

Making
education
meaningful

2021 Annual Report

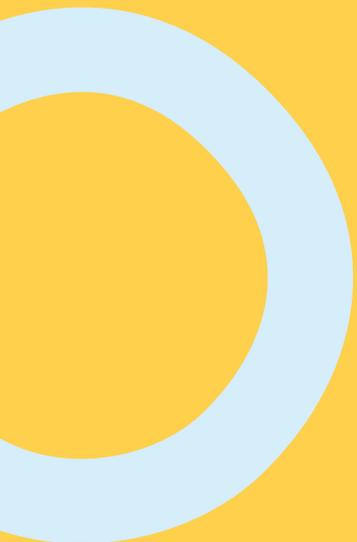




Our Reflections

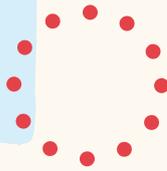
2021 was a significant and memorable year for our school. Not only was it the second year of implementing our remote learning program due to COVID-19, it was also the year that we successfully transitioned to Newmark Primary.

This final evolution of the school was a great accomplishment, signifying our independence and stability. We have now arrived at our mature platform and we are both confident and proud of our innovative offering in education.



Kane Thornton

Chair of the Board



2021 will go down as a transformational year for Newmark Primary, establishing a strong and new foundation for the future.

We refinanced the school with a great purposeful organisation, exited a difficult commercial partnership and found our feet for an independent future. Careful financial management meant we ended the year with a small surplus and continued to pay down our debt. We built a Shedlette and we changed our name, our look and feel. We are now in a position of stability, security and independence that the school has not previously enjoyed.

It is not new to say that we, and our children, live in a world that is rapidly changing. Technology, global pandemics, climate change, increasing rates of mental health conditions and changes in community connection – all of these challenges will require our education system to evolve to ensure our children are equipped with the emotional, intellectual and ethical tools they need for an uncertain future.

We spent long hours crafting and maturing systems and processes, and in our case creating a healthy learning environment, balanced with the need to keep the school running, parents happy and children engaged.

This is all the work and achievement of our amazing staff at Newmark Primary. Again and again they showed us all how to roll through COVID and continue to drive change and deliver excellent programs and support for our children. It was wonderful that the extraordinary leadership of our school principal Amanda Tawhai was recognised in receiving a principal's award in the National Excellence in Teaching Awards 2021.

With all that behind us we are set for an amazing 2022 and beyond.

Fundamental to our school's philosophy, and just as important as the wonderful start we are giving our children, is the chance to share our approach with educators around the world.

Every year the school hosts many dozens of educators eager to understand, learn, and share these fresh approaches to teaching. Taking our frameworks back into their schools and continuing the cycle of innovation and improvement. As the world continues to change, our school can light the way with our resilient and creative approach to creating the leaders of tomorrow.

All while keeping a laser focus on our purpose and the innovative education of our children. Our little school in Williamstown is now educating more than 130 lucky children, with plans to continue to grow.

Amanda Tawhai

Principal



2021 was a particularly important year for our school, as our transition to Newmark Primary signified both our independence and stability as an innovative primary school.

Reflecting on the school's first five years, it is fair to say that we have journeyed down many paths. Each step of the way we have considered how to authentically engage our children in meaningful education, and how to equip them to go on to live meaningful lives.

As with any new venture, we have had to overcome many challenges, win the trust of those around us and prove that there is a better way to educate children. Over the years, we have wrestled with how to convey our educational philosophy in language and imagery that is easy to understand and share.

This year, in partnership with Portable (a like-minded branding company) we thought deeply about the mission of the school and the key philosophical drivers that have been there since its inception. Working in consultation with staff, families and children, we decided on a new school name, as well as language and branding that captures the heart of our school's purpose and mission. We are very proud of the end result.

We chose the name Newmark Primary because our aim is to equip our children to 'make a new mark' in the world. To live as conscious, contributing citizens who can solve problems and understand their impact. In addition to this, we want our approach to 'make a new mark' in the education system, to show there is a better way. So this name seemed fitting.

We are incredibly proud of what we have achieved through this rebrand and are forever grateful to Portable for helping us capture and convey our educational philosophy so successfully.

After years of designing and building our school, we are thrilled to have arrived at our final evolution as Newmark Primary. We are confident of our offering in education and we are excited about what the future holds for us.



Our Programs

Due to COVID-19, the delivery of our program moved between remote learning and face-to-face learning for the second year in a row. While this certainly presented challenges, the agility of our program and the resilience of our community was successfully demonstrated.

Working through the design process, we created teaching and learning experiences based on our educational philosophy. Whether engaged in remote or face-to-face learning, our children connected with community groups and actioned projects that solved problems in the real world.

Our commitment to cultivating authentic learning experiences for our children was maintained in this turbulent year of navigating through the global pandemic.

During the year, our children also engaged in projects that contributed to our school rebrand. Their projects ranged from creating the value sayings and characters, to designing t-shirts and website content.



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.



Informed 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 of Wellbeing

Our incorporation of the 5 Ways of Wellbeing equips children to live balanced and meaningful lives that change communities for the better.



Human-centred Design

Our inclusion of the Human-centred Design process empowers children to solve problems in the real world.



Social Enterprise

Our focus on the Social Enterprise business model enables 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.



Beliefs

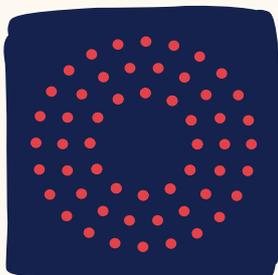


Our beliefs inform the design of our teaching and learning program. We believe that all people should continue to grow, should intentionally contribute to creating better community and should be aware of the impact of their decisions.



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.

Values

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



Keep it real

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



Find a way

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



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.



Know your impact

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



Go beyond

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



Better together

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

Projects

Our children take on projects grounded in real-world experiences. They learn through getting messy and taking action, to make their mark on the local community and beyond.

From Foundation to Year 6, our children use Human-centred Design to create solutions to problems in the world. They engage with communities, developing empathy and understanding of the problem before designing. They see their impact first-hand when projects are delivered, understanding why their learning matters.



Community Connections

Our children are frequently out and about in community, learning to value and care about local services and facilities. We believe this will shape them into well-rounded and respectful community members.

Our children learn from experts in the community, seeing first-hand how their contribution makes a difference. We seek out connections with Social Enterprises who are working to make the world fairer and more sustainable.



Outdoor Education

Adventure Sports

As part of our Outdoor Education program, our children opt into adventure sports where they are challenged to take healthy risks, be courageous, and show resilience. Their options include sailing, skateboarding, rock climbing, bike riding, scootering, orienteering, surf sports and many more.



Camping

Our Outdoor Education program also includes a comprehensive camp-based experience. It begins with a night-time experience on campus in Foundation, and culminates in a journey-based camp in Year 6.

Our children develop independence and confidence in the great outdoors during our camping adventures, while having loads of fun with friends.



Natural Environment

Our children explore and care for the natural environment as part of our Outdoor Education program. With support from local Indigenous community members, they deepen their understanding of how to live in harmony with the natural world and develop knowledge of the language and culture of the Bunurong people, the Traditional Custodians of our land.



Wellbeing

Morning Huddle

As part of our Wellbeing program, we create space for our children to be socially connected and emotionally present right from the get-go. Arriving anytime between 8.00am and 9.00am our children decide what they need to get themselves ready for learning each morning.

Do they need to reflect, connect or move?

Before transitioning into learning studios for the day, we come together for Community Huddle. During this time we share a character challenge, celebrate milestones and move our bodies!





Campfire Conversations

We understand the importance of providing time for our children to share how they are feeling and to make meaningful connections with others. Our campfire conversations each morning are the perfect time to do just that!

Sitting in small circles in our learning studios, we engage in reflective conversations, games and check-in activities so all of our children can share and be heard. We also go through the daily plan so everyone knows what's ahead.

Mindfulness

Toward the end of the day when we are starting to feel tired and weary, we take a moment to be present. We explore different ways to calm our minds and emotions through things like journaling, meditation, zentangles and listening to relaxing music.

Reset and Reflect

To finish our week, we all pitch in to keep our spaces fresh and tidy. While some of us water the plants, others sharpen the pencils and wipe down the whiteboards. It's all systems go as we work together to look after our resources and care for our environment. We also take a moment to reflect on our goals and consider our growth.





Crews

At least once a week we jump into small multi-age groups to play games, go on outings or do bits and pieces around the campus together. Our Year 6 children lead the way, helping us make new friends across the cohorts.

Lunchtime Clubs

We understand that playtimes can be tricky social environments for children. Our lunchtime clubs provide opportunities for our children to have fun and find common interests with others. These clubs include art and craft, digital-technologies, strategic games like chess, and music sessions.



Specialists

Creative Arts

We have an artist in residence who helps us with our project designs and creations. Our children learn new skills and apply them directly to products that make a difference in the world.

Music

A team of musicians offer our children different music experiences each week. From private lunchtime and after school sessions, where children can learn an instrument or join a rock band, to after lunch bucket drumming and ukelele workshops - they do it all!



Language

Our children learn to speak Mandarin and explore Chinese culture. We encourage curiosity, empathy and appreciation of others through our language program.

Opt-In Workshops

We light a path for children to deepen their understanding and skills in areas of interest and passion. From Year 2 to Year 6 our children opt into term-long workshops based on skills of production.



Tools Down Days

Celebrations

Every now and then our children have a break from the normal routine to enjoy a day of fun and friendship. These celebrations include things like storytelling and pyjama days, Outdoor Education days, Creative Arts days and even Masterchef days!

Community Days

Throughout the year our children also join with organisations across the city for a day, to contribute positively to local projects and businesses.





Our Team

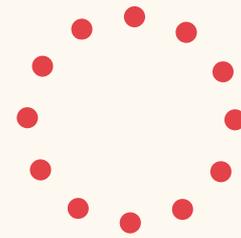
Given the turbulent nature of living in the midst of a global pandemic, resulting in numerous bouts of lockdown and remote learning in Melbourne, we were able to maintain a consistent and stable core team. With little change in board directors and staff during 2021 we were able to successfully navigate and adapt to the changes and challenges of both COVID-19 and the school rebrand.

We are thankful for each director and staff member who worked tirelessly to ensure our children and families were cared for no matter the circumstances throughout 2021.





School Board



Kane Thornton: Chair - Non-Executive Director (Appointed 3/10/2019 - Current)

Kane Thornton is Chief Executive of the Clean Energy Council, the peak body for the renewable energy industry in Australia. He 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 and is currently a member of the Victorian STEM Tech School Industry Advisory Panel. 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.

Bojana Pjanic - Non-Executive Director (Appointed 8/11/2019 - Current)

Bojana Pjanic is a CPA qualified Accountant and a Registered Tax Agent with over thirteen years of accounting experience in the corporate, public and not-for-profit sector. She has a broad understanding of tax and financial accounting processes within both small and large entities.

She has mostly worked for a private company owned by a family who have been involved in property investments, wine producing, not-for-profit foundations and a public museum.

In December 2018 she started her own Accounting Public Practice focusing on small businesses needing advice on anything from tax returns to being their Virtual CFO.



David Hanrahan - Non-Executive Director (Appointed 11/11/2019 - Current)

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

David is an experienced leader of teams, from insights and strategy through to campaign execution and commercial activation.

Tanya Tran - Non-Executive Director (Appointed 11/11/2019 - Current)

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 Fund. She is also the General Manager of Finance & Operations / Company Secretary at the Australasian Songwriters Association.

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

Robert is the Chief Financial Officer and Company Secretary of Althea Group Holdings, an ASX listed pharmaceutical company. 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.



Sam Norton - Non-Executive Director (Appointed 20/9/2019 - 10/05/2022)

Sam was admitted to practice law in 2001 having commenced his articles at Lucas and Marshman in Horsham where he did a variety of work - including property, contracts, family law, commercial litigation and criminal law.

Sam then worked in various government legal positions in London from 2002 before returning to Victoria in 2004 to work with Radford Legal - again doing a similar mix of legal work.

Sam was drawn to the criminal law by his exposure to it and the opportunities it provided to assist the marginalised and underprivileged. He moved to Melbourne at the end of 2006 to join what was then Robert Stary Lawyers - now Stary Norton Halphen.

Sam obtained his accreditation as a criminal law specialist in 2008 and became a partner of the firm in 2010. The firm has expanded significantly during Sam's initial partnership with Rob Stary and there are now 4 partners and 20 lawyers.

Sam was a member of the executive committee of the Law Institute of Victoria's criminal law section and was co-chair of that section for 2 years. He has also been a member of the management committee of Liberty Victoria and is currently their Senior Vice President. Sam has also volunteered as both a solicitor and consultant for the Inner Melbourne Legal Service (formerly the North Melbourne Legal Service).

School Staff



Amanda Tawhai
Principal



Kim Staples
Curriculum Lead



Martin Jonas
Expansion Lead



Melinda Male
Business Manager



Hillary Nguyen
Educator



Hannah Van Stebbing
Educator



Ellen Gay
Educator



Charvi Bhagat
Educator



Sara Sulava
Educator



Annie Clayton
Educator



Sabrina Kinlough
Educator



Meghan Thomas
Educator



Sarah Borracci
Educator



Simon Huang
LOTE Specialist



Zory McGrath
Artist



Teresa Abate
Front Office Manager



Sanja Erdevicki
Learning Support



Our Data

We are committed to goal and growth oriented learning at Newmark Primary. Over many years we have developed concept pathways based on the Australian Curriculum. We use these pathways to set stretch goals for our children and to monitor their growth.

We aim to make goals and growth visible for our children in all learning areas, as we believe this fosters intrinsic motivation and a love of learning.

Our preferred assessment strategy is to observe children in targeted small group workshops, using anecdotal notes to capture growth.

In addition to this, we use a range of assessment tools and strategies to identify the starting point for our children. These tools confirm the point of need, after which observations and anecdotal notes inform the pace at which a child moves through concepts.

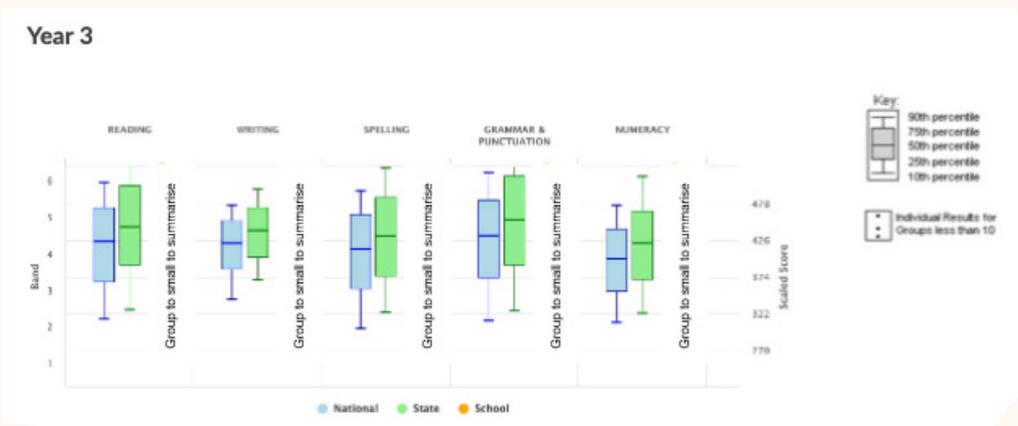
Naplan is one form of assessment that reflects a moment in time and is a requirement for all schools. Our view is that it must be considered in light of a broad range of information about each child.

In cases where year level groups are below ten children, Naplan results only show individual achievement and are not included in the group summaries.



Naplan Data

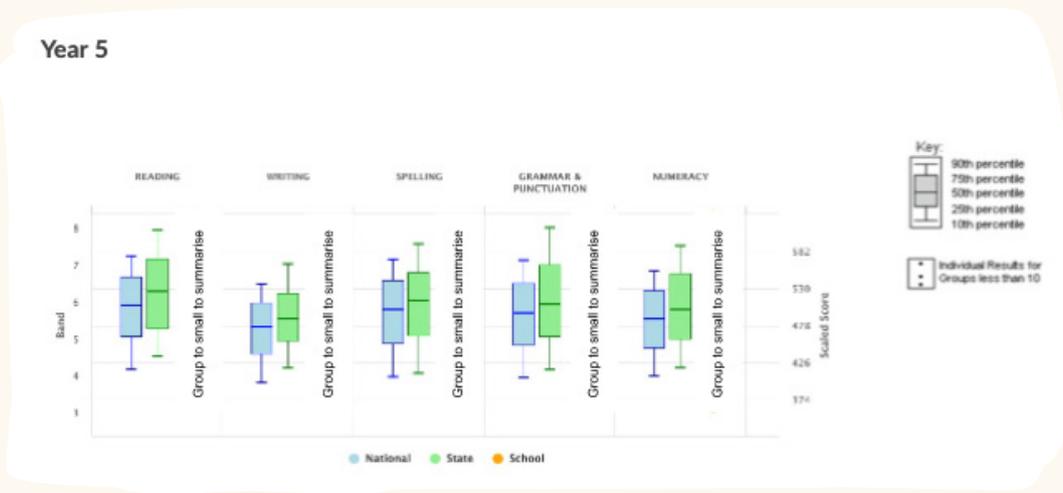
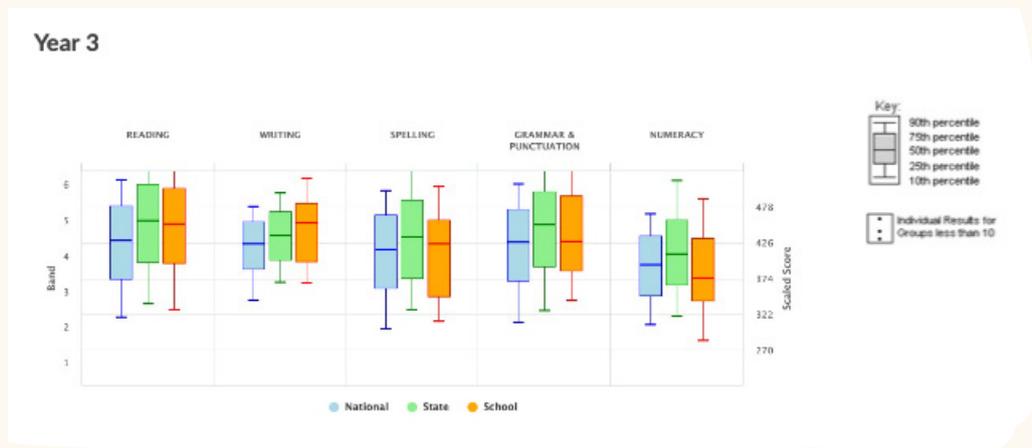
2019



2020

Due to COVID restrictions NAPLAN was cancelled so no results are available.

2021



Attendance Data

Total number of students: 129
Girls: 61
Boys: 68
Indigenous: 0
Overall attendance: 93%



Our Finances

Due to another year of strong financial management, in 2021 the school had an annual profit of \$210,702.00. Employment costs remained the school's largest expense at \$1,417,388.00 which was 56% of total expenditure.

Navigating through the second year of COVID-19 challenges, the school focused on the retention of staff, and on supporting families experiencing financial difficulties as a result of the pandemic. The largest impact on the school was the relocation of families to both regional Victoria and interstate. However we were not impacted to the same extent as other Independent Schools as we offered: a strong remote learning program; short-term hardship scholarships for families in need; and mid-range fees which remained the same for the second year in a row.

With the school's improved financial position, we were also able to engage an independent financier SEFA to refinance our start-up loans. Letters of offer were provided in November 2020, and were executed early in 2021.

The school's auditors, LDB, have issued an unqualified audit opinion for the year ended 31 December 2021.

TOPP Schools Ltd is a company limited by guarantee, incorporated and domiciled in Australia, presented in the Australian currency and is a not-for-profit entity. These 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).





Revenue

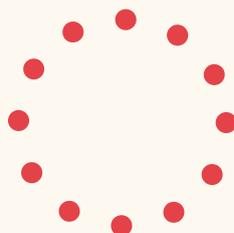
Total revenue: \$2,731,872.00

Tuition fees: \$1,453,105.00

Commonwealth and state funding:: \$1,105,234.00

Other income: \$173,533.00

Expenses



Total Operating Expenses: \$2,521,170

Teaching and Educational Resources: \$150,214.00

Employment: \$1,417,388.00

Occupancy: \$85,010.00 (does not include rent)

Depreciation and Amortisation: \$372,905.00

Administration and Consultants: \$150,509.00

Finance: \$270,038.00

Other Expenses: \$75,106.00



Our Contacts

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Phone: 03 8560 4466

Website: www.newmark.vic.edu.au

Facebook: www.facebook.com/NewmarkPrimary

Instagram: www.instagram.com/newmarkprimary



Location

126-128 Nelson Place, Williamstown 3016

Victoria, Australia

We are a team living, working 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, present and emerging.