

Newman Senior Technical College Port Macquarie

2024
Annual School Report



About This Report

Newman Senior Technical College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Lismore.

The *Annual Report to the School 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 School Community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Annual Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the Parish and School Community and Diocese of Lismore Catholic Schools (DLCS). This *Report* has been approved by DLCS 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 2025 following its submission to NESA.

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

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1. Contact Details

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2. Messages

2.1. 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 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 academic, cultural and sporting areas. All of these areas combined to ensure that our mission was lived out daily in the life of the College.

The students' achievements and accomplishments were showcased throughout 2024. Student work was proudly displayed in classrooms, on 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.

- In 2024 there were over 62 School-based Trainees and Apprentices across 17 different vocations.
- 11 students were successful in receiving university offers including Information Technology, Nursing, Psychology, Paramedics, K-12 Teaching and more.
- Newman Senior Technical College students placed Gold, Silver or Bronze in 12 out of 14 WorldSkills in Schools categories at the Zone 3 Regional WorldSkills Competitions in 2024. 10 of these students qualified for the WorldSkills National Competition in Automotive, Brick and Blocklaying, Business, Electrotechnology, Healthcare Assistant, Tourism and Wall and Floor Tiling.
- 45 students gain full-time employment including many apprenticeships or traineeships whilst enrolled at the College.

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.

- Newman Senior Technical College again hosted its annual Family Breakfast followed by our Student Representative Council (SRC) Induction Assembly where parents are invited to present the SRC members with their badges.
- College students, as part of their Catholic Faith in Action course, volunteered at local aged care facilities, Ironman Australia Triathlon, Hastings Education Fund function, Make a Difference (MAD) charity and various community projects.
- The College was represented by the Principal, College Captains, SRC members, students and staff at ANZAC Day March Ceremony.

- The College held various Indigenous Activities, including celebrating NAIDOC Week, acknowledging Reconciliation Week when the College was presented with the Newman Message Stick, students attending the Women's Festival and various cultural programs.
- A group of College students attended the Luminosity Youth Summit which is aimed at igniting creativity, excellence and entrepreneurship amongst our youth.

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

- Newman Senior Technical College Rugby League. A College student was selected to the Australian Schoolgirls Rugby League team. Six students were selected for the NSWCCC Rugby League teams. Newman Girls Rugby League team were runners-up in the State Champions in the Country Cup.
- Ten students represented the College at Surfest in Newcastle.
- The College Basketball teams played at the Diocesan Basketball Championships with the boys' team coming second in Division 1 and the girls' team winning Division 2.
- A College student competed in the Inters-schools Horse Extravaganza at the Australian Equine and Livestock Events Centre in Tamworth.
- A College student scored a "hole-in-one" at the Diocesan Golf Championships on a Par 4 hole.

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

2.2. 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.

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.

Throughout the year, the parent representatives have been kept informed of, and discussed issues such as: Enrolment Information evenings, and Parent Bodies within our schools. They were kept up to date with the Creative Arts Nest initiatives, which included ArtWalk and the A4 Art competition which was open to all students and staff in our Parish Schools, and the Drumline success. 2024 also saw governance changes which impacted on the schools and associated Parish support services. In addition, the PCC completed a review of its Constitution and finalised the draft Parent Bodies Guiding Principles.

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 or me.

Jackie Martinson

Chair

St Agnes' Parish Secondary Schools Parent Consultative Committee

3. This Catholic College

3.1. The College Community

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

Last year the College celebrated 45 years of Catholic education.

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

Newman Senior Technical College is a 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.

- College students and staff contribute to the Sunday Youth Mass with hospitality and service.
- Staff and students collect items and put together Christmas Hampers for distribution to families in need.
- Newman Senior Technical College has a strong and effective working relationship with our Parish Priest.
- The College completed building projects for St Agnes Parish and its entities, which included the "boat" for the Jubilee Year.

The 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 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. 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.

3.2. 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 2024	TOTAL 2023
Male	124	68	192	162
Female	104	72	176	138
Indigenous *	27	20	47	42
EALD *	1	0	1	0

* count included in first two rows

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

3.3. 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 2024 is shown in the following table.

Year 11	Year 12	All Years
86.4%	86.3%	86.3%

3.4. Teacher Standards

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 43 teachers accredited by NESA including 11 teachers with recognised qualifications to teach Religious Education, 4 Indigenous staff and 39 non-teaching staff.

3.5. 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.
- 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.
- The College GRIT (Guts, Resilience, Initiative and Teamwork) Team Building Program encompasses the promotion of respect and responsibility by involving the whole College to take part in a team building day.
- 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. 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.

3.6. Parent, Student and Teacher Satisfaction

The College uses a variety of methods to gauge parental, student and teacher satisfaction with College operations. We understand 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 2024 to capture student, parent and teacher voices, providing reliable evidence that the College was able to use in identifying strengths and areas for improvement.
- Student/Families/Teachers Conferences 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's Workplace Learning Program, ask general questions about the College and meet their son/daughter's Pastoral Care teacher.

4. Teaching and Learning

4.1. 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 9 Extension Courses.

The Secondary College's curriculum includes the following features.

- Vocational Education and Training (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 extension/specialisation courses in Automotive, Business Services, Construction, Early Childhood Education and Care, Electrotechnology, Hospitality Operations, Human Services, Information and Digital Technology and Manufacturing and Engineering.
- 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.
- 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.

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

- **Sporting Opportunities** - Newman Senior Technical 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. The College has a partnership

with the NRL Development Program giving the students the opportunity to complete the Foundations in Refereeing Certificate.

- **Indigenous Awareness Activities** - Port Macquarie is home to the Birpai people. With 47 Indigenous students enrolled in 2024, 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.

4.2. Student Performance in National Testing Programs

4.2.1. NAPLAN

Not applicable to the College.

4.2.2. Higher School Certificate

The Commonwealth Government has set minimum acceptable standards for Reading, Writing and Numeracy at particular ages. 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.

Higher School Certificate: Percentage of students in Bands 4, 5, 6

	2022		2023		2024	
	College	State	College	State	College	State
English Standard	38%	56%	27%	75%	31%	74%
Mathematics Standard	53%	54%	47%	75%	35%	62%

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 DLCS 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.

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 was stronger than 2023 and Standard Mathematics was not as strong, data shows that student growth in these subject areas remained consistent with previous years.

4.2.3. 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, 2024

% 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 2024 there were 62 students who were school-based apprentices or trainees across 17 vocations.

Eleven Year 12 graduates received early entry university offers.

4.2.4. 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.

Destination Data Year 12, 2024 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
14%	29%	72%	11%

4.3. 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 2024 were:

Staff Professional Learning Activity	Date	Presenter
Proclaim Day	31/05/2024	Diocese of Lismore
Staff Professional Learning Day	31/01/2024	Mark Nunan Andrew Banham
Staff Professional Learning Day	29/04/2024	Various
Staff Professional Learning Day	22/07/2024	Mark Nunan Andrew Banham Nicole Prior
Staff Professional Learning Day	14/10/2024	Mark Nunan Andrew Banham Nicole Prior
Staff Professional Learning Day	18/12/2025	Mark Nunan Nicole Prior Andrew Banham
Staff Spirituality Day	12/04/2024	Nicole Prior Mark Nunan Steve Roberts

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

Activity	Staff numbers	Presenter
Anaphylaxis Training	60	Hastings First Aid Consultants
First Aid	33	Hastings First Aid Consultants
Leading From Within Course	1	John McKay
Literacy Leaders Collaboration	2	Jo Stuart and Amanda Falvey
Marine Teachers Conference	1	Marine Teachers Association
Understanding Autism Spectrum Disorder	8	Andrea Steranko-Field

5. College Policies

5.1. Child Protection Policy

Children and young people have a fundamental right to grow, develop and feel safe in environments that are free from violence, exploitation and harm. DLCS has clear expectations that all students in Catholic schools in the Diocese of Lismore will be protected from all forms of harm including sexual, physical and psychological harm, as well as ill-treatment and neglect. DLCS has certain responsibilities and expectations to ensure the safety and protection of children in our care, including supporting measures to ensure that children and young people will be taught how to protect themselves, and how to seek help if they are concerned about their safety. The College's Child Protection Policy is located on the College's website and the Diocese's [Commitment to Child Safeguarding](#) is located on the Diocese of Lismore Catholic Schools Website.

5.2. Enrolment Policy

The Catholic School is the principal educational arm of Catholic families, parishes and the wider church. It is there to assist parents and parishes in their educational, evangelical and catechetical mission as well as to help the wider community in its educational and civic service (Catholic School at a Crossroads Pastoral Letter of the Bishops of NSW and the ACT, 2007). Catholic 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. The [Enrolment Policy](#) can be accessed on the Diocese of Lismore Catholic Schools Website.

5.3. 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.

5.4. 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 and it is available on the Website.

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

5.5. Anti-Bullying Policy

The College's Anti Bullying Policy, available on the College's Website, 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.

5.6. 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 Complaints and Grievance Policy is available on the College's Website.

6.College Determined Improvement Targets

Each year the College implements the School Annual Improvement Plan. 2024 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2025
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • As the pilot school for embedding Certificate II Active Volunteering, we have successfully embedded four Units of competency into the curriculum. • The 1 point allocated position for Leader of Mission Engagement supported the commencement of our Active Volunteering program. Connections were made with local charity and volunteering organisations where our students were able to contribute to the community and gain hours towards their Certificate II Active Volunteering. • The inaugural St Newman Service Day was introduced in Term 4. All students and staff were involved in a day of community service. • Student's capacity to engage in, and lead prayer was a focus area and improvement in the number of students willing to participate grew. • Continued promotion of DLCSL Student Formation opportunities, allowing students to further develop their faith. • We continued to promote DLCSL Staff Formation opportunities. Our Spirituality Day continues to provide an opportunity for our staff to grow in their faith and effectively integrate Catholic values into their teaching practices. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> • As we move into the second year of delivering Certificate II Active Volunteering, all units of competency will be embedded into the curriculum. • Working closely with the Leaders of Curriculum to streamline the delivery of WHS unit of competency. • Increase the impact and participation in St Newman Service Day. • Continue to provide students and staff with information regarding intentional, ongoing and reflective opportunities for faith formation and spiritual development.

<p>Learning and Teaching</p> <ul style="list-style-type: none"> • In 2024, our teaching staff maintained a strong focus on fostering consistency in instructional practices and enhancing the overall classroom experience. Throughout the year, staff participated in over three hours of targeted professional development centred on Learning Intentions and Success Criteria, deepening their understanding and application of these critical teaching strategies. • A key collaboration between the Leader of Pedagogy and the Leader of Pastoral Care engaged staff in developing a cohesive, school-wide pedagogical approach. This initiative culminated in the creation of the Newman Super Six – Effective Classroom Practices. These practices, collaboratively developed and refined by staff, identify six essential elements contributing to student success: Establishing Expectations, Building Positive Relationships, Providing Feedback, Being Prepared, Modelling, and Developing Learning Routines. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • The Vocational Education and Training (VET) team remained highly active, focusing on both school and regional competitions in preparation for the 2025 National WorldSkills event in Brisbane. Year 11 students participated in multiple VET categories, with many achieving success and earning the opportunity to represent both the College and the state in 2025. Year 12 students were again offered multiple extension courses in their final year to allow them to focus on their identified future Vocational pathways. The staff continue to support diverse learning needs in our workshops and service spaces with great support from our Teacher Assistants. • Additionally, staff have increasingly embraced the capabilities of our Learning Management System (LMS), Compass. This year marked a significant transition as Compass became the reporting platform and managed the Student/Parent/Teacher conference bookings along with other communications and administrative processes.
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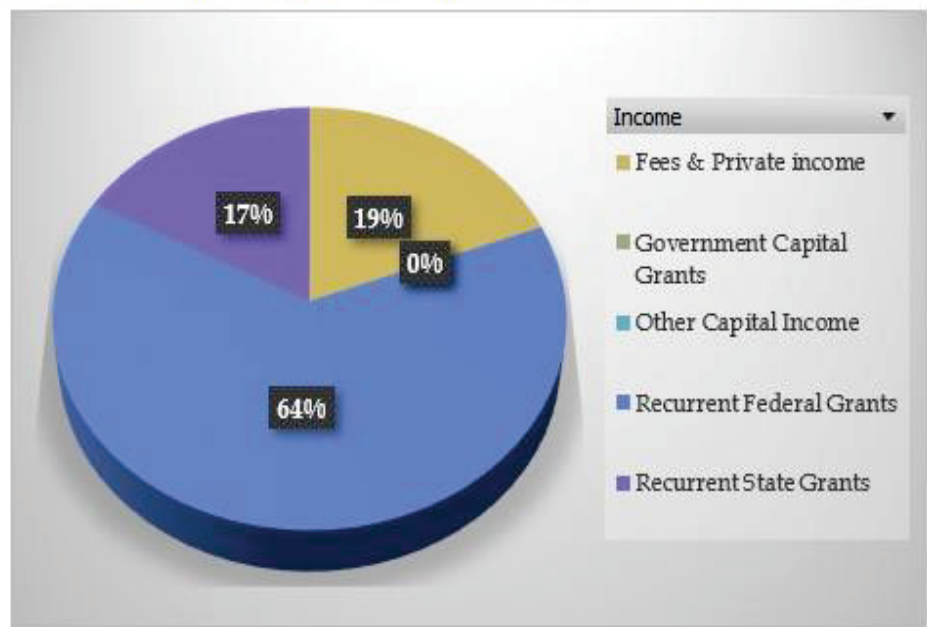
<p>Pastoral Care</p> <ul style="list-style-type: none"> • As a staff, we worked to develop a whole College Pastoral Care Plan, where all staff promote and support student wellbeing. This began with gathering data on what we were currently doing and identifying areas of success and those areas where improvement was needed. • Our Professional Development schedule worked closely with our Leader of Pedagogy and Leaders of Curriculum, to enhance understanding of our students and to develop our non-negotiables. This has become known as the Super Six. • Other Professional Development for Pastoral Care included “Understanding of Current Student Management Practices” and “What Makes a Difference to Student Wellbeing?” • We have continued our preventative approach by embedding GRIT into the College culture, encouraging students to overcome adversity and fostering a positive team environment. This initiative has strengthened resilience, perseverance, and collaboration among students, contributing to their overall personal and academic growth. Our annual GRIT day, together with Pastoral Care lead events strengthens our holistic pastoral care approach year on year. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> • Continue to work on the College Pastoral Care Plan to clarify elements for improvement. This will include a Professional Development Day focused on our approach to Pastoral Care and ways we can improve student wellbeing. • The Student Services Team will continue to provide staff with information on the needs of students. • Continue our preventative approach by enhancing GRIT and encouraging students to overcome adversity and create a positive team environment.
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7. Financial Information

Catholic schools are accountable for all monies received. Each year, DLCS submits to the Commonwealth Government a financial statement on behalf of the 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 DLCS are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2024 is presented below:

2024 INCOME - Newman Senior Technical College PORT MACQUARIE



2024 EXPENSE - Newman Senior Technical College PORT MACQUARIE

