

# Annual School Report 2015 School Year



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## About this report

Newman Senior Technical College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2016 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6580 3800 or by visiting the website at [newman.nsw.edu.au](http://newman.nsw.edu.au)



## 1. Messages

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### 1.1 Principal's Message

The primary purpose of Newman Senior Technical College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Newman Senior Technical College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office, on class webpages and College Facebook page. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Newman Senior Technical College has earned as an exemplary school. Given the unique Vocational and Technical focus of our curriculum student achievement is measured in a number of ways.

The following list provides an indication of student achievements in 2015:

- Perhaps the highlight of the year can be found in the success of a Newman College student who was acknowledged as a State Finalist in the School-based Trainee of the Year at the NSW training Awards.
- Six students (listed below) have qualified for the National WorldSkills competition to be held in 2016 in Automotive, Business Services, Construction, Commercial Cookery, Information Technology and Retail.
- The College had 65 school-based Apprentices/Trainees in vocations including:
- Automotive (Light Vehicle Mechanical), Engineering (Fabrication), Business, Information Technology, Retail, Hospitality (Commercial Cookery), Aged Care, Carpentry, Electro-technology, Printing and Graphic Arts, Sport and Recreation, Furniture Making and Beauty
- 95% of our graduating students went on to full time apprenticeships, traineeships, full time work or other identified positive post school outcomes.

There were many opportunities throughout the year for our College to be represented at community and cultural events. The following list provides an indication of the College's cultural program and community involvement. In 2015:

- The College was ably represented by the College Captains, Student Representative Council Members and a large group of students in the ANZAC Day March and Ceremony.
- Once again students volunteered at the hospitality venues and aid stations at the Port Macquarie Ironman and Half Ironman events.
- Construction students completed many small building and maintenance projects at local schools and community organisations including other primary and secondary schools.
- Our Student Representative Council lead many fundraising and community projects including Caritas Australia, Clean-up Australia Day, Red Nose Day, and Jeans for Genes Day.
- The College celebrated the 100 Year Anniversary of the XLCR vessel, which has provided a rich cultural and learning opportunity for our students and members of the broader community.
- The College hosted the Inaugural Manufacturing & Engineering Expo in conjunction with Industry Mid North Coast in September This was the region's first and largest showcase of manufacturing and engineering businesses based on the Mid North Coast, with key industry leaders, government stakeholders and local schools coming together to learn about industry capabilities within the region.

Students performed well at various sporting events in the year. The following list provides some examples of sporting highlights. In 2015:

- The College was represented across a range of sports in Diocesan Competitions. These included Open Touch Football Teams (boys and girls), Open Rugby League, Futsal, Volleyball, Australian Rules, Surfing and Netball.
- A number of students also represented the College at Diocesan level in Athletics and Swimming.



- The College Sportsperson of the Year Award recipient represented the College in Volleyball and Touch Football, the Diocese in Rugby League as well as being named in the CCC NSW Rugby League side as a shadow.
- The Open Rugby League side were North Coast Country Cup finalists.

There were many people who assisted in the College's quest for excellence. In particular special thanks are extended to the parent body and the College staff for all their generous efforts. Newman Senior Technical College is indeed blessed to have such dedicated and enthusiastic people supporting the College.

Stephen Pares  
*Principal*

## 1.2 A Parent Message

The official parent body is the St Agnes' Parish Secondary Schools Parents' Consultative Committee. St Agnes' Parish Secondary Schools (SAPSS) is a family of three schools, St Joseph's Regional College, MacKillop College and Newman Senior Technical College, working together in the pursuit of excellence in teaching and learning, spiritual formation, pastoral care, sport and the creative arts. The role of the SAPSS Parent Consultative Committee (PCC) is to operate in a collaborative partnership with the SAPSS Leadership Team, the Parent Assembly and Parent Representatives, which includes, but is not restricted to activities such as:

- Affirming, supporting and validating ideas, policies and initiatives.
- Being a critical friend for road testing and expanding upon new ideas.
- Providing feedback on effectiveness and impact of school initiatives and programs.
- Providing a "voice" for parents to make suggestions, directly express views, share experiences and expectations.
- Providing direct support to SAPSS Leadership Team initiatives designed to engage the broader parent community – e.g. facilitating focus groups for targeted feedback sessions for parents and students.

In 2015 the PCC met 8 times and made valuable contributions to agenda items such as:

- ASPECT.
- CCSP Conference.
- Design of the new St Peter's/St Paul's carpark.
- St Paul's building project.
- St Joseph's Regional College extension to the hall.
- Fundraising options.
- Constitution review & confidentiality.
- JOPRIM (Uniform Shop)– functionality and location.
- School back packs.
- School Fees.
- Parent Assembly.
- School goals supported by SAPSS PCC.
- Parental Partnership Grants.
- Parent Proclaim.
- School Review and Improvement (SRI).
- Marketing and Co-branding of St Agnes' Parish.

By providing direct feedback and input to school initiatives (planned and delivered), the objective of the PCC is to improve the quality of such initiatives. Feedback from the parent representatives is constructive and offers insights to the SAPSS Leadership Team to help it make more informed decisions for the students.

The SAPSS Leadership Team calls upon the PCC from time to time to take a more active role in collaboration by working with the Parent Assembly to engage the broader parent community in specific initiatives. This includes the facilitation of focus groups, small group meetings, education and awareness presentations and other such activities to act as a bridge between the school and the broader parent group. In addition, the PCC is utilised as a key link between the three College Student Representative Councils and the broader parent body. Such relationships help to develop confidence, communication skills, leadership and community spirit for students.

Lynn Lelean, *Chairperson SAPSS PCC*



## 2. This Catholic School

### 2.1 The School Community

Newman Senior Technical College is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Port Macquarie. College families are drawn from the towns and communities of Port Macquarie, Wauchope, Lake Cathie, Camden Haven, Kempsey, Bonny Hills and Telegraph Point. Last year the College celebrated 35 years of Catholic education.

The Parish Priest Father Leo Donnelly is involved in the life of the College ably supported by the College Chaplain Father Peter Wood.

Newman Senior Technical College is a Parish school with strong links to the Parish family. The school aims to involve the children and their families in the life of the Parish through activities such as:

- Staff and student participation at Mass and hosting of Sunday Mass morning teas.
- Completion of small building projects and some minor maintenance work for Parish entities.
- Support and representation on the Parish Education Council.
- A strong and effective working relationship with our Parish Priest.
- A collegial relationship with St Agnes' Parish Secondary Schools.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeates College life. The Diocesan Daily Prayer guidelines support the College's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of College life. Religious Education is given priority in our College and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the College.

### 2.2 School Enrolment

Newman Senior Technical College caters for young adults from Years 11 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2015	TOTAL 2014
<b>Male</b>					94	73	167	179
<b>Female</b>					80	67	147	130
<b>Indigenous</b> <i>count included in first two rows</i>					9	9	18	20
<b>LBOTE</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>					0	0	0	0

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2015 was 90%. School attendance rates disaggregated by Year group are shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance rates by Year group					90%	90%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	32
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	1
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	11
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	26

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97%. This figure is provided to the school by the CSO.

In 2015, our long serving Business Manager was appointed to a new position within another Parish entity. One teacher retired after over a decade of dedicated service and another took up a new position in another Diocese. There were three new additions to our teaching staff. Three people joined the College administration and support staff. There were two College trainees in 2015.



## **2.6 Initiatives Promoting Respect and Responsibility**

The College ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the College and the local community.

The values of respect and responsibility lie at the heart of Catholic Colleges, and underpin all policies and procedures at Newman College.

Students, teachers and parents are regularly reminded of the College's commitment to these and other College values by newsletter items, assembly messages and by the nature of our interpersonal relationships. The College's Mission can be outlined in three simple and succinct statements:

- Respect for Self
- Respect for Others
- Skills for Life.

Designed to make the College's Mission clear and accessible to all members of the community these phrases appear in almost every printed document produced by the College.

Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Outstanding citizenship was recognised at the Annual Prize giving with numerous awards being presented.

## **2.7 Parent, Student and Teacher Satisfaction**

The College uses a variety of methods to gauge parental, student and teacher satisfaction with College operations. The College understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the College to test reaction to decisions, policy and College procedures.

- The College undertook a comprehensive School Review and Improvement process constructed and supported by the CSO Lismore. This involved several survey methods including interviews and focus groups to look at student and parent opinion and satisfaction. This data was then utilised by the staff to guide the creation of the Strategic Plan which will guide the College over the next 5 year cycle.
- Informal parent events such as the Family Breakfast and the Parent Information evenings also provided parents with the opportunity to convey their level of satisfaction to College staff.
- Parent/Teacher Interviews where dialogue is facilitated and feedback sought from families and students are held quarterly.

## **3. Teaching and Learning**

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### **3.1 School Curriculum**

The College follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office. The curriculum and teaching and learning are shaped by the priorities and goals of the College and informed by directives from the Catholic Schools Office and relevant Federal and State statutory authorities. Staff members at the College are committed to continuous improvement of teaching and learning in all facets of the College curriculum.

Students study Board of Studies mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The College offers 19 Higher School Certificate Courses. In addition to this, curriculum offerings include HSC specialisation courses in Automotive, Business Services, Children's Services, Construction, Metal and Engineering, Electrotechnology, Human Services – Aged Care, Retail, Furniture Making, Hospitality and Information Technology.

The College curriculum includes the following features:

- VET offerings of Automotive (Mechanical Light Vehicle), Hospitality (Commercial Cookery), Electrotechnology (Electrician), Engineering (Mechanical), Engineering (Fabrication), General Construction, Furniture Making, Children's Services, Business Services, Retail Operations, Information Technology and Human Services – Aged Care.



- Students undertake regular structured workplace learning (one day per week and block periods). The Structured Workplace Learning Program is instrumental in providing students with additional valuable technical skills, employability skills, employment opportunities and countless other benefits.
- A Learning Support Team is integral to ensuring that students requiring additional support are catered for. The team's role is to support the College's responsibility to provide an inclusive program of study, extra-curricular activities and pastoral care. It is an interdisciplinary group that uses a systematic process to address the academic, social and emotional needs of the College community to enhance inclusion.
- The staff at the College aim to create an environment where, Literacy and Numeracy standards are a high priority. The College conducts its own Literacy testing program each year and staff are committed to implementing the College's Literacy and Numeracy Policy.
- A strategic planning approach to ICT and the clearly articulated vision and purpose to authentically integrate technology into the curriculum is clearly evident in the College's operations. A key component of this is the Bring Your Own Device (BYOD) Program.
- The College has a Leader of Pedagogy whose role is to ensure that staff are engaging in professional dialogue around their teaching practice. This is supported by contemporary research and guidance from the Contemporary Learning Framework which is a Diocesan initiative to guide teaching and learning innovation.

The parish secondary school offers a strong co-curricular program which includes student participation in a variety of activities.

- **Indigenous Awareness Activities**

Port Macquarie is home to the Biripai people. With 20 Indigenous students enrolled at Newman, the College recognises and promotes Indigenous Culture, Heritage and Survival. Recognition and promotion of activities are part of the annual community celebrations for NAIDOC, and are available to the wider communities and build bridges between Indigenous and non-Indigenous Australians. Newman's Indigenous students are further supported through the provision of an Indigenous Education Support Officer who ensures that support is provided to indigenous students through liaising directly with families on student progress, providing support in the workplace and assisting indigenous students to access external pathways and support. Indigenous enrolments at Newman have increased dramatically over the last 5 years as we seek new and innovative ways to support these students.

- **Gifted and Talented Students**

Gifted and talented students are identified through a number of mechanisms. These include the creation of specialisation or extension classes. In this way students who demonstrate that they are particularly gifted in key learning areas are provided with the opportunity to extend their skills and challenge themselves in their area of interest. Opportunities for challenge are provided through various Regional, State and National competitions such as WorldSkills. Our success in the WorldSkills Competition this year has continued to reflect the emphasis we place on skill development and striving for excellence.

- **Sporting Opportunities**

Newman offers a comprehensive sporting and co-curricular program with the opportunity for students to challenge themselves and to advance their skills through competing at Diocesan, State and National levels. Students who are more committed to their sport have the opportunity to study further as part of the curriculum through the Sport, Lifestyle and Recreation course. Newman has a partnership with Country Rugby League which gives students the opportunity to complete the Refereeing Certificate as well as the Certificate I in Rugby League Coaching.

## 3.2 Student Performance in National Testing Programs

### 3.2.1 NAPLAN

Not applicable to this College.



### 3.2.2 Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6							
		2013		2014		2015	
		School	State	School	State	School	State
Studies of Religion 1		n/a	n/a	n/a	n/a	n/a	n/a
English Standard		9%	52%	5%	43%	20%	42%
English Advanced		n/a	n/a	n/a	n/a	n/a	n/a
General Mathematics		7%	51%	32%	51%	26%	50%
Mathematics		n/a	n/a	n/a	n/a	n/a	n/a
Electro technology		n/a		83%	46%	100%	42%
Hospitality (F/B for 2015 only)		80%	76%	80%	63%	100%	58%

The non-ATAR, vocationally oriented nature of the College's model can from time to time see mixed results in the HSC. Student enrolment has tended to reflect a greater percentage of students whose focus is more on the applied VET courses. The English results showed an upward trend for 2015; whilst the two VET exam areas selected represent small cohorts, they did demonstrate a high level of success.

### 3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking Vocational Education Training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent Vocational Education and Training qualification).

Senior Secondary Outcomes Year 12, 2015	% of students undertaking vocational training or training in a trade during the senior years of schooling.	100%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### 3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2015 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	5%	8%	80%	7%

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

Staff Professional Learning Activity	Date	Presenter
Planning and development	27/28 Jan	College Leadership
Staff Retreat	2 March	College Leadership
School Review and Improvement	20 April	College Leadership
School Review and Improvement	10 August	College Leadership

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Online Courses on Moodle and Google Applications	All	CSO
Diocesan Based KLA and VET workshops	All	CSO
HSC Exam marking	2	
VETAG meetings	4	CSO
Marine Studies Conference	2	Marine Teachers Assoc.

The professional learning expenditure has been calculated at \$7798 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

## 4. School Policies

### 4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Anti-Bullying	Changes made	Policies and procedures manual
Concerns and complaints	No change	Policies and procedures manual
Critical Incident management	Changes made	Policies and procedures manual
Electricity	No change	Policies and procedures manual
Enrolment	No change	Policies and procedures manual
Evacuation	Changes made	Policies and procedures manual
Gender equity	No change	Policies and procedures manual
Harassment	No change	Policies and procedures manual
Hazardous substances	No change	Policies and procedures manual
Mobile phone	Changes made	Policies and procedures manual
Workplace health and safety	Changes made	Policies and procedures manual

## 4.2 Enrolment Policy

Every new enrolment at Newman Senior Technical College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the College, specific College procedural policies and current College expectations.

It is a condition of enrolment that all children will participate in Catholic Studies lessons and activities, as well as prayer celebrations and College and class Masses.

A copy of the Enrolment Policy is located in the College office or it can be accessed on the College's website. The College Enrolment Policy explains the Parish enrolment guidelines.

## 4.3 Student Welfare Policy, Pastoral Care Policy

The College's Pastoral Care Policy is concerned with the fostering of students' self-esteem and self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities. The College's pastoral care program, administered by the Student Services Team has been developed in consultation with staff, parents and students.

## 4.4 Discipline Policy

The College policy is based on procedural fairness and ensures that College practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Relevant sections of the policy are also published in the student diary. The College does not sanction corporal punishment or allow parents to administer corporal punishment in the College.

## 4.5 Complaints and Grievance Policy

The College policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the College website.

## 5. School Determined Improvement Targets

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Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

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### **Catholic Faith and Culture**

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Develop Catholic Schools Youth Ministry Association (CSYMA) class and opportunities

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Strengthen and improve the Values and Ethics course

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### **Teaching and Learning**

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Increase student motivation

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Maintain high expectations for learning

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Increase the effectiveness of our Professional Learning Teams

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### **Organisation and Administration**

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Clarifying purpose and leadership

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Develop effective internal communication structures

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Develop the physical environment to improve health and wellbeing

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### **Relationships**

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Improve engagement with and acknowledgement of employers

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Develop PC team relationships

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**6. Financial Information**

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2015 is presented below:

