



2025 Annual Report



**NEWHAVEN
COLLEGE**

IN QUIETNESS AND CONFIDENCE SHALL BE YOUR STRENGTH

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PRINCIPAL'S REPORT



At Newhaven College, our strategic direction, *Hearts & Minds*, continued to guide our decision-making through the keys of Learning, Community, Care, Sustainability, and Innovation throughout 2025.

The core business of all schools is student learning. At Newhaven, our learning mantra is “Deeply know each student. Honour and enrich their unique learning path.” Overseen by our Director of Learning, Karen Milkins-Hendry, this mantra continues to guide every learning decision we make.

In 2025, our Junior School deepened its commitment to the Science of Learning, with the effective implementation of explicit direct instruction a standout achievement. In the Middle School, a vibrant learning culture saw students celebrate their effort and growth. The first year of our reimagined Year 9 programme was a resounding success, combining field experiences, authentic projects, and rigorous core learning to deliver meaningful results

Our Senior School continued to model involvement, commitment, and dedication, and we were particularly proud of the outstanding VCE results achieved by our Class of 2025. Of the cohort, 18.4% earned an ATAR above 90, while over 35% attained an ATAR above 80. The College’s median ATAR of 71.55 reflected the dedication of our students and the support of our hard-working staff. Congratulations to Lara Smyth, our 2025 College Dux, who achieved a remarkable ATAR of 99.15.

Our students, led by School Captains Gabriel Di Falco, Isaac Savona, Grace Howlett, and Abby Pappas, exemplified selfless service throughout the year. Their fundraising initiatives raised over \$14,000 for the Bali Children’s Foundation, reflecting the generosity and compassion that define our school community. This graduating cohort was a wonderful presence within our community, and their hard work, enthusiasm, and positive attitude were reflected in exceptional outcomes.

Student wellbeing remained central to our school’s mission. Our vertical House pastoral care system provided personalised support and meaningful connection for each student in the Middle and Senior Schools, while our paired-classroom model in the Junior School ensured that care was embedded in every interaction. The College’s emphasis on respectful relationships among students, staff, and families continued to foster a nurturing environment in which everyone felt valued.

Our Student Representative Council continued to advocate effectively for students, regularly engaging with the College Leadership Team on key decisions, including improvements to student amenities, expanded canteen options, and the establishment of an academic support club.

Our school once again excelled in sport, with strong performances across team and individual competitions. SEISA sport was a highlight: the College won team premierships in every season and claimed individual age-group titles at sporting carnivals. The completion of the new mountain bike flow track, driven by our dedicated MTB parent group, was a particular achievement.

The arts continued to thrive in 2025. Our production of *Xanadu* in May, directed by Karen Milkins-Hendry, dazzled audiences and showcased extraordinary talent. Complemented by September’s Spring Concert, VET Music nights, soirees, and exhibitions, our students demonstrated outstanding creativity across the performing and visual arts.

Our commitment to global learning was again evident. Eighteen students travelled to Borneo in July on a service trip, engaging in meaningful volunteer work and building connections with local communities. Our enriching exchange with Ibaraki Christian School continued to provide valuable cultural experiences, both for the families who hosted Japanese guests and for our students who visited Japan in September.

Our Parents and Friends Association continued to play an integral role in fostering community spirit. Led by Chair Angel Chambers, together with committee members Jenni Lewandowski, Kay Kondarios, Chantelle Manallack, and Joanne Vohland, their activities and fundraising enriched our school immeasurably. I thank them sincerely for their tireless contribution.

I extend my sincere thanks to our College Board members for their unwavering support and governance of the College, especially David Jobe for his leadership as Chair, along with Rebecca Naughtin (Deputy Chair), Kylie Holmes (Treasurer), Graham MacGregor, Damien McKenna, Steve Morris, and Tracey Costello. I particularly wish to acknowledge former Board member Mr Simon Manning, who was presented with Life Governorship in May for his outstanding dedication to the school.

My thanks go to all staff who continue to provide our students with the highest level of care, support, and teaching—in particular, our College Leadership Team: Karen Milkins-Hendry (Director of Learning), Alan Nolan (Director of Business), Cath Huther (Head of Junior School), Ralph Arceo (Head of Middle School), and Brett Torstonsen (Head of Senior School). Our staff’s professionalism, care, and dedication are at the heart of everything we achieved.

The year 2025 was one of remarkable achievement and growth at Newhaven College. Our students continued to excel and inspire, and the increasing demand for places affirms the strength of our community and the quality of our educational offering. We look forward to building on this momentum in 2026.

In Quietness and Confidence Shall Be Your Strength

Tony Corr
Principal

CHAIR'S REPORT



2025 marked two decades since the construction of the first building on our 33-hectare campus: the Year 9 Environmental Centre. Ahead of its time, its innovative solar passive design and beautiful outlook over the eastern arm of Western Port towards the Bass hills speak to our community's commitment to sustainability and the central role of the environment at Newhaven. Sustainability is one of the five keys in our strategic direction - along with learning, care, community, and innovation - and the environment has been an integral part of our College's identity since foundation.

2025 saw the installation of the College's first battery, plus a further 50kW in solar panels bringing the total to over 320kW, significantly reducing ongoing energy expenses, and - in combination with our carbon neutral school buses - keeping us on track to achieve Net Zero by 2026, four years ahead of schedule.

A deep connection to our unique environment forms part of our College mission. In Junior School, local landscape architecture firm Orchard Design created a new interactive playspace which celebrates our local environment. Developed with extensive input from College staff, and delivered by local contractor Earth Design Landscapes, the new playground brings to life, in miniature, iconic local landmarks including the Pinnacles, Rhyll Inlet, Cat Bay, the bridge and the Woolamai Surf Beach.

Local builders TS Constructions were engaged to deliver the expansion of the Junior School assembly space as well as two new Junior School classrooms. These new classrooms are the first step in a long-term plan to increase capacity from two to three classes at each year level throughout Junior School and in the first two years of Middle School.

Strong demand for additional Junior School and early Middle School places is a testament to the College's high-quality learning program, and a credit to our hard-working teachers and staff.

Projected enrolments for our College's traditional Year 7 entry year are also exceptionally strong; however, the College Board remains committed to maintaining our current limit of four classes per year level to preserve our familial, secure and supportive environment, where every student is known.

For the College Board, this year was significant as it saw the commencement of our long-planned transition from our existing dual governance structure of Newhaven College Co-operative Limited and Newhaven College Pty Ltd, to a single Public Company Limited by Guarantee.

This new legal structure is the most common for independent schools, not-for-profits and charities and has advantages in terms of operation and compliance, reduced administrative costs and simplified governance.

I would like to thank and acknowledge each of our hard-working volunteer Board members: Deputy Chair and Project Group Chair Rebecca Naughtin, acting treasurer Tracey Costello, Steve Morris, Graham MacGregor, and Damien McKenna. Beyond their shared fiduciary duties, each of our directors also contributes important professional expertise in areas such as architecture, project management, risk governance, organisational governance, Artificial Intelligence, and law. It is a privilege to work with such an outstanding group of people.

2025 saw the retirement of two key directors who have each made an important contribution to the governance of our College. Past deputy chair Megan White served as a director for over seven years, and Kylie Holmes who joined the Board in 2022, served as Treasurer and chair of our Finance, Audit and Risk committee.

The Board works closely with our Principal and Director of Business to help guide our journey as we strive to meet the aspirations of our community who founded the College forty-five years ago. The Board acknowledges the hard work of our Principal and his leadership team throughout 2025 and congratulates them for the way in which they have risen to innumerable challenges, with grace and good humour.

The Board commends the efforts of each of our hardworking teachers and staff. Their professionalism, dedication to our College values, and ceaseless commitment to continual improvement are valued by our community - and make a real difference in the lives of our students.

Finally, the Board recognises our parents, friends and community members, who are each an integral part of what makes us Newhaven College. Our families have never just taken a passive role in the education of our students. They are all active participants, and this involvement - the everyday collaboration between home and school - is critical to ensuring each of our students has the opportunity to realise their full potential.

David Jobe
Chair, Newhaven College Board of Directors

THE SCHOOL IN CONTEXT

Newhaven College is an independent co-educational school providing diverse educational opportunities for students from Prep through to Year 12. We focus on each student as an individual, ensuring their interests, aptitude and self-esteem can be developed. The College offers excellent facilities and extensive grounds within the beautiful and unique Phillip Island environment. We pride ourselves on our diverse and friendly community, where our strong pastoral care program enables each student to feel safe and confident.

We are a non-selective ecumenical school and we encourage students from all learning backgrounds to achieve their personal best. There is an unwavering focus on teaching and learning supported by a diverse range of co-curricular activities, offering opportunities for children to pursue personal interests whether they are in sports, on the stage, or in developing their leadership skills.

We draw students from across the Bass Coast and South Gippsland Shires, with 12 buses transporting students to the College each day.

OUR VISION

Inspire young people with knowledge, empathy and curiosity to engage in their world with confidence and a sense of purpose.

OUR MOTTO

In Quietness and Confidence Shall Be Your Strength

(Isiah 30:15)

OUR VISION

To be a thriving learning community where young people are thoughtful, caring, and courageous.

We strive to provide personalised learning experiences which stem from authentic relationships and a deep connection to our unique environment. In doing so we aim to instil high expectations, promote innovation and encourage critical thinking.

OUR VALUES

Respect

Honesty

Empathy

Responsibility

Excellence

GOVERNANCE - INTRODUCING THE BOARD OF DIRECTORS

Due recognition should be given to our volunteer Board of Directors who give so much to the school. We would not be where we are today without their dedication, commitment and extremely value direction and input.

Current Board



David Jobe BEng (AeroEng) (Hons), GAICD

A past student of Newhaven College, David was a Papworth Prize recipient and Dux of the school. He served as a Pilot Officer in the Royal Australian Air Force and was manager of The Continental Phillip Island before founding Southern Sustainable Developments, a locally based company developing residential land projects with a focus on environmental sustainability. David joined the Board in 2015.



Rebecca Naughtin BArch (Hon)

Rebecca has worked as an architect, tertiary tutor and coordinator, and has sat on various Boards and panels across an array of educational sectors. Rebecca is the Principal Director of Rebecca Naughtin Architect Pty Ltd, which she founded in 2012. With experience in business, education and project management, Rebecca's skills and knowledge are perfectly placed at Newhaven College. Rebecca was a student of Newhaven College herself, and has young children of her own currently attending the College. Rebecca is looking forward to contributing to the Board for years to come.



Steve Morris

Steve has a diverse background in the IT space, which has translated into his exceptional knowledge and respect in the industry. At the beginning of his career, he worked in the USA & Europe for five years, setting up IT sourcing for large corporate clients. When returning to Australia in the late nineties, Steve developed a first-of-its-kind, internet-based B2B Commerce solution, which was integral to the company going public in 1999. In the early 2000s, after making a sea change to Phillip Island, he founded an innovative Managed IT Services business providing local and surrounding businesses with a complete range of Managed IT Services. Steve is the CEO of an ERP Software company with staff across Aus & NZ and remains a permanent resident of Phillip Island.



Kylie Holmes MBA, CPA, BBus (Accounting)

Kylie moved to Phillip Island in 2006 and has held financial management and governance positions in the water industry and previously the banking industry. Kylie is currently the CEO of Rural Financial Counselling Service (RFCS) Gippsland dedicated to supporting farmers and rural businesses with financial counselling and planning services. Kylie is passionate about supporting the communities she lives and works in; she is currently treasurer of Food & Fibre Gippsland and is a local business owner with her husband. Kylie joined the Board in 2022.



Tracey Costello MFraud & Fin Crime, CA, BBus (Accounting), GAICD

Tracey is an accomplished strategic leader with a depth of finance and governance experience across corporate, government and non-government organisations, including 10 years with a Big 4 accounting consultancy, working in Australia, USA & Canada, and more than six years as a senior executive in local and state government. Tracey is Chief Operating Officer at VETASSESS with responsibility for leading strategy, customer service, governance, finance, marketing & communications.



Graham MacGregor Meng MBA (INSEAD) CEng FICHEME GAICD

Graham has spent the last 25 years working in the global energy industry, arriving in Australia in 2007. Graham is a Partner at PwC in their Energy Transition Advisory. He has a lifelong passion for coaching and development and specialises in helping organisations to build new capabilities and to improve their governance. Graham has two children planning to attend the college in 2025 and 2027 respectively. Graham joined the Board in 2022.



Damien McKenna LLB

Damien McKenna, a Principal lawyer of Duffy & Simon, acts for numerous clients in the property and commercial areas. In addition, he has provided advice over the years for numerous independent schools, focusing on compliance, contractual and policy advice and guiding them through various legal challenges. Damien is also involved in local community, providing ongoing legal advice to local sporting clubs and not-for-profit organisations, and participating actively on several committees.

Thank you to the Board Member who stepped down from the Board in 2025



Megan White BOccThy

Megan has worked in various organisations in both the public and private sectors prior to relocating to Inverloch in 1997. She is now a Director of Sandy Cape Pty Ltd., a property development business focused on local tourism and development. Megan is also a Business Manager for the family dairy and beef farms. Megan joined the Board in 2017.

COMMONWEALTH REPORTING REQUIREMENTS

KEY STUDENT OUTCOMES

a. Year 12 Results

Measure	2025
Number of VCE students completing VCE Certificate	89
Number of VCE students receiving ATAR	76
% 40+ study scores	8.1
Median Study Score	30
Median ATAR	71.55

Students with study scores of 40+ (includes Year 11)

Score			
	Male	Female	Total
40	6	7	13
41	1	2	3
42	1	6	7
43	2	2	4
44	2	0	2
45	0	1	1
46	0	2	2
47	0	0	0
48	1	0	1
49	0	1	1
50	0	0	0
Total	13	21	34

b. National Assessment Program Literacy and Numeracy (NAPLAN)

Year 3 NAPLAN Results			
Component	NHC median 2025	State Median 2025	2025 % above min std
Reading	434	423	90
Writing	412	427	96
Spelling	380	419	88
Grammar & Punctuation	427	428	90
Numeracy	416	418	100

Year 5 NAPLAN Results			
Component	NHC median 2025	State Median 2025	2025 % above min std
Reading	494	505	91
Writing	461	494	94
Spelling	483	496	91
Grammar & Punctuation	509	508	89
Numeracy	492	500	91

Year 7 NAPLAN Results			
Component	NHC median 2025	State Median 2025	2025 % above min std
Reading	558	551	97
Writing	547	555	94
Spelling	545	548	97
Grammar & Punctuation	548	548	94
Numeracy	566	553	95

Year 9 NAPLAN Results			
Component	NHC median 2025	State Median 2025	2025 % above min std
Reading	574	580	91
Writing	586	590	92
Spelling	563	574	92
Grammar & Punctuation	562	567	91
Numeracy	590	580	94

c. Post School Destinations

2025 Cohort - Key Trends January Offers	
Higher Education Institution	Number of Students
Deakin University	16
Monash University	12
RMIT University	10
University Of Melbourne (The)	10
Swinburne University of Technology	6
La Trobe University	4
La Trobe College	3
Federation University Australia	2
Victoria University	1
Melbourne Polytechnic	1
Collarts (Australian College of the Arts)	1

COURSE TYPE	
Certificate III/IV	2
Diploma	8
Associate Degree	1
Bachelor	55

COURSE FIELDS	
Accounting, Business, Commerce, Real Estate, Actuarial Science	14
Science, Biomedical Science, Marine Science, Sustainability	11
Nursing, Midwifery	5
Engineering	5
Exercise Science, Sport Development	5
Design, Fashion, Acting	5
Arts, Media, Journalism, Communication	5
Law	4
Building Design, Construction Management, Surveying	4
Psychology, Psychological Science	4
IT & Computer Science	3
Physiotherapy, Nutrition	2
Education	2
Pharmacy	2
Music	1
Cookery	1

d. Value Added

The various tables and charts throughout this report indicate that each year there has been value added for each student. All Victorian Certificate of Education (VCE) results are closely analysed on the VCAA website, and management and curriculum leaders attended specific professional development to assist them in analysing the data.

As outlined in the Principal's Report and in various sections of this report, Newhaven College also offers students broad curriculum and co-curricular choices including the Visual and Performing Arts, Sport, Cultural Programs, Chess, Debating, Surfing, Equestrian, Outdoor Education, Productions, Tours - both local and international, and Overseas Exchanges.

Students are actively involved in our community and support many charities, surfing and surf lifesaving, local aged care homes, and the local clubs such as the RSL, Lions Club and Legacy.

e. Student Attendance

Newhaven College student attendance levels were consistent across the College. The overall attendance rate was 91.8% which was 0.7% increase on last year.

The average daily attendance is set out below:

Year Level	Average daily attendance (%)	Year Level	Average daily attendance (%)
Prep	96.00	Year 7	90.20
Year 1	95.10	Year 8	90.60
Year 2	92.80	Year 9	89.50
Year 3	93.50	Year 10	91.60
Year 4	93.20	Year 11	88.50
Year 5	91.80	Year 12	88.70
Year 6	91.70		

f. Policy for Managing Non-Attendance

The school has a clearly stated policy for managing non-attendance. In summary, the school maintains accurate records via online attendance rolls. Parents must notify the school of an absence by 10.00am on the day of absence via the SEQTA Absence username, or by a phone call to sub-school reception desks.

The attendance office in each of the three sub-schools enters any notified absences into SEQTA in advance. They contact families of students who are absent without notification, on the day of the child's absence to ascertain the reason for nonattendance, via the SEQTA messaging system.

If a student undertaking a VCE subject is absent for any day of assessment, a written note accompanied by a medical certificate (or equivalent) must be provided. A specific attendance policy is applicable to VCE students.

DIRECTOR OF LEARNING HIGHLIGHTS



Deeply know each student. Honour and enrich their unique learning path. This simple line guides every decision we make. It has shaped how we design curriculum, how we nurture wellbeing, and how we partner with families and our community. The message from last year has not wavered, it is one of growth, collaboration and purpose - keeping each learner at the centre of our work.

Our Junior School team has continued to deepen and embed the principles of the Science of Learning in every classroom. Staff have been engaged in sustained professional learning across the year, translating research into clear routines: explicit instruction, guided practice and responsive feedback. The impact is visible in students' growing confidence and fluency, creating habits for ongoing success.

Our Middle School community continues to thrive, offering multiple opportunities for meaningful connection both within the formal curriculum and beyond it. Meaningful units, an 'insurance net' of staff support at every turn and community partnerships give students many entry points to belong, contribute, and stretch themselves academically. The result is a vibrant learning culture where 10-14 year-olds are known well, challenged thoughtfully, and celebrated for their effort and growth.

This has been the first year of our re-imagined Year 9 program, and it has been a resounding success. Building on the College's relentless commitment to creating community through experience, the program sets high academic standards while inviting students to dream large - to connect learning with purpose, place, and people. Field experiences, authentic projects, and rigorous core learning have combined to produce growth, pride, and momentum for senior pathways.

It's always with such pride that we watch our Senior School students model involvement, commitment, and dedication. They partner positively with their teachers, contribute to the House culture, lead productions and anchor SEISA teams. This involvement is critical to their academic success as they can 'upgrade' their brains regularly through the challenge of the curriculum.

Whether students have travelled a P-12 journey, joined us at Year 12, or arrived somewhere in between, they have been supported every step of the way by a team of professionals which champions their diversity and celebrates their efforts.

We continue to refine how we make learning visible, our standards-aligned reporting extending into Years 9 and 10 in 2025. The student reflection, and subsequent family conversations around next steps are all designed to support growth.

At the heart of our work is the connection between learning and wellbeing. We have been working consistently in 2025 to audit our social and emotional learning programs with a view to further enhancements in 2026 to keep making Newhaven a safe place to thrive.

As we look to the year ahead, we will keep listening - to students, staff, and families - and keep refining what works. Our direction is clear, our purpose shared, and our optimism well-founded: with dedicated staff and engaged students, we will continue to honour and enrich each unique learning path and celebrate the many ways young people flourish here.

Karen Milkins-Hendry
DIRECTOR OF LEARNING

SENIOR SCHOOL HIGHLIGHTS



The Senior School has been a centre of energy and vibrancy once again this year. The 2025 Year 10 group is a large one and they have brought a sense of fun and an energetic spirit this year. The Year 12 cohort has impressed many of their teachers this year with their drive and determination, no doubt being brought along nicely in competition with accelerating Year 11 students under the care of so many wonderfully dedicated teachers here in the Senior School.

Congratulations go to the Student Leaders of 2025, led so well by Gabriel Di Falco, Abby Papas, Isaac Savona and Grace Howlett. The school, led by their efforts, has collectively raised an astonishing amount of money for the 2025 charity – Bali Children Fund. The four College Captains in particular, have thrown themselves into raising money for their chosen charity and this money will be used to build schools and assist with the smooth running of schools in areas of Indonesia that currently lack local schooling facilities.

I would like to thank Mr Sam Foura, Head of Year 9 and the entire Year 9 staff for their care and dedication to all of our Year 9 students in 2025. They have embraced a new Year 9 curriculum for 2025, introduced specialist activities to celebrate Science Week and NAIDOC Week and at the same time, they have committed to fun activities like the traditional Community Games throughout the year.

I would also like to thank our four House Leaders – Sharon Paterson (Bass), Hugh Wilson (Clarke), Hannah Blake (McHaffie) and Cam Pedersen (Sambell) for their wonderful leadership of the four Senior School Houses in 2025. Whether it was the domination of Clarke House during the Swimming and Athletics Carnivals, the swerving surfboards of Bass House during the House Surfing Competition, of the unusual talents on display in Sambell House during the House Dance/Drama Competition, they all led their Houses with aplomb in 2025.

There is no doubt that the vast majority of the Year 12 cohort stepped up their game in 2025. It has been a pleasure hearing from students that have at times struggled along academically, proudly speak with me about the positive marks they had been achieving in subjects that they clearly enjoy. As a school, we encourage all of our students to strive for excellence in all things. The shape that excellence takes for such a varied student group can look very different and is completely individualised. For some it is achieving an A+ standard across the Board, yet for others it is the creation of a fine piece of Art, a chest of drawers or a ball dress from a range of intertwined fibres.

We have also seen students involved with myriad activities outside of the College this year. Tilly Stecher has been involved with the Victorian SRC – not content with her involvement in the Newhaven College SRC! Mackenzie Cameron has reached the Northern Star Victorian Chess Championships this year, and we once again sent a team to the Victorian Youth Parliament, a team led by Year 12 students Gabriel Di Falco and Miranda Zalunardo.

Can I thank the entire staff and student bodies in the Senior School for the positivity and dynamism shown this year. It has been an absolute pleasure leading the Senior School this year.

Brett Torstonson
HEAD OF SENIOR SCHOOL

MIDDLE SCHOOL HIGHLIGHTS



As I come to the end of my second year in Middle School, I find myself reflecting on what makes this part of the College both challenging and deeply rewarding.

The Middle Years, spanning Years 5 to 8, is a unique stage of schooling. It is a time of significant emotional, cognitive, and social change. Students are no longer children, but not yet adults. They are like saplings, vulnerable, stretching upwards, and in need of a strong, consistent ring of support to grow tall and resilient.

For our students, the challenges are many. Friendships and peer relationships become increasingly influential. Some young people fall into the trap of following others, even when those choices conflict with their own values or our school's expectations. Others feel the pressure of trying to appear "too cool for school," which can mask the uncertainty they are feeling within. This is a normal part of development, yet also a time when students need adults to stand beside them encouraging, guiding, and reminding them of the standards and values that shape our community.

For staff, the challenge is equally great. Teaching in the Middle Years demands not just strong pedagogy but also empathy, patience, and consistency. Every day, our staff form that "ring of care" around students, balancing clear expectations with compassion.

The "Newhaven Way" means that expectations are non-negotiable, but so too is our commitment to nurturing, supporting, and walking alongside our students as they navigate this stage of life.

At the heart of our work is partnership between students, teachers, and families. This three-way relationship creates the best conditions for learning. Through initiatives such as Making Progress Visible, we aim to establish clear, shared expectations for each group. Together, we build trust, foster open communication, and promote student agency. True learning happens when students, parents, and staff are aligned and working in unison.

Literacy and numeracy remain vital foundations, yet they are increasingly woven into project-based, inquiry-rich experiences that allow curiosity to flourish. We encourage student voice, collaboration, and risk-taking, knowing that these skills are critical for the future. We celebrate not just outcomes, but the process itself. The resilience developed when things don't come easily, the reflection that follows challenge, and the courage it takes to try again.

Success in Middle School cannot always be measured by data. Of course, we rely on assessments, feedback, and parent-teacher interviews, but much of the growth we witness is harder to quantify. It appears in the quiet confidence of a student who finally feels they belong, in the determination of one who persists through difficulty, or in the kindness of another who learns to put others before themselves. It also shows in the maturity and responsibility of students who own up to their mistakes, or in the courage of those who call out inappropriate conduct in others, even when it means challenging their friends. These are the moments worth celebrating, and they remind us that effort and character matter just as much as achievement.

Middle School is where transformation is most visible. I am grateful for the partnership we share with families and for the dedication of our staff, who give so much to ensure our students thrive. Together, we continue to build a Middle School that values growth, curiosity, and contribution and most importantly, one that supports every student to find their place and flourish. It is here, in these formative years, that the foundations of confidence, character, and connection are laid and that is something truly worth celebrating.

Ralph Arceo
HEAD OF MIDDLE SCHOOL

JUNIOR SCHOOL HIGHLIGHTS



“Make Each Day Count” has been more than a mantra for the Junior School in 2025. It has been lived daily as a guiding principle and a source of pride. As Head of Junior School, I am delighted to reflect on a year rich in learning, connection and growth. Each day has brought joy, perseverance and achievement, and together we have created a nurturing environment where students and staff have flourished.

From the very first day of Term 1, our classrooms were alive with curiosity and energy. Prep students began their journey with wide eyes and open hearts, and by Term 4 the progress they achieved in one short year was remarkable. Their development is a reminder of the importance of celebrating growth and embracing the joy of learning.

This year we strengthened our commitment to Explicit Direct Instruction. Teachers refined their practice, shared insights and supported one another in professional learning. Their dedication has directly improved student engagement and outcomes. Our focus on literacy and numeracy was further enhanced through structured blocks, aligned with the science of learning. Tracking student growth from Prep to Year 4 has informed teaching and direction. The data tells a story of resilience and improvement, and behind every number is a child whose confidence and capability have grown.

One of the great advantages of being part of a Prep–Year 12 campus is the opportunity for cross-age learning. Initiatives such as the buddy program, peer tutoring and collaborative projects enriched students’ experiences and created strong connections across sub schools. Partnerships with specialist teachers have also broadened opportunities, making full use of the excellent facilities available.

Community has remained at the heart of everything we do. Sporting events, the Art Show, choir, music performances, information sessions, weekly assemblies, parent mornings, and Grandparents’ Day all highlighted the strength of our partnerships with families. These occasions brought us together to build connections and create memories that will be cherished for years to come.

The connection between home and school learning has been particularly significant. Students showed strong growth in reading and maths fluency, supported by consistent home learning programs. When home practice reflects classroom teaching, it allows students to develop automaticity, fluency and confidence, and this year we saw the impact of that alignment.

We also welcomed many new families into Newhaven College and guided transitions with care. Open Day and school tours, led by our Junior School Captains, highlighted the warmth and excellence of our Junior School. These visits were not simply introductions but genuine invitations into a community that values every child and every voice.

At the centre of our work is the wellbeing of students. We emphasise positivity, resilience and the importance of learning through trial and error. Pastoral care programs and positive behaviour expectations, known as The Newhaven Way, shape our culture and help students grow socially and emotionally. High expectations, coupled with encouragement, have built a community where students feel supported to take risks, be kind and show confidence.

The friendliness and inclusiveness of our students is a hallmark of the Junior School and something I am deeply proud of.

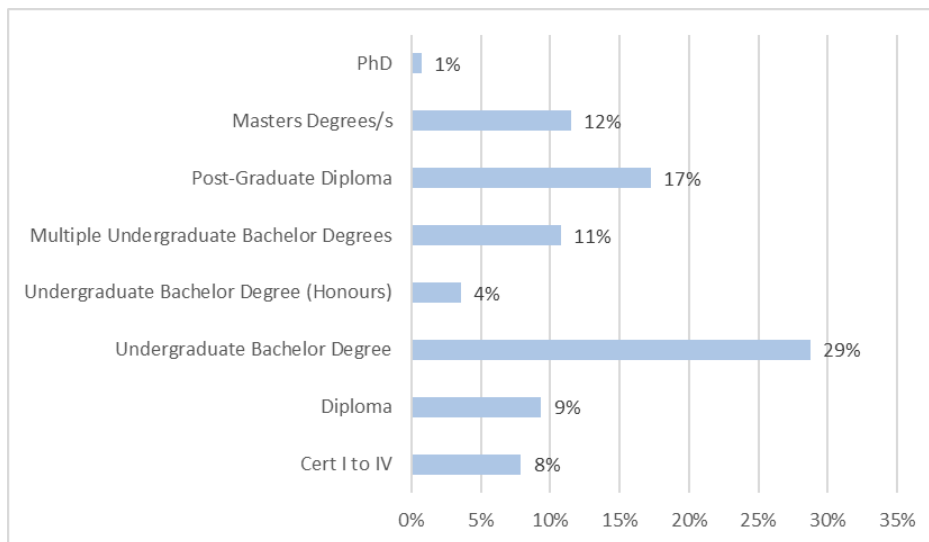
Looking back on 2025, we see a year of growth in every sense. Students learned to persevere, to ask questions and to celebrate their achievements. Staff continued to innovate, reflect and support each other with unwavering dedication. Together, we have answered the call to “Make Each Day Count” with purpose and passion.

To our students, staff and families, thank you for making 2025 a year filled with meaning and momentum. The productive and positive experiences we have shared, with a united focus on enhancing wellbeing and educational outcomes for every student, have been at the heart of everything we do and continue to guide our work in nurturing students’ hearts and minds.

Cath Huther
HEAD OF JUNIOR SCHOOL

STAFF INFORMATION

STAFF QUALIFICATIONS



LENGTH OF SERVICE AWARDS

At the conclusion of the year our average length of service at Newhaven College for all permanent staff was 7.61 years. The following staff reached milestone lengths of service:

10 Years of service:

The following staff joined 16 others who have served 10 years:
Kate Middleton, Bridget Haines, Jess Moed and Cynthia Young.

15 Years of service:

Nine staff members have served 15 years, this year Alycia James attained 15 years of service.

20+ Years of service:

We have 8 past staff members and 12 current staff members who have served in excess of 20 years, they are:
Nathan Leys (20 years), Joanne Foster (21 years), Amanda Price (21 years), David Arnott (21 years), Sonya Neal (21 years), Sian Adnam (23 years), Shona O'Dempsey (23 years), Mitsuko Horiguchi (24 years), Chris Appleby (25 years), Belinda Manning (25 years), Elaine Epifano (26 years), and Geoff White (31 years).

STAFF MOVEMENT

Our overall staff retention rate across all departments was 87%.

TEACHING STAFF ATTENDANCE

Our teaching staff absenteeism remains low with an attendance rate of 95.21%.



LEADERSHIP TEAM

Tony Corr	Principal, MEdMgmt, BEd
Alan Nolan	Director of Business, Mas Bus Adm, Bus Acc,Dip HR, Dip Fin Pl
Karen Milkins-Hendry	Director of Learning, BSC, Dip Ed
Brett Torstonson	Director of Operations, BSC & Grad Dip Tchng (Sec) Head of Senior School
Ralph Arceo	Head of Middle School, BEd, Dip.Ed
Cath Huther	Head of Junior School, BSC Early Child, B Ed

TEACHING STAFF

John Ackers	B Ed, Dip Sec, Dip WHS, Cert IV Assess & Workplace Training, Cert III Carp & Join, ICAM Lead Inv.
Sian Adnam	B A(Ceramics), Dip.Ed.
Fiona Anastasi	B Ed (Vis Art), GradDip(Graphics)
Chris Appleby	B Ed Dip. Art (Vis)
David Arnott	B Eng(Mech)(Hons), BCom(Eco), Dip.Ed.(Sec)
Linda Austin	B Ed (Lib), Dip.Teach(Prim)
Charlotte Bassed	B P Ed, sp n ed.
Stewart Bathgate	B AppSci (PE)
Anthea Bennett	MEDL, BTeach(Sec), BA. Grad Cert Career Development
Hannah Blake	B Ed
Rebecca Burgan	BTL (Hons)
Mairaed Carlin	BTeach (Sec) (Hons), BA
Kurt Chadwick	Med (Leadership & Admin), Med (Infor Tech), Med (Inclusive Education), Bed (Secondary), BBA (Accounting)
Tove Chadwick	BEd (FA, Sci & Fam Stud), BSc in Applied Human Nutrition, DipCA, FAS
Aaron Chaston	B Deg Dbl Deg Edu applied Science
Ben Clark	B Health & PE, Bio Sci (Sec)
Jaclyn Clark	Dip HSc, B.S.Ed
Peter Clerks	B.AppSc, Grad Dip Ed
Elissa Davidson	GradDipEd(Sec), BA(PsychPsychophys)
Donna Driscoll	BEd(EC), BTeach(EC)
Elaine Epifano	BEd(Music), AMusA(Flute)
Aisling Fagan	BSc Hons, PGDE, PGCEdSt Leadership, Meds & Behaviour Management
Karen Faulwetter	BEd, Dip.Ed (Prim)
Melanie Flower	B A(Literature), BTeach
Samuel Foura	M.Teach&Lm, BA Outdoor Ed
Carel Fourie	Dip.Ed, BCA (Creative Design), Adv. Dip. Screen & Media
Simon Furniss	B ABusStud, GradDip (Prim)
Lachlan Gale	B Bus/BA(Japanese), Dip.Ed(Prim)
Ryan Gingell	GradDipMaths, GradCertCurrLead, GradDipTeach, BAppSc, RE/LeadCathSch
Matthew Goss	B Mus (Perf) BTeach (Prim/Sec)
Bridget Haines	B. A, Grad DipEd
Elizabeth Hall	B.A, Grad DipEd (Sec)
Carly Heislars	M.T (Sec)
Andre Hetebrueg	B.Ed. (Primary)
Brendan Hislop	Post Grad Edu. BA Sci
Mitsuko Horiguchi	BPE, Grad DipEd

Alycia James	BEd, BA (Lit;Hist), Dip.EnviroEd
Erin Jones	BEd (HPE) Secondary
Melinda Kelly	BSc, Grad DipEd (Sec), Med
Brendan Kimber	BSport/Outdoor Rec/Ed, Dip.Sport Dev, Dip. Fitness, Cert IV Training & Assessment
Marcelle Krieg	Dip. Teach (Prim), BEd, Dip. Theo
Louise Larcombe	B. Bio Med, M. Pub Hlth, M.Tech BEd(Sci)
Nathan Leys	B MusPerf (Voice)
Kerryn Lockhart	CertIV TAE, GradDipEd, GradCertRE, B.Bus, B.Des
Claire Mangs	B ed Art Eng & Hist (Sec)
Dianne Marshall	Grad Dip.Ed. (Sec), BArts(Hons), PGCert (Enviro.Sci)
Ann-Marie McLean	BEd (Eng/Drama)
Melissa McMillan	BEd(Hons)
Kate Middleton	BEd (Eng/PE)
Sue-Anne Mitchell	BEd(Prim), BA Sport & Outdoor Rec
Jessica Moed	B A, Dip.Ed
Sonya Neal	B E Health & PE, minor Chem (PPT)
Luke Nicholson	BEd (Prim) (Hons), MLI (Spec LD)
Kim Northover	BTeach(Prim), BEd, GradDip.GiftedEd
Shona O'Dempsey	B.P. Edu
Meg Oudshoorn	B.A, GradDip.Ed, MEd
Anna Paterson	B.Ed(Sec)
Sharon Paterson	MTeach, BES, Coaching Cert 3, Dip.Sport Dev
Cameron Pedersen	BEd (Prim)
Sarah Pedersen	B Phy & outdoor Edy, Grad Cert outdoor Envir Edu
Corinne Phillips	M.Bus (Art&Cul), M.T (Prim&Sec) Cert IV Tran & Ass, B.M (Jazz Per)
Elly Poletti	B.A. Dip. Ed
Rebecca Power	B A, BTeach
Amanda Price	BEd (Prim)
David Prideaux	BPerfArts(Mus/Drama), GradDip.Ed, AMusA
Nina Prideaux	BAMus(VCA), Dip.Ed GradDipEd, DipEdSupp, Cert IV Disability, DipCS (OSHC), BSpOR (HPE & OE), DipRec (Sports Coaching)
Samantha Rainey	BEd (Prim)
Kellie Ramage	DipTeach, GradDip.Ed
(OSHC),	B Theo, B Art, Dip Sec Edu
Miranda Reich	B Ed (Prim)
Carmel Roberts	MEd, BAppSci(HMvt), GradDip.Ed, GradDip.Ed
Gayle Roberts	BTeach, BAppSc(Eco Tourism)
Joanne Savona	MEd, PGDipSW, BTeach (Hons), BSc
Json Scott	BA Outdoor Ed, Dip.Ed
Steven Scott	BSc(agr), MTeach(Prim), PhD
Rebecca Sharp	Dip Fine Art, Grad Dip Ed
Kate Sidebottom	MTech (Prim), Dip. Teach (EC)
Robert Simpson	Postgrad Dip.Ed, BA(VisArts), Certs I& II WRAP
Rodney Siphthorp	B Outdoor Ed, Cert IV training ass, M App Learn & Teach, Grad Cert Writ Lit
Fiona Smart	B A, Grad DipEd(Sec)
Corina Suidgeest	B S, Marts (Teach). BSci (Engineering)
Sarah Taylor	BSC Genetics Deg, Post Grad Cert Inter Edu, Grad Dip Genetic Coun, PGCE Sci Bio
Megan Thompson	
Travis Thompson	
Marc Tillotson	

Emma Jackson	BEd (Primary)
Ruth Turton	M A Special Ed, BEd(Prim), BA(History) Move to Student Support
Megan Webb	B Perf Arts
Geoff White	BEd(Sec). Grad Dip (Math Ed)
Lauren White	BA, Dip Ed, Suzuki Accredited (Prim)
Hugh Wilson	M EdTeach, BCom (Acc & Fin), Grad Dip. Teach, Grad Cert.CareerDev
Cynthia Young	BSc, Dip.Ed.

INSTRUMENTAL MUSIC

Samuel Armer	BMus Performance, MMus Performance Teaching
Pamela Christie	B Mus (Hons), LMusA, BA(Psych), BB
Jane Hobson	
Marc Kasprowicz	Cert III in music
Kerryn Lynch	Bed, GCEd
Nathalie Resciniti	B Mus (Hons) AMusA (flute) LMusA (flute) STEAA Intermediate (Suzuki Accredited) Foundations in Film & TV (VCA)
James Ryan	Ba.Mus, Ba. Ed.
Rebecca Scully	B A Music Performance, Prof Perf Cert
Daniel Seale	Dip Build Con
Carmel Slater	B Mus
Jonathan Wright	B Mus, B Mus Perf

ADMINISTRATIVE AND SUPPORT STAFF

Amanda Addison	Dip.Nursing
Christina Aitken	B.A, B.S.W, MA Prof Writing
Derya Ali	
Bec Anderson	Cert IV Real Est, Cert III Admin, Cert Bus Mgt,
Casey Bartlett	RN Division 1
Tom Basterfield	BET (Vic), ACAC
Katie Bland	BBus (Acct)
Robyn Bolding	
Jessica Brent	BS, Cert IV Work Training & Assess
Anne Brewin	B.Soc.Sc, Dip AOD
Tahnee Brown	Mst Social Work, B Dip Counselling, ASIST
Janine Butera	Dip.Lib Inf
Lucy Couper	B.A,(SocSci)
Sarah Derham	B Nur, Post Grad Couns, Grad Dip AOD
Hannah Ellul	
Julie Fletcher	
Jo-Anne Foster	Cert.App Soc Sci (Lib Tech)
Emma Gale	B Soc Sci(Psych), MSW
Steven Galletta	
Alyssa Gijbsbers	B.A Phys Ed
Michael Gordon	Cert Agriculture; Dip.Hort (Specialist Turf Management), Cert Small Engine Mechanics
Taryn Groom	AdvCertSBM, AssocDipBus(Mktg), AdvCertSM
Katanya Hedrick	Cert III Edu Support, Cert IV Train and Assess, Dip Av Dip Mark, Acc
Cameron Herrington	Cert III Lan&Design, Cert III Carpentry
Marina Healey	Dip Child Ser Early Learn, Cert III Edu Support
Meagan Hollings	Cert III Asset Maintenance & Cleaning Operations, Cert III Aged Care, Cert III Hospitality
Sonia James	Dip Com, C Mgt Coun, Dip Chi, Cert III ed Supp, Cert

Robert Turton	BEd (Music - Hons). AMusA. Suzuki (Intermediate Accred). Cert IV Train & Assess
Elyse Jamieson	BA (Hons) & Cert III Bus (Office Admin)
Chloe Kalis	Dip Evmnt, Dip Bus
Anthony Kellett	Dip. Arts (Furniture Design) & Cert III Cabinet Making
Katrina Lawrence	Assoc Dip (Office Mgt)
Meredith Lynch	
Elsie Macellari	Grad Dip Ed (Secondary), BSc
Kellie McDonald	
Belinda Manning	
Derek McMillan	
Lily Mewett	
Brad Muller	Cert III IT/Management, Cert IV in IT - Networking/Systems Admin
Roger Pendlebury	
Kylee Roby	Cert 2 & 3 Bus
Jamie-Lee Rowe	
Lucinda Schenk	Cert III Ed Support
Donna Stone	B Bus (Acct), GradCertMgt, CPA
Nala Taylor	Certificate III & IV in Fitness, QCTC
Kellie Thompson	Cert IV Edu Support
Steph Thornborrow	
Andre Whitton	
Pip White	
Desserae Wilkins	Cert of Ed Supp
Kevin Woolan	
Dearne Young	
Danae Ziolkowski	Cert III ES

SCHOOL SURVEYS

In 2025 Newhaven College conducted its annual Parent Satisfaction surveys. These were in addition to our annual Youth Resilience Survey, Year 12 Exit survey and regular staff satisfaction surveys. Newhaven College is committed to listening to the views of all stakeholders and seeks feedback on a wide range of related education topics.

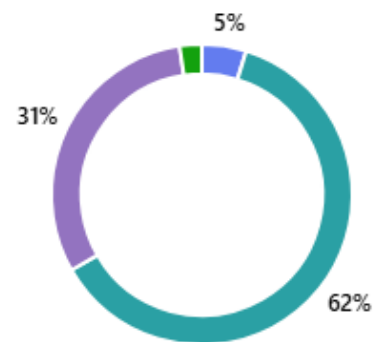
The 2025 Parent Satisfaction survey was conducted on a sub-school basis in order to ascertain separate feedback from the Junior School, Middle School and Senior School. Four primary questions were shared amongst all sub-schools focussing on parent and student satisfaction, how well individual needs were being met and the effectiveness of communication. The results of these four areas are provided below. In addition specific questions were asked tailored to each sub school.

The school was encouraged by the results of the Parent Satisfaction survey. Feedback provided highlighted areas for continual improvement.

JUNIOR SCHOOL PARENT SURVEY

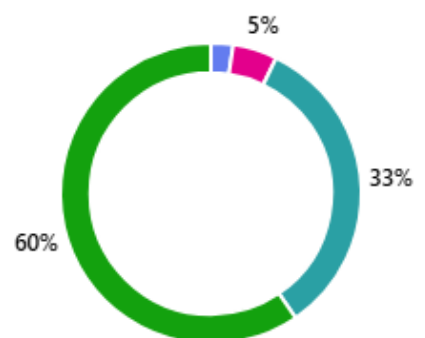
How satisfied are you with your child's overall experience in the Junior School this year? (10 points)

● Neutral	2
● Very dissatisfied	0
● Very satisfied	26
● Satisfied	13
● Dissatisfied	1



How satisfied are you with the overall learning environment at the Junior School? (10 points)

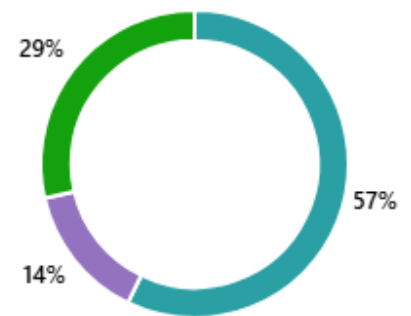
● Very dissatisfied	1
● Neutral	2
● Satisfied	14
● Dissatisfied	0
● Very satisfied	25



JUNIOR SCHOOL PARENT SURVEY continued

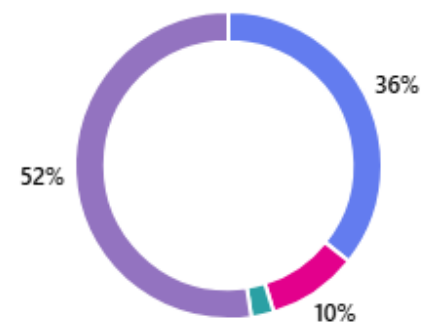
Is your child happy and engaged at school? (10 points)

● Never	0
● Rarely	0
● Always	24
● Sometimes	6
● Often	12



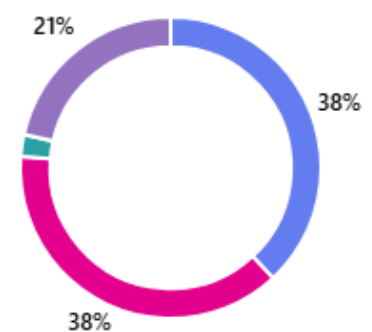
How well do you feel your child's individual learning needs are understood and supported? (10 points)

● Well	15
● Somewhat	4
● Not very well	1
● Extremely well	22
● Not at all	0



How effective is communication between the school and families (e.g., updates, notices, class information)? (10 points)

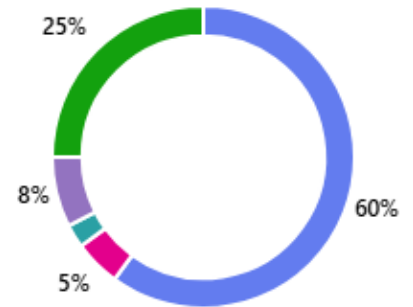
● Very effective	16
● Effective	16
● Ineffective	1
● Somewhat effective	9



MIDDLE SCHOOL PARENT SURVEY

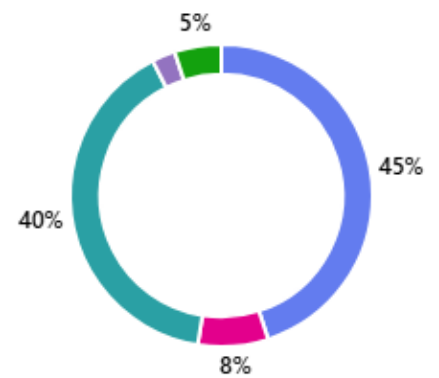
How satisfied are you with your child's overall experience in the Middle School this year? (10 points)

● Satisfied	24
● Dissatisfied	2
● Very dissatisfied	1
● Neutral	3
● Very satisfied	10



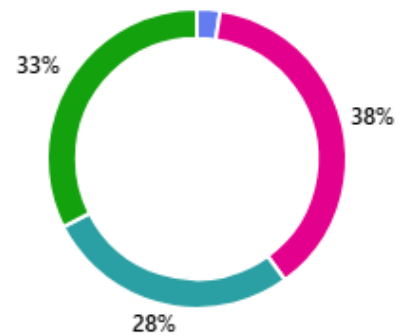
How satisfied are you with the overall learning environment at the Middle School? (10 points)

● Very satisfied	18
● Dissatisfied	3
● Satisfied	16
● Very dissatisfied	1
● Neutral	2



Is your child happy and engaged at school? (10 points)

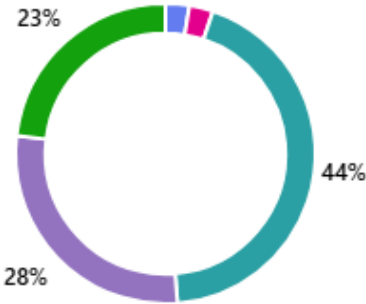
● Never	1
● Always	15
● Sometimes	11
● Rarely	0
● Often	13



MIDDLE SCHOOL PARENT SURVEY continued

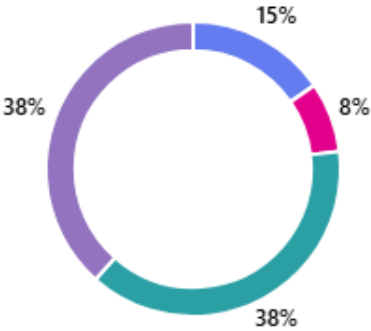
. How well do you feel your child’s individual learning needs are understood and supported? (10 points)

● Not at all	1
● Not very well	1
● Well	17
● Extremely well	11
● Somewhat	9



. How effective is communication between the school and families (e.g., updates, newsletters, notices, class information)? (10 points)

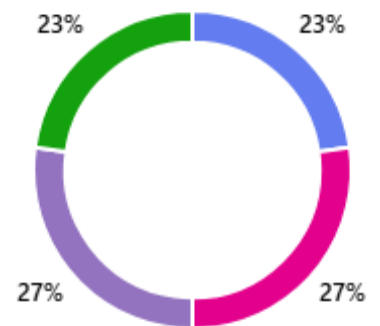
● Very effective	6
● Ineffective	3
● Somewhat effective	15
● Effective	15



SENIOR SCHOOL PARENT SURVEY

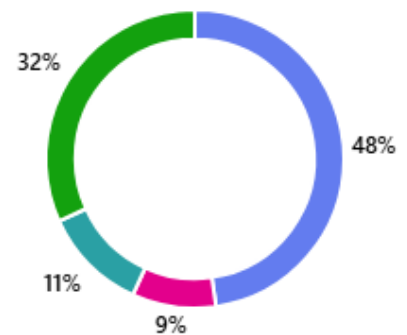
How satisfied are you with your child's overall experience in the Senior School this year? (10 points)

● Dissatisfied	10
● Neutral	12
● Very dissatisfied	0
● Satisfied	12
● Very satisfied	10



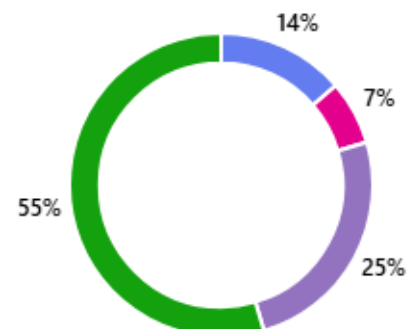
Is your child happy and engaged at school? (10 points)

● Often	21
● Rarely	4
● Always	5
● Never	0
● Sometimes	14



How satisfied are you with the overall learning environment at the Senior School? (10 points)

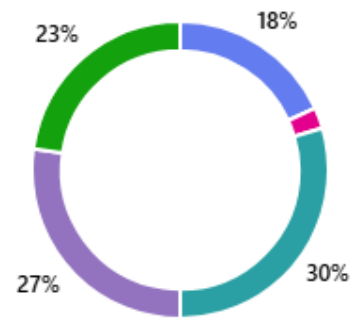
● Dissatisfied	6
● Very satisfied	3
● Very dissatisfied	0
● Neutral	11
● Satisfied	24



SENIOR SCHOOL PARENT SURVEY continued

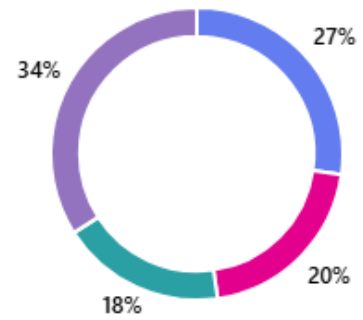
How well do you feel your child's individual learning needs are understood and supported? (10 points)

● Extremely well	8
● Not at all	1
● Somewhat	13
● Not very well	12
● Well	10



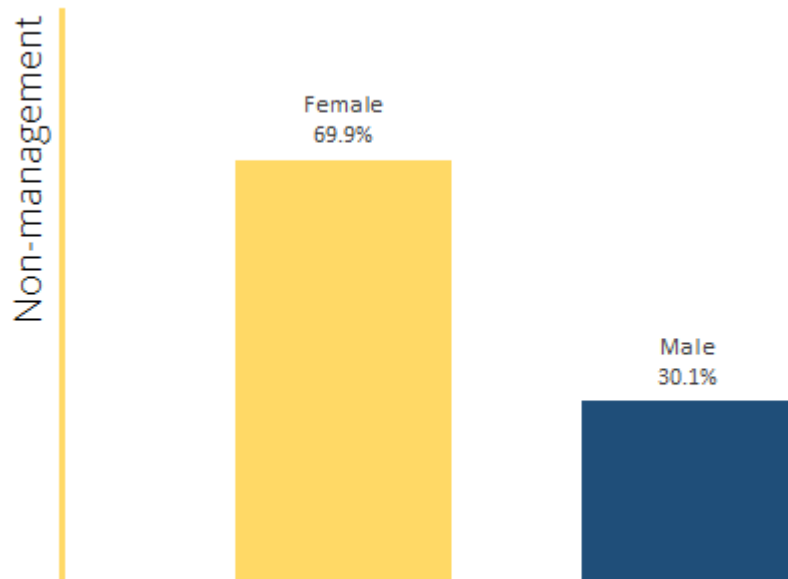
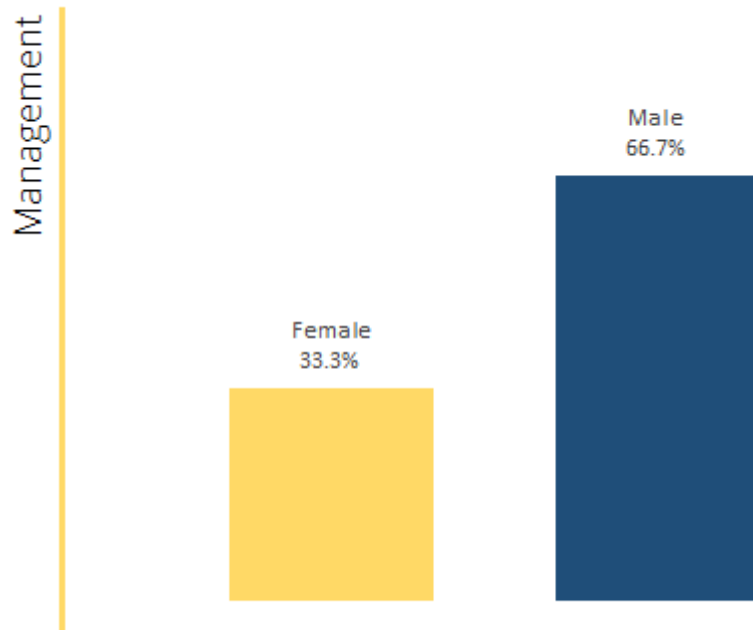
How effective is communication between the school and families (e.g., updates, newsletters, notices, class information)? (10 points)

● Ineffective	12
● Somewhat effective	9
● Very effective	8
● Effective	15



WORKPLACE COMPOSITION

Employment status	Female	Male	
	Full-time	20.3%	15.3%
Part-time	25.2%	5.0%	30.2%
Casual	23.4%	10.8%	34.2%



FINANCIAL AFFAIRS

The College's financial position and its financial performance for the year ended 31 December 2025 are detailed below. Key points to note are:

- A net surplus of \$231,954
- Net Assets increased from \$44,588,556 to \$44,820,510

INCOME AND EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2025

INCOME	2025	2024
Commonwealth Government Grants	13,002,011	12,389,817
State Government Grants	1,928,721	1,950,057
School Fees and Charges	6,966,804	6,900,615
Other Income	664,813	693,971
TOTAL INCOME	22,562,349	21,934,460

EXPENDITURE	2025	2024
Employment Expenditure	15,712,829	15,547,588
Academic Programs	3,898,566	3,347,945
Administration and Property Costs	1,065,141	1,563,574
Depreciation	1,650,358	1,647,555
Borrowing Costs	3,501	5,593
TOTAL EXPENDITURE	22,330,395	22,112,255

OPERATING SURPLUS/(DEFICIT)	231,954	(177,795.00)
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NEWHAVEN COLLEGE

IN QUIETNESS AND CONFIDENCE SHALL BE YOUR STRENGTH

1770 Phillip Island Road,
Phillip Island, Victoria

 newhavencol.vic.edu.au