



Newington College

Discover
what's possible

**GREAT HEARTS
INSPIRED MINDS
STRONG WINGS
FIRM FOUNDATIONS**

2020 – 2024

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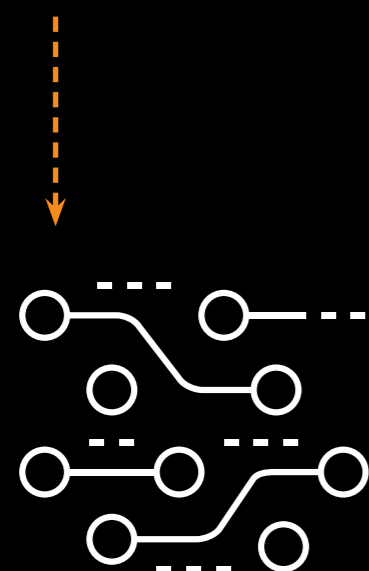
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At A Glance



1. **Newington College is in a great place today.** We are fortunate to have excellent staff, a strong community and rigorous academic, pastoral and co-curricular programs.

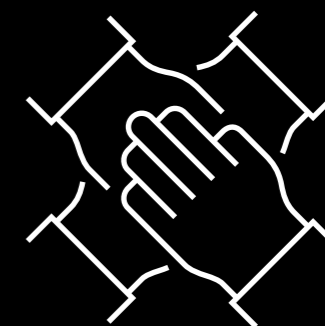


2. **The future is an exciting, challenging place.** The future of work, the future of truth, the future of the planet, the future of our humanity and more requires us to think again about practices and approaches that best fit our students for the future.

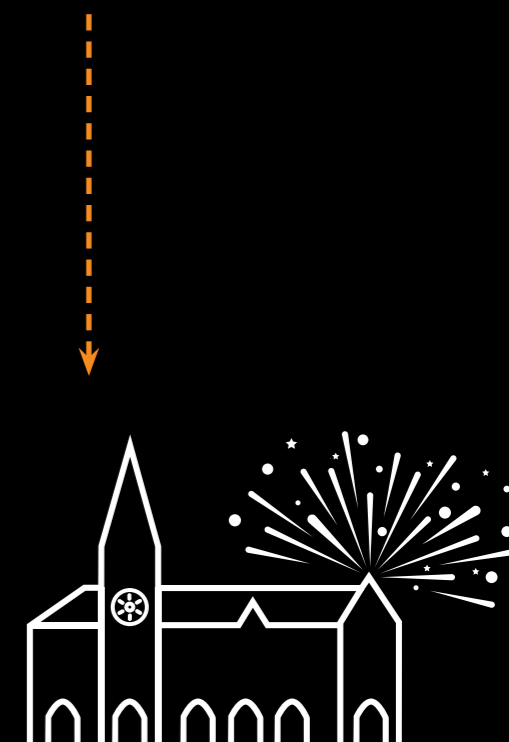
INSPIRED MINDS

GREAT HEARTS

STRONG WINGS



3. To promote this, we will reaffirm a **culture that is vibrant, caring and courageous.**



4. **Newington's future** will include flexible, real-world learning days; a critical, creative and ethical thinking centre; imaginative, themed classrooms; expanded social service; a new approach to wellbeing and resilience and our first student business centre.



Our Vision

To empower boys to develop great hearts, inspired minds and strong wings, ready to make a positive contribution to society and the future.



Introduction

Newington is in an excellent place today. We are an internationally respected school with a strong academic program, good pastoral care, a wealth of opportunities for the boys and vibrant staff, parent and old boy communities. We can be proud of what we have.

At the same time the world is moving fast. The future of work, truth, learning, mental health, relationships, democracy, the planet - even humanity itself - are all up for grabs. This is the future our boys are going into. We have to stare this future in the eye - as much as we can - and ask: 'What is needed for our boys to thrive in this new world?'

The answers to this question can be unsettling. Traditional education in the western world, as it is now, is not enough for our boys in the face of an uncertain future. We owe it to them to set them up for the 2050s, not the 1990s.

So this is our quandary: what to do when local conditions are excellent but broader conditions are increasingly disrupted. We are not for revolution - things are too good for that - but we are for sustained evolution. We must refocus on both the way we do education at Newington and the culture in which the education happens. And in a world of astounding - and growing - complexity we must underpin all this with robust foundations.

This document takes stock of what we do for our boys, identifies what we really want for (and from) each of them, and offers plans to make it happen. It also reflects on the vital role of staff. We hope this combination will make our boys fit for the future that will define their adult lives.



Newington today

First, we should take stock of where we are as a College.

What we value

Diversity and inclusiveness

Diversity is central to Newington College. We are not diverse because we exist in a highly multicultural area but because we value diversity so highly that we will take active steps to preserve and celebrate it. We value diversity because it is increasingly the way of the world, because cultures have much to teach each other, and because inclusion is almost always better than exclusion. We achieve it through an admissions policy that welcomes boys from all religions, cultural backgrounds, sexual preferences and backgrounds and a healthy program of scholarships and bursaries. We actively practise inclusiveness.

The College must be careful and thoughtful about how diversity is maintained in the decades to come.

Positive relationships across the Newington community

Our students like each other, and like the College. They enjoy each other's company, respect each other's differences and are part of a group they call good friends.

We are proud of these young men. They inspire us - and each other - with the hard work they put in, their humility, their friendliness, their skills, their enthusiasm to succeed and their desire to give back. It might not be all boys all the time, but it is many, many boys a great deal of the time.

We are fortunate to have active and involved parents, carers, support groups and Old Newingtonians who add enormous value to our College.

The quality of a Newington education

Newington offers an internationally respected education to its students. Our classes are interesting, fascinating, inspiring ... or at least helpful. We expect students to 'seize the day' to learn, and we have plans to make our classes even better. Our boys

are educated to perform well in HSC, IB or VET programs, and guided to be ready for the next stage of their lives.

We are proud of the quality of our staff and we are fortunate to attract good candidates when roles become available. Once here, staff have a good Common Room, good conditions and good students. Collegiality sits at the heart of a workplace culture that fosters teamwork, collaboration, respect and support. This means many excellent staff stay. Access to high-quality, ongoing professional development means outstanding staff get even better. Our students generally experience one strong, engaged class after another.

Our range of opportunities

The College's exceptional range of subject, co-curricular and sporting opportunities means students could go through Newington half a dozen times and have a completely new set of experiences each time.

This range of opportunity reflects our commitment to nurturing every boy. We are not just a school for academics, we are not just a school for sportsmen, we are not just a school for rock gods. We offer the best of education regardless of a boy's driving passion - or passions. We are proud of our heart surgeons, our tradies and our tech wizards. And we are proud that so few of them think they 'own the road'; rather, they respect the variety of journeys at the school.

Facilities and infrastructure

We have excellent learning, teaching and operational facilities: specialist areas for sport, drama and music; well-appointed general classrooms, landmark buildings dating to the Victorian era and innovative ICT systems. We invest in teaching technologies, resources and ideas that make classes better for every boy. Good teaching can happen anywhere; good facilities help the experience immeasurably.



What we worry about

Finding balance

We are concerned some students can become over-committed, especially in senior years when every aspect of their lives has intensified. What it takes to get a good HSC mark, or to win a competitive game of football or to perform an electrifying guitar solo at RockFest has escalated. For young men committed to many activities or with long commutes, the load can feel even more extreme.

Boys at Newington have to 'discover what's possible' without discovering how to burn out. That said, we don't want them to have free time simply to sit on social media or gaming consoles. We have to get the balance right so they are busy without being strung out, and sample a variety of activities while embracing the chance to excel at one or two.

We are also concerned about pressure on teachers. Their wellbeing is paramount for both them and for our students. They no longer teach 'a class': they teach 25 individuals, all with different needs, personal circumstances and feedback requirements. Lessons today are more tailored, have much more variety, are much better planned and are invariably much more interesting. This is great for the boys but can come at a cost to dedicated teachers, who will always do more for their students. New working environments also pose challenges for operational and support staff. Innovation and changing expectations should mean staff work differently, not just more.

Academic standards, motivation and rigour

Not all boys work as hard as they should or can. The five hours spent in class each day is not just to kill time waiting for basketball to start. Other boys work for the wrong reason - for the mark instead of the education.

These core hours and these core years are critical. We will continue to be vigilant about the quality of our teaching to make lessons as inspiring as possible. We will teach boys to have grit

in their learning - and expect them to demonstrate it. We don't expect every boy to become a scholar, but we do expect them to give it a 'red hot crack'.

Wellbeing and pastoral care

We worry that, in a world characterised by prosperity and ease, our young people are reporting more depression and anxiety than ever before. While we will continue to investigate the causes, we will do our best to ensure as many of our young men as possible have a sense of wellbeing, flourishing and purpose.

This will mean confronting the cultural message that happiness comes from material possessions, social status or 'likes'. We will equip boys with a deeper understanding of wellbeing and how to achieve it through strategies including positive self-assessment, practising stoicism/resilience, mindfulness and (although it's old-fashioned) recognising our duty to others.

It can be difficult to disseminate all these messages in the very limited pastoral time we have. It is also hard to get many boys to take wellbeing seriously. We will look at how to pollinate these vital perspectives in a way that is central, integrated, co-ordinated, effective and long lasting. We want our boys to flourish for their whole lives.

Girls

We don't worry about girls - more about the lack of them. While we are committed to single-sex education, we are interested in establishing more sustained, practical ways girls and boys can work together. Our boys engage already with women as their friends, their partners and their teachers; in the future women will probably be their bosses, their employees and their children and grandchildren. Our boys' adolescence is a time to learn how to comfortably and respectfully get along. We would also like to sensitively explore gender relation issues.

The future and our boys

Most of our boys will live in the 22nd century. Our greatest challenge at Newington is to prepare them for the next 80 or 100 years. This can be hard - the crystal ball of the future is cloudy at best - but we must make serious attempts to predict what might lie ahead.

The future is an exciting, unstable, confronting and vertiginous place. We should be optimistic about its endless possibilities, but also cognisant of its potential to erode or destroy much of what we have worked towards.

The **future of work** offers the potential for endless, creative, values-focused jobs, but also confronts us with the disappearance of whole industries, and potentially the phenomenon of work itself. The future of technology offers utopias of entertainment, connection and choice, but also dystopias of surveillance, superficiality and extremism.

The **future of truth** could continue on an upward trajectory of liberal education, understanding and discernment, or could fall away in an avalanche of fake news, disdain for facts and universal relativity.

The **future of our fragile liberal democracy** could be a bright one of increasing safety, rule of law and core freedoms, or could be subsumed in a wave of populism, authoritarianism and negligence.

The **future of our mental health** could be one where rising standards, awareness and education create the most flourishing generations in history, or could lead to a continuing spiral of depression, anxiety and hopelessness. We will either continue to explore spirituality and the largest questions in life, or become sated with a wholly materialist, consumerist view of the world.

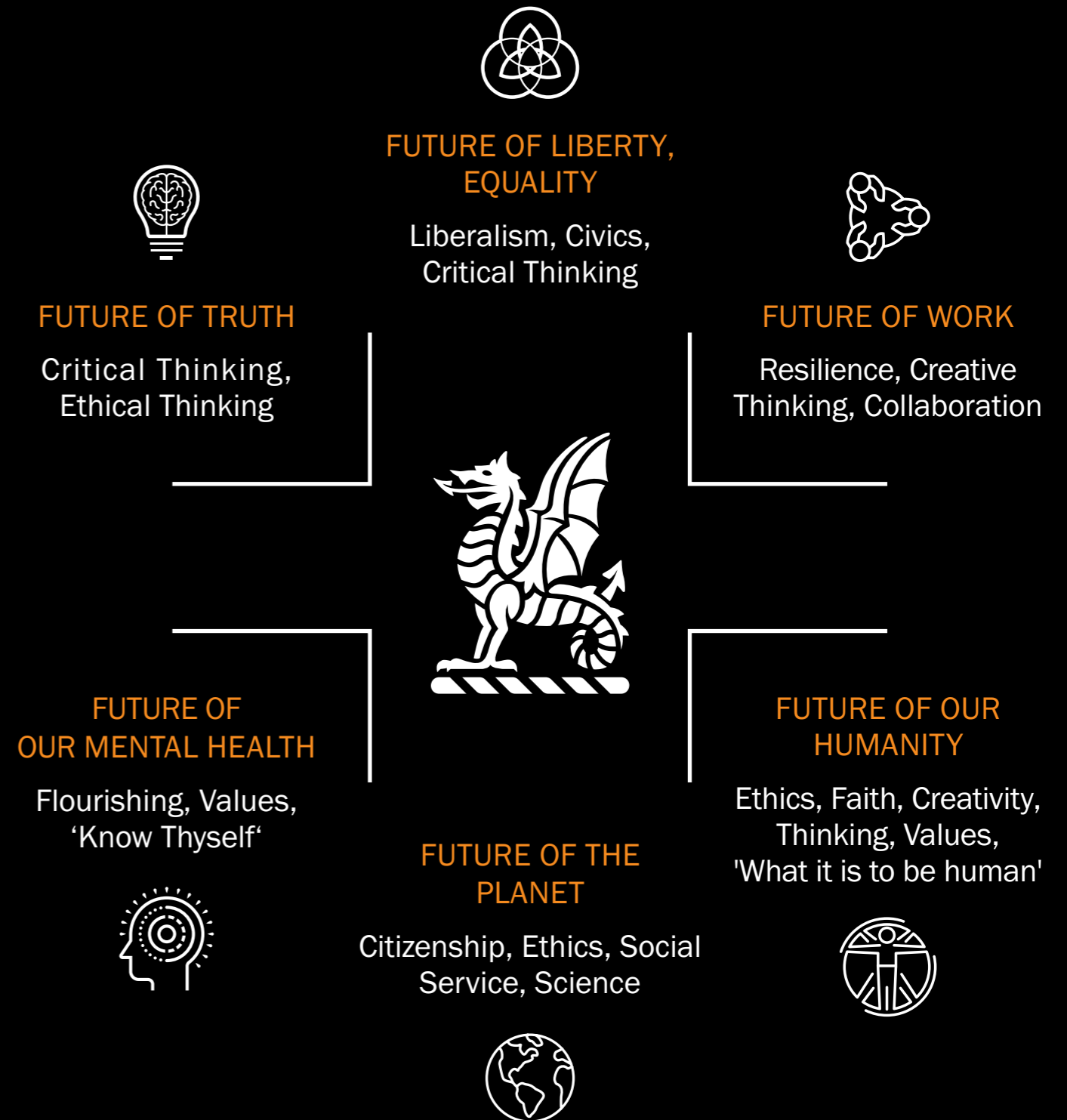
The **future of our planet** is well-documented - it could be a harmonious act of regeneration or a frightening act of destruction, which would in turn unravel so much else.

The **future of humanity** itself will be confronted by the joint developments of robotics, artificial intelligence, nanotechnology and virtual reality. Anyone who thinks the future will look like the past, but faster, need only reflect on the quadruple engines of these powerhouses to see the opportunities and challenges that face us as a species.

And that's just what we know.

Our responsibility as educators is to link this to what students should learn now to prepare as best we can. The skills and values we think they will need look something like this graphic.

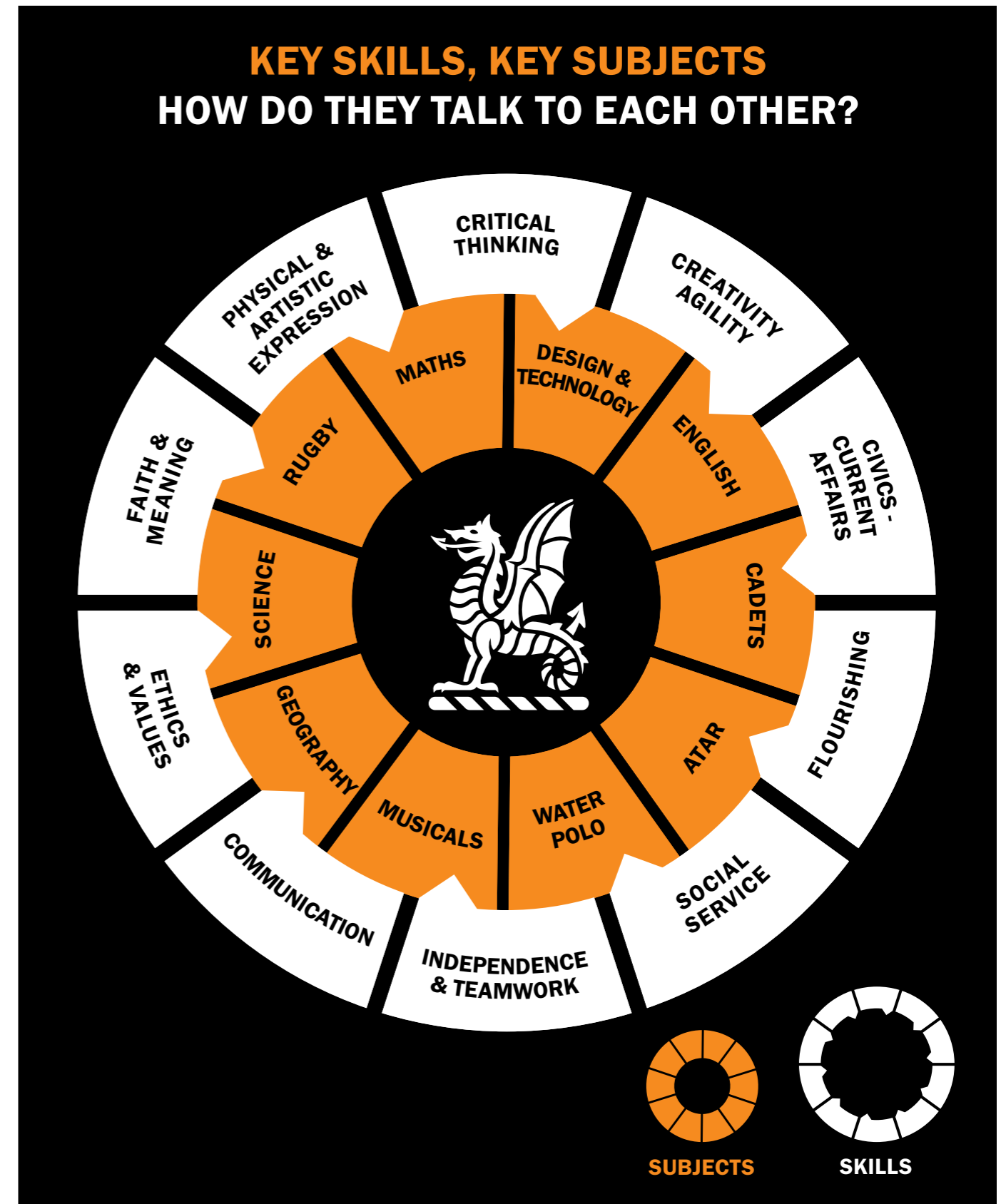
KEY CHALLENGES FOR OUR BOYS FOR THE FUTURE





Much of contemporary education in the developed world is caught in industrialised educational silos both within subjects and also in the artificial distinctions between academic, pastoral and co-curricular. Content is still the driving wheel. The fundamental skills and character development, that are equally the signs of an educated young man, can get lost.

The question, then, is how do we get 'content', 'skills' and 'character' to talk to each other properly - and mesh harmoniously - at Newington?



The key skills people will need in the 21st century and beyond are not inventions of the past century. They are often ancient cornerstones of education that became submerged in an industrial drive towards late 20th century employability. When we design an education for the future we stand on the shoulders of giants like the ancient Athenians, who gave us critical thinking, and Confucianism, which gave us self-betterment and the cultivation of virtue.



Our culture: Vibrant, caring and courageous

A well-known time management guru once said: 'Culture eats strategy for breakfast'. We believe it.

Our culture is the atmosphere every Newington boy breathes each day. It helps form him – and, in turn, his behaviour helps form our culture.

The culture of Newington should be apparent when you walk in the gates, in our classrooms, in the common room and when you sit near the boys on a train. It is what you feel about Newington; what makes us distinctive and special.

Our culture is vibrant.

In a vibrant culture, the variety of outlooks, faiths, backgrounds, political views, sexual orientations and ethnicities weave a tapestry that makes us stronger. A vibrant culture revels in diversity and difference. A vibrant school culture prepares a student for the world by creating it as a microcosm. It also nourishes staff by providing an open environment for lifelong learning and professional satisfaction.

A vibrant culture is full of excitement and potential. Everywhere, there is something new, fascinating and thoughtful happening. Every class offers something to build with, something to try out or something to learn.

Days at Newington should be full of wonder. We should ask the biggest questions and seek answers from our Uniting Church traditions and beyond – in classes, in chapel and in our libraries. We should aim to see what is exciting, interesting, fascinating and inspiring about the world - and what is hard, confronting and risky.

A vibrant culture accepts the fog of ambiguity. We should learn to be comfortable with it and to cut through it too. A vibrant culture relishes that there is more to learn; that there are no easy answers. It relishes that boys and staff could be part of a future answer; part of the next generation of thinking, acting and doing.

Our culture is caring.

Caring and kindness at Newington means being aware of others. It is realising each person is of equal importance. It means really being there for good friends or colleagues, being supportive of your broader circle, and being cheerful around the rest of the College community.

It means there are no hierarchies of interests, but instead equal continents that together make up the world of the school. It means sharing in, being interested in, or accepting the interests of others. It means recognising that each individual gains depth from sharing with those who have their passions and breadth

from being interested in the passions of others. It means seeing the worth of each person, regardless of their achievements.

It means being grateful for opportunities at the College and welcoming new members of the community – both students and staff. There should be a sense that everyone in Newington cares for people outside the College too.

Kindness is also about reciprocal respect between students and teachers in the knowledge that each person is a unique mix of joys, sorrows, highs, lows. A humane, kind culture is one in which people really see each other.

Our culture is courageous.

Courage is knowing holidays might be good, but life is about purpose - and this takes work. It means seeing each day as an opportunity to strive and to work hard, persevering with things you might not be naturally good at. We should also have the courage to stick at what we excel in - and to keep improving. We should never squander the gifts our parents, school, society and genes have given us.

Courage is standing up for what is right and ethical, even when it feels countercultural. Courage is playing your part in a school society that is based on values, ethics and depth, not popularity, surface and venality. Sometimes, courage will mean being an 'upstander' instead of a 'bystander'.

Courage is examining ourselves and making a commitment to being the best version of ourselves, even if we are confronted with things we don't like in the process. Most people only get to change one person for the better - themselves - and if we can do the hard work this requires, we will be on the path to a life worth living.

Courage is also a commitment to make a difference in the world - or some part of it. To give back to society. To live a life with purpose. (Indeed, for many staff, education itself is a vocation more than a profession.)

Our culture and values inspire us to:

- Learn with rigour;
- Explore our creativity;
- Lead through serving;
- Build our character;
- Nurture the spiritual;
- Embrace our diversity;
- Care for others, and
- Imagine a better future.

Great Hearts, Inspired Minds, Strong Wings, Firm Foundations

What do boys need to navigate the future and be the best versions of themselves? With 'Great Hearts, Inspired Minds and Strong Wings', they will flourish. 'Firm Foundations' will ensure our College remains efficient, sustainable and robust.



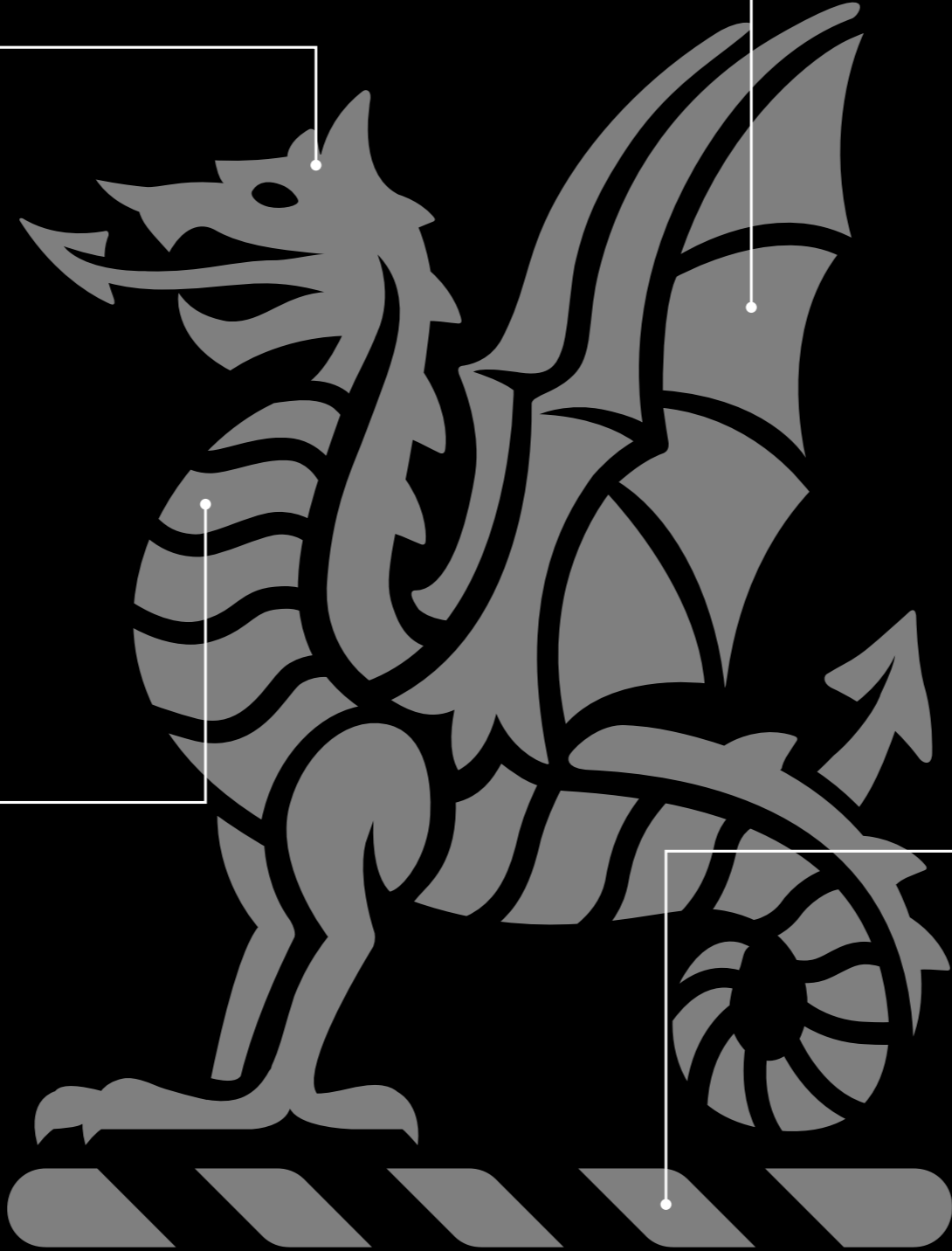
INSPIRED MINDS

- CURIOUS
- OPEN-MINDED
- RIGOROUS



GREAT HEARTS

- COURAGE
- INTEGRITY
- KINDNESS



STRONG WINGS

- INDEPENDENCE + TEAMWORK
- CRITICAL + ETHICAL THINKING
- PHYSICAL + ARTISTIC EXPRESSION
- COMMUNICATION
- CREATIVITY + AGILITY
- FAITH + MEANING



FIRM FOUNDATIONS

- DIVERSE
- ROBUST
- VIBRANT
- PEOPLE-FOCUSED



Educating for Great Hearts, Inspired Minds, Strong Wings

As we have seen, to thrive in the future, our boys need good minds, upstanding characters and a strong set of skills. They should possess knowledge and an understanding of the world.

However, 'knowledge' is three-quarters of what many schools currently focus on from day to day. The quality of thinking, the quality of character and the quality of skills together are left to crowd the other quarter. This imbalance is exacerbated by an assessment and external examination regime (HSC, IB, NAPLAN) that focuses boys even more strongly on content, produced in the right way, under timed conditions.

But what if we really focused on the quality of their minds, the quality of their hearts and the skills they need into the next century? If we focused on how they could think critically, have a thirst for knowledge, work in teams, be creative and have courage and kindness in equal measure?

They would be far better prepared.

We don't want to rupture what is working, but we do want to create an educational model that delivers on - even exceeds - our vision of 'Great Hearts, Inspired Minds, Strong Wings'. To do this, we will look at what happens at Newington, when it happens and how it happens.

Great Hearts and Inspired Minds: We will help boys develop characteristics and dispositions that will allow them to flourish.

Strong Wings: Important skills like ethical thinking, reading, writing and artistic expression might not naturally occur in children, so at Newington they will be taught. As boys develop each skill, they will display them. As they display them, they will practise them at a higher level - and learn even more. These so-called 'soft skills' are in fact the critical 'hard' skills that will set each boy up for the future.

Looking within, looking without: These skills cannot be developed in isolation. They need context. We should teach boys to 'know themselves', know about other people, know how the world works, and know our culture and our history.

School culture: Suffused through every element of life at Newington is our culture. This vibrant, kind, courageous environment gives life to both skills and content.

This type of education makes the differences between existing subjects less prominent and acknowledges that almost all subjects can offer insights into self, others and the world. The differences between curricular, co-curricular and pastoral fade because every activity serves to develop character and teach skills. This education means we can focus properly on the head, the heart and the wings of our Wyvern.



The Priorities: Delivering Great Hearts, Inspired Minds, Strong Wings and Firm Foundations

Our first stop on the path to delivering our vision is to change the traditional strategic pillars of academic/pastoral/co-curricular to minds/hearts/wings/foundations. This puts each individual boy at the centre of our vision. It means that some ideas inevitably overlap – for example, ‘ethical thinking’ can find a home in hearts, minds and wings. We think it is worth including them wherever they are relevant.

This is a live document. We already have (embryonic) plans connected to each of these priorities. We look forward to letting the whole community know about these plans as they develop.



GREAT HEARTS



QUALITIES

- ← → INTEGRITY
- ← → COURAGE
- ← → KINDNESS
- ← → RESILIENCE

ENDURING GOAL

To cultivate in our students courage, integrity, kindness, resilience and a desire to serve others.



STRATEGIC PRIORITIES - GREAT HEARTS

Priority 1

Develop a culture and approach where boys embrace resilience, kindness, courage and integrity.

Priority 2

Develop the structures and resources to move a pastoral, values-based education further to the heart of our practice.

Priority 3

Ensure staff have both the skills to teach and the attitude to promulgate the features of the 'great heart'.

Priority 4

Provide opportunities for the boys to demonstrate these values through their actions and interactions with others.



INSPIRED MINDS



QUALITIES

- ← → CURIOUS
- ← → OPEN-MINDED
- ← → RIGOROUS

ENDURING GOAL

To inspire students' continuous learning through engagement with, rigorous acquisition of, and open-minded, curious enquiry into knowledge and ideas.



STRATEGIC PRIORITIES

Priority 1

Develop an evidence-based, research-informed approach to the College's delivery of ideas, knowledge and skills:

Priority 2

Make curiosity and open-mindedness exciting through inspired teaching.

Priority 3

Foster the teaching of dispositions required by inquisitive and critical learners across age, stage and discipline.

Priority 4

Develop and manage structures that enable rigorous and innovative learning.

Priority 5

Enable the ongoing professional development of staff to deliver rigorous, open-minded education.

Priority 6

Improve feedback and reflection that promote student growth.

Priority 7

Establish high expectations and make academic rigour non-negotiable.



STRONG WINGS

QUALITIES



- ↔ INDEPENDENCE AND TEAMWORK
- ↔ CRITICAL AND ETHICAL THINKING
- ↔ CREATIVITY AND AGILITY
- ↔ FAITH AND MEANING
- ↔ COMMUNICATION
- ↔ PHYSICAL AND ARTISTIC EXPRESSION

ENDURING GOAL

To equip students with the skills and dispositions to live a life with a great heart and inspired mind, that is productive, ethical and fulfilled.



STRATEGIC PRIORITIES

Priority 1

Provide opportunities inside and outside the College to build and develop the character, skills and attributes highlighted in the wings of the Wyvern.

Priority 2

Developing structures and frameworks to deliver an innovative 'strong wings' skills program.

Priority 3

Aligning the pastoral, co-curricular and academic programs to reinforce dispositions and skills now and into the future.

Priority 4

Adapt professional learning to allow staff to develop and deliver effective and relevant programs.

Priority 5

Provide opportunities for boys to find their passion and purpose.

Priority 6

Maintaining our links with the Uniting Church and ensuring the pastoral program allows us to explore faith, meaning, spirituality and ethics.



FIRM FOUNDATIONS



QUALITIES

- ← → DIVERSE
- ← → ROBUST
- ← → VIBRANT
- ← → PEOPLE - FOCUSED

ENDURING GOAL

For Newington to work with its people and resources in a manner that is productive, ethical, efficient and sustainable in the long term so that the College continues to be a strong, diverse and financially viable. To develop our communities in partnership.



STRATEGIC PRIORITIES

Priority 1

Maintaining our strong financial position and ensuring we are sufficiently robust to withstand potential changes in the external environment.

Priority 2

Ensuring our practices continue to protect and celebrate our diversity specifically through admissions policies and scholarships.

Priority 3

Attracting, developing and keeping talented staff to become key parts of the community in a supportive, respectful and rewarding environment that also recognises the risk of work intensification.

Priority 4

Focusing on a commitment to sustainability and the physical environment in our practices and infrastructure.

Priority 5

Developing and enhancing a robust risk and compliance framework, including a best practice suite of policies.

Priority 6

Maintaining and strengthening our relationships with Old Boys, parents, Councils and others that enable us to be good citizens.

Priority 7

Providing a smarter working environment, reliable and efficient service and operations.



Appendix 1:

A message to the boys

You are the reason Newington College exists.
We want you to flourish now and in the future.

Inspired Minds

We want you to be curious and have a thirst for knowledge.

We want you to be excited about everything there is to understand, learn and wonder about in the world and beyond. We want you to:

- Experience the vibrancy of the College and all there is to learn and translate that into an intellectual enthusiasm for every day;
- Reflect on and understand yourself. To know what is fixed and what you can improve, what drives you, what is good for you and what will help you lead a good life;
- Explore ideas that broaden your imagination;
- Be excited to extend your interest beyond what you learn in class, and
- To be willing to investigate new aspects of the situations that you encounter.

We want you to be open-minded

We want you to be willing to consider multiple points of view and understand your own biases and prejudices. We want you to:

- Ask questions that challenge your perspectives, and
- Be willing to question your own beliefs and possibly change your stance in the light of new information.

We want you to be rigorous

We want you to strive by setting high expectations for yourself. We want you to stretch yourself. We want you to pick hard things to do instead of easy ones and work to achieve them. We want you to:

- Stick at what you start;
- Make a commitment to a growth mindset instead of a fixed one;
- Take a careful and exacting approach to your work;
- Check your work for accuracy, depth and evidence;

- Edit and refine your work before you submit it;
- Take pride in your work;
- Be open to sustained and honest feedback from your teacher as part of your growth mindset, and
- Ultimately, aim for wisdom.

Great Hearts

We want you to be courageous.

We want you to stand up for yourself and others, take risks and trust your ability, judgement, instincts and feelings. We want you to:

- Make the right, ethical or moral choice, even when it is difficult or counter-cultural;
- Take risks in your learning and express your views constructively;
- Trust your ability, judgement, instincts and feelings;
- Be willing to let go of the familiar and explore the unfamiliar, and
- Be willing to take on the big opportunities offered to you.

We want you to be kind.

We want you to treat others as you wish to be treated and to actively practise generosity of spirit. We want you to:

- Be a great friend, son, partner, father and grandfather;
- Actively practise generosity of spirit;
- Consider, empathise with and respect the identity, point of view and experiences of others;
- Help those who need and/or deserve your help;
- See society as a community to which you can give back, not a resource from which you can simply take. This exhibits itself through your social service activities;
- Feel you 'owe it' to help less fortunate members of our society and our world, and
- Be gentlemen.



We want you to have integrity.

We want you to have good, moral beliefs and to act in accordance with them, whether people are watching or not. We want you to:

- Act in a way that's consistent with the positive things you think and feel;
- Stand up for others who do not have a voice;
- Do what you say you will do, and
- Be honest and authentic.

We want you to be resilient.

We want you to have flexibility, to be able to last, to be optimistic, passionate and purposeful – within reason.

- We want your motivation to be intrinsic, not reward based;
- We want you to choose authentic challenges with the real prospect of failure;
- We want you to see failure as an opportunity for growth and to showcase vulnerability;
- We want you to have the capacity to recover quickly from difficulties;
- We want you to have the courage to ask for help before unfairly labelling yourself, and
- We want you to be mindful and stoic - within reason - so you are able to deal with things with equanimity.

Strong Wings

We want you to think critically and ethically.

We want you to be rational, thoughtful, self-correcting and self-improving – even when it's hard work. We want you to:

- Understand how reason and rationality work and to commit to reason and rationality – and EQ too;
- Be committed to doing the hard work of thinking ethically – and act on it when you need to;
- Listen to - and perhaps take on - other points of view;
- Search for good evidence and weigh it up. We want you to use criteria and be aware of your own biases, prejudices and world views. We want you to be aware of, and use, some of the many, many strategies and techniques that make up a 'critical thinker' and an 'ethical thinker';
- Come to your own sustained conclusions, and
- Exercise independent judgement to address ethical issues. We want you to look at a complex situation and see the best decision to make. We want you to have ethical discussions about what is right in all situations - with your mates and your peers, not just with adults.

We want you to have creativity and agility.

We want you to foster your imagination and to create original, innovative ideas or solutions. We want you to:

- Have an open-minded awareness of different paths to the ones you would normally walk. We want you to explore these different paths and find opportunities to reach your goals;
- Use 'under-formed' ideas as a path towards better ideas and have the strength to abandon others without judgement;
- Try to have a variety of ideas at hand;
- Have the courage to create things that are original or unique or important to you, and
- Adapt quickly to new circumstances.

We want you to be able to work independently, collaboratively and in teams.

We want you to be able to maintain your work ethic on your own and to co-operate effectively with others when attempting to achieve a group goal. We want you to:

- Be able to operate in your own time, with your own means - and to know your limits;
- Have initiative and a proactive attitude;
- Have the capacity to organise yourself, develop your own systems, map out the most effective path and then stick to it;
- Be able to focus and not be distracted;
- Have a go following procedures without strong guidance;
- Genuinely conceptualise yourself as a part of a larger team aiming to complete a common goal;
- To internalise that winning or succeeding is a shared enterprise;
- Recognise that multiple points of view or skills will need to be considered, respected and negotiated carefully;
- Build on other people's ideas or skills and allow other people to build on yours;
- Judge and decide when to take a lead and when to be led by others. Give other people credit for their part in an overall win, idea or plan;
- Take responsibility for your role in a group and not foist your duties onto others. We also want you to take responsibility for your part in any failure or loss, and
- Listen hard to and watch carefully the social dynamics of the group and respond to them appropriately.



We want you to explore faith and purpose.

We want you to 'add knowledge to your faith' through our Christian or Uniting Church foundations or through faithful and reasoned exploration of your own choosing or culture. We want you to:

- Engage with the biggest questions in life at chapel, in religious studies classes and elsewhere, to develop a deeper understanding of the world and your place within it;
- Have a purpose larger than yourself;
- Have a desire, and a plan, to make, contribute, create or improve the lives of others, and
- Add faith to your knowledge.

We want you to be able to communicate well.

We want you to be able to present effectively your ideas, thoughts and emotions to individuals and groups. We want you to:

- Be able to say what you are thinking and/or feeling effectively and sensitively to other people;
- Present to an audience in work situations;
- Work effectively with people by using non-verbal communication, and
- Use the written word effectively to express your ideas, persuade and ethically treat other people.

We want you to be physically and artistically expressive.

We want you to stay fit and explore your ideas or feelings through creating. We want you to:

- Be committed to being and staying fit throughout your life through exercise and activity;
- Appreciate the teamwork, self-reliance and self-esteem benefits of sport and be committed to (or at least be willing to) play sport for College teams;
- Be committed to, or appreciate the value of, the artistic, musical, linguistic and/or dramatic world;
- Be committed to (or at least be willing to) express your ideas through one or more artistic mediums, and
- Be committed to (or at least be willing to) explore a wellbeing program that encourages mental health, optimism, steadiness and resilience.

Our firm foundations

Our bedrock foundations underpin our vision for all boys and fundamentally shape out College.

Diversity and inclusiveness

We welcome different faiths, ethnicities, points of view and backgrounds.

- Our diversity should encompass people of different ethnicities, religious beliefs and socioeconomic backgrounds.
- This diversity will allow Newington to more closely resemble the demographic makeup of society.

Sustainability

As a future-focused organisation we should take our environment responsibility seriously.

- Plant and buildings should be as energy efficient as reasonably possible. As technologies and efficiencies emerge, we should remain agile in implementation.
- Processes that reduce the amount of waste that we produce should be implemented.
- Our policies and procedures should be robust and clear.
- Our buildings should be fit for purpose.
- Our buildings should be updated where necessary to cater for the changing needs of education and maintained to a high standard.

Financial strength

We should ensure our financial metrics are healthy, our resilience considerable and our strategies sound.

- We should have a healthy surplus and operating margin.
- We should be agile enough to adapt if external economic and financial outlooks change.
- Our investments and investment strategies should be sound.
- We should prioritise our ability to attract, develop and retain talented staff. Our conditions of employment should be best practice, fitting for a school environment and attractive for current and potential staff.
- We should offer leading-edge systems and technologies.
- We should be thoughtful and focused with our spending priorities, focusing on what is best for the boys.

Vibrant and communal

Newington's atmosphere should be welcoming and inclusive within and outside the school gates. The boys should 'look out' for each other.

- We should consider that Newington is a part of a larger set of communities.
- The atmosphere of the school means boys are excited to learn and by the variety of opportunities available.



Appendix 2: The changes ahead

Preparing Newington boys for the future by equipping them with Great Hearts, Inspired Minds and Strong Wings is central to our plans for the years ahead. It will create opportunities to reinvigorate Newington's strong existing programs and infrastructure. Among the options we will explore and plan to implement are:

1. Imaginative, themed classrooms designed to evoke original thinking and new ways of learning;
2. A world-class critical, creative and ethical thinking program enhanced by a centre for critical and ethical thinking.
3. Expanded social service - in the local community and overseas;
4. A sustained immersion experience offering life-changing experiences to Year 10;
5. A business centre, where boys can both create and work in their own businesses;
6. New facilities and buildings, including a Year 12 centre in the revamped Founders building;
7. A sustained whole-school reading push: the College will have more books;
8. Outdoor education in Year 7 and 8;
9. More deliberate targeting of diversity through scholarships and selection processes, made possible by a substantial Endowment Fund;
10. More interactions with girls, delivered through more co-ed experiences with MLC;
11. A specific, bespoke 'how to live' subject covering wellbeing, mental health, diet, accounting, resilience and attitude to life;
12. Regular 'real world learning' days without set periods and with a flexible timetable;
13. A 'next-stage-of-life program' co-ordinated with Old Boys;
14. Enduring financials, strong margins and well-maintained investment strategies, and
15. More Houses.



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