

ANNUAL REPORT 2024



NEWMAN COLLEGE

A CATHOLIC SCHOOL EDUCATING
IN THE MARIST TRADITION

 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.



INTRODUCTION

The Annual Report is provided to meet the compliance requirements of the Australian Government, West Australian Government and Marist Schools Australia (MSA). The Annual Report contains the following elements:

1.0 OVERVIEW FROM THE PRINCIPAL

2.0 ANNUAL SCHOOL IMPROVEMENT PLAN 2024

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

3.0 SCHOOL PERFORMANCE INFORMATION

- Information required by the Federal Government pertaining to the 2024 academic year.

4.0 COLLEGE COMMUNITY REPORT

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

5.0 STATEMENT OF PROVISIONAL BUDGET

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

OVERVIEW FROM THE PRINCIPAL

MARIST THEME

Our Marist theme for 2024, First Light: Reveal the Spirit (Matthew 5:14-16), invites us to recognise the world as the place in which we discover God. God's Spirit is in Creation and the first words of God were "Let there be Light" (Genesis 1:3), and with that, our world dawned into existence. We can recognise and experience God's Spirit through the beauty and goodness of everything that the world holds and reveals. The spring buds on a tree, the warmth of the sun on your face, the sharing of a meal at a soup kitchen on a winter's day, in the eyes of a stranger. Everything reveals the presence of God (1 Corinthians 10:26).

To accompany our Marist theme, there is the photograph by Nick Psomiadis, of the Standley Chasm in Northern Territory. The light and

passageway of Standley Chasm draws you in, like a natural cathedral, but also invites you to look around the corner and explore further. The scene depicts the sheer cliffs glowing in sunlight as the sun passes over the chasm. God is revealed uniquely to each of us, just as the light falls on each rock in this 80 metre chasm, so too the Holy Spirit illuminates and reveals God's presence to us – in the world and with each one of us.

We pray that the Holy Spirit illuminates our minds and hearts to recognise and know God's presence in the breath-taking and ordinary encounters of our life. We pray that our lives will be transformed by God's Spirit, making known the presence of God in the world and within us.

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 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 community. This vision extends beyond the classroom walls to encompass the wellbeing of our dedicated staff, as we understand that their wellbeing directly impacts the student experience.

STRATEGIC SCHOOL IMPROVEMENTS 2024

In 2024 the College extended its existing Strategic Directions 2021-2023 for a further year as it also prepared for the new Marist School Improvement Framework under its governance by Marist Schools Australia. Using extensive perceptive data, public facing data, and with the input of the community's stakeholders, we developed the Annual School Improvement Plan focused on the following areas for school improvement in 2024.

- A Catholic school educating in the Marist tradition.
- Literacy and Numeracy.
- Empowering Pathways.
- Community Wellbeing.

Each of these areas is outlined further in this report.

In 2024, our College embarked on the development of the Strategic School

2024 WACE RESULTS

Improvement Plan 2025-2027, guided by Marist Schools Australia's Marist Improvement Framework. The process informed the further understanding and direction for continuous school improvement, leveraging the Australian Council of Education Research (ACER) School Improvement Tool, alongside the Footsteps inspired Catholic Identity and Marist Spirituality domain.

The College conducted a Cycle of Inquiry where Stakeholder perceptive data was gathered through Enhancing Catholic School Identity (ECSI) survey, the Diagnostic Inventory for School Alignment survey and the Leuven Charism Tool. This was used alongside public facing data and stakeholder interviews to develop a refined and targeted strategic direction for the coming three years.

It is with great pride that the Newman College community celebrates the Class of 2024 for their excellent Western Australian Certificate of Education (WACE) results across our senior pathways. The Class of 2024 embraced their aim of leaving a legacy of positivity and a desire to lead the community with authenticity and presence to all. Their success is evident in their results, their contribution to College Life, and living out the Marist characteristics of Presence, Family Spirit, Simplicity, Love of Work and In the Way of Mary.

In 2024, 97% of Year 12 students achieved Western Australian Certificate of Education.

For students on the ATAR Pathway, the school achieved a median ATAR of 84.38, which was above the state average. Eight students achieved an ATAR of over 95, with one student achieving 99.1. There were 27 students who were awarded Certificates of Distinction and Certificates of Merit and three students were awarded Subject Certificates of Excellence.

For students on the General Pathway, 48 VET Certificates were awarded, including 30 Certificate II, four Certificate IV and one Diploma. Through the Enabling Pathway, 57 students obtained their ATAR.

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

SCHOOL IMPROVEMENT PLAN

Newman College has an Accountability Framework designed to support delivering the Annual School Improvement Plan 2024, which draws from the Newman College Strategic Directions 2021-2023. This document informed the development of the Strategic Directions 2024.

The indicators of Progress Achievement and effectiveness have been aligned with:

- School Improvement Tool (SIT), Australian Council for Educational Research (ACER)
- Strategic Plan, Marist Schools Australia (MSA) 2020-2023
- Leuven Charism Tool
- Marist Measures of Excellence
- Marist Schools Australia 10 Principles.

The Framework for Indicators of Progress, Achievement and Effectiveness is aligned with two Strategic Priority Areas with four intents. Strategic Priorities identify the areas for significant action and development across 2024, while the intents outline the specific commitments the College is making within these priority areas, which are fundamental to the College's success, sustainability and accountability.



2024 ANNUAL SCHOOL IMPROVEMENT PLAN

The Annual School Improvement Plan draws from the Newman College Strategic Directions 2021-2024.



PRIORITY AREA 1:

A CATHOLIC SCHOOL IN THE MARIST TRADITION

THE MARIST ASSOCIATION OF CHAMPAGNAT

The College will develop a strategic approach to the leadership and 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

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

EMPOWERING PATHWAYS

The College will raise student aspirations and streamline transitions to higher education by maintaining and strengthening formal partnerships with tertiary and vocational education training providers and industry and employer groups.

COMMUNITY WELLBEING

The College will have engaged in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.

Challenge — Collaborate — Create — Celebrate

STRATEGIC PRIORITY 1:

A CATHOLIC SCHOOL IN THE MARIST TRADITION

STRATEGIC INTENTS

The Marist Association of St Marcellin Champagnat

GOAL

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

WHAT WE ACHIEVED

- Developed a strategic plan for the Marist Association that clearly articulates the mission of the Association (in the context of the Marist Association overall e.g. We Marists).
- Developed a plan to more actively promote the Marist Association, including Newman Parent Forum, parish, school events, and our social media presence.
- Marist Association calendar of events.
- Established evaluation process for Marist Association gatherings and activities.
- Promotion of Marist Association events via social media and school publications.
- Increased student participation and commitment of all three Marist schools to Marist Connect Nights.
- Re-established our co-immersion experience for Year 11 students with Northam to the Philippines.



STRATEGIC PRIORITY 2:

TRANSFORMATIONAL LEARNING

STRATEGIC INTENTS

Literacy and Numeracy

GOAL

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

WHAT WE ACHIEVED

- Increased number of teachers to present on numeracy skills in teaching and learning carousels.
- Used data to inform Teaching and Learning Plans.
- Teaching and Learning Plans in Mathematics and Primary School.
- Classrooms across the College shared key pedagogical routines for Numeracy.
- Induction processes showing on-boarding of new staff with numeracy framework and training.
- Introduction of low variant Mathematics Programs in the Primary School.
- Increased Mathematics staff attendance at Mathematics Association of Western Australia.
- Redevelopment of Mathematics modified courses.
- Secondary school development of a numeracy framework against the Australian Core Skills Framework.

STRATEGIC INTENTS

Empowering Pathways

GOAL

Raise the aspirations and streamline transitions to higher education by maintaining and strengthening formal partnerships with tertiary providers and industry and employer groups.

WHAT WE ACHIEVED

- Reviewed College needs within the Pathways and Partnerships learning area in relation to resourcing.
- Engagement with Notre Dame University for My Path.
- Engagement with University of Western Australia and the Shine Program.
- Careers Breakfast for Year 12 students.
- Increased Alumni support for events and Work Place Learning.
- Clearer and more consistent communication to the community.
- Developed the Equip, Guide, Thrive program to support aspirations.
- Developed Year 10 program for careers and pathways selection.

STRATEGIC INTENTS

Community Wellbeing

GOAL

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

WHAT WE ACHIEVED

- Introduction of The ACER SEW (Student Engagement and Wellbeing) tool.
- Framework map of PCG activities, effectively mapped to measurable programs.
- Framework on Behaviour System in Primary. A proactive, positive behaviour system was introduced and implemented across the primary level.
- Survey review of Wellio staff and students.
- The URStrong Friendship Program was successfully introduced and implemented in Primary.
- Development of the Equip, Guide, Thrive Program in Secondary.



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 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	103	53	156
PART-TIME	94	6	100
CASUALS	124	66	190

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	149	53	200
NON-TEACHING ROLES (inc casuals)	172	74	246
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON- TEACHING ROLES (inc casuals)	0	0	0

STUDENT ATTENDANCE 2024

PP	91.28	YEAR 7	92.06
YEAR 1	92.62	YEAR 8	90.73
YEAR 2	93.41	YEAR 9	89.55
YEAR 3	93.60	YEAR 10	90.60
YEAR 4	92.79	YEAR 11	91.53
YEAR 5	93.02	YEAR 12	89.46
YEAR 6	93.31	WHOLE SCHOOL	91.87

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/guardians.
- 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/Head of Primary 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/Head of Primary will contact parents/guardians 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/Head of Primary will:

- Consult with appropriate networks; AISWA, North Metropolitan Regional Education Office.
- Send formal communication to parents/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.

NEWMAN COLLEGE PERFORMANCE

NEWMAN COLLEGE
MEDIAN ATAR

84.38

STATE MEDIAN ATAR

83.90

% OF STUDENTS
ATAR ABOVE 90

32.4%

% OF STUDENTS
ACHIEVED WACE

97%

% OF STUDENTS
ATAR ABOVE 95

11.8%

% OF STUDENTS ON A DIRECT
UNIVERSITY ENTRY PATHWAY

84.3%

ATAR 99+

JAYDON
AUGUSTUS

99.1



ATAR 95+



Ariana
Mason



Montana
Rapoff



Olivia
Rubens



Amity
Dale



Brianna
Colley



Zara
Kok



Itsuki
Tomita

ATAR 90+



Heloise
Nathn



Mannix
Baugh



Jaylan
Botteon



Julian
Loughnan



Samarab
Mammoliti



Corey
Parker



Matthew
Tomassone



Mikayla
Short



Olivia
Tranter



Harper
Gamble



Eva
Infirri



Ava
Terribile



Estelle
Keller



Prina
Gandhi

OUTSTANDING ACHIEVEMENTS IN WACE COURSES

SUBJECT CERTIFICATE OF EXCELLENCE

Awarded to eligible students who are in the top 0.5% in each ATAR course examination or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination..



**Amity
Dale**

Politics & Law ATAR



**Ariana
Mason**

Religion & Life ATAR



**Montana
Rapoff**

Psychology ATAR

CERTIFICATES OF DISTINCTION AND MERIT

These Certificates are awarded to eligible students who, in their last three consecutive years of senior secondary school WACE enrolment, accumulate the required number of points based on criteria set by the School Curriculum and Standards Authority (SCSA).

CERTIFICATES OF DISTINCTION

Jaydon Augustus

Zara Kok

Olivia Rubens

Brianna Colley

Ariana Mason

CERTIFICATES OF MERIT

Mannix Baugh

Harper Gamble

Samarah Mammoliti

Mikayla Short

Imogen Boss

Prina Gandhi

Lucas March

Zoe Temov

Saskia Chesson

Eva Infirri

Heloise Nathan

Ava Terribile

Amity Dale

Estelle Keller

Corey Parker

Olivia Tranter

Charlotte Evans

Julian Loughman

Montana Rapoff

TOP VET STUDENT

Hayley Swift

CERTIFICATES ACHIEVED

- 30 CERTIFICATE II
- 13 CERTIFICATE III
- 4 CERTIFICATE IV
- 1 DIPLOMA

UNIREADY GRADUATES

- 57 CURTIN UNIREADY

DUX

YEAR 7



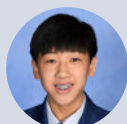
**Gatano
Capolingua**

YEAR 8



**Kaydee
Van Deventer**

YEAR 9



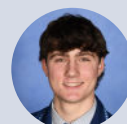
**Brayden
Lim**

YEAR 10



**Emily
Colley**

YEAR 11



**Leonardo
Mason**

YEAR 12



**Jaydon
Augustus**

Year level	Domain	State/territory	Needs additional support	Developing	Strong	Exceeding
YEAR 3	Grammar and Punctuation	Australia	16.1%	28.1%	43%	10.9%
		Western Australia	18.8%	28.8%	41.7%	9.1%
		Newman	3.8%	17.9%	67.9%	10.3%
	Numeracy	Australia	9.7%	25%	53.3%	10.2%
		Western Australia	11.6%	26.5%	52.1%	8.2%
		Newman	5.1%	15.4%	66.7%	12.8%
	Reading	Australia	11.3%	20.5%	46.2%	20.1%
		Western Australia	14.2%	22.1%	45.5%	16.5%
		Newman	5.1%	21.8%	51.3%	21.8%
	Spelling	Australia	11.2%	26.3%	45.3%	15.3%
		Western Australia	12.4%	27.6%	44.6%	13.7%
		Newman	1.3%	21.8%	61.5%	15.4%
YEAR 5	Writing	Australia	5.6%	15.6%	68.5%	8.3%
		Western Australia	7.3%	16.4%	67.8%	7%
		Newman	0%	0%	81.8%	18.2%
	Grammar and Punctuation	Australia	10.4%	23.2%	50.5%	14.2%
		Western Australia	12%	24%	50%	12.6%
		Newman	2.1%	19.1%	70.2%	8.5%
	Numeracy	Australia	8.6%	21.9%	55.3%	12.5%
		Western Australia	9.7%	22.1%	55.6%	11.2%
		Newman	2.2%	10.8%	71%	16.1%
	Reading	Australia	8.7%	18.2%	49.8%	21.5%
		Western Australia	10.5%	19.2%	50.2%	18.6%
		Newman	5.3%	7.4%	64.9%	22.3%
YEAR 7	Spelling	Australia	9.5%	21.1%	47.3%	20.4%
		Western Australia	9.8%	21%	47.6%	20.2%
		Newman	1.1%	20.2%	57.4%	21.3%
	Writing	Australia	8.7%	22.2%	55.9%	11.4%
		Western Australia	9.7%	23.8%	55.9%	9.2%
		Newman	3.2%	13.8%	74.5%	8.5%
	Grammar and Punctuation	Australia	13.2%	23.8%	45.5%	16%
		Western Australia	13.4%	23.4%	46.7%	15.3%
		Newman	4.8%	24.6%	53.5%	17.1%
	Numeracy	Australia	9.4%	21.9%	53.7%	13.5%
		Western Australia	9.6%	21.5%	55.5%	12.1%
		Newman	3.2%	10.8%	71.5%	14.5%
YEAR 9	Reading	Australia	10.2%	21%	47.4%	19.9%
		Western Australia	11%	21.3%	48.6%	17.9%
		Newman	3.2%	12.8%	62%	21.9%
	Spelling	Australia	7.9%	18.3%	49.2%	23.1%
		Western Australia	7.8%	17.4%	49.1%	24.4%
		Newman	1.6%	20.3%	57.2%	20.9%
	Writing	Australia	10.4%	22.7%	47.6%	17.7%
		Western Australia	10.4%	23.8%	48%	16.5%
		Newman	1.1%	19.3%	68.4%	11.2%
	Grammar and Punctuation	Australia	14.6%	28.7%	39.5%	15.3%
		Western Australia	11.8%	28.1%	42.9%	16%
		Newman	3.3%	25.2%	52.9%	18.6%
YEAR 9	Numeracy	Australia	10.4%	24.4%	54.5%	8.9%
		Western Australia	7.3%	21.4%	60.8%	9.3%
		Newman	1%	11.9%	76.2%	11%
	Reading	Australia	11.1%	24.1%	45%	18%
		Western Australia	7.1%	21.4%	50.5%	19.9%
		Newman	0.9%	12.8%	61.1%	25.1%
	Spelling	Australia	6.9%	19.3%	56.2%	15.8%
		Western Australia	6%	18.1%	58.1%	16.6%
		Newman	2.9%	10.5%	76.2%	10.5%
	Writing	Australia	11.6%	25.7%	39.9%	21.1%
		Western Australia	9.2%	25.5%	42.2%	21.9%
		Newman	0%	15.6%	48.6%	35.8%

Major Awards

Commitment to Learning

Sophie Gibbs
Emily Hearn
Rita Kirk

Most Outstanding Athlete

Finan Smith
Mia Dorrington

Citizenship Award

Lara Lucano

St Marcellin Champagnat Award

Julian Cameron

Proxime Accessit/Runner up Dux

Lucy Hayes

St John Henry Newman Award/ Dux

Kate Gordon

Subject Awards

Religious Education

Kayla Haarhoff
Julian Cameron
Lara Lucano

Visual Arts

Imaari Shepherd

Digital and Design Technologies

Mason Whitehead

English

Kate Gordon
Benjamin Ashcroft
Vivienne Porter

Health

Katya Alfimova

Humanities and Social Sciences

Lucy Hayes

Italian

Kayla Haarhoff

Mathematics

Lucy Hayes
Ryan Magee
Aaryn Jassal

Music

Kate Gordon

Performing Arts

Evie Bryant

Physical Education

Phoenix Kinner
Sophie Rowles

Science

Ryan Magee

In 2024, Newman College participated in the Marist Schools Australia Cycle of Inquiry and gathered perceptual data through two key instruments: the DISA (Diagnostic Inventory of School Alignment) and the Leuven Charism Tool. All key stakeholders, parents, staff, and students, were invited to contribute their perspectives through these surveys.

The DISA survey provided rich insights into the College's performance in several areas, including strategic foundations, school-wide pedagogical development, generative resource design, and community cohesiveness. Meanwhile, the Leuven tool served as a reflective mechanism, assessing the visibility and enactment of the Marist charism across daily school life.

Parent Engagement

Parent engagement at Newman College underscores the essential role families play as partners in learning and as valued contributors to community life.

The data reflected a high level of parent satisfaction, particularly regarding the development of positive student relationships, the quality of learning experiences, and the presence of high expectations shared by both staff and parents. Parents viewed the College as a respectful and supportive environment that places learning at the centre.

Key initiatives supporting parent engagement in 2024 included:

- Parent Sundowner and Primary Movie Night, fostering informal community connection.
- Parent-teacher interviews, promoting two-way communication and feedback.
- SEQTA, providing parents with visibility into assessment outcomes and upcoming academic tasks.
- The Newman Parents Forum Executive, ensuring parent voice is heard in school planning and improvement.
- The Newman Parents Forum, positioning parents as active participants in the education process.
- Workshop events with guest speakers, offering valuable insights into parenting and education.

Student Voice

Student voice is a core element of the College's culture and is encouraged at all levels.

Survey results demonstrated that students viewed the College as an environment of high expectations with strong resources, a positive image for learning, and a cohesive community culture the latter identified as the most significant strength across all stakeholder groups.

Student leadership and agency were supported through a range of initiatives in 2024, including:

- Leadership opportunities that enable students to shape College life and lead by example.
- Principal morning teas with Year 12 students, providing a space for honest dialogue.
- Presentations to the College Executive, allowing students to propose and advocate for initiatives.
- The launch of a Student-led Improvement Plan led by the Year 12 Leadership Team.
- Year 11 transition meetings, helping students navigate the senior years with confidence and support.

Staff Satisfaction

At Newman College, the professional growth, engagement, and wellbeing of staff remain a strategic priority.

Staff feedback reflected a high degree of satisfaction and professional pride. Key findings included a shared belief in the meaningfulness of the teaching profession, alignment with the College's vision and values, and a culture of collaboration and mutual respect. Staff also acknowledged the sharing of teaching practices and the relevance of professional learning to College priorities.

Supportive initiatives for staff throughout 2024 included:

- Annual Professional Growth Plans, guiding goal-setting and reflection through structured dialogue.
- A Staff Wellbeing Committee and Staff Association, coordinating events such as the annual Staff Wellbeing Day featuring guest speakers, catered lunches, and wellness activities.
- PK-12 Staff Appreciation events, recognising contributions across the College.
- Staff Association initiatives, enhanced through updated Terms of Reference and increased engagement opportunities.
- Weekly 'Staff Shout Outs', cultivating a culture of gratitude and peer recognition.
- Refuel Stations during peak workload periods.
- Access to professional learning through platforms such as The Liminal Space with Shane Glasson, AITSL High Impact Lead Teachers Program, and HALT accreditation support.
- The Early Career Teacher Program, including InspirED sessions and targeted support gatherings.
- A Middle Leadership Appreciation Gathering, affirming the leadership and impact of middle leaders across the College.

4.0

COLLEGE COMMUNITY REPORT

There are many tools we are given to help us work through life and arguably the most valuable of these is our education. We are ever mindful of the trust placed in our College to educate our young people underpinned by our Marist Charism, forming good Christians and good citizens. Accordingly, it has been pleasing as a Council to support the strong focus on Wellbeing. Driven at many levels by Sarah Ellam and Ryan von Bergheim and their teams, the embedding of a strong understanding and framework around wellbeing is a key differentiator in our community and the future for our College.

Whilst we started the year celebrating our most successful graduating class in academic achievement to date, many matters have been reviewed through Council including connection to our Marist Charism, our social outreach Immersion programmes into the Philippines & Mullewa, Game Changers and DISA & Leuven surveys – providing valuable insight into how we are meeting the needs and expectations of our community as we deliver our curriculum in our Catholic values based setting. Of particular note is the development and accreditation of a new course around Artificial Intelligence. Newman College through Beth Murphy, Deputy Principal Teaching and Learning and her team have positioned the College at the forefront, as we embrace a technology that will become increasingly prevalent in our lives. We look forward to watching this space in the coming years and trust in the foundations we are building today.

The capital works programme remains a cornerstone of our bi-term meetings as we monitor progress and witness the evolution of our Vision for Learning to bring alignment in our PK-12 community on the one campus. The management team have stepped through an extremely challenging period for construction projects in Western Australia. On a like for like basis, our commercial result is significantly under market expectations. We look forward to completing works in 2025 and celebrating as one community the building blocks of our Marist Education.

Our identity within the MSA (Marist Schools Australia) system continues to grow in our engagement and visibility. Participation across MSA events and activities has been strong with both our students and staff connecting in meaningful ways. We trust this will continue to build and our identity as a Marist school becomes one for which we can be known and proud.

As with each year, we say goodbye to those who have contributed greatly, who in leaving, create the space for others to join our community and provide their own contribution to the College legacy. For the past 16 years, our College has had the unwavering support of our Director of Finance, Steve Halley-Wright. Steve's contribution has been not through word, but rather action. His stewardship has guided the financial wellbeing of the College and facilitated the much needed capital works programme, resulting in the facilities we share today. It would be limiting however to only view Steve's contribution in the eyes of the buildings we have constructed. Steve lives his faith and supports our Newman College Community at all levels, ensuring that we can always deliver on our vision to form good Christians and good citizens. We will miss you Steve, your legacy will travel with us.

Each year brings with it new challenges and my special thanks goes to those who volunteer their time to support the College Executive Team and Principal, Andrew Watson, through their roles on the College Advisory Council and College Finance Committee. Your contributions keep us grounded in our mission and make us better as a community.

Thank you to our staff. We are blessed with people who are passionate in providing the best for our students, whether in the classroom or in the many support areas across the College.

Finally, as our thoughts pass to the agenda for 2025, my reflection on 2024 is to be thankful to all within our community who have walked the path with us. Thank you for the challenges, thank you for the support and thank you for your commitment and faith in Newman College to support the education of your children.

It remains a privilege to serve.

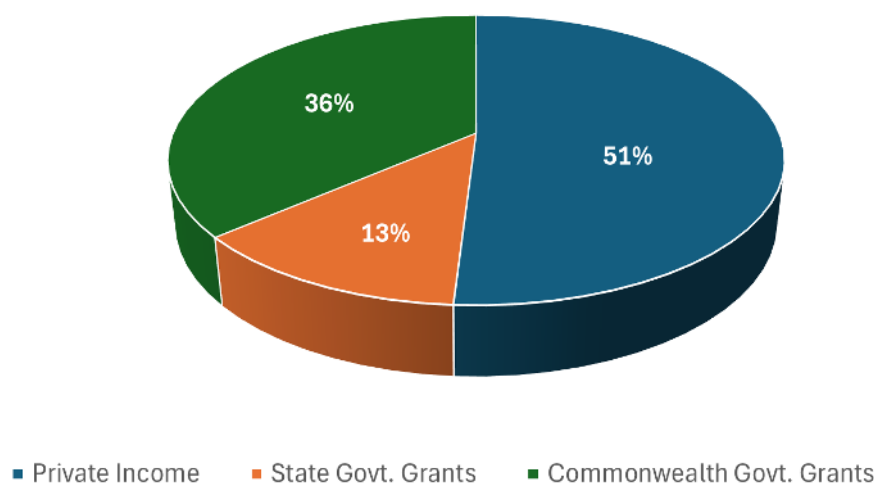
God Bless,

Mr Stephen Lee

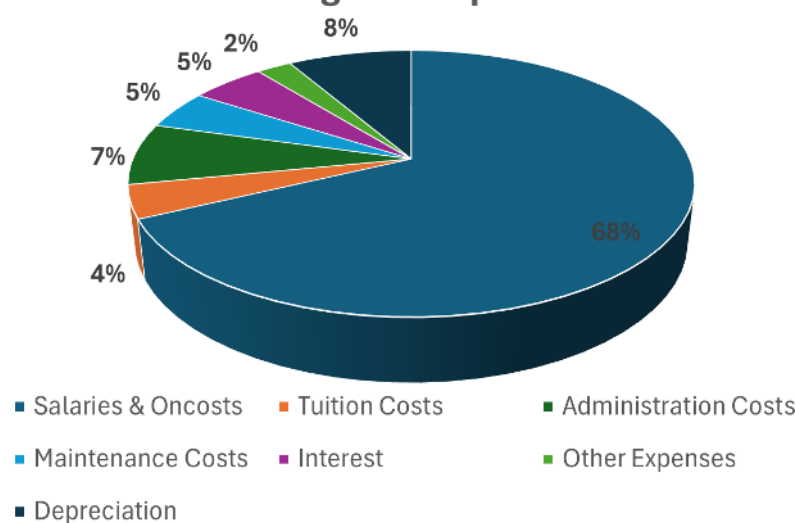
Chair, Newman College Advisory Council

5.0 STATEMENT OF PROVISIONAL BUDGET

Newman College
2025 Budgeted Income



Newman College
2025 Budgeted Expenditure



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

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