

Annual School Report

2020 School Year

Newman Senior Technical College, Port Macquarie



NEWMAN
Senior Technical College



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About this report

Newman Senior Technical College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2021 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.



1.0 Messages

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 College fosters a commitment to the individual person and provides opportunities for vocational, 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 College continued to provide many opportunities for the students to excel in Vocational Education and Training (VET), academic, cultural and sporting areas. All of these areas combined to ensure that our College's mission was lived out daily in the life of the College.

The students' achievements and accomplishments were showcased throughout 2020. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2020 the school:

- Students in Year 12 achieved 312 national qualifications as part of the VET program.
- 89 students gained a school-based apprenticeship or traineeship across 21 different vocations.
- 59 students received full-time apprenticeships or traineeships while at the College.
- 26 students received University offers into Bachelor degrees in Teaching K-12, Nursing, Health and Medical Science, Radiation Science, Information Technology, Psychology, Exercise and Sports Science, Primary Teaching, Criminal Justice, Electrical Engineering and Newstep.

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 2020 the school:

- Was represented by the Principal and the School Captains at the RSL ANZAC Memorial Service, where they laid a wreath on behalf of the College community.
- The Newman Open Night was virtual enabling over 300 families and members of the community to have access to explore the College to gain an understanding of the depth and breadth of opportunities provided.
- Hosted a Pink Stumps Day to raise funds for the McGrath Foundation whilst also adding a significant donation to the Bushfire Recovery Fund to assist the community impacted by the bushfires.
- Hosted its Student Representative Council (SRC) induction and family breakfast. The family breakfast provided students, families and staff the opportunity to interact and build partnerships to help get the best outcomes for our students.
- Participated in NAIDOC celebrations, having a visit from a TV personality who shared his experience and the importance of cultural connections to family and the land.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

- 12 out of 14 Newman College students were selected to represent the Lismore Diocese at NSWCCC Touch Football.
- Due to COVID-19 restrictions students did not participate in sport 2020.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mark Nunan
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 Coordinating Executive Officer for Parish Education and Training, Stephen Pares.

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

The wider parent community has the opportunity to have their views represented to the school through their school's parent representatives on the PCC.

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.

Throughout the year, the parent representatives have been kept informed of, and discussed issues such as: Enrolment Information evenings, LitFest, "Spring into Summer", Cyberwell Conference, availability of EFTPOS in schools, a proposed review of student IT devices, and future planning.

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.

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, Stephen Pares or myself.

Mrs Debbie Ward



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 which serves the communities of Port Macquarie, Wauchope, Kempsey, Crescent Head, Bonny Hills, Lake Cathie, Laurieton and Kendall, from which the school families are drawn.

Last year the school celebrated 41 years of Catholic education.

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

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:

- 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.
- Completion of small building projects and maintenance work for Parish entities.
- Staff and student participation at Mass and hosting of Sunday Mass morning teas when COVID-19 restrictions allowed.

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 two and a half 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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 caters for children from Years 11 to 12. The following table indicates the student enrolment characteristics:

	Year 11	Year 12	TOTAL 2020	TOTAL 2019
Male	140	85	225	197
Female	94	62	156	143
Indigenous *	26	19	45	35
EALD *	0	0	0	0

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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 parent/guardian's legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. 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/guardians 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/guardians 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/guardians meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2020 is shown in the following table.

Year 11	Year 12	All Years
91.4%	88.6%	89.5%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 41 teacher(s) accredited with NESA, 0 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 38 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97.0%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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 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. Students, teachers and parents/guardians 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 values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the College's restorative justice program.
- The College GRIT Team Building Program - (Guts, Resilience, Initiative and Teamwork) encompasses the promotion of respect and responsibility by involving the whole College to take part in a Challenge Day.
- The Work Readiness Program promotes respectful behaviour and responsibility in the workplace including personal presentation, appropriate telephone use, ability to communicate with employers and staff and the responsibilities involved in maintaining successful workplacements.

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.

- Parent/teacher and transition interviews were held quarterly where dialogue is facilitated and feedback sought from families and students.
- The College comprehensively surveyed all students to gain feedback on the courses delivered and the culture within the College community, including suggestions for areas of improvement.
- Industry Based Learning classes provide students and teachers the opportunity to develop a relationship that allows teachers the opportunity to review the students' satisfaction on a weekly basis. Throughout COVID-19 contact was conducted in a virtual classroom.

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 25 Higher School Certificate (HSC) Courses and 9 Extension Courses.

The parish secondary school's curriculum includes the following features:

- VET courses in Automotive, Business Services, Construction, Early Childhood Education and Care, Electrotechnology, Financial Services, Furniture Making, Human Services, Information and Digital Technology, Metal and Engineering, Retail Services, Tourism Travel and Events are offered to students. In addition to this, curriculum offerings include HSC specialisation courses in Automotive, Business Services, Construction, Early Childhood Education and Care, Financial Services, Human Services, Information and Digital Technology, Manufacturing and Engineering and Electrotechnology.
- Students undertake regular workplace learning (one day per week and block periods). The 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 and Numeracy testing program each year and staff are committed to adopting the College's Literacy and Numeracy Policy.
- A strategic planning approach to Information Communications Technology (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 members are engaging in professional dialogue around their teaching practice. This is supported with contemporary research and guidance from the Contemporary Learning Framework that 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 delivered by industry qualified educators to reflect industry standards enabling students to transition to the workforce and tertiary education.

The parish secondary school offers a strong co-curricular program including student participation in:

- The Food Project - The Food Project provides an environment of togetherness and community. It offers a learning space for the Hospitality students enabling them to develop their personal capacity far beyond curriculum outcomes. The cafe stimulates the Catholic ethos of community where students, teachers, families, Parish organisations and local community groups have the opportunity to come together and be a part of the College's hospitality.
- 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 the Rugby League giving the students the opportunity to complete the Refereeing Certificate as well as the Certificate I in Rugby League Coaching.
- Gifted and Talented Students - Gifted and talented students are identified through a number of mechanisms. These include the creation of specialisation or extension classes. 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.
- Indigenous Awareness Activities - Port Macquarie is home to the Biripai people. With 39 Indigenous students enrolled at Newman in 2020, 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 community to 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.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

Not applicable to the college.

3.2.2 Higher School Certificate

The Commonwealth Government has set minimum acceptable standards for Reading, Writing and Numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At Newman Senior Technical College, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff members have participated in Catholic Schools Office information sessions on Data Analysis workshops.

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

	2018		2019		2020	
	School	State	School	State	School	State
English Standard	20%	50%	17%	52%	17%	69%
Mathematics Standard 2	44%	53%	60%	56%	36%	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. Whilst the number of Band 4, 5, 6 in Standard English and Standard Mathematics was not as strong in 2020, data shows that student growth in these subject areas remained consistent with previous years.

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, 2020

% 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%

In 2020 there were 89 students who were school-based trainees or apprentices across 21 different locations which has continued to increase annually.

Year 12 graduates received 26 university offers - a 100% success rate.

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, 2020 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
21%	35%	64%	10%

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
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Twilight : Learning Environments, Pastoral Conversations and Online Learning Platforms	29/06/2020	Andrew Banham Mark Nunan
Twilight - Salt/Evacuation Procedure/AED/WHS safety audit	30/10/2020	Andrew Holloway/Karen Warneken/Tom Moriarty
VET Curriculum Meeting	20/10/2020	Tom Moriarty/Karen Warneken
VET Curriculum Meeting	07/04/2020	Karen Warneken
Vet Curriculum Meeting	29/01/2020	Tom Moriarty/Karen Warneken
Twilight Learning Domains - Pedagogy/ Online working platforms/SIP	20/07/2020	Andrew Banham
Staff Development Day	30/09/0020	Andrew Banham/Nicole Prior
Staff Development Day	12/10/0020	Andrew Banham/Nicole Prior
Staff Development Day	25/09/0020	Nicole Prior/ Andrew Banham
Twilight - WHS Safety Audit Policies and SALT	30/11/2020	Andrew Banham/Mark Nunan/Nicole Prior

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

Activity	Staff numbers	Presenter
VETAG	2	Sue Watts
VETAG	2	Sue Watts
VETAG	3	Sue Watts
Learning Domains	41	Zoom
LLN Robot	40	Amanda Thompson
Critical Incident Workshop	2	CSNSW

The professional learning expenditure has been calculated at \$1914 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

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the



Bishop of Lismore for the poor. 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. The College [Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the College office or it can be accessed on the College's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The College's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the College has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The College's pastoral care program has been developed in consultation with staff, parents and students and is available on the College's website. There have been no changes to this policy this year.

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 school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the College rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in College newsletters. Relevant sections of the policy are also published in the student diary and it is available on the College's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The College's Anti-Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the College's website.

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. There have been no changes to this policy this year and it is available on the College's website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
<p>Mission of Jesus Christ Mission of Jesus Christ Evangelisation opportunities for students were offered on a regular basis. Students were encouraged to attend CSO Evangelisation events throughout the year. We were well represented at LEAD, Shine, Street Retreat and Ignite. This year we held our inaugural on site Mass, celebrated by Father Peter Wood. All students and staff were in attendance and parents were invited. Throughout the College, symbols of our Catholic identity were created and placed in classrooms and in the College grounds as a visual reminder of our Catholic faith. Our Catechetical team have been working with the Catholic Schools Office to determine how Religious Education at Newman College will be delivered in 2021, as the Values and Ethics course (Catholic Studies) will no longer be available.</p>	<p>Mission of Jesus Christ Students develop a deeper understanding of and be authentic witness within our faith community. Evangelisation - Students experience authentic faith interactions in their everyday lives . Catechesis - Improved understanding and formation in Catholic tradition.</p>
<p>Learning and Teaching Research carried out on programs successfully completed in other schools, resulted in the purchase of the LLN Robot program which was implemented in 2020. Increased use of flexible learning spaces. Professional development of staff on learning environments and how they help or hinder the engagement of learners.</p>	<p>Learning and Teaching Improve student outcomes through purposeful engagement. Literacy and Numeracy - Deeper embedding of literacy/numeracy skills. Student Engagement - students experience consistent engaging practice.</p>

<p>Pastoral Care</p> <p>Pastoral Care PLT times have been allocated to our staff meeting schedule, allowing all staff to receive information, support and develop skills to assist students at the College.</p> <p>Our GRIT day at Stoney Aqua Park was again, a highly successful event with excellent attendance and feedback from staff, students and families.</p> <p>We were involved in Pink Stumps Breast Cancer fundraiser and the Bush Fire Appeal.</p> <p>Unfortunately, the College was not able to engage in various the fundraising opportunities that they would normally participate in due to COVID-19.</p>	<p>Pastoral Care</p> <p>Ensure positive wellbeing for students - Students develop the skills, knowledge and understanding to enhance positive wellbeing outcomes</p>
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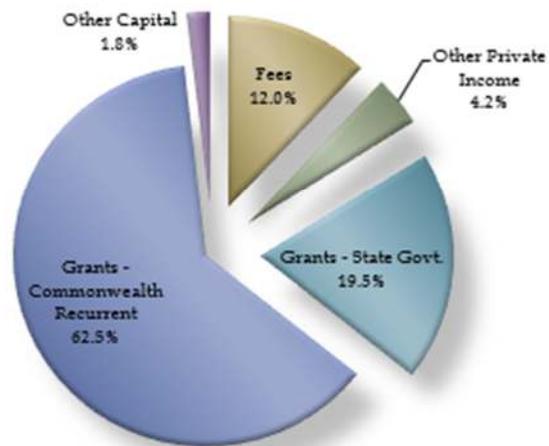
6.0 Financial Information

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 2020 is presented below:



2020 INCOME - Newman Senior Technical College PORT MACQUARIE



2020 EXPENSE - Newman Senior Technical College PORT MACQUARIE

