

Annual School Report 2016 School Year



NEWMAN
Senior Technical College

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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 (CSO). 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 2017 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 65803800 or by visiting the website at newman.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Newman Senior Technical College Catholic 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 applied learning, academic, cultural and sporting achievement. Newman 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 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Newman College has earned as an exemplary school.

There are a number of measures of success at Newman College. In 2016 the highlights included:

- Newman Senior Technical College was recognised as the best performing VET school in Australia at the 2016 WorldSkills Australia National VET in Schools Competition with six students qualify out of the 12 VET in Schools categories. The results included :
 - Rebecca Lakis-Smith was awarded Gold in Business Services
 - Jordan Peterson achieved Silver in Automotive
 - Courtney Newham achieved Bronze in Retail
 - Maddison Seaborn achieved Bronze in Information Technology
 - Finalists in Hospitality and Construction
- 76 School-based Apprentices / Trainees in vocations including: Business, Human Services, Education & Care, Construction, Furniture Making, Civil Construction, Bricklaying and Carpentry, Fitness, Hospitality Operations, Retail, Community Pharmacy and Warehousing Operations, Automotive, Engineering, Electrotechnology, Agriculture and Horticulture
- Early Entry offers to University Bachelor courses in Nursing, Business, Educational Studies, Accounting, Applied Science (Outdoor Recreation and Ecotourism), Social Work and Criminal Justice.
- In 2016 Newman students gained in excess of 68 thousand hours of 'hands-on' work place learning.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016 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 led many fundraising and community projects for, Caritas Australia, Clean-up Australia Day, Red Nose Day, Jeans for Genes Day and a range of other opportunities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- 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 recipients were Georgia Hinds and Kyle Blanch who represented the College in Diving, touch football, volleyball, soccer and Rugby League. Georgia placed second at the NSW (CCC) competition in Sydney.

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

Stephen Pares
Principal

1.2 A Parent Message

The key to the success of the Parent Consultative Committee (PCC) is in its name. It is a representative body that works in close consultation with the St Agnes Parish Secondary Schools (SAPSS) Leadership Team and the Parent Assembly.

The PCC is a reference group, an advisory body and a sounding board for all manner of issues relating to the education of our children. The committee consists of parent representatives from each of the secondary schools (MacKillop College, St Joseph's Regional College and Newman Senior Technical College), along with the Principals of each school and Parish Education Coordinating Executive Officer John McQueen.

The PCC is a forum which offers its members the chance to 'stay in touch' with happenings across the secondary schools.

At its regular meetings, the PCC is updated on a range of initiatives undertaken across the Parish schools and Principals have sought the parent perspective on a host of issues, ranging from fundraising projects to a revamp of weekly newsletters.

Through tours of our SAPSS facilities throughout the year, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and repurposing of existing infrastructure. It is very exciting to witness these improvements and I would encourage parents who haven't visited their school lately to arrange a visit. Each of our School Principals has extended an invitation to parents and carers to contact them to organise a tour. It is a great opportunity to see what has been achieved in recent years.

An issue that has been of great interest to parents and carers in the past year has been the review of school fees, particularly in relation to family discounts. This is a complex process that has required a great amount of effort to guarantee fairness, equity and value for families while ensuring the key focus always remains on the provision of a quality education for our children.

Presentations explaining the need to improve the current system led to a lengthy and productive discussion in which members of the PCC were able to gain a greater understanding of how our school fee structure directly relates to the important ongoing improvement and maintenance of our schools. As representatives of the wider parent body, PCC members contributed to the decision-making process by offering feedback from a family perspective regarding the discount structure.

We are very fortunate that parental involvement such as this is sought by the SAPSS Leadership Team – and acted upon. This further demonstrates the value of a body such as the PCC.

As another school year begins, you can be assured that the PCC will continue to advocate, engage, facilitate, plan and achieve on behalf of students, families and the broader school community.



I would encourage parents who wish to contribute ideas, discuss concerns or provide feedback on any issue relating to our secondary schools to please contact our Leadership Team, John McQueen or myself.

Mrs Lynn Lelean
 Chair
 St Agnes' Parish Secondary Schools
 Parent Consultative Committee

2.0 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 Education structure 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 38 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 such 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 of 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 children from Years 7 to 12. The following table indicates the student enrolment characteristics:

| | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL 2016 | TOTAL 2015 |
|------|---|---|---|----|----|----|---------------|---------------|
| Male | | | | | 96 | 64 | 160 | 167 |

| | | | | | | | | |
|---|--|--|--|--|----|----|-----|-----|
| Female | | | | | 68 | 74 | 142 | 147 |
| Indigenous <i>count included in first two rows</i> | | | | | 21 | 8 | 29 | 18 |
| EALD (Language background other than English) <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 week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. 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 2016 is shown in the following table.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|---|--------|--------|--------|---------|---------|---------|-----------|
| Average Student Attendance rates | n/a | n/a | n/a | n/a | 87.9 | 89.4 | 88.6 |

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. | 33 |
| 2. | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 3 |
| 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. | 10 |
| 5. | Number of staff identifying as indigenous employed at the school. | 1 |
| 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.

At the end of the 2016 school year long serving staff member, Mr Bruce Dawson announced his intention to retire. Over 13 years Bruce was a key educator across a number of trade areas including Metals and Engineering, Electrotechnology and Electronics.

2.6 Initiatives Promoting Respect and Responsibility

The school models and teaches students about respect and responsibility in a number of ways:

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 in promoting respect and responsibility 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 repeatedly appear in internal and external communication documents and presentations produced by the College.

Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas, Orange Sky Laundry, Christmas Hamper donations and the Parish Spring into Summer appeal. 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 survey of students, families and staff, constructed and supported by the CSO Lismore. This data was then utilised by the staff to guide the implementation of the Strategic Plan, which guides the College over the current 5 year cycle.
- Informal parent events such as the Family Breakfast and the Parent Information evenings also provide parents with the opportunity to convey their level of satisfaction to College staff.
- Parent/Teacher Interviews are held quarterly where dialogue is facilitated and feedback sought from families and students.

3.0 Teaching and Learning



3.1 College 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 other 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 articulating into the 19 Higher School Certificate Courses that the College offers. 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 Colleges 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 that 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 employing 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 with 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:

- **Indigenous Awareness Activities**
Port Macquarie is home to the Biripai people. With 29 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 College 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

3.2.2 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

| | 2014 | | 2015 | | 2016 | |
|------------------------|--------|-------|--------|-------|--------|-------|
| | School | State | School | State | School | State |
| Studies of Religion 1 | n/a | n/a | n/a | n/a | n/a | n/a |
| English Standard | 5% | 43% | 20% | 42% | 17% | 49% |
| English Advanced | n/a | n/a | n/a | n/a | n/a | n/a |
| General Mathematics | 7% | 51% | 32% | 51% | 12% | 50% |
| Mathematics | n/a | n/a | n/a | n/a | n/a | n/a |
| Automotive (VET) | n/a | n/a | n/a | n/a | 80% | 41% |
| Metals and Engineering | n/a | n/a | n/a | n/a | 100% | 60% |

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 trended upwards for 2016 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



| | | |
|--|--|------|
| Senior Secondary Outcomes Year 12, 2016 | % 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 College 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, 2016 Graduating Class | University | TAFE / Other institutions | Workforce entry | Destination not reported |
| | 6% | 9% | 81% | 4% |

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 2016 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|-----------------|--|
| Strategic planning and development | 27th - 29th Jan | College Leadership |
| Staff Spirituality Retreat | 8 April | College Leadership |
| Teaching and Learning Professional Learning | 26 April | College staff and guest experts. |
| Catholic Worldview permeation day | 18 July | Leaders of Evangelisation and Catechesis |

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



| Activity | Staff numbers | Presenter |
|--|---------------|------------------------|
| 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. |
| EDUTECH Conference | 3 | Various |

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.

4.0 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 2016.

| Policy name | Status in 2016 (No change, new policy, changes made) | Access this policy at: |
|--------------------------------------|---|--------------------------------|
| REPORTS - REPORTING PROCESS POLICY | No change | Policies and procedures manual |
| CAFÉ POLICY | Changes made | Policies and procedures manual |
| GIFTED AND TALENTED EDUCATION POLICY | No change | Policies and procedures manual |
| ACCELERATED PROGRESSION POLICY | No change | Policies and procedures manual |
| ASTHMA MANAGEMENT | No change | Policies and procedures manual |
| CHEMICALS IN THE SCHOOL CURRICULUM | No change | Policies and procedures manual |
| ESL / NESB | No change | Policies and procedures manual |
| ILLEGAL DRUG POLICY | Changes made | Policies and procedures manual |
| RISK MANAGEMENT POLICY | Changes made | Policies and procedures manual |
| SAFETY POLICY | No change | Policies and procedures manual |
| SEXUAL HARASSMENT | No change | Policies and procedures manual |
| LEARNING SUPPORT | Changes made | Policies and procedures manual |
| STAFF DRESS – GENERAL GUIDELINES | No change | 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 Pastoral Care Policy / Student Welfare

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.

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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.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

Catholic Identity and Mission

Create a formal community service program that recognises Jesus as our model for service and supports the dignity of the human person.

To articulate clearly the uniqueness of Newman as a catholic School community.

To create a dedicated sacred space as a visible symbol of our Catholicity.

Organisation and Co Leadership

To have a flexible and effective model of delivery which supports and develops students motivation and wellbeing

Build with in our organisation structures and processes, which support staff wellbeing.

To create a contemporary reporting system which provides effective feedback.

To develop more effective administration of our broad and unique curriculum

Teaching and Learning

To create a learning environment which is flexible, engaging and promotes high expectations

To have a systematic approach to celebrating student success in its many forms

To have a whole school focus on the development of employability skills through the curriculum

To have a systematic focus on articulating high expectations for learning in our curriculum

Community and Relationships

Improve student and staff wellbeing through the College environment and facilities.

Strengthen parent partnerships

To build quality relationships through our pastoral care program



6.0 Financial Information

Do not complete this section. This section will be completed by the CSO Finance and Resources Consultant. It will be added in direct by the CSO. This section cannot be completed until our accounts are audited, usually around March. Leave the black text as it stands in this document.

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 2016 is presented below: