



NEWMAN
Senior Technical College



DIOCESE OF
LISMORE
CATHOLIC SCHOOLS

Newman Senior Technical College Port Macquarie

2025
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. Catholic Schools NSW (CSNSW) is the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 2026 following its submission to NESA.

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

Table of Contents

About This Report	1
1. Contact Details	3
2. Messages	4
2.1. Principal's Message	4
2.2. A Parent Message	5
3. This Catholic College.....	7
3.1. The College Community	7
3.2. College Enrolment.....	7
3.3. Student Attendance.....	8
3.4. Teacher Standards	8
3.5. Initiatives Promoting Respect and Responsibility	8
3.6. Parent, Student and Teacher Satisfaction	9
4. Teaching and Learning	10
4.1. College Curriculum	10
4.2. Student Performance in National Testing Programs	10
4.2.1. NAPLAN	10
4.2.2. Higher School Certificate.....	10
4.2.3. Senior Secondary Outcomes.....	12
4.2.4. Post School Destinations	12
4.3. Teacher Professional Learning	12
5. College Policies	14
5.1. Child Protection Policy	14
5.2. Enrolment Policy.....	14
5.3. Pastoral Care Policy	14
5.4. Discipline Policy	14
5.5. Anti-Bullying Policy	15
5.6. Complaints and Grievance Policy	15
6. College Determined Improvement Targets	16
7. Financial Information.....	19

1. Contact Details

ADDRESS	Boundary Street Port Macquarie NSW 2444
PRINCIPAL	Mark Nunan
TELEPHONE	02 6580 3800
EMAIL	nstc@lism.catholic.edu.au
WEBSITE	https://newman.nsw.edu.au

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 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 grounded in the teachings of the Church and within the context of a strong faith community.

Our College continued to provide many opportunities for 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 College's life.

The students' achievements and accomplishments were showcased throughout 2025. 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 2025 there were over 70 School-based Trainees and Apprentices across 17 different vocations.
- 23 students were successful in receiving university offers including Nursing, K-12 Teaching, Social Work, Hotel Management, Business, Event Management, Elite Athlete Program, Occupational Therapy and more.
- 9 students qualified to compete in the National WorldSkills Competition in Brisbane in Automotive, Brick & Block Laying, Business, Tourism, Electrotechnology, Healthcare Assistant and Wall & Floor Tiling. They won 2 Gold, 2 Silver and 2 Bronze medals.
- 64 students gained 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 hosted its annual Family Breakfast, followed by our Student Representative Council (SRC) Induction Assembly. The family breakfast provides students, families and staff the opportunity to interact and build partnerships.
- The College was represented by the Principal, College Captains, SRC members, students and staff at ANZAC Day March Ceremony. The College was also represented at the Remembrance Day Service by SRC members and a Leader of Wellbeing.
- The College held various Indigenous Activities, including celebrating NAIDOC Week and acknowledging Reconciliation Week. The Newman Message Stick was presented to our Student Representative Council at their Induction Assembly. Students attended the Women's Festival and various cultural programs, including clap stick and didgeridoo making. All staff attended a Crossing Cultures, Hidden Histories workshop.

- A group of College students attended the Luminosity Youth Summit, which is a two-day forum aimed at young people to foster purpose and well-being and ignite creativity, excellence and entrepreneurship.
- College students, as part of their Active Volunteering, volunteered at local aged care facilities, Ironman Australia Triathlon, cooked meals for Make a Difference (MAD) charity, participated in Clean Up Australia Day and various community projects.

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 Newman student was selected to play for the Australian Schoolgirls Rugby League Team. The girls' Rugby League team won the NSWCCC State Cup. The boys' Rugby League team represented the College at the NSWCCC State Cup and the North Coast Country Cup.
- A Newman student represented the College in the NSWCCC Rugby Union trials and was selected into the NSW Rugby Union Development Squad and now plays for the Hunter Wildfires.
- A Newman student won both the U/18 Junior Men's title and the Open Men's title at the NSW Bodyboarding Titles and went on to place 5th in the National Championships.
- Newman College's surfing team represented the College at the Surfing Australia Interschools Challenge and Surfest.
- A Newman student represented Australia in the Northern NSW Football U17's team at the Nihon University High Schools Cup in Japan.
- A Newman student represented Australia as a member of the Australian Junior Water Ski team at the Aussie Kiwi Water Ski Championships in New Zealand.

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.

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 Assistant Director for

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

In 2025, the format changed. Once per term, the PCC would meet and be updated on a range of initiatives undertaken across the schools, and Principals have sought the parent perspective on a host of issues. They also plan for parent engagement events to be held at each of the schools. These events occur at least once per term, under the umbrella of the Parent Community Groups (PCG).

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 on initiatives such as the St Agnes' Parish Schools SPARK Showcase, as well as successes across our schools in sporting and other creative areas. They are also briefed on the schools' participation in community and volunteering endeavours.

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 contact your school's Leadership Team or myself.

Bittu Baby

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 46 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.
- Newman students and staff collected items, raised money and put together Christmas Hampers for distribution to local 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 our Manufacturing and Engineering students helping out at The Francis Retreat to dismantle bunk beds.
- Newman supports Parish committees, including the Parish Education Council and the St Agnes Foundation.

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 2025	TOTAL 2024
Male	121	66	187	192
Female	64	79	143	176
Indigenous *	20	21	41	47
EALD *	0	0	0	1

* 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 the College regularly. Whilst it is the parents' legal duty to ensure their children attend 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 2025 is shown in the following table.

Year 11	Year 12	All Years
83.8%	82.9%	83.3%

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 33 teachers accredited by NESA including 5 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 and activities throughout the year.
- 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 2025 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 26 Higher School Certificate (HSC) Courses and 10 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, 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, Human Services, Information and Digital Technology, Manufacturing and Engineering and Tourism, Travel and Events.
- 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.
- 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 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 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.

4.2. Student Performance in National Testing Programs

4.2.1. NAPLAN

Not applicable to the College.

4.2.2. Higher School Certificate

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

	2023		2024		2025	
	College	State	College	State	College	State
English Standard	27%	75%	31%	74%	31%	76%
Mathematics Standard	47%	75%	35%	62%	22%	59%

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.

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.

College and student performance are closely monitored across various datasets. Higher School Certificate (HSC) data provides valuable insights into individual and cohort achievement, helping us assess success against our curriculum goals. Staff engage in analysis of data from internal assessment, RAP, Decourcey, and DLCS Data Analytics.

The results of our HSC candidature are reported above. The following table displays the percentage of students achieving in the top three bands, alongside comparisons with previous years.

The College's vocational, non-ATAR focus can lead to varied HSC results as students prioritise specific career pathways and allocate their academic focus accordingly. Enrolments reflect students whose goals align closely with applied Vocational Education and Training (VET) courses. While Band 4, 5 and 6 results in Standard English matched 2024 levels, and Standard Mathematics was not as strong, data indicates that learning growth in these subjects remains relatively consistent.

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, 2025

% 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 2025 there were over 70 School-based Trainees and Apprentices across 17 different vocations.

Twenty-three 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, 2025 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
17%	27%	75%	10%

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 2025 were:

Staff Professional Learning Activity	Date	Presenter
Crossing Cultures Hidden History	11/11/2025	Doreen Flanders
Staff Professional Learning Day	03/02/2025	Mark Nunan Nicole Prior Andrew Banham
Staff Professional Learning Day	28/04/2025	Andrew Banham Charles James Mark Nunan
Staff Professional Learning Day	04/07/2025	Mark Nunan Nicole Prior Andrew Banham
Staff Spirituality Day	11/04/2025	Nicole Prior Mark Nunan
Twilight PD	01/09/2025	Mark Nunan Andrew Banham Nicole Prior
Twilight PD	24/11/2025	Mark Nunan Nicole Prior Andrew Banham

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

Activity	Staff numbers	Presenter
CPR Training	53	Hastings First Aid Consultants
First Aid Training	10	Hastings First Aid Consultants
Generative AI in Education	40	Jo Stuart
The Three Pillars of Consent	58	Brent Sanders
Understanding ADHD & Planning Differentiated Teaching Strategies/Adjustments	40	Trish Nunan & Charles James
Youth Mental First Aid	10	Bronwyn Shipton

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 Safeguarding 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 [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 [Whole School Approach to Student Behaviour Guidelines](#) 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 [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 [Parent and Guardian Concerns Complaints Policy](#) is available on the College's Website.

6.College Determined Improvement Targets

Each year the College implements the School Annual Improvement Plan. 2025 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2026
Mission of Jesus Christ • Catholic Faith in Action classes were actively involved in cooking and delivering meals for the Make a Difference (MAD) charity. • All students completed the WHS unit required for the Active Volunteering Certificate through the OnGuard program during their Work Readiness Program. • Evangelisation opportunities were promoted through all Catholic Faith in Action classes with students attending Street Retreat, Shine and the Ignite Conference. • Certificate II Active Volunteering units of competency were continued to be updated and embedded into the curriculum.	Mission of Jesus Christ • Catholic Faith in Action (CFiA) course programs and lesson plans will explicitly document the link between the Active Volunteering competency and the Catholic Social Teaching principle being addressed. • Teachers delivering the CFiA course will be trained, accredited and have completed relevant professional development related to both the VET course and Catholic Social Teaching. • The CFiA course will require completion of a minimum of 10 documented hours of community service. These hours must be verified via student diaries and accurately processed in the aXcelerate student management system • Increase the number of validated community service partners that align with Catholic Social Teaching by 20%. • Students demonstrate competency by linking their community service to the foundational principles of Catholic Social Teaching.

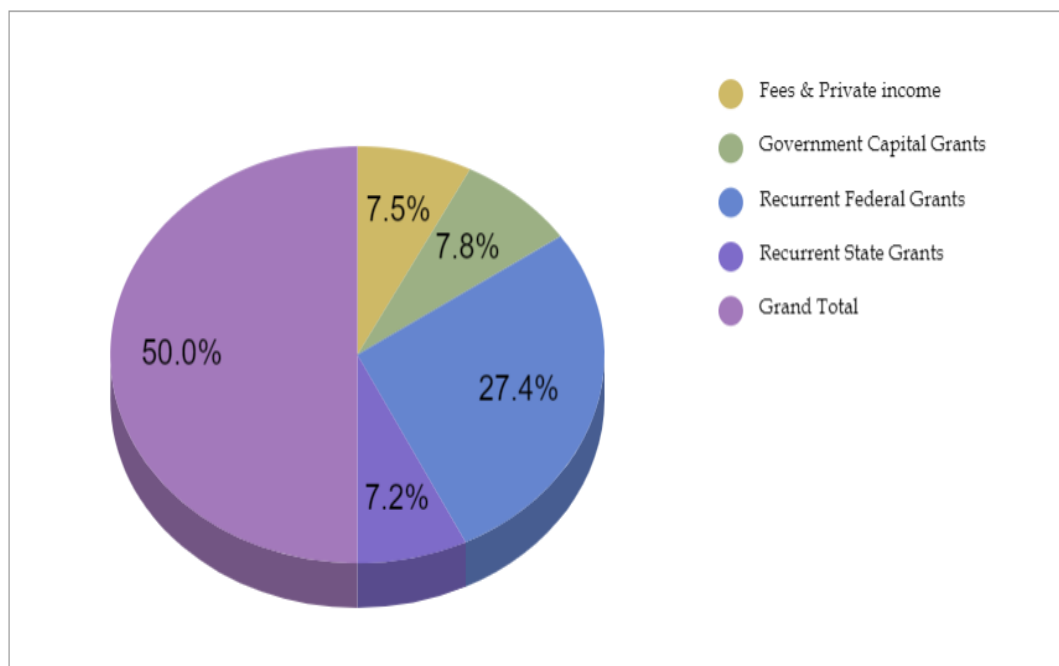
Learning and Teaching • Excellent progress has been made toward our Learning and Teaching goal of embedding a Common Pedagogy across all learning areas. Through the Professional Learning Team (PLT) process, staff actively engaged with the Newman Super 6 pedagogical approach. Supplementary professional development sessions successfully highlighted the student benefits of a unified approach, while effectively aligning our school-developed Super 6 with the national AITSL standards. • Professional development opportunities were utilised to reinforce evidence-based practices such as learning intention and success criteria. This is in alignment with the Diocese's Pedagogical Framework. • To support our annual goal, the curriculum team actively promoted a culture of observation, feedback, and coaching. Staff explored and were offered several feedback methods, 18 teachers participated in the program, utilising lesson observations as their primary approach. The entire process was guided and supported by a custom, school-developed Teacher Feedback Protocol.	Learning and Teaching • VET staff will support students as they compete and progress in Mini-Skills days, School Competitions and Regional Competitions with the goal of representing NSW at the 2027 National WorldSkills competition in Adelaide. • The introduction of a common COI goal for teaching staff, focusing on improved pedagogy directly influenced by data. • The Curriculum Team look towards leading staff development within the Diocesan Pedagogical Framework.
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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 2025 is presented below:

2025 INCOME - Newman Senior Technical College PORT MACQUARIE



2025 EXPENSE - Newman Senior Technical College PORT MACQUARIE

