

McCarthy Catholic College TAMWORTH
Annual School Report to the Community

2015



School Contact Details

PO Box 3486, TAMWORTH 2340

principal@mccarthy.nsw.edu.au

<http://www.mccarthy.nsw.edu.au>

02 6761 0800

Principal

Mr Geoff McManus

ABOUT THIS REPORT

McCarthy Catholic College is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

I offer an authentic Tamworth-style welcome to all who choose to visit the college website and/or Annual Report and encourage you to immerse yourself through either of these pages in the rich experience that is the McCarthy Catholic College community.

McCarthy Catholic College aspires to provide an excellent education in the Catholic tradition for the young men and women of the Tamworth region. We achieve this through dedicated and caring staff who realise a vibrant and holistic curriculum that is adaptable and data-informed to target individual student need. We are proud of our strong community engagement with families and parishes and seek out service opportunities that align with our mission statement – ‘Receive, Worship and Serve’.

The website and Annual Report aim to provide a small window on McCarthy Catholic College for those seeking enrolment. The printed word can only achieve that to a limited degree. Perhaps the best view of the college would be obtained by talking with members of the McCarthy community, particularly those for whom the college exists: the wonderful students.

Parent Body Message

The 2015 school year was the first year for our new school principal - Mr Geoff McManus. In the terrific way that Geoff ‘hit the ground running’ in the school, he and his wife Judy quickly became part of the community and it does seem like they have been here longer than one year. Geoff has continued and accelerated the focus on enhanced comparative learning gain in our school. The school board has worked collaboratively with Geoff on the academic development, technology and asset improvement, and the financial sustainability of the school during the year. The McCarthy Association conducted a number of fund-raising and social events during 2015. The Association hosted a Wine and Cheese night, Trivia night, and also ran a Mango Drive. The major fundraiser for the year was the raffling of a \$10 000 camper trailer raffle which was very successful raising over \$5000. The Association is a wonderful way for parents to become involved in the school community and help raise a few dollars for our school. Both the Board and Association welcome new members or simply participation by parents in fun and social activities during the year.

Student Body Message

The 2015 school year will be remembered as a year of focus, consolidation and growth. Students were conscious of the school focus to have Teaching and Learning at the heart of everything that

happens in our busy school. Even as we looked at the possibilities and responsibilities at the beginning of the year, it was with an understanding that everything needed to enhance learning and our mission, particularly the idea of service. As a group, the SLC worked to support the school improvement focus. We also assisted with fundraising for Caritas, Children's Mission and for the Vinnies Winter Appeal. SLC members represented the college at a number of community events including Remembrance Day and ANZAC ceremonies. Contributions were also made to a number of school events including the Athletics and Swimming Carnivals, and assistance to Mrs Balderston in the school canteen.

SECTION TWO: SCHOOL FEATURES

McCarthy Catholic College is a Catholic systemic Co-educational College located in TAMWORTH.

McCarthy Catholic College is a Year 7-12 coeducational school and was formed in 2000 through the amalgamation of Our Lady of the Rosary College and McCarthy Catholic Senior High School. The school was established on the site of the former McCarthy Catholic Senior High School and operates within the charism of the Dominican Sisters and Christian Brothers under the auspices of the Diocese of Armidale. An extensive building program was undertaken between 2001 and 2004. The school opened as a fully operational 7-12 campus in 2004. McCarthy Catholic College is recognised today as a well-established and flourishing regional Catholic secondary college. The most recent addition to the campus is the \$5.7 million state-of-the-art Our Lady of the Rosary Cultural Centre boasting high-tech learning technology that enhances the college's burgeoning music and cultural program.

McCarthy Catholic College is located on the northern outskirts of Tamworth, in a picturesque setting surrounded by hills and rural landscape. It is situated approximately 3 kilometres from the CBD of the large regional centre, Tamworth. Students attending McCarthy Catholic College are drawn from the Parishes of St Edward's South Tamworth, St Nicholas' Tamworth, St Patrick's West Tamworth, St Michael's Manilla, St Thomas More Werris Creek, St Brigid's Quirindi and St Michael's Dungowan. A large number of students who attend other-than-Catholic schools in Tamworth and surrounding areas also apply for placement at McCarthy. Students travel from Gunnedah, Bingara, Wallabadah, Willow Tree, Moonbi, Bendemeer, Dungowan and other outlying areas to attend the school.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
522	388	42	910

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 79.45% completed Year 12 in 2015.

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2015 was 91.83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.48%
Year 8	91.83%
Year 9	91.96%
Year 10	90.85%
Year 11	90.91%
Year 12	90.97%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	7.8%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data Year 12, 2015 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	27%	1%	14%	58%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
63	24	87

* This number includes 58 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	3.4%
--	------

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Visioning and Strategic Planning
Term 2	Tactical Teaching - THINKING module / NSIT - Analysis and Discussion of data
Term 3	The Educational Impact of Values in the New BOSTES Syllabii
Term 4	Visioning and Strategic Planning / Non-violent crisis intervention / Staff well-being

Staff professional learning in 2015 was centred on whole staff development in areas of school focus, such as catholic principles and values; catholic professional learning communities; portable technology and Google Suite training. Particular emphasis was given to academic improvement and comparative learning gain. Key staff were sent for external training related to coaching and mentoring and data analysis. Individual development was provided as required. Total amount expended by the school on staff PD in 2015 (not including that expended by the Catholic Schools Office) was \$32 000.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories

determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	64
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

McCarthy Catholic College follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life

All students from Years 7-12 attended Mass at least once a Term in the local parish churches and in addition, each year group attend Mass on site once a term. The Sacrament of Reconciliation was provided to Year 7 - 10 at the end of each term. Classroom liturgies were held in all Religious Education classes in Year 7-10 at least once a Term. Whole-school liturgies were held on-site for the commencement of the school year, Easter and Christmas. The Year 12 Graduation Mass was celebrated at St Nicholas Church. Students continued to support the First Friday Mass tradition. The initiative began 20 years ago with the school's conference of the Society of St Vincent de Paul (St Agnes) attending 7.00 am Mass at St Nicholas Church on the first Friday of each month. Up to 40 students attend each month, often with their families. Parents are invited to attend all Masses. Students are encouraged to participate in the full life of the Catholic Church at every opportunity.

Staff and Student Faith Formation

Each year a small group of staff make a retreat organised by the Catholic Schools Office. The Principal, Assistant Principal and Religious Education Coordinators attend special retreats for leaders in Catholic schools. Seminar days and Twilight Retreats form an important part of the spiritual development of the students. These are facilitated by staff and clergy.

Some staff joined parishioners in the Lenten group hosted by the school each week during Lenten to follow a program of prayer and scripture study. A lunchtime prayer group also ran during October, the month of the Rosary. Each staff meeting began with prayer and a focus on Catholic theology and/or spirituality. Staff gather for a reading of the upcoming weekend Gospel and offer Prayers of special intention each Friday morning. Staff members were provided with access to Catholic journals for additional reading, weekly video and journal material and prayer support such as Lectio Divina booklets linked to the Church's calendar, as well as Jonathon Doyle's - Going Deeper.

Social Justice

The school Conference of the Society of St Vincent de Paul (St Agnes) was well supported by

students and staff. The conference organised school support for the St Vincent de Paul Winter and Christmas Appeals and led other fundraising efforts in the school. The College's annual walk-a-thon for the Catholic Mission raised \$19 000.

Social justice issues were raised and discussed in Home Classes, at assemblies and at Year meetings

throughout the year. Justice issues form a part of the curriculum in several subject areas.

SECTION SIX: CURRICULUM

The College follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

McCarthy Catholic College follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

McCarthy Catholic College offers a broad and diverse curriculum to meet the needs of its students and the changing global educational and work environments. McCarthy is committed to a flexible Stage 6 curriculum, with 42 subjects available on site. Curriculum breadth is also assisted by the number of alternate pathways including Distance Education, TVET and school based traineeships & apprenticeships (SBATs). Literacy and Numeracy continue to be a focus for McCarthy Catholic College, with time above mandated BOS hours allocated to English and Mathematics across Years 7-10 and staffing allocated to the management of Literacy programs and initiatives across the school. Detailed data analysis is used to inform teaching programs and to establish specific strategies to assist students reach appropriate outcomes.

Study Club is available to students seeking additional learning support through the provision of access to facilities and resources.

The Student Support team works with staff, parents and students to meet individual needs of students identified across a number of areas including those with a learning difficulty, those of Aboriginal or Torres Strait Islander heritage and those requiring extension or enrichment.

The school, in partnership with Tamworth Toastmasters, offers students the Toastmaster's Youth Leadership Program annually. There is a supportive retreat program for students in Years 11 & 12, as well as study skills and pastoral programs. The school engages the 'Elevate Education' company to deliver study advice to senior students, to supplement programs run at the school.

The Student Planner contains excellent resources to support learning and a Peer Tutoring program supports reading improvement. The online Learning Management System (LMS) MOODLE offers valuable curriculum support through revision, catch-up and extension opportunities. The HotMaths online mathematics program is available to all students from Years 7 to 10, providing tutorial and homework support.

Students participate in a number of external academic competitions including ICAS, Westpac and Asia Wide programs. Musical and cultural endeavours are also well supported with courses

offered in up to three levels. Three levels of band allow instrumentalists to develop and perform publicly. A state-of-the-art Music centre will open in 2016 with a 245-seat auditorium, 2 specialist Music classrooms, 2 GLAs and a recording studio to support the growth and improved quality of performance into the future.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		%of students in the top 2 bands		%of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	28.00%	28.50%	10.00%	15.30%
	Writing	13.00%	15.60%	22.00%	29.20%
	Spelling	32.00%	30.70%	11.00%	16.20%
	Grammar	24.00%	28.30%	13.00%	18.90%
	Numeracy	18.00%	25.60%	8.00%	16.40%

NAPLAN RESULTS 2015		%of students in the top 2 bands		%of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	21.00%	21.20%	17.00%	22.90%
	Writing	11.00%	13.40%	38.00%	39.20%
	Spelling	22.00%	23.70%	19.00%	22.20%
	Grammar	15.00%	16.80%	28.00%	29.00%
	Numeracy	25.00%	24.00%	12.00%	17.30%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	16%	49%	12%	49%	18%	51%
English Standard	0%	6%	0%	8%	0%	8%
English Advanced	16%	53%	34%	60%	41%	57%
Mathematics	18%	49%	14%	54%	20%	53%
Legal Studies	26%	43%	20%	40%	17%	41%
PDHPE	26%	28%	17%	30%	32%	30%
Biology	21%	33%	6%	29%	9%	28%
Community and Family Studies	46%	33%	37%	37%	13%	32%
Mathematics General 2	2%	21%	5%	26%	7%	26%
Physics	29%	33%	5%	32%	7%	28%
Studies of Religion 11	14%	46%	24%	44%	30%	40%

The subject Mathematics General 2 (course code 15235) was a new subject for the 2014 HSC cohort, the data above for the year 2013 refers to General Mathematics (course code 15230).

In 2015 the number of students issued with a RoSA	24
---	----

Student Welfare Policy

Every staff member of the McCarthy Catholic College school community is part of the Pastoral Care team and shares a common belief that all our practices are based on developing a well-integrated person, with Jesus as our model and our Mission Statement as our philosophical base.

A school culture is promoted that values God, the individual, quality relationships and a safe learning environment. All structures, policies, procedures and practices are in harmony with Gospel values and are directed towards the holistic development of each person.

Pastoral Care is an Old Testament concept which reveals God's love of his people. At McCarthy, Pastoral Care is modeled on Jesus whose love, care and compassion, particularly for the marginalised, sought to bring them to their completeness as human beings.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

McCarthy Catholic College bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools of the Armidale Diocese, Policy on Suspension, Expulsion or Exclusion of Students In Catholic Schools in the Diocese of Armidale and Management of Drug Related Issues in Catholic Schools in the Diocese of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis.

The full text of school and diocesan policies are available by contacting the school.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

McCarthy Catholic College seeks to provide a safe and supportive environment which:

- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development, resilience, respect and responsibility.

The school Code of Conduct, developed by the community, promotes the key values of Care, Courtesy, Respect and Responsibility. This Code underpins key school structures, including the Behaviour Management Spectrum, which emphasises respect and individual responsibility.

The House Merit System allows all students to accumulate points for their respective Houses, with particular emphasis on school service.

- Excursions for Years 7, 9, 10 to encourage acceptance, tolerance, inclusion, team skills, communication skills, peer support and community spirit.

Other initiatives include: Theme for the Week, Year 7 Resilience Day, Senior SLC Servant Leadership, SLCgroup, Year 11 Leadership Program, continuing partnership with Headspace, Healthy Schools/Healthy Futures, Riding for the Disabled, Confirmation retreat leaders, Vinnies and Environmental Council.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2015

VISION AND PROJECTS 2015

- Deeper Knowledge and application of Catholic Principles & Values for staff
- Catholic Professional Learning Communities
- Teacher Performance and Development Framework
- Common Language of Teaching - Tactical Teaching
- Collaboration over Data to enhance Learning Gain
- Collaborative Learning Spaces for staff and students
- Confidence with and Portability of IT for Teachers and Students
- Professional development and support for Coaching in Pedagogy, IT & Literacy
- Improved website, parent/student portal and social media presence with parents and community
- Middle Years Project - Action Research (Year 8 Academic Literacy)
- Laptops for Staff
- Google Suite Deployment & Training
- Touchscreen monitors for classrooms
- Year 7 RE Task - Prayer Walk and Outdoor Prayer space
- Data Wall Trials
- Timetabling modifications to support more time for teacher observation and feedback in the future as well as facilitate student-centred learning
- Investigate and implement Pastoral Support Tracking Program ie. OPAL
- Hard cover for Bus Shelter.
- Increase CCTV security coverage.
- Streamline Administrative Staffing Structures.

Priority Key Improvements for 2016

MCC School Improvement Plan 2016

1. Deeper Knowledge of Catholic Principles & Values (CPV) for staff, students & parents

2. Supporting the growth of Teacher Capacity through the AITSL TPD Framework and the National School Improvement Tool (NSIT)
3. Confidence with and Portability of IT for Teachers and Students to enhance contemporary pedagogy for the Australian Curriculum

Contributing and Peripheral Priorities

- All-up Fee structure
- Prepare for students to bring/lease portable IT in 2017
- Develop a revised whole-school student leadership and service-learning plan
- Implement revised Administration structures
- Improved website, parent/student portal and social media presence with parents and community

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

An external survey was conducted in August 2015. Survey responses were received from 287 families out of a total of 904 eligible respondents (31.7%).

McCarthy Catholic College recorded an overall satisfaction score of 76% (3.79 out of 5)

Student Satisfaction

An external survey was conducted in August 2015. Survey responses were received from 416 students out of a total of 915 eligible respondents (45.5%).

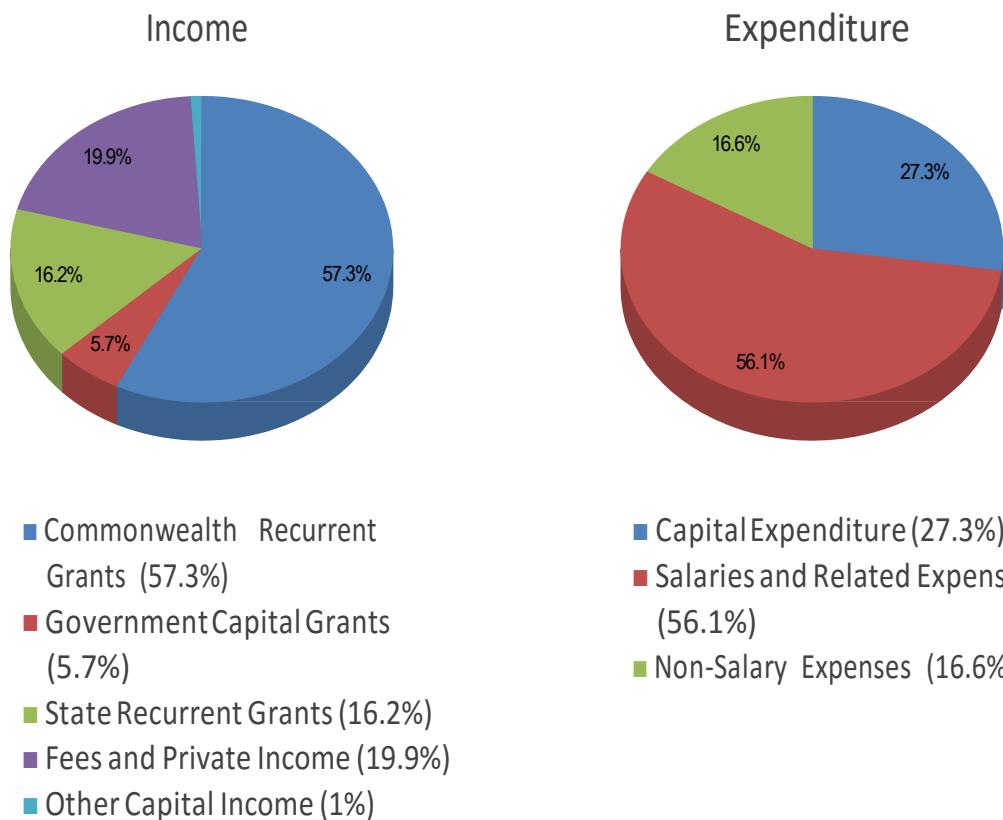
McCarthy Catholic College recorded an overall satisfaction score of 76% (3.81 out of 5)

Teacher Satisfaction

An external survey was conducted in August 2015. Survey responses were received from 74 staff out of a total of 97 eligible respondents (76.3%).

McCarthy Catholic College recorded an overall satisfaction score of 77% (3.85 out of 5)

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.
School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$8,345,291	Capital Expenditure ⁶	\$4,498,532
Government Capital Grants ²	\$828,592	Salaries and Related Expenses ⁷	\$9,237,202
State Recurrent Grants ³	\$2,354,240	Non-Salary Expenses ⁸	\$2,734,670
Fees and Private Income ⁴	\$2,893,723	Total Expenditure	\$16,470,404
Other Capital Income ⁵	\$146,066		
Total Income	\$14,671,151		

For the 2015 year the McCarthy Catholic College received \$103,239 as Interest Subsidy.
Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

ENROLMENT POLICY

Enrolment Policy

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at; <http://www.arm.catholic.edu.au> .