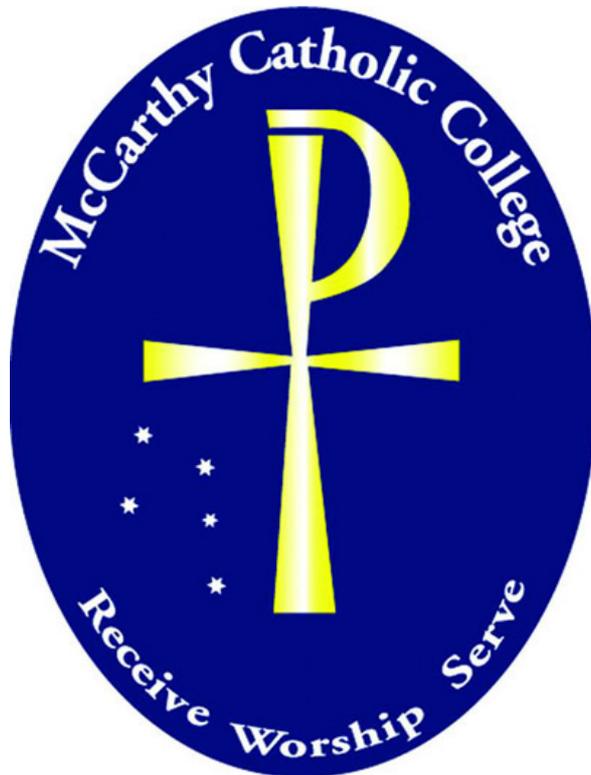


McCarthy Catholic College TAMWORTH  
Annual School Report to the Community

2014



**School Contact Details**

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**Principal**

Mrs Kate Rayment

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## ABOUT THIS REPORT

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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.

### **Principal's Message**

McCarthy Catholic College, part of the regional Catholic community of the Diocese of Armidale, promotes Christian discipleship, lifelong learning and service to others. The school motto (Receive, Worship and Serve) underpins life at the college.

We offer for reception:

- Excellence in education
  
- Faith of the Church
  
- Opportunities for the development of the whole person.

We strive to:

- Acknowledge the living God
  
- Foster active participation in local liturgical life
  
- Assist the formation of a personal spiritual life

We serve by:

- Loving our neighbour
  
- Recognising and respecting human dignity
  
- Promoting a community lifestyle.

2014 has been a year of significant growth and development, with student numbers remaining well over 900 throughout the year. The first stage of the college master plan was marked with the commencement of construction of the new Theatre and Music Centre, renovations and additions to the Administration area and planning for the development of the new Languages Centre in the existing Music space. Evidence of the success of school improvement efforts in the domain of student learning presented in NAPLAN and PAT data.

## **Parent Body Message**

The 2014 school year has seen the Board very busy in a number of areas. The two standouts are school fees and academic results. This year the board spent a great deal of time on school fees – redeveloping the school fee policy with a strong focus on equity, and with the actual fees balancing the needs of the school with the burden on school families.

In 2014 the Principal Kate Rayment led an ongoing discussion with the Board on the activities in the school to increase the focus within the student body on academic achievements.

The McCarthy Association has a focus on fund-raising and social events – usually both combined! In 2014 the Association hosted a wine and cheese night, trivia night, and ran pie and mango drives. The Association is a wonderful way for parents to become involved in the school community and help raise a few dollars for our school. All parents are welcome at meetings or to become involved in any events.

At the end of 2014 we farewelled Kate Rayment after a long career at our school as she undertakes a new challenge. We welcome Geoff McManus as our new principal in 2015.

## **Student Body Message**

As school leaders in 2014, the Student Leadership Council (SLC) looked to school mission statement – Receive Worship Serve – for inspiration. We began our tenure by considering the responsibilities of leadership, and spent some time looking at Servant Leadership and considering how we could serve the school community. Our understanding of the possibilities of our role was further enhanced by a Leadership Seminar where we worked with school leaders from across the region.

In 2014 the school was particularly focused on a drive to improve aspiration and academic standards. This was one of the areas discussed by elected representatives from 8-12. 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.

2014 School Captains

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## SECTION TWO: SCHOOL FEATURES

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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.

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.

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## SECTION THREE: STUDENT PROFILE

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### 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 2014:

Girls	Boys	LBOTE*	Total Students
517	395	38	912

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2012, 93.6% completed Year 12 in 2014.

### 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 2014 was 90.97%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	94.24%
Year 8	92.08%
Year 9	92.11%
Year 10	89.94%
Year 11	90.89%
Year 12	86.55%

### **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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- 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.	9.8%
% 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	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2014 Graduating Class	61%	13%	17%	9%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
64	34	98

\* This number includes 58 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	3.4%
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### 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 development days this year with areas of focus as follows:

<b>Term 1</b>	Visioning and Strategic Planning
<b>Term 2</b>	Professional Standards/Understanding Standards and Tactical Teaching
<b>Term 3</b>	Religious Education and Spiritual Development
<b>Term 4</b>	Diabetes, Evaluation and Strategic Planning

Staff professional learning in 2014 was centred on whole staff development in areas of school focus, such as Australian Curriculum implementation, Literacy (Tactical Teaching), spiritual development. Particular emphasis was given to academic improvement and comparative learning gain. Key staff were sent for external training related to the implementation of English, Mathematics, Science and History curricula. Individual development was provided as required. Total amount expended by the school on staff PD in 2014 (not including that expended by the Catholic Schools Office) was \$35 000.

### 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

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 70 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 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.

#### 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 \$21 000.

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.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

**CSO will insert data when it is available**

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## SECTION SIX: CURRICULUM

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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 and Calculus Club are 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 has begun construction in 2014 with a 245-seat auditorium, 4 specialist Music classrooms and a recording studio to support the growth and improved quality of performance into the future.

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

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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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 7</b>	<b>Reading</b>	25.00%	29.00%	15.00%	15.90%
	<b>Writing</b>	11.00%	15.50%	37.00%	28.60%
	<b>Spelling</b>	25.00%	30.60%	19.00%	17.20%
	<b>Grammar</b>	26.00%	29.20%	18.00%	18.90%
	<b>Numeracy</b>	25.00%	28.60%	17.00%	17.30%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 9</b>	<b>Reading</b>	25.00%	21.30%	25.00%	22.70%
	<b>Writing</b>	20.00%	14.80%	38.00%	38.00%
	<b>Spelling</b>	25.00%	23.70%	21.00%	22.40%
	<b>Grammar</b>	25.00%	19.60%	33.00%	26.80%
	<b>Numeracy</b>	27.00%	24.00%	19.00%	20.70%

### 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>					
	2012		2013		2014	
	School	State	School	State	School	State
Studies of Religion 1	17%	41%	16%	49%	12%	49%
English Standard	2%	16%	0%	6%	0%	8%
English Advanced	12%	55%	16%	53%	34%	60%
Mathematics	44%	52%	18%	49%	14%	54%
Legal Studies	17%	41%	26%	43%	20%	40%
PDHPE	39%	33%	26%	28%	17%	30%
Biology	29%	27%	21%	33%	6%	29%
Community and Family Studies	14%	36%	46%	33%	37%	37%
Mathematics General 2	9%	22%	2%	21%	5%	26%
Physics	17%	34%	29%	33%	5%	32%
Studies of Religion 11	5%	41%	14%	46%	24%	44%

The subject Mathematics General 2 (course code 15235) was a new subject for the 2014 HSC cohort, the data above for the years 2012 & 2013 refers to General Mathematics (course code 15230).

In 2014 the number of students issued with a RoSA	12
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### **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. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

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.

### **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 9 Resilience Day, Senior SLC Servant Leadership, SLC group, Year 11 Leadership Program, continuing partnership with Headspace, Healthy Schools/Healthy Futures, Riding for the Disabled, Confirmation retreat leaders, Vinnies, 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 document *Diocesan Intentions and Directions 2012-2014*. 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 2014**

#### MISSION AND EVANGELISATION

1.1 Year masses offered on site each term in addition to whole school masses; Reconciliation offered on site in Lent and Advent

1.2 Inclusion of Catholic values in programs

#### LEARNERS AND LEARNING

2.1 Improved comparative learning growth in literacy and numeracy

2.2 Continued engagement with National Curriculum

2.4 Implementation of Tactical Teaching and data analysis practices

#### LEADERSHIP

3.1 Continued development of SLC

3.2 Implementation of House Merit system and inclusion in school Awards

3.3 Implementation of Mentor system

#### PARTNERSHIPS

4.1 Parent information evenings related to academic culture and learning

4.1 Completion of 'Healthy Schools, Healthy Futures' Action Plan

## RESOURCING

5.2 Education Facilities Plan developed

### **Priority Key Improvements for 2015**

## MISSION AND EVANGELISATION

1.1 Prepare and implement an annual plan for prayer, liturgy, retreats and reconciliation at school

1.2 Integrate Catholic Values across curriculum

1.3 Develop understanding of mission based on founding charism

## LEARNERS & LEARNING

2.1 Continue to improve academic outcomes in the school

2.2 Enhance Literacy and Numeracy skills 7-12

2.3 Prepare for and engage with the Australian Curriculum

## LEADERSHIP

3.1 Develop student leadership

3.2 Develop House spirit as a leadership tool

3.3 Enhance teacher leadership

## PARTNERSHIPS

4.1 Encourage greater parent participation

4.2 Build and maintain community partnerships

4.3 Improve communication within the school community

## RESOURCING

5.1 Improve environmental awareness and carbon footprint

5.2 Improve strategic use of ICT

5.3 Review and develop the Facilities Master-Plan

5.4 Support Staff wellbeing

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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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 2014. Survey responses were received from 207 families out of a total of 660 eligible respondents (31.4%).

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

### **Student Satisfaction**

An external survey was conducted in August 2014. Survey responses were received from 302 students out of a total of 911 eligible respondents (33.2%).

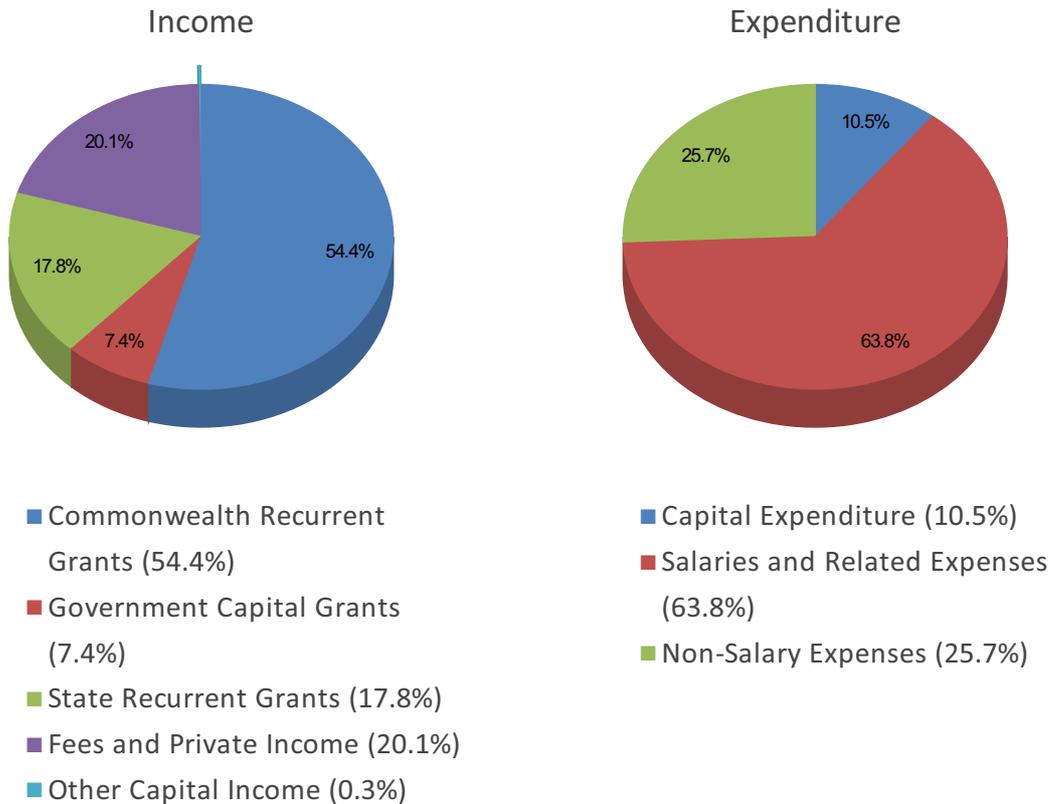
McCarthy Catholic College recorded an overall satisfaction score of 75% (3.75 out of 5)

### **Teacher Satisfaction**

An external survey was conducted in August 2014. Survey responses were received from 71 staff out of a total of 88 eligible respondents (80.7%).

McCarthy Catholic College recorded an overall satisfaction score of 75% (3.76 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 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,992,718
Government Capital Grants <sup>2</sup>	\$1,086,449
State Recurrent Grants <sup>3</sup>	\$2,612,719
Fees and Private Income <sup>4</sup>	\$2,957,160
Other Capital Income <sup>5</sup>	\$37,291
<b>Total Income</b>	<b>\$14,757,088</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,314,197
Salaries and Related Expenses <sup>7</sup>	\$7,984,947
Non-Salary Expenses <sup>8</sup>	\$3,212,111
<b>Total Expenditure</b>	<b>\$12,511,255</b>

For the 2014 year the McCarthy Catholic College received \$120,027 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

McCarthy Catholic College, as part of the seven Parishes it services, rejoices in offering the message of Jesus Christ to today's young people for "*all human values find their fulfilment and unity in Christ.*" (Congregation for Catholic Education). Catholic teachings, practices and values underpin all aspects of life at McCarthy Catholic College. All students accepting enrolment commit to the Catholic life of the school.

McCarthy Catholic College has a mission to provide an environment of respect for each other so that each individual may be given the opportunity to grow in all aspects of their life. "*The promotion of the human person is the goal of the Catholic School.*" (Pope John Paul II). We therefore set high standards for our students built on the college "Code of Conduct" (Care, Courtesy, Respect and Responsibility), tolerance and justice. McCarthy welcomes children and families of other Christian denominations and other faiths.

In making an application to enrol their child, parents agree to cooperate with the school in upholding the policies and guidelines of McCarthy Catholic College.

Based on new Education Act requirements, no student can be guaranteed enrolment. Enrolment of all students is at the discretion of the Principal and a student's placement may be reviewed (and potentially withdrawn) at any time.

It is expected that each family financially supports the school through the regular payment of school fees and levies. These are used to maintain the academic and physical infrastructure needed to provide quality education.

Applications received after the closing date may be placed on a Waiting List.

### Enrolment Process

Parents who wish their child to attend McCarthy Catholic College must complete an Application for Enrolment.

Parents and their child will be required to attend an enrolment interview.

Parents will be advised of the outcome of their application after interviews have been completed.

For successful applications, parents will receive an *Offer of Enrolment* for their child.

To accept enrolment parents are required to:

- return the completed and signed forms to the school by the due date;

- pay an Acceptance Fee of \$300 (this fee will be deducted from the first instalment of your school fees).

*Please note that the Acceptance Fee is non-refundable should the enrolment lapse.*

## BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

### POLICY STATEMENT

#### ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

##### 1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

##### 2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

### 3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

#### 4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

#### 5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

#### 6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").