

ANNUAL REPORT 2025



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:

1.0 OVERVIEW FROM THE PRINCIPAL

2.0 ANNUAL SCHOOL IMPROVEMENT PLAN

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

3.0 SCHOOL PERFORMANCE INFORMATION

- Information required by the Federal Government pertaining to the 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.

1.0

OVERVIEW FROM THE PRINCIPAL

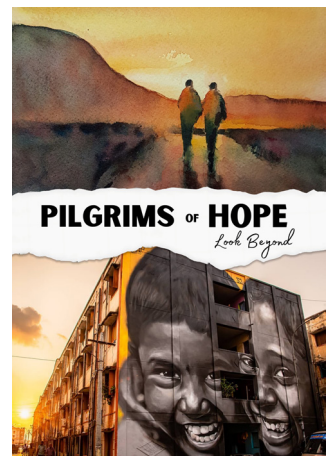
MARIST THEME

Our Marist theme for 2025, *Pilgrims of Hope - Look Beyond*, invites us to journey through life with open hearts, trusting in God's promise that hope does not disappoint. In a world that can feel uncertain and unsettling, Pope Francis calls the whole Church to renew its faith by becoming people of hope, not a passive wish for better days, but a living, active hope that moves us forward and calls us to serve one another.

As pilgrims, we are people on a journey. We do not always know what lies ahead, but we walk with the certainty that God walks with us. Like Saint Marcellin Champagnat, who faced great hardship yet pressed forward with courage and trust, we too are called to look beyond our immediate circumstances and see the horizon that God holds open for us.

Two images accompany this theme. The first, based on an artwork by Cynthia Carr

Kusmer, a painter of 'parable art', depicts two figures walking together, reminding us that our journey is marked by encounters with God and others, and that hope is often found in unexpected places. The second brings us to Kannagi Nagar, India, where artist A-Kill painted a large-scale mural of two children drenched in sunlight. As residents saw themselves reflected in those smiling faces, they began to see themselves differently, full of life, with hope and a future.



LAVALLA PK-6 COMMUNITY

After years of careful visioning, planning and construction, we were excited to open the doors to the expanded Lavalla Primary at the beginning of Term 3 this year. The state of the art facilities which match the John Henry Newman Learning Hub in support of Shine through Discovery, were quickly embraced by our primary community with excitement and joy. On 4 November, we hosted the Blessing and Official Opening of Lavalla with Fr Vincent Glynn, Episcopal Vicar of Education, Dr Frank Malloy, National Director of Marist Schools

Australia, Mr Darren McGregor, Regional Director Marist Schools Australia, Mr John Finneran, Director of School Improvement Marist Schools Australia and past Principal, alongside many invited guests, past College Executive, parents, Lavalla staff and students. This was a dedication to the vision of so many college leaders and the Religious orders who had set the idea for Newman College back when it opened in 1977. The Marist Characteristic of Family Spirit shone through on this most important celebratory event.

STRATEGIC SCHOOL IMPROVEMENTS 2025

A Marist education at Newman College is about growth- growth in faith, and growth in learning. In 2025 the College entered its new Strategic School Improvement Plan 2025-2027, guided by the Marist Schools Australia Improvement Framework.

We developed the Annual School Improvement 2025 Plan from the College Strategic School Improvement Plan 2025-2027 with the focus on the following areas for school improvement in 2025.

2025 WACE RESULTS

- Deepen the engagement of the College Community with Catholic Identity and Marist Spirituality.
- Integrate the Vision for Learning across the whole College with 'age and stage' consideration and application.

- Enhance Literacy and Numeracy practice and student outcomes.
- Examine and implement strategies to continue to develop College alignment.

Each of these areas is outlined further in this report.

It is with great pride that the College community celebrates the Class of 2025 for their excellent Western Australian Certificate of Education (WACE) results across our senior pathways. In 2025, 99% of Year 12 students achieved Western Australian Certificate of Education.

The Class of 2025 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.

A Marist Measure of Excellence tracks the proportion of students who attain their preferred post-school destination. In 2025, 99.3% of students pursuing a university entrance pathway achieved this outcome,

reflecting the school's sustained commitment to academic excellence.

For students on the ATAR Pathway, the College achieved results well above the state comparative data. 40.2% of students achieved an ATAR above 90, with thirteen students achieving an ATAR over 95 and two achieving over 99. 22 students were awarded Certificates of Distinction and Certificates of Merit, two were awarded Subject Certificates of Excellence and one achieved a Subject Exhibition.

For students on the General Pathway, 25 VET Certificates were awarded, including 11 Certificate II, 11 Certificate III and 3 Certificate IV. Through the Enabling Pathway, 50 students obtained an ATAR of 70.

These results continue the trend of increasingly high achievement of the graduating classes of the College.

CHILD SAFEGUARDING

At Newman College, we are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and can actively participate in decisions that affect their lives.

- [Child Safeguarding Policy](#)
- [Marist Child Safe Adult Code of Conduct](#)

The College regards its child safeguarding responsibilities with the utmost importance and is committed to providing the necessary resources to maintain a child safe culture and ensure compliance with all relevant child safe organisation and child protection laws.

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



The ratings presented in this report are aligned to Domain 1: An Explicit Improvement Agenda of the ACER School Improvement Tool (SIT).

This domain focuses on the extent to which the College has established a clear and shared vision for improvement, with strategic priorities, targets, and actions directed towards enhancing student learning outcomes and growth. The ratings provide an indication of the College's progress and effectiveness in implementing a coherent and evidence-informed approach to continuous school improvement.

2025 ANNUAL SCHOOL IMPROVEMENT PLAN

The Annual School Improvement Plan draws from the Newman College Strategic Directions 2025-2027.



CATHOLIC IDENTITY AND MARIST SPIRITUALITY

Enhance the Catholic identity of the College through our Marist spirituality.

- Deepen the engagement of the College community with Catholic identity and Marist spirituality.
- Research and develop contemporary approaches to evangelisation.



WELLBEING

Strengthen student, staff, and parent belonging and connectedness for a flourishing Marist community.

- Promote student agency.
- Nurture staff voice.
- Cultivate community care and connection.



LEARNING

Further improve student learning outcomes and growth.

- Integrate the Vision for Learning.
- Enhance literacy and numeracy.
- Examine and implement strategies to continue to develop College alignment.

Challenge — Collaborate — Create — Celebrate

STRATEGIC PRIORITY 1:

CATHOLIC IDENTITY AND MARIST SPIRITUALITY

STRATEGIC INTENTS

Enhance the Catholic identity of the College through our Marist spirituality.

GOAL

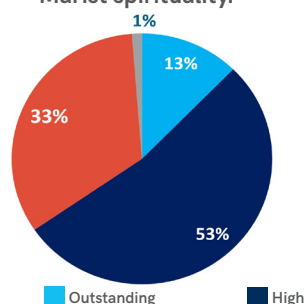
- Deepen the engagement of the College community with Catholic identity and Marist spirituality.
- Research and develop contemporary approaches to evangelisation.

WHAT WE ACHIEVED

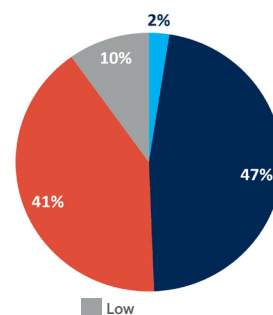
- Strengthened partnerships with the local parish community through active support and participation in parish initiatives, including hosting and promoting the Brother Olly Pickett presentation and contributing to the Floreat Parish Fete.
- Engaged students in shaping the College's outreach and service priorities by seeking feedback from Guild Captains and students in Years 7-9 regarding potential Church and community organisations for future partnerships.
- Established the Marist Identity Project to enhance the visibility and understanding of Marist spirituality across the campus through the development of meaningful iconography, storytelling and place-based expressions of Marist identity.
- Progressed the development of a contemporary Evangelisation Plan, including the articulation of a shared definition and purpose of evangelisation within the Newman College context.
- Developed guiding principles for evangelisation to support a consistent and authentic approach to faith formation, Catholic identity and Marist spirituality across the College community.
- Continued to explore contemporary approaches to evangelisation that engage students, staff and families in meaningful experiences of faith, service and community.
- Strengthened understanding of the College's Catholic and Marist identity through strategic planning and initiatives designed to embed faith, mission and purpose into the daily life of the College.
- Provided opportunities for each Guild to deepen its Catholic and Marist identity through the development of a Guild mascot, motto and symbol, while strengthening connections to service and social justice through alignment with a chosen fundraising and outreach organisation.
- Empowered students to take ownership of their Guild identity and mission, fostering a greater understanding of Catholic social teaching, service and community engagement through Mission Day activities.

HOW WE RATED

Deepen the engagement of the College community with Catholic identity & Marist spirituality.



Research and develop contemporary approaches to evangelisation.





STRATEGIC PRIORITY 2:

WELLBEING

STRATEGIC INTENTS

Strengthen student, staff, and parent belonging and connectedness for a flourishing Marist community.

GOAL

- Promote student agency.
- Nurture staff voice.
- Cultivate community care and connection.

WHAT WE ACHIEVED

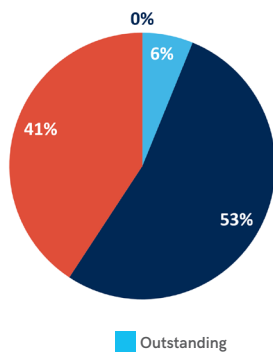
- Strengthened student voice and agency through regular Student Leadership Team mentoring and structured opportunities for student leaders to contribute to College decision-making.
- Enhanced student representation through regular Guild Representative meetings across all year groups, ensuring student perspectives informed College initiatives and community-building activities.
- Refined student leadership structures by incorporating feedback from the 2025 Student Leadership Team, leading to the introduction of Community Captains and an enhanced leadership selection process for 2026.
- Redesigned the Guild Representative model to provide equitable representation across all Guilds and year groups, strengthening student engagement and participation.
- Established a Staff Wellbeing Committee to promote staff voice, wellbeing and connection across the College community.
- Reviewed staff professional learning days and meeting structures, resulting in improved use of staff time and greater opportunities for collaboration, preparation and professional growth.
- Increased dedicated personal preparation time for staff and restructured professional learning schedules in response to staff feedback.
- Reviewed and updated key staff role descriptions to better align responsibilities with College priorities and staff feedback.
- Increased time allocation for Guild Coordinators, strengthening student wellbeing, pastoral care and Guild engagement.
- Celebrated and shared effective practice through Lighthouse Teacher presentations
- Implemented and reviewed the Equip, Guide, Thrive (EGT) wellbeing framework, ensuring ongoing refinement and alignment with College wellbeing priorities.
- Conducted a comprehensive review of the Keeping Safe curriculum and developed an enhanced program to support student wellbeing and safeguarding outcomes.
- Supported student belonging and successful transitions through comprehensive Orientation Day and campus transition programs.
- Delivered wellbeing-focused presentations and information sessions for students and families to promote resilience, engagement and wellbeing.
- Responded proactively to emerging community concerns through parent education initiatives, including sessions on social media, digital wellbeing and the Social Media Ban.

WHAT WE ACHIEVED

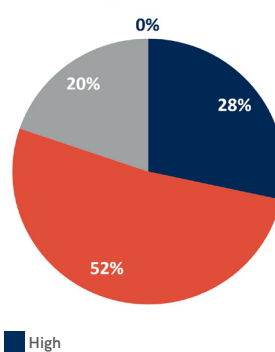
- Utilised parent surveys to gather feedback and inform ongoing College improvement and community engagement strategies.
- Strengthened intergenerational connections through Grandparents Day, welcoming more than 550 grandparents to celebrate learning and community.
- Fostered College-wide belonging through the first Year 1-12 Guild activity, creating opportunities for connection across all year levels.
- Strengthened Marist partnerships by networking with other Marist schools, including collaboration with Sacred Heart College South Australia to share wellbeing, leadership and school improvement practices.
- Celebrated community connections through events such as Grandparents Day, Mother's Day, Father's Day and family engagement activities.

HOW WE RATED

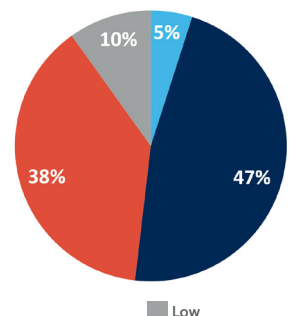
Promote Student Agency



Nurture Staff voice



Cultivate community care and connection



STRATEGIC PRIORITY 3:

LEARNING

STRATEGIC INTENTS

Further improve student learning outcomes and growth.

GOAL

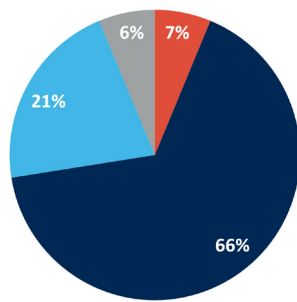
- Integrate the Vision for Learning.
- Enhance literacy and numeracy.
- Examine and implement strategies to continue to develop College alignment.

WHAT WE ACHIEVED

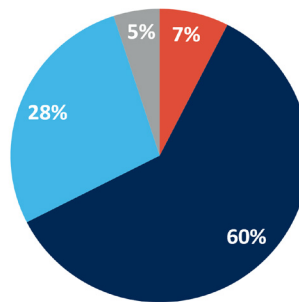
- Continued the integration of the College Vision for Learning across Secondary, strengthening consistency in teaching practice and student learning experiences.
- Implemented a comprehensive professional learning program focused on evidence-informed teaching, curriculum development, literacy and numeracy improvement, and staff capability building.
- Supported the development of expert teaching practice through lesson observation processes, professional feedback and reflection, including the review of Highly Accomplished and Lead Teacher (HALT) practices.
- Facilitated collaborative planning and strategic curriculum review through dedicated Leaders of Learning planning days, ensuring alignment of teaching and learning priorities across the College.
- Strengthened curriculum coherence through the development and refinement of Learning Area Plans, orientation resources and whole-school planning documentation.
- Enhanced literacy and numeracy planning through the development of Australian Core Skills Framework (ACSF) mapping documents to support targeted intervention and curriculum alignment.
- Delivered targeted professional learning, including Origo training and curriculum-specific workshops, to strengthen staff expertise and student learning outcomes.
- Embedded a culture of professional growth through the completion of staff growth plans and ongoing professional reflection processes.
- Continued to strengthen College alignment through consistent planning, documentation and professional learning structures that support a seamless PK-12 learning journey.
- Strengthened curriculum consistency through collaborative planning, moderation and review processes across Primary year levels.
- Enhanced transition experience from Primary into Secondary.

HOW WE RATED

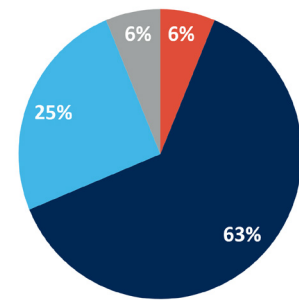
Integrate the Vision for Learning



Enhance Numeracy & Literacy



Examine & implement Strategies to Develop College Alignment



Outstanding

High

Medium

Low



3.0

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	109	60	169
PART-TIME	111	8	119
CASUALS	110	29	139

	FEMALE	MALE	TOTALS
TEACHING ROLES (inc casuals)	190	66	256
NON-TEACHING ROLES (inc casuals)	140	31	171
INDIGENOUS TEACHING ROLES (inc casuals)	0	0	0
INDIGENOUS NON- TEACHING ROLES (inc casuals)	0	0	0

STUDENT ATTENDANCE 2025

PP	93.52	YEAR 7	92.81
YEAR 1	92.68	YEAR 8	91.13
YEAR 2	92.94	YEAR 9	89.64
YEAR 3	92.82	YEAR 10	90.13
YEAR 4	92.55	YEAR 11	90.44
YEAR 5	92.41	YEAR 12	91.11
YEAR 6	92.85	WHOLE SCHOOL	91.93

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.
- Document a formal attendance improvement plan.

NEWMAN COLLEGE PERFORMANCE

% OF STUDENTS
ATAR ABOVE 90

40.2%

% OF STUDENTS
ATAR ABOVE 95

17.2%

% OF STUDENTS
ACHIEVED WACE

98.9%

% OF STUDENTS ON A DIRECT
UNIVERSITY ENTRY PATHWAY

87.36%

ATAR 99+

LEONARDO
MASON
99.75



LAURA
NOLAN
99.05



ATAR 95+



Chloe
Byrne



Sebastian
Dziezic



Abigail
Fowler



Grace
Gordon



Holly
Kallawok



Jack
Manolikos



Daniel
Miniello



Timothy
Morley



Amelia
Ng



Stefano
Rapanaro



Sarala
Rivett



Rebecca
Rubens



Kimora
Te Raki

ATAR 90+



Jasmin
Afflick



Tablia
Bell



Jesse
Blitz-Cokis



Jack
Borgas



Amelie
Boucher



Alexia
Carbone



Kesia
Connery



Leyla
Do



Byulee
Kim



Ellen
King



Kate
Le



Tomas
Macri



Paolo
Moroni



Alexander
Plaganyi



Olivia
Ralls



Ella
Rose



Ella
Scott



Natalie
Smith



James
Spriggins



Aidan
Williams

OUTSTANDING ACHIEVEMENTS IN WACE COURSES

SUBJECT EXHIBITION

Awarded to the student achieving the highest exam mark in an ATAR course.



Chloe Byrne
Outdoor Education

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 in a course where at least 100 candidates sit the ATAR course examination.



Chloe Byrne
Outdoor Education



Tablia Bell
Outdoor Education

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 a certain number of points based on criteria set by the School Curriculum and Standards Authority (SCSA).

CERTIFICATES OF MERIT

Leonardo Mason	Laura Nolan
Daniel Miniello	Olivia Ralls
Timothy Morley	Stefano Rapanaro
Amelia Ng	Rebecca Rubens

CERTIFICATES OF DISTINCTION

Jasmin Afflick	Abigail Fowler
Tablia Bell	Holly Kallawok
Jesse Blitz-Cokis	Ellen King
Amelie Boucher	Abbey McAllister
Chloe Byrne	Ella Nguyen
Alexia Carbone	Sarala Rivett
Sebastian Dziedzic	Ruby Shelton

HIGHEST ACHIEVING COURSE BY AVERAGE FINAL SCORE

Courses where on average students achieved the highest final scales scores.

Psychology ATAR
Outdoor Education ATAR
Mathematics Specialist ATAR
Mathematics Methods ATAR
Religion and Life ATAR
Physics ATAR

SCSA HIGHEST ACHIEVING COURSES

Based on the percentage of students at each school who had Year 12 ATAR course combined scores in the top 15% of all students in that course.

Psychology
Religion and Life
Business Management and Enterprise
Earth and Environmental Science
Outdoor Education

TOP VET STUDENT

Olivia Lim

CERTIFICATES ACHIEVED

- 11 CERTIFICATE II
- 11 CERTIFICATE III
- 3 CERTIFICATE IV

UNIREADY GRADUATES

- 50 CURTIN UNIREADY

DUX

YEAR 7



Emily Damon

YEAR 8



Grace Taylor

YEAR 9



Kaydee Van Deventer

YEAR 10



Manuela Fanto

YEAR 11



Emily Colley

YEAR 12



Leonardo Mason

Year level	Domain	State/territory	Needs additional support	Developing	Strong	Exceeding
YEAR 3	Grammar and Punctuation	Australia	16.9%	27.0%	42.3%	11.7%
		Western Australia	20.7%	28.3%	39.8%	9.4%
		Newman	6.0%	38.6%	42.2%	13.3%
	Numeracy	Australia	9.4%	24.6%	53.4%	10.7%
		Western Australia	11.6%	26.9%	51.7%	8.0%
		Newman	3.6%	31.3%	50.6%	14.5%
	Reading	Australia	10.8%	21.5%	47.0%	18.7%
		Western Australia	13.9%	23.7%	45.8%	14.9%
		Newman	7.2%	28.9%	43.4%	20.5%
	Spelling	Australia	10.8%	25.3%	45.2%	16.7%
		Western Australia	13.1%	27.8%	43.4%	14.0%
		Newman	3.6%	25.3%	54.2%	16.9%
Writing	Australia	5.7%	16.0%	69.1%	7.3%	
	Western Australia	7.1%	16.9%	69.6%	4.7%	
	Newman	1.2%	6.0%	88.1%	4.8%	
YEAR 5	Grammar and Punctuation	Australia	12.1%	23.0%	47.2%	15.9%
		Western Australia	14.0%	23.6%	46.9%	14.0%
		Newman	8.4%	16.8%	56.8%	17.9%
	Numeracy	Australia	7.8%	21.5%	55.8%	13.2%
		Western Australia	9.0%	21.9%	56.3%	11.3%
		Newman	3.2%	15.8%	61.1%	20.0%
	Reading	Australia	7.5%	17.8%	53.4%	19.5%
		Western Australia	9.2%	19.2%	53.2%	16.8%
		Newman	2.1%	13.7%	60.0%	24.2%
	Spelling	Australia	8.8%	20.7%	48.5%	20.2%
		Western Australia	9.3%	20.8%	49.0%	19.4%
		Newman	1.1%	17.9%	63.2%	17.9%
Writing	Australia	9.4%	23.8%	55.1%	9.9%	
	Western Australia	10.1%	24.8%	56.3%	7.4%	
	Newman	2.1%	11.6%	72.6%	13.7%	
YEAR 7	Grammar and Punctuation	Australia	13.4%	22.6%	45.1%	17.3%
		Western Australia	14.7%	23.3%	45.3%	15.5%
		Newman	6.1%	24.8%	55.1%	14.0%
	Numeracy	Australia	9.5%	20.4%	52.8%	15.8%
		Western Australia	10.4%	20.7%	53.4%	14.4%
		Newman	3.3%	15.1%	65.6%	16.0%
	Reading	Australia	8.9%	20.5%	48.6%	20.4%
		Western Australia	10.1%	21.4%	49.2%	18.1%
		Newman	1.9%	14.5%	61.7%	22.0%
	Spelling	Australia	7.6%	18.5%	48.3%	24.1%
		Western Australia	7.5%	18.0%	48.8%	24.5%
		Newman	2.3%	17.3%	58.9%	21.5%
Writing	Australia	11.0%	23.6%	46.2%	17.6%	
	Western Australia	10.7%	25.2%	47.3%	15.7%	
	Newman	1.9%	16.9%	65.3%	16.0%	
YEAR 9	Grammar and Punctuation	Australia	13.7%	28.1%	40.2%	16.2%
		Western Australia	11.7%	27.3%	43.0%	16.8%
		Newman	2.4%	25.9%	53.8%	17.9%
	Numeracy	Australia	10.2%	22.5%	53.7%	11.9%
		Western Australia	7.9%	20.0%	58.3%	12.5%
		Newman	1.9%	11.4%	72.0%	14.7%
	Reading	Australia	9.8%	23.4%	47.3%	17.8%
		Western Australia	6.9%	21.2%	51.7%	19.0%
		Newman	3.3%	15.5%	59.6%	21.6%
	Spelling	Australia	7.0%	19.4%	53.8%	18.1%
		Western Australia	6.3%	18.4%	54.8%	19.2%
		Newman	1.4%	15.6%	60.4%	22.6%
Writing	Australia	11.5%	25.5%	39.6%	21.7%	
	Western Australia	9.1%	25.2%	41.5%	22.9%	
	Newman	2.3%	12.7%	52.1%	32.9%	

Major Awards

Commitment to Learning

Olivia Almanza
Krishav Gondariya
Audrey Ognenis

Most Outstanding Athlete

Amelia Heath
Blake Martin

Citizenship Award

Jessica Terry

St Marcellin Champagnat Award

Alexandra Simpson

Proxime Accessit/Runner up Dux

Lucius Van Zyl

St John Henry Newman Award/ Dux

Mabi Halai

Subject Awards

English

Arijen Hazebroek
Lucy Kirk
Alexandra Simpson

Mathematics

Jayden Eapen
Shubb Raval
Lucius Van Zyl

Religious Education

Mabi Halai
Roban Shephard
Jessica Terry

Digital and Design Technologies

Leonardo Gismondi

Health

Maya Teb

Humanities and Social Sciences

Lucius Van Zyl

Italian

Harrison Farrell

Music

Annelle Seow

Performing Arts

William Rose

Physical Education

Hugo Taylor

Science

Mabi Halai

Visual Arts

Bethany Waller

Challenge — Collaborate — Create —

Shine through Discovery

LET YOUR LIGHT SHINE
MATTHEW 5:16

NEWMAN COLLEGE

Shine through Discovery

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PARENT, STUDENT, TEACHER SATISFACTION

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.

This data alongside stakeholder meetings and surveys continue to guide the College.

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 2025 included:

- Year 9 Senior Pathways Information Evening, supporting families to understand WACE requirements, ATAR pathways, VET options, UniReady and UniPath opportunities, enabling informed decision-making regarding future study and career aspirations.
- Initial Development and planning of Parent Education Series, providing workshops and information sessions focused on adolescent wellbeing, digital citizenship, social media, student pathways and supporting learning at home.
- Introduction Student Learning Conversations and Goal Setting, increasing parent involvement in discussions about student progress, growth and future learning goals.
- Twilight Tours and Enrolment Events, offering prospective and current families opportunities to engage with staff, students and the College's vision for learning and wellbeing.
- Community Celebrations and Showcase

Events, including performances, sporting events, Discovery Festival experiences, learning showcases and College celebrations that strengthened connections between families and the school community.

- Regular Communication Channels, including newsletters, SEQTA communications, social media updates and Principal communications, ensuring parents remained informed and connected to College life.
- Parent Consultation Processes, seeking family feedback through surveys and forums on matters including the 2027 College calendar, digital wellbeing initiatives and strategic planning priorities.
- Newman Parents Forum Initiatives, providing opportunities for parents to contribute feedback, participate in discussions regarding communication practices and support community-building activities across the College.
- Transition and Orientation Programs, supporting families entering key transition points, including Kindergarten, Year 7 and Senior Secondary pathways. Psychologist sessions for parents to support transition.

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 2025, including:

- Student voice informing the development of the My Learning Framework, ensuring student perspectives are embedded in goal setting, reflection and learner agency.
- Expanded opportunities for students to present ideas and recommendations directly to the College Executive Team.
- Student consultation and student led opportunities regarding Catholic identity and mission partnerships, helping shape

community engagement and service opportunities.

- Development of Guild mottos, mascots and connection to community partnerships.
- Greater student involvement in reviewing and strengthening the Guild identity and culture, including connections to service and fundraising initiatives.
- Increased use of student feedback and engagement data to inform College improvement planning and strategic decision-making.
- Year 12 Morning Teas with the Principal, providing opportunities for open dialogue and student feedback.
- Fortnightly Year 12 Leadership Team meetings, supporting student-led initiatives and College improvement projects.
- The redevelopment of Guild Leadership opportunities providing additional avenues for student leadership and participation.
- Participation in the ACER Social-Emotional Wellbeing Survey, with findings informing the ongoing development of the College's Equip, Guide, Thrive wellbeing framework.
- Increased opportunities for students to lead assemblies, liturgies, awareness campaigns, and fundraising initiatives.

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 2025 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.
- Staff Unit group and learning area morning teas
- Refuel Stations during peak workload periods.
- Access to professional learning through 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.
- Recognition and celebration of staff professional achievements, accreditation milestones, and leadership accomplishments.
- Ongoing promotion of employee wellbeing through access to the Employee Assistance Program (EAP) and wellbeing resources.

4.0 COLLEGE COMMUNITY REPORT

The importance of education cannot be understated. It is one of the most enduring gifts we can offer young people; it is an experience that shapes their character, purpose and faith.

In 2025, the Advisory Council has again been privileged to support the College leadership team as they strive to create, maintain and improve a school environment that gives our students the best learning, teaching and wellbeing. The year has been one of consolidation, renewal and celebration.

We began the year by recognising the exceptional achievements of the Class of 2024. Their success across academic, vocational, and co-curricular pursuits speaks to the quality of teaching and the culture of excellence that continues to thrive within our College community.

A defining highlight of 2025 has been the consolidation of the primary campus. The completion of new buildings and extensive refurbishment works has created a contemporary and inspiring space for our youngest learners. This project marks the realisation of the College's long-held strategic vision of uniting our PK-12 community on one campus in Churchlands. The new facilities are designed to foster collaboration, discovery and creativity. In this, they reflect the College's Vision for Learning and bring to life the essence of community that is so important to a Marist education.

The successful delivery of this milestone, despite a challenging construction climate, is a testament to the stewardship of College leadership, in particular Principal Andrew Watson, Director of Finance Jody Cabalzar, Head of Primary, Sarah Pagett, Finance Committee Chair Greg Wheeler, their dedicated team and all those who have come before them across this multi-year project. The Council is grateful for their prudent management and commitment to ensuring that the College continues to grow sustainably and responsibly.

Faith in action remains a central pillar of Newman life. Students once again seized opportunities for service through the College's youth ministry program Game Changers, immersion programs in the Philippines and Mullewa, and various local charitable activities. Participating students all reflect positively on their experiences and return with a newfound perspective on life. They espouse the Marist values of Simplicity, Presence, Family Spirit, Love of Work and In the Way of Mary, and are a credit to the College's Director of Mission & Catholic Identity, Stuart McClorey.

The College's place within Marist Schools Australia has continued to develop and strengthen, with staff actively participating in formation and networking opportunities,

enriching our collective identity and deepening our connection to the broader Marist family.

The year has also been one of evolution for the Advisory Council. The end of 2024 saw the departure of the previous Chair, Stephen Lee, and the Council's Marist representative (and former Principal of the College) Brother Terry Orrell. With 2025 coming to a close, we also say farewell to long sitting Council member and College parent Nerreda Hillier. Each is to be commended for their many years of tireless service to the College. Their contributions were significant and are greatly appreciated; they will be sorely missed.

The addition during the year of new members Anthony Byrne and Dr Maria Outtrim, each with strong yet diverse education backgrounds and skills, sees the Council remain well equipped to carry out its advisory role through 2026 and beyond. To all my fellow members of the Advisory Council and Finance Committee, thank you for your generosity of time, wisdom and expertise. Your contributions ensure that the College remains faithful to its mission, accountable in its stewardship and motivated in its vision for the future.

On behalf of the Council, I extend heartfelt thanks to Andrew Watson, Principal, departing Vice Principal, Michael Chiera, and the wider executive team, the teachers and all other staff who do their utmost to make our school the wonderful place that it is. Your collective dedication and professionalism continue to nurture a community that is vibrant, inclusive and guided by the spirit of Mary. We congratulate Michael on his much-deserved appointment as Principal of Servite College and recognise him for his service to the College over more than a decade in total. We wish him the very best and are sure he will excel in his new role.

Finally, we must thank the parents, students and wider school community. It is because of the students that we have a school, and the support of their parents makes this all possible. This empowers and inspires those who serve in providing the gift of education.

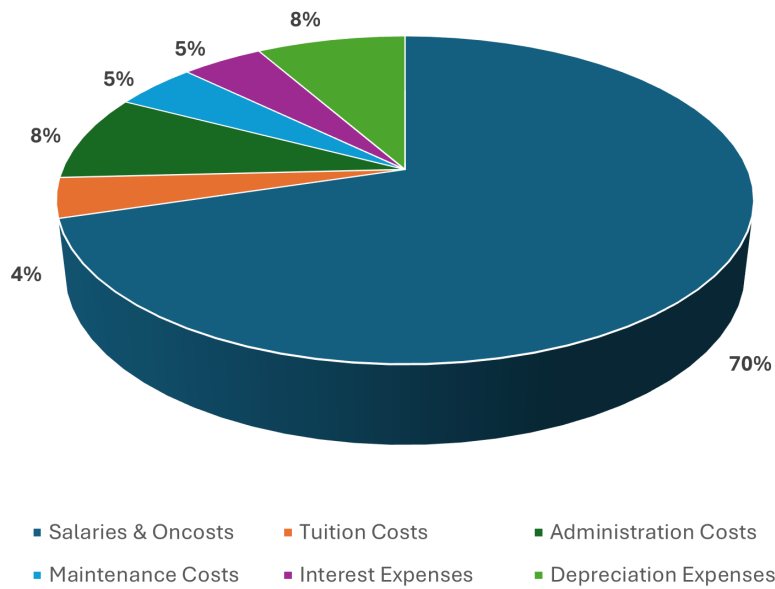
As we look ahead to 2026, we do so with gratitude for that we have achieved and confidence in the path ahead. May we continue to walk together in faith and service, inspired by St Marcellin Champagnat to be people of hope, presence and purpose.

MR JOSEPH BURKE

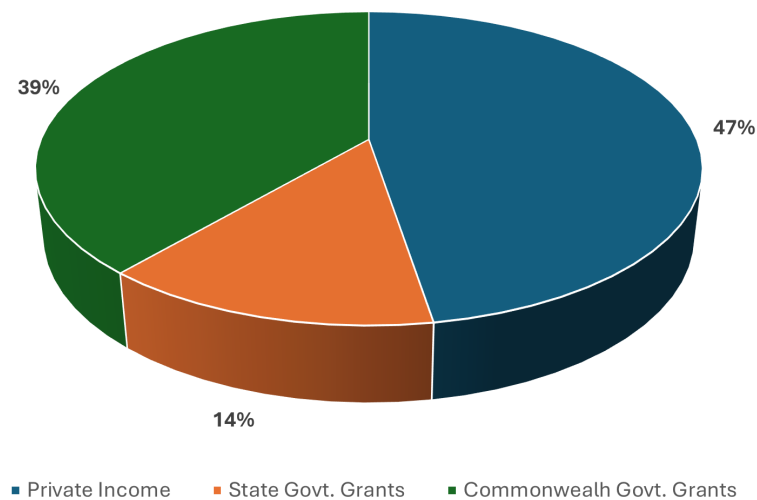
CHAIR, NEWMAN COLLEGE ADVISORY COUNCIL

5.0 STATEMENT OF PROVISIONAL BUDGET

**Newman College
2026 Budgeted Expenditure**



**Newman College
2026 Budgeted Income**



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



Newman College
216 Empire Avenue
Churchlands WA 6018

T 08 9204 9444
E newman@newman.wa.edu.au
W newman.wa.edu.au