

# Annual School Report

## 2018 School Year

**Newman Senior Technical College, Port Macquarie**



**NEWMAN**  

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**Senior Technical College**

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## About this report

Newman Senior Technical College, Port Macquarie is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement 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 NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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 [www.newman.nsw.edu.au](http://www.newman.nsw.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of Newman Senior Technical College, Port Macquarie 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, Port Macquarie 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. 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, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018:

- Newman College participated in 2018 WorldSkills Australia National Competition and was successful in the following - VETiS category: Gold medal in Electrotechnology, Silver medal in Automotive, Silver medal in Information Technology, Finalist in Hospitality Food & Beverage.
- Two Newman students were recognised at the regional level of the NSW Training awards with a finalist in the School-based Trainee of the year category and an Achievement Award for a School-based Trainee.
- Students received early entry offers to University Bachelor courses in: Para-medicine, Social Science, Occupational Therapy, Education - Primary Teaching, Secondary Teaching, Outdoor Recreation, Social Science (Psychology), Nursing, Exercise Physiology - Sports Science, Medical Radiation, Criminal Justice, Applied Science Parks, Biodiversity Pathways, General Studies, Construction Management, Applied Science Outdoor Recreation and Ecotourism, Business Studies.
- 86 School-based Apprentices & Trainees were signed-up in vocations including: Engineering, Hospitality, Kitchen Operations, Individual Support, Allied Health, Carpentry, Brick & Block Laying, Wall & Floor Tiling, Furniture Making, Beauty Services, Business, Financial Services, Automotive, Marine Mechanical Technology, Electrotechnology, Early Childhood Education & Care, Retail Operations, Warehousing, Plumbing, Hairdressing, Tourism, Mobile Plant Technology, Information, Digital Media & Technology.
- Newman students gained in excess of 75,000 Workplacement hours (including School-based Apprentices and Trainees).

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 2018 the school:

- 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 and the Parish Retreat Centre.



- Our Student Representative Council led many fundraising and community projects for Caritas Australia, Clean-up Australia Day, Community Soup Kitchens, RU OK? 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 2018:

- Newman College was represented across a range of sports in Diocesan Competitions. These included boys and girls Open Rugby League, Touch Football, Soccer, Futsal, Volleyball, Surfing and Netball teams.
- The College boys Rugby League team had successful season which culminated in the grand final of the Combined Catholic Colleges Plate.
- A number of students represented the College at Diocesan level in Athletics and Swimming.
- The College Sportsperson of the Year Award recipient represented the College in Swimming and Athletics in the Student With Disability category at Diocesan, State and National levels. This student was also awarded the Pierre de Coubertin Award.

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 Senior Technical College, Port Macquarie is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Stephen Pares  
Principal

## 1.2 A Parent Message

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

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 Coordinating Executive Officer for Parish Education and Training.

The PCC is a forum offering 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 the look and feel of classrooms of the future.

In recent years, members of the PCC have seen impressive capital works projects come to fruition and the revitalisation and re-purposing of existing infrastructure. This is our school fees in action. If you haven't visited our schools lately, I would encourage you to do so as it is very exciting to witness these improvements. Each of our School Principals extends an invitation to parents and carers to contact them to organise a tour. It is a great opportunity to see what has been achieved.

Throughout the year, our parent representatives are kept informed of happenings at each school through regular reports provided by each Principal. Other items that have been discussed included:



Enrolment Information evenings, the Proclaim Parents' Forum, Workplace Health and Safety, Parent Assembly activities and the Learning for the Future Program.

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 group such as the PCC.

With another school year well underway, 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, the Coordinating Executive Officer for Parish Education and Training 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, Port Macquarie is part of the St Agnes' Parish Port Macquarie Parish which serves the communities of Port Macquarie, Wauchope, Lake Cathie, Camden Haven, Kempsey, Bonny Hills and Telegraph Point., from which the school families are drawn.

Last year the school celebrated 39 years of Catholic education.

The parish priest Father Paul Gooley is involved in the life of the school.

Newman Senior Technical College, Port Macquarie 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 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 permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

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



## 2.2 School Enrolment

Newman Senior Technical College, Port Macquarie caters for children from Years 11 to 12. The following table indicates the student enrolment characteristics:

	Year 11	Year 12	TOTAL 2018	TOTAL 2017
<b>Male</b>	103	69	172	162
<b>Female</b>	77	64	141	125
<b>Indigenous</b> <i>count included in first two rows</i>	9	14	23	37
<b>EALD</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 week by the principal or their delegate. 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 2018 is shown in the following table.

	Year 11	Year 12	All Years
<b>Average Student Attendance rates</b>	85.3%	86.7%	86%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	7
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	29
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	8
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	31

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.09%. This figure is provided to the school by the CSO.

At the commencement of the 2018 new year new staff were welcomed in the following areas/positions: English, Maths, Sport Leisure & Recreation, Leader of Pedagogy/Business Services, Industry Liaison Officer, Numeracy & Literacy Assistant part-time, Teachers Assistant, Administration Assistant part-time, Learning Support Trainee, Administration Trainee, Sport & Marine Trainee, Hospitality Apprentice and two Youth Ministry Officers.

## 2.6 Initiatives Promoting Respect and Responsibility

The school 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 school and the local community.

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

- 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, RU OK? Day, Bale Out Drought Appeal, Christmas Hamper donations and the Parish Spring into Summer appeal. Outstanding citizenship was recognised at the Annual Prize giving with numerous awards being presented.



- A compulsory subject for all students at Newman College is the Values & Ethics course which aims to assist students to become informed, well-adjusted and productive members of the wider community through the close examination of personal values and individual morality.

## 2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school 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 a 5-year cycle.
- The College comprehensively surveys all exiting students to gain feedback on the courses delivered and the culture within the College Community, including suggestions for areas of improvement.
- 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 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 26 Higher School Certificate (HSC) courses and 9 extension courses.

The parish secondary school's 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, Early Childhood Education & Care, Business Services, Retail Operations, Information Technology, Financial Services, Human Services – Aged Care and Tourism.
- 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.

Newman College has an applied curriculum characterised by students gaining national Vocational Education and Training (VET) qualifications in conjunction with the Higher School Certificate. The pedagogy reflects the applied, practical curriculum which is delivered by industry qualified educators to reflect industry standards to transition students to the workforce and tertiary education.

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 23 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. 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.
- **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 has continued to reflect the emphasis we place on skill development and striving for excellence. Further to these opportunities, School-based Apprenticeships and Traineeships are offered to students who demonstrate a high level of aptitude and ability in their chosen career field. These opportunities extend student learning and development well beyond the HSC course opportunities.
- **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

### 3.2.1 NAPLAN Results not applicable to the 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: Percentage of students in Bands 4, 5, 6**

	2016		2017		2018	
	School	State	School	State	School	State
<b>English Standard</b>	17%	50%	18%	54%	20%	50%
<b>General Mathematics</b>	12%	52%	26%	50%	44%	53%

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. Standard English and General Mathematics results trended upwards in 2018.

Whilst the number of students electing to do the non-compulsory VET examinations are small, they did demonstrate a high level of success. 100% of students who completed the non-compulsory VET examinations achieved band bands 4, 5, 6, in Metals & Engineering, Construction and Hospitality.

### 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

<b>Senior Secondary Outcomes Year 12, 2018</b>	% 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%

86 School-based Apprentices & Trainees were employed during 2018. This represented the highest number ever achieved within one calendar year. Newman College enrolments for 2018 were the highest to date also. Testimony to the value of Vocational Education & Training as an alternative to traditional senior schooling and in preparing students for post-school employment.

### 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.

<b>Destination Data Year 12, 2018 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	11%	14%	74%	1%

### 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 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Strategic	30/01/2018	Staff
Strategic Planning and Development	29/01/2018	Staff
Staff Spirituality Retreat	13/04/2018	Staff
Curriculum	30/04/2018	CSO and Newman Staff
Student Motivation	19/06/2018	Dan Hesler
Twilight: What is good Pedagogy	30/04/2018	Leaders of Learning
Twilight: Reports and Motivation	23/07/2018	Leadership Team
Twilight: Pedagogy and Staff/Student Well-being	15/10/2018	Staff
Twilight: Policies and Procedures	04/12/2018	Staff

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

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
Edu TECH	4	Australian and International Presenters
Online Short Courses	12	Various
Diocesan Based KLA and VET workshops	29	CSO
HSC Marking	2	N/A
VETAG meetings	4	CSO

The professional learning expenditure has been calculated at \$8620 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 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.

### **4.2 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.

### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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.

### **4.4 Anti-Bullying Policy**

At Newman Senior Technical College the dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. The Anti-Bullying policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching and is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages alerting students and staff of the need to be vigilant.

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student well-being and enables the school to engage a diverse range of learners including those with a disability. The policy is available at the front office.

### **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 implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p><b>Catholic Identity and Mission</b></p> <p>1 Articulate clearly the uniqueness of Newman as a Catholic school community.</p> <ul style="list-style-type: none"> <li>• Created collaborative and regular reviews of the Values and Ethic program to ensure it was relevant and meaningful for our students while maintaining the foundational value of Catholic tradition and Catholic social teachings.</li> <li>• Created a dedicated sacred space as a visible symbol of our Catholicity and inspiration for Christian witness</li> <li>• Introduced the display of traditional and contemporary symbols of Catholic faith.</li> <li>• Created a formal community service program that recognises Jesus as our model for service and supports the dignity of the human person</li> <li>• Enhanced the emphasis on community service and the role it plays within our local community with the inclusion of the College Chaplain.</li> </ul>	<p><b>Catholic Identity and Mission</b></p> <p>1 Promote the mission of the College as an inclusive Catholic community that fosters self-worth and welcomes the diversity of the individual.</p> <ul style="list-style-type: none"> <li>• Promote the Catholic identity of Newman College by strengthening the Newman College /St Agnes' Parish partnership through community service programs. These are embedded in Catholic Social Teaching linked through our Values and Ethics program.</li> </ul>
<p><b>Organisation and Co-Leadership</b></p> <p>1 Create a contemporary reporting system which provides effective feedback to students and families that supports student learning and motivation.</p> <ul style="list-style-type: none"> <li>• Investigated and implemented a Parent Portal as another method of effective communication.</li> <li>• Worked towards Digital Student Monitoring forms developed to allow for the real-time updating of easily accessible, accurate and meaningful data for all staff.</li> <li>• Worked towards Implementing a digital version of the Student Appraisal form that can be sent to employers electronically.</li> </ul>	<p><b>Organisation and Co-Leadership</b></p> <p>1 Continue the development of a digital student monitoring form and student appraisal process.</p>
<p><b>Teaching and Learning</b></p> <p>1 Develop a systematic approach to celebrating student success in its many different forms.</p> <ul style="list-style-type: none"> <li>• Included past students to address the student body to inspire and promote achievement, excellence and success</li> <li>• Created an Alumni of previous students' successes to allow greater connection to the breadth of success of a Newman graduate and the College story via displays around the College.</li> </ul>	<p><b>Teaching and Learning</b></p> <p>1 Provide an applied curriculum that embraces diverse learning and promotes individual achievement.</p> <ul style="list-style-type: none"> <li>• Embed contemporary learning practices that will increase student engagement in courses.</li> <li>• Improve student outcomes through professional learning and working collaboratively with colleagues.</li> </ul>



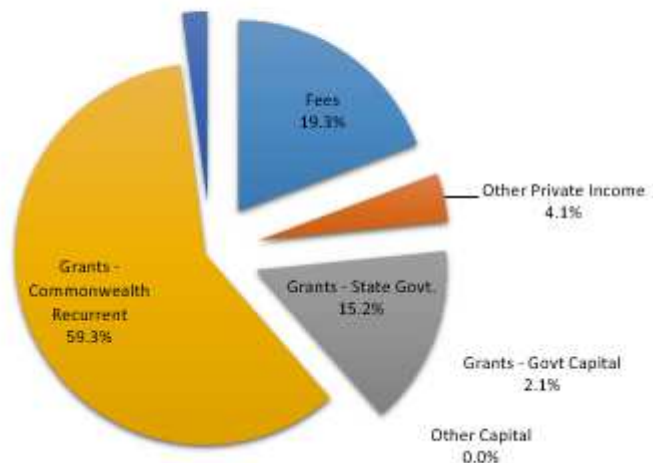
<p>Community and Relationships</p> <p>1 Create a best practice, nation leading workplace learning program that builds stronger relations with the community and provides authentic learning opportunities for our students.</p> <ul style="list-style-type: none"> <li>Continued the development of the IBL course as a HSC program supported by professional development for staff.</li> </ul>	<p>Community and Relationships</p> <p>1 Continue to strengthen partnerships between all members of the community.</p> <ul style="list-style-type: none"> <li>Improve understanding/relationships between families, students, staff and employers</li> <li>Provide opportunities that strengthen partnerships based on trust, respect, inclusiveness and professionalism.</li> </ul> <p>2. Continue to provide a nurturing environment that cares for the needs of the individual and fosters the wellbeing of all members of the community.</p> <ul style="list-style-type: none"> <li>Establish and maintain agreed routines and strategies to achieve positive wellbeing outcomes for students</li> <li>Embrace the individuality of all students by providing opportunities that nurtures, supports and cares for the needs and well-being of all.</li> </ul>
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## 6.0 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 2018 is presented below:

**2018 INCOME - Newman Senior Technical College  
PORT MACQUARIE**



**2018 EXPENSE - Newman Senior Technical  
College PORT MACQUARIE**

