



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

## Newman Catholic College, Smithfield

<b>Motto</b>	Heart Speaks to Heart
<b>Address</b>	James Cook University Campus, Panguna St, SMITHFIELD QLD 4878
<b>Postal Address</b>	PO Box 831, Smithfield QLD 4878
<b>Phone Number</b>	(07) 4047 6000
<b>Email Address</b>	office.newman@cns.catholic.edu.au
<b>Website</b>	<a href="http://www.newman.qld.edu.au">www.newman.qld.edu.au</a>
<b>MySchool Profile</b>	
<b>Total Enrolments</b>	140
<b>Year Levels Offered</b>	7-12
<b>Student Population</b>	Co-Educational
<b>Principal</b>	Mrs Laretta Graham
<b>Parish Priest</b>	Fr Daruisz Osinski
<b>Parish Number</b>	(07) 4057 6055



### About our School

Welcome to our first Annual Report. We are so pleased to announce the overwhelming success of our first year of operation.

We opened in 2022, with 150 students. Newman Catholic College is Cairns' newest and most innovative school. It is designed to support and nurture innovative thinkers. Newman Catholic College has the added advantage of being the first Catholic school in Australia to be co-located with a university. Our new, four-level building co-located with James Cook University, Cairns, will add a new year level every year to become a full secondary college, by 2027.

Our beautiful college is purpose built. New, technology-rich environments are proving to deliver a greater impact than the more traditional spaces, and carefully selected teachers are comfortable using digital resources to enhance learning and teaching. Technology is deeply integrated into classroom practice and used across the curriculum. Although students in Year 7 would traditionally not have the opportunity to select subjects, creating subjects that integrate multiple learning areas allows us to provide students with choice while they experience a broad range of subject areas. The revolutionary range of study options include game development, robotics, mountain bike riding, performing arts, marine sciences, personal finance, outdoor education and three languages to mention a few.

Our aim over the next five years is to further explore opportunities for working in partnership with James Cook University, other schools, industry, government and not working in isolation. This is the only way we can continue to provide a world-class education and the very best for each individual student. A key element of our mission is to always remain relevant, contemporary, adaptable, and agile enough to respond to future change. This will be Newman's way of serving our community.

Last year we participated in two strategies provided by our Catholic Education Services to drive our school improvement at Newman. These Diocesan strategies ensure system shares the load of achieving our high-quality education goals. These two strategies are: Partnering with Lyn Sharratt in the Clarity Project and MTSSE Multi-Tiered School Support Project led by Professor Shiralee Poed.

As a Catholic school, with a Christ-centred mission, Newman Catholic College celebrates the dignity, uniqueness, and diversity of each student. Our school is defined by its commitment to welcoming all who seek to share our life and values. This is reflected in our inclusive practices, which are foundational to the ethos of our college, and form part of the pastoral, spiritual, intellectual, and social development of all students.

Newman Catholic College is distinctive in so many ways. Much of its magical appeal radiates from the exceptional visionary architecture that permeates every facet of this complex building. On entering Newman, you discover new and exciting features intentionally placed to encourage students and staff to think. The strong mathematical undertones add to its intrigue making this design perfect for a “John Henry Newman” school.

## Characteristics of Student Body

Male	Female	Unspecified	ESL	% Catholic	% First Nations	% NCCD	ICSEA
69	71		0	50.7%	12.8%	24.3%	1074

Enrolment Trend:

2017	2018	2019	2020	2021	2022
					140

## School Annual Improvement

### Priority 1 - Encounter and Priority 4 - First Nations

*Goal* - NCC will enhance the Catholic Identity of Newman Catholic College through targeted formation of staff and students in alignment with the Encounter Catholic Identity Framework.

*Goal* - NCC will provide a range of Student Leadership and Service opportunities and a pastoral program that ensures students are valued, feel supported and have a voice.

Strategies:

- Develop a short- and medium-term Catholic Identity Professional Learning and Formation Plan for the College.
- Provide a variety of prayer resources for staff and student use.
- Development of RE curriculum scope and sequence.
- Establish House names based on Catholic Doctors of the Church / Saints that align with our charism.

### Priority 1 - Encounter and Priority 4 - First Nations

*Goal* - NCC Supports the Uluru Statement from the Heart providing the opportunity for a better future for First Nations students and staff.

- Ensure that First Nations communities and families are honoured and their cultures and beliefs respected.

*Goal* - NCC will engage with the Parish RCIA program

Strategies:

- RAP Committee to meet regularly and finalise the RAP.
- Celebration and recognition of key first nations dates.
- Explore options for staff retreat – On Country experience.
- Continue engagement with Traditional custodians.
- First Nations element integrated into House system.
- Leaders at NCC will engage with First Nations Knowing’s course.
- Encounter in Country Experience to Waiben in Conjunction with JCU.
- NCC will offer the Journey to Easter Program.

### Priority 3 – Learning and Teaching Documentation and Priority 1 - Encounter

*Goal* - NCC staff will create high quality Learning and Teaching documentation consistent with system requirements.

Strategies:

- Collaboratively develop whole of school documents.
- Reinforce use of LMS and planning templates.
- Scaffolded timelines for provision of L&T documentation.
- Document deliverables discussed with each HOD during their PGIAP process.
- Unpacking of system requirements during PLT.
- Involvement of NCC staff in system networks.

### Priority 6 – Workforce

*Goal* - NCC will build the capacity and capability of staff in all Diocesan Systems (SIS) and NCC Programs.

Strategies:

- Skill new staff in the following systems:

BI Tool Timetabler	Page Up
eMinerva	Canvas
Daily Organiser	Parent Slip
Tentacle	SRS
OnGuard	Electronic Roll Marking
NCCD/Engage	

- Develop new roles for those new positions in 2023:
  - DP- Catholic Identity and Outreach
  - HPL Leader
  - Early Career and Preservice Teacher Programs
  - eLearning Leader
- Actively Monitor Departmental Budget –to ensure no overspending.
- Model middle leader and teacher best practice.

### **Priority 3 – Learning & Teaching Documentation, Priority 6 - Workforce, Priority 8 – Significant Learning Needs and Priority 9 – Transitions**

*Goal* - Clearly articulated processes that relate to inclusion will be developed and collaboratively agreed upon by all staff.

- Staff upskilled in NCCD processes.
- Consultation between LoD and CES Inclusion team articulating legislative, Diocesan and best practise requirements.
- Whole of staff workshoping of processes once drafted.
- Inclusion documentation written.
- Co-teaching processes further developed.

### **Priority 9 – Transitions and Priority 4 – First Nations**

*Goal* - NCC will collaboratively design and plan Stage 2, & 3 Buildings ready for the BGA application process:

- To improve the marketability of the College.

Strategies:

Actively monitor Stage 2 project expenditure to ensure adherence to the budget.

- Preparation and monitoring of Department Budgets.
- Re-development of College website.
- Improved engagement through major social platforms (Facebook, Instagram).
- Organisation of Parent nights/ Parent Canvas training etc.
- Education and extra-curricular experiences offered.

### **Priority 1 – Encounter and Priority 6 – Workforce**

*Goal* - NCC Leadership will set realistic achievable goals with staff and monitor staff Well-Being during this time of rapid growth.

- Stage 2 of Newman GROWS program developed.

*Goal* - The College will support staff with Professional Learning (linked to the current Strategic Plan) which builds an inspiring, engaging and highly effective professional team of practitioners.

*Goal* - NCC will engage with the CES Work force plan in order to recruit, retain and resource staff that best meets the needs and vision of the College.

Strategies:

Develop/introduce:

- Consideration of staff regarding planning time during Student Free Days
- Finalise the Whole School Behaviour Plan through the MTSSe handbook process to support staff in their classes.
- The PGAIP Process:
  - Goals collaboratively co-constructed with individual staff members.

- Improve enrolment processes for students requiring significant adjustments.
- Ensure Position Descriptions for all new roles within the College are clearly documented.
- Co-teaching is utilised to maximum effect.
- Refine processes for managing transitions to secondary schooling.
- Refine processes for teacher management of students need significant adjustments & communicate to staff (e.g., break cards etc).
- Improve NCCD Data Collection processes.
- Develop a common understanding of our Philosophy of Learning and Teaching.

*Goal* - NCC staff will proactively develop positive relationships with James Cook University, looking for every opportunity to enhance learning for students at NCC and across the wider community. 4.1.3 NCC will support Middle Leaders to align their departments with the College Vision.

Strategies:

- Re-establishment of ETG.

### **Priority 9 – Transitions**

*Goal* - NCC will develop a fully functioning College Board and Families at Newman F@N Association. These parent and community groups will support and encourage community engagement, initiatives and afford them a voice.

*Goal* - NCC will value constructive feedback from families and community groups associated with the College.

Strategies:

- Offering Formation Sessions.
- Reviewing the constitution.
- Policy writing and direction.

*Goal* - NCC will provide a range of Student Leadership and Service opportunities and a pastoral program that ensures students are valued, feel supported and have a voice.

Strategies:

- Implement student leadership structure and documentation.

*Goal* - NCC will plan for the year-by-year introduction of a fully documented Pastoral Plan from Year 7 through to Year 12.

Strategies:

Develop/introduce:

- Cowboys' Resilience Program.
- Relationships Program/Love Bites.
- NCC Pastoral Care Program.
- Further develop the Learner Mentor Role.
- Further develop Coteaching role.
- Develop a process to monitor attendance from the Learner Mentor position through Year Coordinators to Leadership team members.

*Goal* – Improve Project Based Learning

## **Distinctive Curriculum Offerings**

Although the College is in its second year, Newman Catholic College is undergoing planning for a staged delivery of curriculum implementation to ensure effective learning and teaching across the secondary schooling experience. Stage 1 (years 7 & 8) is currently operating, with Stages 2 (years 9 & 10) and 3 (years 11 & 12) currently under planning. The goal of the staged process is to implement curriculum through age-appropriate strategies that enable effective transition from primary school to tertiary education or the workforce.

In Stage 1, NCC implements the Australian curriculum (v9) with the aim of student engagement while building foundational skills across all general capabilities with a special focus on literacy and numeracy. Several distinctive aspects of Stage 1 include:

- Co-teaching as a model of inclusion: non extension English and Maths classes have 2 teachers taking the class. Science and HASS classes with significant learning needs are also co-taught.
- Integrated units: in core subjects, several units offer richer experiences through co-curricular integration, e.g. Science, English and HASS offer a thematically integrated experience in Year 7 centred around a major reef excursion. Several electives also offer integration e.g. Game Development is an integration of Digital Technologies and Media Arts.
- Offering of electives: electives offered at this stage include French, Italian, Japanese, Music Performance, Sound Production, Visual Arts, Textiles, Food Technologies, Outdoor Education, Marine Science, Health Science, Game Development, Legal Studies, Creative Writing, Robotics, 3D Design, Engineering, Dance, Drama, Photography and more.
- Blended pedagogies: using Canvas as a platform and through our 1-to-1 laptop program, learning and teaching is enriched through the use of digital technologies.
- Links with James Cook University: our partnership with James Cook University allows for enrichment through JCU subject offerings, facilities, and expertise.
- Innovative learning spaces.
- Project-based learning.
- Progressive reporting.

## Extra Curricular Activities

Extra-curricular programs include:

- High Potential Learners Program: students with high academic capability are identified and undertake special programs and projects to harness high potentiality. Approximately 50 students across the college are part of the program.
- Basketball Academy: Approximately 75 students participate in Basketball Academy. Partnerships with Cairns Basketball and the Cairns Taipans are currently being forged.
- Soccer Academy
- Netball Academy
- Volleyball Academy
- Rugby League Academy
- AFL
- Newman Pacers (distance running)
- Mountain Biking
- Dance Academy
- Concert Band
- Instrumental Music Program
- Choir
- Strings Ensemble
- Visual Arts Club
- Chess Club
- Debating
- Participation in liturgies and masses
- National and international excursions
- Outdoor camps

## Social Climate

The Resilience Project Shares emotionally engaging stories to communities to help make the topic of mental health more accessible. The research is clear; the more positive emotion you experience, the more resilient you will be.

[2022 Year 8 Resilience Project Curriculum](#)

[2022 Year 7 Resilience Project Curriculum](#)

The Resilience Project focuses on three key pillars proven to cultivate positive *Emotion, Gratitude, Empathy and Mindfulness (GEM)*. The Program also has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health.

**Learner Mentor Group (LMG):** Through the use of a 1:12/13 ratio, LMG teachers are responsible and the first port of call for the 12/13 students they are responsible for. LMG teachers often also deliver different lessons that address topics such as organisation, gratitude, bullying and restorative justice.

Furthermore, LMG and all staff often use a restorative justice approach when repairing relationships between students.

## Parent Engagement

Parent engagement at Newman Catholic College comes in a few different forms. The main form is through the F@N (Families at Newman). This is an open forum and all parents are welcome to join. Families at times also join via ZOOM. This group meets twice a term and discusses a range of topics such as timetables, uniforms, and any items that staff have overlooked and parents would like input on.

Another strategy used for parent engagement is through our monthly newsletter where staff members give families a summary of what is occurring within the College and wider community.

Lastly, as mentioned, Newman Catholic College runs a Learner Mentor Group model where a staff member is the first port of call for 12-13 students under their supervision. The LMG teacher is in contact with his/her student's families.

## Parent Satisfaction

MYP Corporation conducted a School Results Survey with parents of Newman Catholic College (Smithfield) commencing 15 July 2022 and concluding 29 July 2022. Survey responses were received from 73 out of a total of 271 eligible respondents. This equates to a response rate of 26.9%. Newman Catholic College (Smithfield) recorded an overall satisfaction score of 82% (4.09 out of 5).

- Best practice areas include: Leadership, Resources, First Nations, Learning + Teaching, Improvement Processes.
- Fair to good areas include: Bullying + Behaviour Management, Catholic Identity + Religious Education, Safeguarding Children.

## Staff Reporting

Qualification Highest level of attainment	Doctoral / Post-doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	1	7	22	9	2

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	20	17.9
Non-Teaching Staff	15	9.30261
Indigenous	0	0

Professional Development	
Funds expended	\$15876.57
Staff Involved	100%

## Major Professional Development Initiatives

- Staff participation in the QCAA subject specific professional development for ACARA v9 implementation.
- NCCD
- Safeguarding and reporting obligations
- Literacy development (writing progressions, cognitive verbs etc.)
- Catholic Identity and Formation
- School Information Systems training
- Learning Management Systems training

Attendance and Retention	
Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days	96.20%

## Staff Satisfaction

MYP Corporation conducted a School Results Survey with staff of Newman Catholic College (Smithfield) commencing 15 July 2022 and concluding 29 July 2022. Survey responses were received from 16 out of a total of 30 eligible respondents. This equates to a response rate of 53.3%. Newman Catholic College (Smithfield) recorded an overall satisfaction score of 89% (4.43 out of 5).

- Best practice areas include: Safeguarding Children, First Nations, Catholic Identity + Religious Education, Leadership, Resources, Improvement Processes, Staff Engagement, Bullying + Behaviour Management.

## Student Reporting Data

### Average student attendance rates

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
84.17%	0.00%	0.00%	0.00%	0.00%	0.00%	84.17%

### How non-attendance is managed by the School

Newman Catholic College subscribes to the diocesan perspective that “every day of attendance in school contributes towards a student's learning and that higher rates of school attendance enhance student wellbeing and learning outcomes.”

Families are expected to report all instances of non-attendance to the College office. Where student absences are unexplained, immediate contact is made with families. Student attendance data is regularly monitored and where a student's attendance falls below 90%, intervention occurs. Our approach is a pastoral one that involves the Learner Mentor, Year Level Coordinator, and Deputy Principal working in collaboration with families to solve attendance issues by considering student needs and circumstances.

### Year 10 to 12 Apparent Retention Rate: 0.00%

## Student Satisfaction

MYP Corporation conducted a School Results Survey with students of Newman Catholic College (Smithfield) commencing 15 July 2022 and concluding 29 July 2022. Survey responses were received from 77 out of a total of 137 eligible respondents. This equates to a response rate of 56.2%. Newman Catholic College (Smithfield) recorded an overall satisfaction score of 75% (3.75 out of 5).

- Best practice areas include: First Nations.
- Fair to good areas include: Learning + Teaching, Resources, Leadership, Improvement Processes, Safeguarding Children, Catholic Identity + Religious Education.

## Year 12 Outcomes

Number of students unless otherwise stated.

SEP	QCIA	QCE	VET	SAT	Cert I awarded	Cert II awarded	Cert III awarded	Cert IV awarded	Dip	No Outcomes	% Students QCE/QCIA/SAT/VET
0	0	0	0	0	0	0	0	0	0	0	0.00%

SEP - Senior Education Profile

QCIA - Queensland Certificate of Individual Achievement

QCE - Queensland Certificate of Education

VET - Vocational Education and Training

SAT - School-based Apprenticeship or Traineeship

No Outcomes - Number of Year 12 completers who were not:

- Participating in a SAT while at school; and/or
- Awarded a QCE, QCIA, or VET Certificate/Diploma

## **NAPLAN**

NAPLAN results are available from My School Website:

## **Funding Reporting Data**

School funding breakdown is available from My School Website: