

Making
education
meaningful

2024 Annual Report



Our Mission

At Newmark Primary we equip our children with the emotional strength and practical know-how to contribute to and change their community for the better. So they can make a meaningful mark on today, and tomorrow.

We inspire children to be curious learners, empathetic thinkers and courageous doers through authentic learning grounded in real-life experiences. We immerse children in the world around them, showing them the problems and opportunities in it.

We encourage children to be bold - to question the status quo, to get stuck in and make their mark. Giving them the emotional strength and practical know-how to find solutions that propel positive change in their communities and beyond.



Our Approach

Our approach to teaching and learning is informed and supported by a range of trusted theories, frameworks and principles. We have built our educational philosophy on firm foundations.



5 ways to wellbeing

Our incorporation of the 5 ways to wellbeing equips our children to live balanced and meaningful lives that change community for the better.



Human-centred design

Our inclusion of the human-centred design process empowers our children to solve problems in the real world.



Social enterprise business

Our focus on the social enterprise business model enables our children to create a fairer and more sustainable world.



Growth mindset

Our goal and growth orientation encourages both intrinsic motivation and a love of learning.

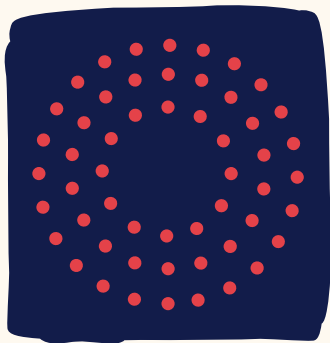
Our Beliefs

Our beliefs inform the design of our teaching and learning program. We believe that all people should continually grow, should intentionally contribute to creating better community and should be aware of the impact of their decisions and actions.



We grow

We nurture empathy, curiosity and resilience to grow children into well-rounded humans.



We contribute

We equip children to be conscious decision makers and collaborative problem solvers in their communities and beyond.



We impact

We empower children to have a meaningful and sustainable impact on the world around them.



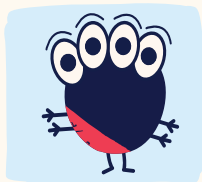
Our Values

Our values guide our interactions and conversations at Newmark Primary, creating a rich culture of collaboration, contribution and courage.



Find a way

We value bravery. We aren't afraid to get stuck in and to build and pioneer new ways of doing things.



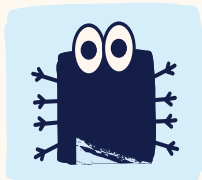
Better together

We champion collaboration within communities in order to reach a common good.



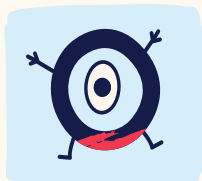
Keep it real

We don't shy away from what is real. We value genuine connections and experiences, and we seek them out.



Go beyond

We make time for others and go beyond what is expected, putting positive contribution at the heart of everything we do.



Know your impact

We see the perspective of others. We listen and take a moment to consider the impact of our words and actions.



Make someone's day

We build each other up, and use acts of kindness to spread joy, drive change and create a safe space for everyone.



Our Reflection

2024 has been another great year at Newmark Primary with a focus on program development, campus improvement and system enhancement.

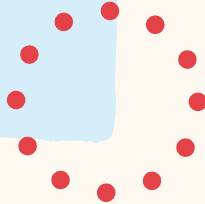
We continue to be extremely grateful for all our committed and supportive families, our kind and hardworking team and of course, our enthusiastic and curious children.

As a community we have had another year of working together to make education meaningful!



Amanda Tawhai

Principal



2024 has been another great year, with a focus on improving the efficiency of our data management and communication systems. Following a major review of the school's platforms, we made a number of changes resulting in significant improvements across the school community. The following platforms were introduced throughout the year:

- Enquiry Tracker - A data management system to help us keep track of prospective families;
- Sentral - A data management and communication system for our current families and staff; and
- Employment Hero - a HR and payroll platform for staff.

During 2024 we also kicked off our first Family Engagement Group to help oversee the school's major fundraiser and to encourage greater connectivity in our parent community. This group of parents organised a fundraiser that made more than \$20,000.00 for the school, which was spent on new outdoor furniture for our children.

We also expanded our offering of programs to include Performing Arts and Auslan, as well as structured Intervention in Literacy.





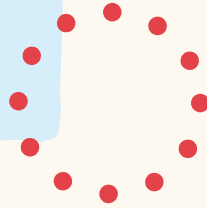
Our Programs

Our Project Ventures in 2024 continued to engage and empower children to take action in the real world to create positive change. These term-long learning experiences are the heart of our teaching and learning program, moving from building knowledge, to exploring needs and issues, and finally to taking action to create change. Our Project Ventures are based on the human-centred design process, a framework which equips children to create stronger communities and a better future.

Throughout 2024 we introduced and developed some new programs at Newmark Primary. For example:

- we introduced a new approach to Creative Arts, synthesising Performing Arts (drama, dance and music) with Auslan (sign language);
 - we implemented a more robust Intervention Program across the school, to support children in Literacy; and
 - we continued to develop our Expert Program with a focus on resource development and system design. We are now seeing the fruition of this program with children applying their 'expertise' to product designs during Project Ventures.
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Project Ventures



TERM 1: Game Design

Our Year F/1 children explored different types of play and how force (push and pull) is used in play. They used this knowledge to create engaging toys for Cooper and Kids, and sensory friendly play resources for young children at Baby Sensory.

Our Year 2/3 children explored different types of games and how force (push and pull) is used in games. They investigated how games can be used to form positive social connections. They made a range of fun games for the residents of Trugo Place to get to know each other, and board games for new children at Newmark Primary to build connections.

Our Year 4/5 children investigated gamification and how it can be used to change habits. They used gamification and simple/complex machines to create resources that help change habits at Victoria University and CKI Systems.



TERM 2: Communication

Our Year F/1 children explored the five senses, and the role they play in how we express emotions and communicate with others. They considered what happens when one of these senses is disrupted. They worked with Busy Bees Childcare Centre to create a range of Braille and Auslan resources to help children with different sensory needs communicate with each other.

Our Year 2/3 children explored non-verbal communication, and how it makes up a HUGE part of how we communicate with one another. They worked with Living Without Boundaries to create short social story films to help neurodivergent children understand and interpret body language in challenging social situations. They also teamed up with Hobsons Bay City Council to create a story about our multicultural community, and Willi Travel to create symbol cards that can be used by travellers to communicate with people who speak different languages.

Our Year 4/5 children explored digital and visual communication, and how this can impact our social and emotional wellbeing. They worked with two local psychology practices - Mind in Mind and Mind Up to create short films and artworks depicting the emotional impact of digital communication.



TERM 3: Human Body Systems

Our Year F/1 children explored the musculoskeletal and circulatory systems, and how we need to eat a rainbow of foods to help power and fuel our bodies. They created a cookbook with healthy gluten-free recipes for Coeliac Australia, and a cookbook with affordable and easy to prepare recipes for Latitude - Directions for Young People.

Our Year 2/3 children explored the digestive system, and how our gut and brain are connected! They used this knowledge to create a range of gut-friendly recipes for people with IBS and diabetes, and shared these on Aprille Nutrition's website.

Our Year 4/5 children explored the endocrine system, and the gut-brain connection. They found out how hormones and neurotransmitters can be influenced by our diet and our actions. They created a range of 'good-mood-food' recipes for young people at Laverton College, and a range of serotonin-releasing resources for the elderly residents at Trugo Place.



TERM 4: Social Enterprise Businesses

Our Year F/1 children explored natural resources like wood and metal, and how they are highly recyclable. They upcycled aluminium cans into tin lanterns, with over 50% of their profits going to Pali Bags. They also rescued and upcycled old coffee tables and turned them into wooden serving boards, with over 50% of their profits going to Waverly Social Enterprises.

Our Year 2/3 children explored how human-made resources like plastic and glass are created. They discovered that while they're both highly recyclable, their production can have a negative impact on the environment. With this in mind, they upcycled glass bottles to create drinking glasses, with over 50% of the profits heading to Think Glass. They also made bags out of upcycled clothing and bedding, donating over 50% of their profits to Assembled Threads.

Our Year 4/5 children explored e-waste, and how the collection of the materials required to make electronics are harmful for people and the planet. They collected a range of e-waste, and turned it into a huge array of products. These included jewellery, accessories and homewares. Over 50% of their profits went to Green Collect.



Year 6 Program

Leaning on the work of Arne Rubinstein, we use the principles of Rites of Passage as the framework for our Year 6 program. We have categorised the different components of the Year 6 program to align with these key principles: celebration, storytelling, challenge, voice and honour.

The Year 6 program includes volunteering at local organisations, the launch of a social enterprise business, leadership development and mentoring, a journey-based camp and trip to the Northern Territory and a deep exploration of identity in the physical and digital world, resulting in a very special art exhibition and poetry recital.

Our tweens engage in semester-long Project Ventures, giving them time to develop knowledge and skills that will set them up for a successful future.

Semester 1: Identify Formation

Semester 2: Social Enterprise



Performing Arts

This year we introduced a structured Performing Arts program which has been a great success! Our children participate in Performing Art sessions each week exploring concepts of drama, dance and music. We have also incorporated aspects of Performing Arts into our Community Huddle program, with children learning body percussion routines and singing around the campfire on Friday mornings. As part of this initiative some of our children have become regular members of our singing club, performing for families at different events.

Auslan

We also introduced Auslan as our language this year, integrating it with our Performing Arts program. Auslan has not only increased the 'hands-on' nature of our program, it has also connected us with the Deafblind community. We have been fortunate enough to have the support of staff at Deafblind Victoria in setting up this program, and helping to immerse us in this community and culture.



Outdoor Education

Adventure Sports

In 2024 our children had the choice to participate in a variety of Adventure Sports, with the aim of building courage and resilience. These sports included dance, taekwondo, cycling, surf sports, canoeing, orienteering, tennis, rock climbing, scootering, skateboarding and sailing. We also introduced two new sports to the mix: parkour with Melbourne in Motion and bouldering with ClimbWest.

We continued to participate in interschool sport to encourage greater teamwork, including teams in the Altona district T-Ball and AFL competitions. We progressed to the Hobsons Bay Division finals in both sports! In addition to this, we continued to support participation in one day interschool events such as cross country running, swimming and ski sports.



Camp Program

As part of our Outdoor Education program we once again ran our schoolwide camping experiences. Our camp program began with a night-time experience on campus with Foundation/Year 1 children and culminated in a journey-based camp and trip to the Northern Territory with our Year 6 tweens.

During these camps our children developed high levels of independence and confidence, while having loads of fun with friends.

- Year F/1: Slept at school for a night.
- Year 2/3: Slept at ScienceWorks for a night.
- Year 4/5/6: Slept at Cave Hill Creek for two nights.
- Year 6: Did a journey-based camp at the Otways and a week-long trip to the Northern Territory.





Our Team

In 2024 our team continued to grow and expand, with the addition of the following staff members:

- Performing Arts educator
- Auslan Linguist
- Educational Support Staff

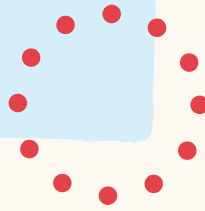
To increase the support for our children across the school, we employed Educational Support staff members for two of our cohort groups (Year F/1 and Year 2/3). Our ES staff support children with additional needs and run our literacy intervention program using structured resources.

Our educators participated in professional development which focused on improving the quality of our reading and writing programs at Newmark Primary. This included a deep dive into The 6+1 Traits of Writing and the Writing Process. The aim of the professional development was to ensure a consistent approach across the school and a clear understanding of the pedagogy we use in our Literacy Program.





School Board



Kane Thornton: Chair - Non-Executive Director
(03/10/2019 - 27/11/24)

Kane Thornton is Chief Executive of the Clean Energy Council, the peak body for the renewable energy industry in Australia.

Kane has more than fifteen years experience in climate change and energy policy and leadership in the renewable energy industry including as a political advocate, public presenter and media spokesperson.

Kane has held a broad range of advisory and board roles with government and non-government organisations in the climate change and energy sector. He has previously held the role as Chair of national community sustainability organisation Renew and as Deputy Chair of Victorian Government agency Sustainability Victoria, including serving as Chair of the board Audit, Risk & Finance Committee.

Kane is a graduate of the Australian Institute of Company Directors, has a Masters in Social Science and Bachelor of Information Technology.

David Hanrahan - Non-Executive Director
(011/11/2019 - 20/02/2024)

David is a senior marketing executive with 20 years' experience in financial services, health insurance, resources and energy sectors. Highly commercial connector of marketing activity with sales and business outcomes, across both B2B and B2C.

Experienced leader of teams from insights and strategy through to campaign execution and commercial activation.

Tanya Tran - Non-Executive Director
(011/11/2019 - 08/05/2024)

Tanya is a versatile leader with a track record of achieving business results. Tanya has over a decade of experience providing management accounting, strategic planning, analytics, internal audit, risk management and process engineering expertise across not-for-profit, marketing, health, education, publishing and financial services sectors.

Tanya has been CFO and Company Secretary at Members Own Health Funds and the Australasian Sonographers Association. Tanya is currently the Head of Operations at Open Food Network.

Ebony Gaylor - Non-Executive Director
(08/06/2023 - 27/11/24)

A founder, speaker, author and thought leader. Ebony has worked on social and environmental movements globally, driving action by bringing together sociology marketing and creativity.

Ebony is a creative sociologist and founder/managing partner of Decade of Action, a social cause consultancy committed to putting purpose-led action at the centre of every business by 2030.

Robert Meissner - Non-Executive Director
(01/10/2020 - Current)

Robert is the Chief Financial Officer for a group of private companies that operate in the real estate, compliance, construction and advertising industries.

His experience covers areas such as financial management and control, corporate governance, human resources and commercial strategy. He started his career in private practice, before moving into industry where he has gained experience in a range of industries that include advertising, construction, retail and pharmaceutical.



Llawela Forrest - Non-Executive Director

(16/05/2023 - Current)

Llawela has more than two decades experience in marketing, communications and fundraising. During her career she has worked across the media, food and drink, hospitality, not-for-profit and social enterprise sectors; a decade of which was spent running her own business.

Her strengths lie in strategic development, ideation and storytelling, stakeholder engagement and collaboration. Llawela is values-led with a deep social justice focus that has been acutely activated over the past four years in her role as Chief Marketing Officer at Engineers Without Borders Australia. Currently she is General Manager of the Purpose Precinct - an initiative that aims to support, grow, incubate and activate the Victorian social enterprise sector.

Kirsty Mayer - Non-Executive Director

(16/05/2023 - Current)

Kirsty has practised law for over 20 years across a top tier law firm and in-house legal and commercial roles, in all instances with a focus on the construction and infrastructure industry.

Kirsty's transactional construction experience is extensive, including several major projects in Australia and New Zealand as well as the negotiation, execution and delivery of contracts in the industrial maintenance, renewable energy and rail sectors.

She has experience across dispute resolution, company secretarial, governance, insurance, regulatory (including OHS) and M&A matters, and has operated as a director, and as General Counsel leading a large team of lawyers. She is currently supporting the delivery of the West Gate Tunnel Project.



School Staff



Amanda Tawhai
Principal



Meghan Thomas
Daily Ops Lead



Annie Clayton
Curriculum Lead



Kelly Bailey
Front Office Manager



Ngaire Steele
Finance Manager



Natalie Glenton
Business Manager



Hillary Nguyen
Educator



Lilly McConnell
Educator



Ellen Gay
Educator



Janine Cuthbert
Educator



Rachel Grove
Educator



Ashleigh Deveruex
Educator



Daniel Burke
Educator



Sara Sulava
Educator



Zory McGrath
Artist



Remi Hypolite
Tinkerer



Sabrina Kinlough
Outdoor Ed / PE



Helenmarie Desmond
Performing Arts



Julia Campbell
Auslan Linguist



Tania Lozanovski
Education Support



Carolyn Hasenkam
Education Support



Our Data

We are committed to goal and growth oriented learning as we believe this fosters a love of learning. Over many years we have developed concept pathways based on the Australian Curriculum that inform the goals we set for our children.

Our aim is to make goals and growth visible for our children in all learning areas, as we believe this fosters intrinsic motivation and the desire to keep on learning.

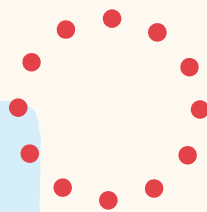
Our preference is to observe children in targeted small group workshops and use anecdotal notes to both capture their understanding and mastery, and inform next steps.

We do, of course, use a range of assessment tools and strategies to identify the starting point for our children. These tools merely confirm the starting point, after which observations and anecdotal notes inform the pace at which a child moves through concepts.

NAPLAN is one form of assessment that reflects a moment in time and is a requirement for all schools. Our view is that it must be considered in light of a broad range of information about a child.



Naplan Data



2022	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	445	416	422	428	409
Year 5	543	483	495	492	521

2023	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	443	429	423	418	426
Year 5	525	482	495	498	478

2024	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	370	386	368	363	391
Year 5	521	477	473	486	510



Attendance Data

Total number of students: 123

Girls: 67

Boys: 56

Indigenous: 0

Overall attendance: 90%

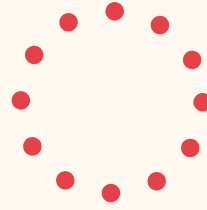


Our Finances

The school's auditors, Postan Miller and Associates Pty Ltd, have issued an unqualified audit opinion for the year ended 31 December 2024.

TOPP Schools Ltd is a not-for-profit Company (limited by guarantee), registered and domiciled in Australia. The presentation currency of TOPP Schools Ltd is Australian dollars. TOPP Schools Ltd's general purpose financial statements have been prepared in accordance with Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board and the Australian Charities and Not-for-profits Commission Regulation 2014 (ACNC Regulation).





During 2024 the school reported a loss of \$287,674. This amount included a one off, non-cash, bad debt write-off of \$113,598 which won't be repeated in the future. Therefore, bringing the underlying loss to \$174,076.

The school remains in a very strong financial position with in excess of \$1 million dollars in the bank.

Historically the school has demonstrated strong financial management, resulting in decreased annual deficits from 2016 - 2018, and increased annual profits from 2019 - 2023.

The 2024 result was expected and can be explained by predictable variations and planned step changes which include:

- expected changes in enrolment numbers;
- planned changes to staff salaries;
- planned write-off of bad debt; and
- expected increases in the cost of operations.

Enrolment Numbers

Historically, we have had smaller numbers of Year 6 students exiting and larger numbers of Foundation students entering the school. This has been a predictable trend, resulting in stable enrolment numbers over a number of years. This trend changed in 2023, with our largest number of Year 6 students exiting and a similar number of Foundation students entering. This was an expected step change for the school.

Employment Costs

Historically, employment costs have remained the school's largest expense, and have consistently occupied less than 60% of total expenditure (typically in schools, employment costs occupy a minimum of 65%).

While staff salaries have always been above Award Wages, up to and including 2023, the school has not matched the Government System salaries. With salaries sitting just under Government System wages, and with the onset of the teacher shortage following COVID-19, the school experienced significant difficulties securing and retaining staff. This impacted the stability of the teaching and learning program. Both the directors and leadership team agreed that matching Government System salaries was necessary to secure and retain staff. While this impacted the operating budget, this step change in salaries resulted in higher staff retention and greater stability for the school.

Depreciation, Amortisation and Finance Costs

Depreciation and Amortisation (\$379,527) and Finance Expenses (\$234,515) reflect costs associated with loans, leases, and other financing arrangements, including the impact of AASB 16, which requires the capitalization of lease liabilities.

Future Forecast

As the 2024 result was expected, based on future forecasts of student numbers, we expect that this result was a one-off and that our future financial performance will deliver similar results to prior years.

Revenue

Total Revenue: \$2,962,020

Total revenue consisted of:

Tuition fees: \$1,518,840

Commonwealth and state funding: \$1,261,611

Other Fees \$75,767

Other Income: \$105,802

Expenses

Total Operating Expenses: \$3,249,694

Total operating expenses consisted of:

Teaching and Educational Resources: \$273,382

Employment: \$1,966,566

Occupancy (does not include rent as AASB16 applied): \$88,439

Administration and Consultants: \$122,646

Insurance: \$63,122

Finance Expenses: \$234,515

Depreciation and Amortisation: \$379,527

Bed Debt Write-off \$113,598

Other Expenses: \$7,899



Our Contacts

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Website: www.newmark.vic.edu.au

Location

126-128 Nelson Place, Williamstown 3016
Victoria, Australia



We are a team gathering and learning on the traditional lands of the Bunurong people of the Kulin Nation. We acknowledge their ownership of the land and waters, and pay respect to their Elders past and present.

