

# Annual School Report

## 2022 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 College Community* for this year provides fair, reliable and objective information about performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the Parish College 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 College Community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to newsletters, yearbooks and other regular communications. The *Report* must be available on the College's website by 30 June 2023 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 College or this *Report* may be obtained by contacting 02 6580 3800 or by visiting the website at [www.newman.nsw.edu.au](http://www.newman.nsw.edu.au).



## Table of Contents

<b>1. Messages</b>	<b>4</b>
<b>1.1 Principal’s Message</b>	<b>4</b>
<b>1.2 A Parent Message</b>	<b>5</b>
<b>2. This Catholic College</b>	<b>6</b>
<b>2.1 The College Community</b>	<b>6</b>
<b>2.2 College Enrolment</b>	<b>6</b>
<b>2.3 Student Attendance</b>	<b>7</b>
<b>2.4 Teacher Standards and Professional Learning</b>	<b>7</b>
<b>2.5 Teacher Attendance and Retention</b>	<b>7</b>
<b>2.6 Initiatives Promoting Respect and Responsibility</b>	<b>7</b>
<b>2.7 Parent, Student and Teacher Satisfaction</b>	<b>8</b>
<b>3. Teaching and Learning</b>	<b>8</b>
<b>3.1 College Curriculum</b>	<b>8</b>
<b>3.2 Curriculum Approach</b>	<b>9</b>
<b>3.3 Student Performance in National Testing Programs</b>	<b>10</b>
<b>3.3.1 NAPLAN</b>	<b>10</b>
<b>3.3.2 Higher School Certificate</b>	<b>10</b>
<b>3.3.3 Senior Secondary Outcomes</b>	<b>11</b>
<b>3.3.4 Post School Destinations</b>	<b>11</b>
<b>3.4 Teacher Professional Learning</b>	<b>11</b>
<b>4. College Policies</b>	<b>12</b>
<b>4.1 Enrolment Policy</b>	<b>12</b>
<b>4.2 Pastoral Care Policy</b>	<b>13</b>
<b>4.3 Discipline Policy</b>	<b>13</b>
<b>4.4 Anti-Bullying Policy</b>	<b>13</b>
<b>4.5 Complaints and Grievance Policy</b>	<b>13</b>
<b>5. College Determined Improvement Targets</b>	<b>13</b>
<b>6. Financial Information</b>	<b>16</b>



## 1. 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 faith formation for their children. The College fosters a commitment to the individual person and provides opportunities for, academic, skill, 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 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 2022. Student work was proudly displayed in classrooms, on College noticeboards and in the office. College achievement was highlighted and celebrated at many assemblies. Our focus was to continue to build on the reputation that Newman Senior Technical College has earned as an exemplary college. The following list provides an indication of the College's academic achievements.

- 3 Newman students were selected for the NSW North Coast Training Awards with one winning the VET in Schools Student of the Year.
- 68 students gained a school-based apprenticeship or traineeship across 24 different vocations.
- 59 students received full time Apprenticeships or Traineeships whilst enrolled at the College.
- 11 Newman College students won the gold medal across 12 WorldSkills Regional VET in Schools competitions and many of these winners will gain selection in the NSW team to compete at the WorldSkills National Championships.
- 15 students were successful in receiving university offers including Occupational Therapy, Business, Mechanical Engineering, Nursing, Teaching.

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

- 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.
- Was represented by the Principal and the College Captains at the ANZAC Day Ceremony and laid a wreath on behalf of the College community.
- The Newman Open Night at the College attended by approximately 650 people from the community.
- The College Student Representative Council lead fund-raising and community projects including, Shrove Tuesday raising money for Project Compassion, RUOK Day, Socktober raising money for Catholic Mission, Vinnies Sleepout and put together hampers for the St Agnes' Christmas Hamper Appeal.
- Newman students represented the College at a Regional Youth Leadership Roundtable with Federal members of Parliament.

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

- The Newman College Under 18 Rugby League team competed in the CCC Gala Day.
- A Newman College student travelled to Italy as part of a Futsal development academy.
- A Newman College student was selected in the Under 18's NSW Netball Premier League team.



- The Newman College Rugby League team competed in the NSW Country Cup.

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

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' Catholic 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 the Regional Services Leader for the Hastings, Mr Stephen Pares.

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.

We continued to witness our schools being required to adapt to a very challenging environment as COVID-19 lockdowns and concerns shifted the way in which schools operated. This required an inordinate amount of flexibility, innovation and plain hard work. As the pressures across the community to cope with significant change grew, the schools ensured that learning was able to continue whilst providing opportunities for success for all students. It has been pleasing to see that towards the end of 2022, parents were able to be invited back to attend functions on school grounds.

Throughout the year, the parent representatives have been kept informed of, and discussed issues such as: Enrolment Information evenings, "Spring into Summer", as well as fundraising and other initiatives to support our Diocesan schools that were so badly impacted by the floods during 2022. They were also introduced to new initiatives such as the Creative and Performing Arts Project, and NoTosh projects undertaken through the schools with a view to developing innovation and design thinking in our education processes.

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, Regional Services Leader - Stephen Pares, or myself.

Jackie Martinson  
Chair  
St Agnes' Parish Secondary Schools Parent Consultative Committee

## 2. This Catholic College

### 2.1 The College Community

Newman Senior Technical College is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Hastings/Port Macquarie Region, from which the College families are drawn.

Last year the College celebrated 43 years of Catholic education.

The Parish Priest Father Paul Gooley is involved in the life of the College.

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

- Support and representation on the Parish Education Council.
- A collegial relationship with St Agnes' Parish Secondary Schools.
- Completion of small building projects and maintenance work for Parish entities.
- A strong and effective working relationship with our Parish Priest

The Parish College uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate College life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the College's prayer life. The aims and direction of our Parish College 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 College. 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 Mission Statement highlights the nature and calling of the College.

### 2.2 College 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 2022	TOTAL 2021
<b>Male</b>	94	80	174	200
<b>Female</b>	75	42	117	133
<b>Indigenous *</b>	14	11	25	35
<b>EALD *</b>	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 parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. Attendance is marked every day and checked each week by the principal or their delegate. The College 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, as an entry in the Compass Portal, telephone call, SMS message or email to the College 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 college 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 College during 2022 is shown in the following table.

Year 11	Year 12	All Years
83.0%	86.0%	84.5%

### 2.4 Teacher Standards and Professional Learning

All teachers employed by the College are accredited by NESA. Maintaining teacher accreditation involves consistently demonstrating the Australian Professional Standards for Teachers and engaging with and implementing professional learning.

At this College there are 37 teachers accredited by NESA including 5 teachers with recognised qualifications to teach Religious Education, 3 Indigenous staff and 36 non-teaching staff.

### 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the College by the CSO.

There were no significant staffing changes last year.

### 2.6 Initiatives Promoting Respect and Responsibility

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

The College 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.

- During 2022 students and staff contributed generously to social justice appeals, including St Vincent de Paul and Caritas, St Agnes' Parish Spring into Summer Appeal and Socktober for Catholic Mission.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the College's commitment to these and other values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2022, the College held a special parent forum to address these and other values identified by the college community. 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 work placements.

## 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 procedures.

- Schools in the Diocese of Lismore jointly participate in the program *Tell Them from Me*. This program is a commercially produced suite of surveys that are used for measuring student engagement and wellbeing. The surveys were used in 2022 to capture student, parent and teacher voices, providing reliable evidence that the College was able to use in identifying strengths and areas for improvement.
- Parent/Teachers Interviews and Transition to Year 12 Interviews were held where dialogue is facilitated and feedback sought from families and students.
- Informal parent events such as Year 11 Parent Partnership evening were held to provide parents with the opportunity to learn more about the College and ask questions.

## 3. Teaching and Learning

### 3.1 College Curriculum

The College 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 Higher School Certificate (HSC) and/or Record of School Achievement (RoSA) Award. The College offers 25 Higher School Certificate (HSC) Courses and 7 Extension Courses.

The Parish Secondary College's curriculum includes the following features.

- VET courses in Automotive, Business Services, Construction, Early Childhood Education and Care, Electrotechnology, Financial Services, Furniture Making, Hospitality Operations, Human Services, Information and Digital Technology, Manufacturing and Engineering, Plumbing, 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, Hospitality Operations, 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.

### 3.2 Curriculum Approach

The College continues to work towards developing contemporary, evidence-based pedagogical approaches to underpin learning. The College's approach to learning is characterised by the following activities.

Newman Senior Technical 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 College offers a strong co-curricular program including student participation in participation in a variety of activities.

- **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 College has a partnership with the NRL Development Program giving the students the opportunity to complete the Refereeing Certificate as well as the LeagueSafe Certificate.
- **Indigenous Awareness Activities** - Port Macquarie is home to the Birpai people. With 25 indigenous students enrolled at Newman in 2022, 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.

- **The Food Project** - The College café "The Food Project" provides an environment of togetherness and community. It offers a learning space for our hospitality students enabling them to develop their personal capacity far beyond curriculum outcomes. The café stimulates the Catholic ethos of community where students, staff, families, Parish organisations and local community groups have the opportunity to come together and be a part of the College's hospitality.
- **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 and Training Awards. Our success in the WorldSkills Competition and Training Awards 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.

### 3.3 Student Performance in National Testing Programs

#### 3.3.1 NAPLAN

Not applicable to the College.

#### 3.3.2 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 in order 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, college and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and college achievement. College staff members have participated in Catholic Schools Office information sessions on Data Analysis workshops.

The results of the College'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**

	2020		2021		2022	
	School	State	School	State	School	State
<b>English Standard</b>	17%	69%	24%	58%	38%	56%
<b>Mathematics Standard 2</b>	36%	53%	50%	51%	53%	54%

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. Our number of Band 4, 5, 6 in Standard English and Standard Mathematics increased in 2022 and that student growth in these subject areas is expected to be consistent in previous years.

### 3.3.3 Senior Secondary 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, 2022**

% 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 2022 there were 68 students who were school-based apprentices or trainees across 24 different vocations.

15 Year 12 graduates received early entry university offers.

### 3.3.4 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, 2022 Graduating Class**

University	TAFE / Other institutions	Workforce entry	Destination not reported
12%	42%	93%	4%

### 3.4 Teacher Professional Learning

All teachers were 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 2022 were:



<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Compulsory Child Protection Training	02/05/2022	Kylea Lane
Staff Spirituality Day	08/04/2022	Nicole Prior Barb Dempsey Mark Nunan
Staff Professional Learning Day	18/07/2022	Charles James Nicole Prior
Verbal Intervention Training	30/05/2022	Online
Twilight PD - WHS	28/11/2022	Andrew Banham Mark Nunan Nicole Prior
Staff Professional Learning Day	10/10/2022	Dominic Siow Transformation Coach
Staff Professional Learning Day	08/11/2022	Trish Nunan Kara Collyer

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>
Marine Teachers Conference	1	Marine Teachers Association

The professional learning expenditure has been calculated at \$2019 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. College 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 effort 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 focusing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The College's pastoral care policy has been developed in consultation with staff, parents and students and is available on the website. There have been no changes to this policy this year.

## **4.3 Discipline Policy**

The College policy is based on procedural fairness and ensures that 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 newsletters. Relevant sections of the policy are also published in the student diary and it is available on the website. There have been no changes to this policy this year.

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

## **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 college 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 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 website.

## **5. College Determined Improvement Targets**

Each year the College implements the School Improvement Plan. 2022 was a very rewarding year.



Key improvements achieved this year	Key Improvements for 2023
<p><b>Mission of Jesus Christ</b>  <b>Students develop a deeper understanding of the values for Catholic identity and mission and be authentic witnesses within our faith community.</b></p> <ul style="list-style-type: none"> <li>• In 2022, we commenced RENEW with all Catholic Faith in Action teachers. This Project Based Learning model encourages students to engage with their community and to understand Catholic identity and mission.</li> <li>• The Catholic Faith in Action was developed to encourage students to become authentic witnesses through faith based action.</li> <li>• Tell Them From Me data indicates students have had an opportunity to learn about Catholic living and values. Students have had the opportunity to engage in community service - Community Garden - “The Backyard” initiative.</li> <li>• Tell Them From Me data indicates that staff agree that the foundational values are upheld through action and relationships with each other.</li> </ul>	<p><b>Mission of Jesus Christ</b>  <b>Students engage in inquiry based learning about social justice and service through Catholic Faith in Action units.</b></p> <ul style="list-style-type: none"> <li>• Continue involvement and development of Project Based Learning into the Catholic Faith in Action units.</li> </ul> <p>Provide and promote intentional, ongoing and reflective opportunities for faith formation and spirituality development for our College community.</p> <ul style="list-style-type: none"> <li>• Reinvigorate ministry opportunities for students, encouraging connections between the school and parish.</li> <li>• Encourage further involvement in community service initiatives.</li> <li>• Promote staff formation opportunities on a regular basis.</li> </ul>



<p><b>Learning and Teaching</b>  <b>Targeted PD related to improving digital technologies and improved pedagogy.</b></p> <ul style="list-style-type: none"> <li>• In 2022 all teachers engaged in a school wide literacy initiative to promote the importance of writing across all subject areas. The HSC minimum standards data and the LLN robot results identified writing as an area of concern. Staff customised writing tasks to suit their Year 12 subject areas. The process promoted the common line that literacy is important across all subject areas and all aspects of work and life.</li> <li>• Our Professional Learning Team (PLT) explored the possibility of several forms of Assistive Technology. The use of this technology is based around literacy and can have great benefits for our students. Both, Grammarly and Read and Write, are products that are now available to our students.</li> </ul>	<p><b>Learning and Teaching</b>  <b>Literacy initiative and common practices.</b></p> <ul style="list-style-type: none"> <li>• PD sessions will continue to have a focus on Literacy. All teaching staff are enrolled in the following NESA accredited courses: <ol style="list-style-type: none"> <li>1. <b>Using Punctuation to Improve Writing</b></li> <li>2. <b>Effective strategies to differentiate reading-based tasks</b></li> </ol> </li> <li>• The College has secured a part-time teacher to focus on our students that require HSC Minimum Standards. This program will run during Term 2 and will include small group tuition and guidance on how to succeed when taking these online tests. The future goal of this program is to move towards more concentrated work with Year 11 students so that they have developed the literacy skills earlier and can benefit from this in their HSC year.</li> <li>• In 2023 the College will move to a new LMS, Compass. All staff will engage in several hours of PD and it is hoped that this will lead into more consistent practices, especially around lesson planning and content delivery. A more consistent approach in this area will improve the student experience.</li> </ul>
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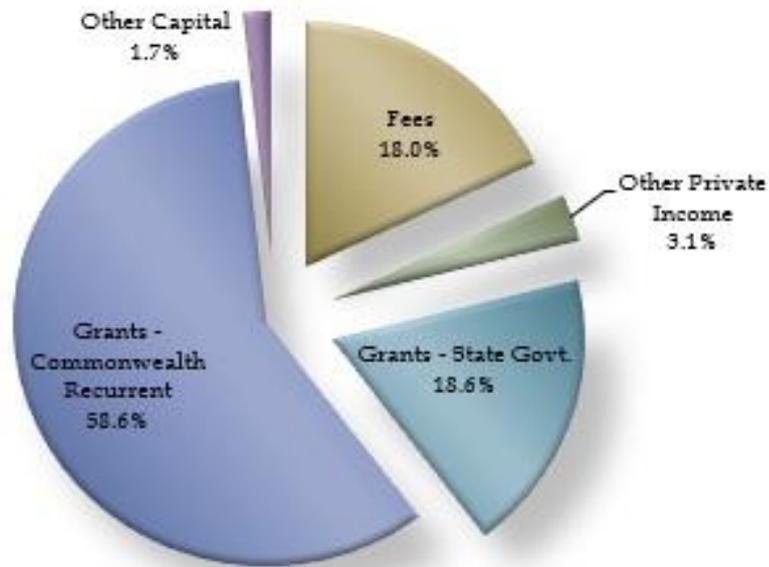
<p><b>Pastoral Care</b> <b>Ensure positive wellbeing for students.</b></p> <ul style="list-style-type: none"> <li>• Various professional development opportunities were provided for staff throughout 2022 focusing on Mindfulness, Anxiety and Vaping.</li> <li>• Key staff completed ASIST training.</li> <li>• GRIT - another successful event in Term 1. Throughout the year Pastoral Care groups continued with their teams at events such as RUOK? Day and Melbourne Cup</li> <li>• Emotional Intelligence - Teachers developed an understanding of how to use emotional intelligence to establish and implement inclusive and positive interactions to engage and support all students. Teachers will learn how to develop and implement the five core competencies of emotional intelligence to enhance relationships and create environments that promote student achievement and participation.</li> <li>• Verbal Intervention Training - Verbal Intervention Training is a trauma informed pedagogy that supports positive behaviour and the de-escalation of more challenging behaviour. This course explored underlining causes of behaviour and identified the appropriate verbal responses to de-escalate behaviour, minimise risk and increase safety. The skills and strategies underpinned a whole school approach to wellbeing and behaviour with tiers of support to meet the needs of students and staff.</li> </ul>	<p><b>Pastoral Care</b> <b>Support student wellbeing by increasing staff efficacy in developing positive student relationships and mental health awareness.</b></p> <ul style="list-style-type: none"> <li>• Provide engaging professional development opportunities for staff. Areas of focus - staff wellbeing, anxiety and depression management, anti-bullying procedures.</li> <li>• College Counsellor to regularly address staff on relevant and useful information about students and management of mental health concerns.</li> <li>• Continue with our preventative approach of embedding GRIT into the College, encouraging students to overcome adversity and to create a positive team environment.</li> </ul>
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## 6. Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2022 is presented below:

## 2022 INCOME - Newman Senior Technical College PORT MACQUARIE



## 2022 EXPENSE - Newman Senior Technical College PORT MACQUARIE

