



Riley Wilson



Maud-Elise Buchanan



Dashiel Balnaves



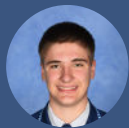
Austin Sickinghe



Sinead Murray



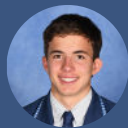
Bethany Avins



Isaac Mouchemore



Amanda Barilla



James Hart



Noah Cowan



Luke Warner



Ella Hodgson

CERTIFICATES AWARDED

- 37 CERTIFICATE II
- 27 CERTIFICATE III
- 8 CERTIFICATE IV

UNIREADY GRADUATES

- 45 CURTIN UNIREADY GRADUATES

OUTSTANDING ACHIEVEMENTS IN WACE COURSES

SUBJECT EXHIBITION



Amanda Barilla
• Outdoor Education ATAR

SUBJECT CERTIFICATE OF EXCELLENCE



Amanda Barilla
• Outdoor Education ATAR



Vincent Bettinelli
• English ATAR

TOP VET STUDENT

Evie Dennison

CERTIFICATES OF DISTINCTION

| | |
|--------------------|-----------------|
| Vincent Bettinelli | Luke Hollett |
| Benjamin Borgas | Corey McFadgen |
| Daniel Bulakovski | Ethan Nguyen |
| Zack Chambers | Isaac Nolan |
| Benjamin Guimelli | Michael Petbick |

CERTIFICATES OF MERIT

| | |
|---------------------|-----------------|
| Bethany Avins | Indiana Lummis |
| Maud-Elise Buchanan | Evan Mioceovich |
| Rose Carlino | Nadia Monzu |
| Meg Fitzpatrick | Samuel Perkin |
| Ella Hodgson | Jacob Rivett |
| Kai Kazmer | Cooper Stevens |
| Reuben Keane | Kye Ward |
| Evie Liddell | |

NAPLAN

| Year level | Domain | State/territory | Needs additional support | Developing | Strong | Exceeding |
|------------|-------------------------|-------------------|--------------------------|------------|--------|-----------|
| YEAR 3 | Grammar and Punctuation | Australia | 13.3% | 30.5% | 45.7% | 8.6% |
| | | Western Australia | 15.9% | 31.9% | 43.7% | 6.9% |
| | | Newman | 5.6% | 34.7% | 54.2% | 5.6% |
| | Numeracy | Australia | 10.0% | 23.5% | 52.4% | 12.3% |
| | | Western Australia | 12.0% | 24.7% | 51.9% | 9.8% |
| | | Newman | 2.8% | 22.2% | 61.1% | 13.9% |
| | Reading | Australia | 9.1% | 22.2% | 48.5% | 18.3% |
| | | Western Australia | 11.3% | 24.1% | 47.5% | 15.5% |
| | | Newman | 2.8% | 25.0% | 48.6% | 23.6% |
| | Spelling | Australia | 11.1% | 26.2% | 44.1% | 16.7% |
| | | Western Australia | 12.5% | 28.0% | 43.6% | 14.2% |
| | | Newman | 4.2% | 27.8% | 52.8% | 15.3% |
| | Writing | Australia | 6.1% | 16.0% | 66.9% | 9.1% |
| | | Western Australia | 7.7% | 16.5% | 66.9% | 7.3% |
| | | Newman | 5.6% | 2.8% | 83.1% | 8.5% |
| YEAR 5 | Grammar and Punctuation | Australia | 10.1% | 24.3% | 50.8% | 13.1% |
| | | Western Australia | 11.5% | 25.3% | 50.0% | 12.0% |
| | | Newman | 6.3% | 32.6% | 52.6% | 8.4% |
| | Numeracy | Australia | 9.3% | 21.4% | 55.8% | 12.0% |
| | | Western Australia | 10.6% | 22.3% | 55.5% | 10.4% |
| | | Newman | 4.2% | 27.4% | 58.9% | 9.5% |
| | Reading | Australia | 7.0% | 17.2% | 52.9% | 21.3% |
| | | Western Australia | 8.6% | 19.0% | 53.6% | 17.6% |
| | | Newman | 5.3% | 18.9% | 61.1% | 14.7% |
| | Spelling | Australia | 8.7% | 20.7% | 48.4% | 20.6% |
| | | Western Australia | 9.4% | 21.0% | 48.6% | 19.7% |
| | | Newman | 6.3% | 28.4% | 52.6% | 12.6% |
| | Writing | Australia | 9.6% | 22.6% | 54.7% | 11.5% |
| | | Western Australia | 10.5% | 24.0% | 55.1% | 9.1% |
| | | Newman | 4.2% | 24.2% | 66.3% | 5.3% |
| YEAR 7 | Grammar and Punctuation | Australia | 10.6% | 23.9% | 50.2% | 13.8% |
| | | Western Australia | 11.8% | 23.3% | 50.3% | 13.4% |
| | | Newman | 5.5% | 21.5% | 59.8% | 13.2% |
| | Numeracy | Australia | 9.3% | 22.0% | 54.5% | 12.6% |
| | | Western Australia | 9.9% | 21.3% | 55.5% | 12.1% |
| | | Newman | 3.2% | 13.3% | 67.4% | 16.1% |
| | Reading | Australia | 9.0% | 21.0% | 49.3% | 19.2% |
| | | Western Australia | 10.4% | 21.0% | 49.4% | 18.0% |
| | | Newman | 4.1% | 15.5% | 55.3% | 25.1% |
| | Spelling | Australia | 7.5% | 18.2% | 50.9% | 21.8% |
| | | Western Australia | 7.8% | 17.4% | 50.9% | 22.8% |
| | | Newman | 5.0% | 12.8% | 59.8% | 22.4% |
| | Writing | Australia | 10.9% | 25.1% | 47.7% | 14.8% |
| | | Western Australia | 11.7% | 25.4% | 48.5% | 13.2% |
| | | Newman | 4.6% | 21.0% | 63.0% | 11.4% |
| YEAR 9 | Grammar and Punctuation | Australia | 12.9% | 29.4% | 42.4% | 13.5% |
| | | Western Australia | 10.9% | 27.9% | 45.6% | 14.3% |
| | | Newman | 2.6% | 26.5% | 54.0% | 16.9% |
| | Numeracy | Australia | 10.2% | 24.1% | 54.0% | 9.9% |
| | | Western Australia | 8.2% | 21.1% | 58.6% | 10.9% |
| | | Newman | 0.5% | 14.2% | 72.6% | 12.6% |
| | Reading | Australia | 10.6% | 24.7% | 45.9% | 16.9% |
| | | Western Australia | 7.8% | 22.3% | 50.3% | 18.4% |
| | | Newman | 1.1% | 14.2% | 57.4% | 27.4% |
| | Spelling | Australia | 7.9% | 19.4% | 52.9% | 18.0% |
| | | Western Australia | 7.4% | 18.6% | 53.9% | 18.9% |
| | | Newman | 4.2% | 12.2% | 61.9% | 21.7% |
| | Writing | Australia | 12.1% | 28.1% | 40.5% | 17.6% |
| | | Western Australia | 10.3% | 28.3% | 43.2% | 17.0% |
| | | Newman | 2.1% | 18.4% | 56.8% | 22.6% |

Prospective Families

There continues to be a strong demand for places at Newman College, in both the Primary and Secondary schools. We have made significant investments in upgrading facilities, such as the N Block classrooms, and the construction of a new Early Childhood and Primary facility, with the Administration block due for completion early 2024. These improvements have led to consistently high attendance at College tours. Additionally, our Engagement Team remains dedicated to enhancing the satisfaction of families engaging with and entering the College.

Parent Engagement

Parent Engagement at Newman College emphasises the crucial role parents and families play as partners in student learning and valued members of the school community. We promote collaboration among teachers, parents, and students to enrich the learning journey for all students through various initiatives:

- Parent Sundowner.
- Parent-teacher interviews provide a platform for open communication and partnership.
- SEQTA provides a platform for parents to be able to see assessment results and upcoming assessments.
- The Newman Parents Forum Executive offers a space for parent voice, facilitating discussions on pertinent issues and contributing to the advancement of the College community.
- Workshop presentations featured guest speakers, enriching discussions and provided valuable insights into educational practices and parental involvement.

Students

Student voice is integral to the fabric of Newman College, and is visible in various forms across the campus:

- Leadership opportunities empower students to take ownership of their educational journey, contribute positively to the school community and develop lifelong skills for their future endeavours.
- Year 12 students have the opportunity to engage directly with the College Principal through morning teas, fostering open dialogue and a sense of inclusion in decision-making processes.
- Presentations to the College Executive for

support of initiatives.

Staff

At Newman College, we prioritise the professional growth and wellbeing of our staff through various initiatives:

- Staff Professional Growth Plans are implemented annually, providing a structured approach to goal setting, professional development, and personal growth. Regular meetings with leaders ensure progress and challenges are addressed.
- The Staff Wellbeing Committee and Staff Social Club organises events during term, engaging staff in wellbeing activities. This includes the Staff Wellbeing Day, featuring guest speakers, catered lunches, and structured afternoon activities.
- Throughout the year, PK-12 Staff Appreciation morning teas and after-school gatherings are scheduled to recognise and appreciate the efforts of our staff.
- The Staff Social Club, with updated Terms of Reference, fosters social opportunities and enhances staff wellbeing across the College through robust meeting structures and engagement initiatives.
- Staff 'shout outs', held weekly allow staff to nominate colleagues for recognition, fostering a culture of gratitude and appreciation.
- Refuel stations provided during peak reporting times across all campuses.
- Professional Learning Opportunities, including access to The Liminal Space with Shane Glasson, High Impact Lead Teachers development with AITSL.

Our Staff Exit Surveys indicate high satisfaction levels among departing staff, with many moving to other schools for personal growth, promotional opportunities, or to be closer to home. We value this feedback to continuously improve and strive towards being an 'employer of choice' in our community.

COLLEGE COMMUNITY REPORT

ADVISORY COUNCIL CHAIR REPORT 2023

It remains a privilege to sit as the Newman College Advisory Council, supporting our Principal and senior leaders in our mission to follow in the footsteps of St Marcellin Champagnat, forming good Christians and good citizens.

The Council has worked through another year of significant agenda in our bi-term meetings, including the pleasure of working with Dr Lucie McCrory as Acting Principal in Term 1 and our new Principal Andrew Watson, who officially took over the reigns in Term 2. The Council also welcomed Christine Antoine in her role as Executive Assistant in support of the Principal and Council activities.

Some key items considered throughout the year included a review of our WACE results, reviews of our key policy and vision documents, with a particular focus on the framework provided through the Vision for Learning, Vision for Mission, Newman Norms and the soon to be published Vision for Mission. These underpin our College identity and remain front of mind in all matters brought to council.

We continue to strengthen our integration and identity within the Marist Schools Australia family and in preparation for the development of an aligned Strategic Plan and School Improvement framework, Council has been revisiting our current plan and strategic intents. It is pleasing to note substantial traction across most areas – although there is still room for growth!

After significant effort and engagement across all stakeholders, our capital works programme has been approved and construction on the consolidated campus well underway. We commend all involved and recognise the strong team assembled to oversee the successful delivery of this next key phase in our college development.

Each year, we say goodbye to staff, students and parents all of whom have left their mark on the College in some way and at the same time, we welcome new staff, new students and new parents, each person destined to add to the story and legacy that is Newman College.

With a strong commitment to our School Improvement Plan and engagement across our community, Newman College remains well placed in delivering to its Marist charism and building positively on the legacy of those here before us. Thank you to all who choose Newman College for the education of their children, thank you to the staff and executive committed to delivering on our Mission and thank you my fellow Councillors for your engagement, insight and guidance.

God Bless,

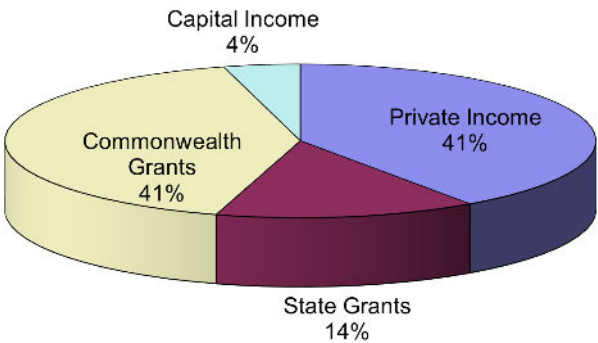
STEPHEN LEE

CHAIR,

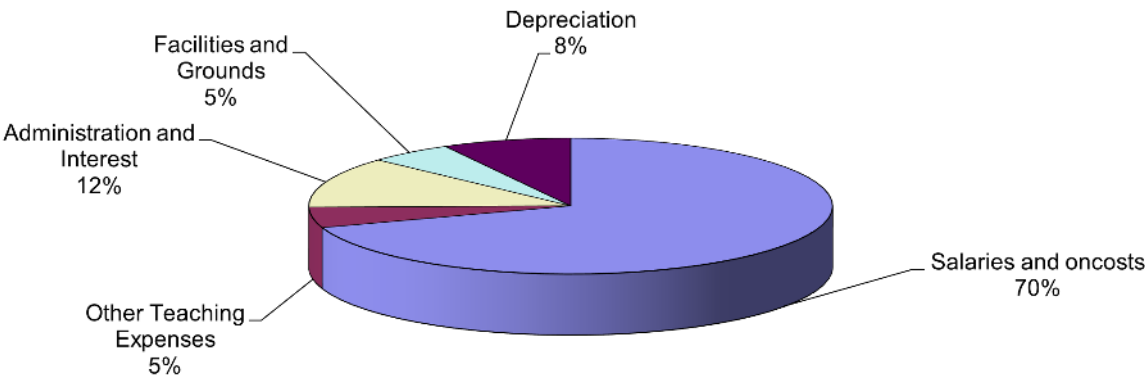
COLLEGE ADVISORY COUNCIL

5.0 STATEMENT OF PROVISIONAL BUDGET

2024 College Budgeted Income



2024 College Budgeted Expenditure



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

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