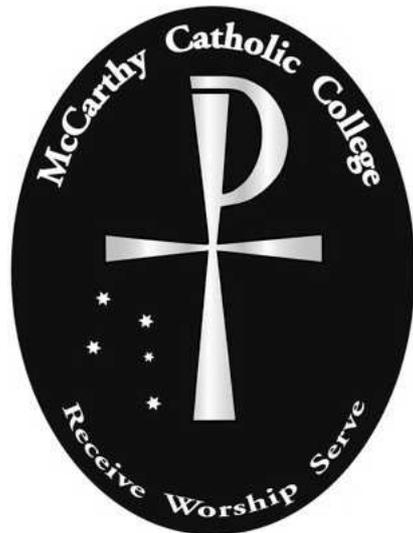


McCarthy Catholic College
Tribe St, PO Box 3486
TAMWORTH, NSW 2340
Phone: 02 6761 0800 Fax: 02 6766 4557
Email: admin@mccarthy.nsw.edu.au
Principal: Mrs Kate Rayment



Annual School Report 2013

Mission/Vision Statement

McCarthy Catholic College, part of the regional Catholic community, 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.

About this Report

McCarthy Catholic College is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2012 and gives information about 2013 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration.

Principal's Message

2013 has been a year graced with good work and good works.

During 2013, McCarthy Catholic College continued to pursue its mission as a Catholic educational institution, building upon various elements of the spiritual dimension of the college. This included continuing the liturgical program and building the prayer life of the college community. Service was again a feature of life at the college.

At the heart of our endeavours is learning. 2013 marked the beginning of a major improvement agenda in the college, centred on building a culture of academic aspiration. The collection and analysis of baseline data lead to a series of significant interventions which will come into play in 2014. Teachers spent the year addressing data at a detailed level to draw important information that would inform teaching practice at whole school, faculty, classroom and individual student levels.

The impending implementation of the NSW Syllabuses of the Australian Curriculum led to significant professional development based on content, programming and the General Capabilities.

Literacy development was supported by the introduction of the Tactical Teaching program across the school.

Students continued to embrace opportunities to take responsibility for their learning by utilising the after school Study Club and Calculus Club as well as lunchtime Maths Help sessions.

Staff professional development continued to be aligned with the directions of the school, strategically addressing the focus areas for the year and utilising internal knowledge and skills to build working teams.

In one of his newsletters, the Director for Catholic schools in the Armidale Diocese, quoted an article by Stephen Elder, Executive Director of CEO Melbourne in the Weekend Australian newspaper (30 November) titled "Gonski reforms were about education and they were lost in the mire". While the article reflected considerably on political debate, he made some rather poignant commentary about the nature of education in Australia.

In the article Steve Elder wrote "What makes Australian schools unique is our focus beyond merely the academic performance of a student to incorporate their physical, social, emotional, moral, spiritual and overall well-being as intrinsic to positive educational outcomes. As Gonski noted, many researchers have found higher levels of education are associated with almost every positive life outcome - not only improved employment and earnings but also health, longevity, successful parenting, civic participation and social cohesion." That is the principal aim of our school and our system and the 2013 school year was abundant with examples of the richness of that system.

During 2013, McCarthy Catholic College began a detailed program of data review and analysis, extending over the last thirteen years. This provided a comprehensive picture of the state of learning in our school and contextually across the state, Australia and internationally. As a result of this work, a number of strategies and interventions have been implemented and will continue over the next few years. The aim of the interventions is to create a culture of aspiration and expectation, where academic achievement is valued and actively sought. In doing so, it will be necessary to counter many community attitudes and that will pose a challenge. I look forward to involving parents in this process during 2014 and to reporting the outcome of the interventions.

There have been a number of very notable achievements during the year, some simply outstanding. It can be too easy, however, to neglect the plethora of stories of students who have achieved their personal best, who have shown remarkable improvement, who have succeeded despite enormous trials/challenges.

Particularly notable has been the achievements of the Higher School Certificate (HSC) Music students who were been nominated for Encore – the program of a selection of the best works from across the state in the HSC Music examinations and the students who gained results of 100% in the HSC Music Extension course. Other academic highlights include a Year 7 student's international achievements, placing 2nd in Australia and 10th in the world in Mathematics and 3rd in Australia in Literacy 11 – 13 age division of the World Education Games, with 5.3 million participants worldwide, representing 218 countries. He was presented with his medals at the international awards ceremony held at the Sydney Opera House by then Education Minister the Honourable Peter Garrett.

Also notable is the large number of significant sporting achievements this year and the increasing participation.

Partnership was again a feature of college life as staff worked with students, parents/carers, clergy, the Catholic Schools Office and various outside agencies to ensure we were able to provide the best education possible for our students.

We now move into 2014 with hope and enthusiasm, looking forward to continuing to provide a high quality education in the Catholic tradition to students in our care.

Parental Involvement

McCarthy Catholic College welcomes and supports the input of parents, carers and families into the school community formally and informally. The School Board comprises parents who work closely with the Principal, guiding decisions. The McCarthy Association is a strong body supported tirelessly by parents who organise a range of creative and thoughtful social and fundraising activities. These events allow families to meet and mix and include trivia nights, annual Wine & Cheese Night, camping at the school throughout the Country Music Festival and ten pin bowling. Each year a Welcome Barbecue for new students and their families sets the scene, having been designed to integrate families into school life and encourage communication between staff and parents.

Parent-teacher interviews are an excellent forum for parents to speak with teachers about reports and student progress. Formal parent interviews are also available upon request throughout the year. Parent information nights are particularly helpful in explaining curriculum developments and supporting learning and transitions. A range of creative communication strategies is used by the school, including the school website, MOODLE

parent section, newsletters and term planners and the popular school App.

Chair of the Board

Student Leadership

In 2013 the (Student Leadership Council)SLC worked to support the school motto - Receive Worship Serve - beginning with leadership training based on the model of Servant Leadership and an understanding that SLC representatives have enormous potential to contribute to the culture and life of school. The model presented to us encouraged us to place the needs of others before our own - to serve the community.

The SLC included elected representatives from years 8-12, who met regularly to discuss issues related to student life at McCarthy. As a group, the SLC worked to support school policies and to assist with fundraising for the school and for charities, including running a 'Gourmet Cupcake' stall at the McCarthy Markets. We represented the school at a wide range of events, including Remembrance Day and ANZAC ceremonies.

The whole school community contributed to fundraising for CARITAS through Project Compassion and Catholic Mission, raising \$30 000 for charitable appeals across the year.

Through our meetings we were asked to consider how students could contribute to improving the learning culture of McCarthy. In particular we discussed our role as leaders and models in the classroom - made explicit in our SLC Role Statement. As leaders we contributed to the Yr 7 Welcome, Open Day, McCarthy Markets and Yr 7 Study Day. SLC members participated in the Healthy Schools, Healthy Futures Core Team and Yr 9 representatives helped to run the Yr 9 Resilience activities.

2013 School Captains

School Profile

School History

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.

Location/Drawing Area

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.

Enrolment Policy

McCarthy Catholic College follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
7	68	100	11	4
8	70	93	11	9
9	77	91	9	3
10	59	85	8	3
11	58	68	7	7
12	57	67	9	6
2011	361	473	50	19
2012	374	484	50	23
2013	389	504	55	32

Apparent & Actual Retention Rates

A	Year 10 Total Enrolment 2011	141
B	Year 12 Total Enrolment 2013	124
C	Year 10 Enrolment at Census Date remaining in Year 12 at Year End	123
D	Apparent Retention Rate (%) B/A	88
E	Actual Retention Rate (%) C/A	87

Student Mobility

A total of 76 students left the school to the following destinations: 29 to Tamworth schools, 24 to TAFE or work and 23 left Tamworth. A total of 29 students entered the school, 19 from Tamworth schools and 10 from elsewhere.

Student Attendance

Average daily attendance for 2013	
Year 7	95.43%
Year 8	95.63%
Year 9	95.32%
Year 10	93.73%
Year 11	95.43%
Year 12	95.95%
All students	95.24%

Post-School Destinations

Destinations of Students Leaving Year 12, 2013 (%)	
University	55
TAFE	12
Workforce	21
Other	7
Unknown	5

Staff Profile

Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance. A letter of notification for unexplained absences is sent home the day after the absence, including for students who arrive late. Parents then have seven days to respond to the letter. If no correspondence is received by the school, the school will follow up with a phone call, interviews and appropriate action plans. Continued absence/lateness is followed up by the Student Management Officer and/or Year Coordinator.

The staff consists of 62 Teachers, including 5 members of the Executive, 2 Student Support Teachers (1.8 FTE) and 2 Teacher/Librarians. Support staff includes: 1 Counsellor, 3 Education Assistants, 2 Aboriginal Education Assistants and 5 Administrative Support Officers. Additional support staff includes a Laboratory Assistant, Food Technology Assistant, Library Assistant, Book Room support, Grounds and Maintenance, Farm Assistant and Student Welfare Officer. All teaching staff members are qualified teachers. Six staff members hold Masters degrees, with one holding two Masters degrees. Workforce composition: three indigenous staff members. Two staff members retired at the end of 2013 (2.2%)

The average daily staff attendance rate for 2013 was 95.72%.

Senior Secondary Outcomes

Percentage of Year 12 students who undertook vocational training while at school 6%

Percentage of Year 12 students who undertook training in a trade while at school 2%

Percentage of Year 12 students who attained a Year 12 Certificate or equivalent vocational education and training qualification 100%

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* 100%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications 0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0%

* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education 26

Percentage of teachers undertaking accreditation to teach Religious Education

Staff Professional Learning

Staff professional learning in 2013 was centred on whole staff development in areas of school focus, such as Australian Curriculum implementation, Literacy (Tactical Teaching), spiritual development and academic improvement. 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 professional learning in 2013(not including that expended by the Catholic Schools Office)was \$36000.

Catholic Identity

Religious Education Program

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. 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, and throughout Lent.

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. Members of the conference visited the residents of Nazareth House each fortnight.

The College's annual walk-a-thon for the Catholic Mission raised \$18 000.

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.

Parish Links

McCarthy Catholic College maintains links with all seven feeder parishes, under the management of the Tamworth Regional Schools Committee. Direct links have been established with St Nicholas Parish.

Whole school Masses are held in the three Tamworth parishes each term. Upon request from priests, the school organises students to participate in various parish liturgies and events such as Easter preparations, Lenten programs and the Year 6 Confirmation Retreat. Staff from the school also play a significant role in parish life. Students participate in diocesan and local parish events as members of parish families and as representatives of the school.

Priests are invited to visit the school. They do so as often as they are able, to meet with staff and students and to visit classrooms. Clergy take active roles in school retreats and in providing opportunities for us to celebrate Mass as a school body and to offer reconciliation on site. They also act as teachers, mentors and guides in matters of Religious Education, theology, spirituality, liturgy and pastoral care.

Respect and Responsibility

- Display, explanation, discussion and reminders of our Motto: Receive, Worship, Serve
- Display, explanation, discussion and reminders of our Code of Conduct: Care, Courtesy, Respect, Responsibility
- Themes for the Week delivered in Homeclass included: Code of conduct, Service, Care, Forgiveness, Things Better Left Unsaid, Courtesy, Oh-oh I Did Something Wrong, Justice/Fairness, Responsibility, Supporting Other People.
- Staff and Senior students modelling respectful behaviour, responsibility and service.
- Development and implementation of individual Class expectations
- Recognition and affirmation via comment and award system of positive behaviours in these areas.
- Organising opportunities for community service e.g. blood donors, Assisting with Riding for the Disabled
- Fundraising for Caritas, Catholic Missions, Heart Foundation

School Curriculum

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.

Features of the School Curriculum

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 and to on-site tutorial support and study supervision. Lunchtime 'Maths Help' is also available weekly for individuals and small groups.

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's sports program is integrated with PDHPE in Stages 4 & 5. A large number of team and individual sports is offered and a pathway exists through to State and National representation. The most popular sports include rugby union, basketball, hockey, water polo, equestrian, triathlon, cricket, tennis, football (soccer), athletics and swimming. AFL has been recently introduced with great success.

The school also has very successful cattle 'Show Team' and Equestrian Team.

Students may also participate in chess, debating and drama competitions as well as eisteddfods. The school is also a regular participant in the Brain Bee and Science and Engineering Challenge.

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, 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 (including

the 'Senior Success' program and Home Class 'Theme of the Week' activities).

The Student Planner, issued to all students, also contains excellent resources to support learning. The 'Senior Success' program has been offered to students and a Peer Tutoring program supports reading improvement. 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, to cater for the full range of student abilities and interests. Three levels of band (including Beginner Concert Band and Jazz Band) allow instrumentalists to develop and excel.

The profile of the indigenous student population was further developed in 2013 through the performances by the Aboriginal student dancers and their role in instructing younger indigenous students in our feeder schools.

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.

Student Performance

McCarthy Catholic College uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student

achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 7 % in Bands		1&2	3&4	5&6
Reading	School	13.8	55	31.2
	National	17	56	26
Writing	School	30.3	56.4	13.3
	National	26	55	18
Spelling	School	10.3	64.3	25.4
	National	15	52	32
Grammar & Punctuation	School	19.4	56.3	24.3
	National	22	50	27
Numeracy	School	14.5	62.6	22.9
	National	18	54	27
Year 9 % in Bands		3&4	5&6	7&8
Reading	School	15.3	65.1	19.6
	National	11	57	20
Writing	School	36.8	48.8	14.4
	National	37	45	17
Spelling	School	18.7	66.3	15.0
	National	20	58	21
Grammar & Punctuation	School	22.9	56.6	20.5
	National	29	49	21
Numeracy	School	24.8	59.5	15.7
	National	26	48	25

Student results in Year 7 and 9 have improved from 2012 results. Both cohorts demonstrated higher than state average growth in Writing, Spelling and Numeracy. The mean result for Year 9 compared to state improved in Reading and Spelling compared to the Year 7 2011 results.

National Minimum Standards

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 7	Year 9
Reading	School	97	94.1
	National	94.2	93.4
Writing	School	100	77.1
	National	89.3	82.6
Spelling	School	100	94.3
	National	93.7	92.2
Grammar & Punctuation	School	97	85.7
	National	90.8	87.9
Numeracy	School	100	85.7
	National	95	90.6

The percentages of students at McCarthy achieving the national minimum standard in all areas are higher than the National percentage of students.

Higher School Certificate

In 2013, 124 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2013 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 11 were above the state average and 23 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In Studies of Religion 1 there were 98 students with: 16.32% of students achieved Bands 5 and 6 (compared with 48.62% state-wide) 2.04% of students achieved Band 1 (compared with 1.21% state-wide)

In General Mathematics there were 87 students with: 2.29% of students achieved Bands 5 and 6 (compared with 21.16% state-wide) 4.89% of students achieved Band 1 (compared with 7.94% state-wide)

In English (Standard) there were 80 students with: 0% of students achieved Bands 5 and 6 (compared with 6.87% state-wide) 12.50% of students achieved Band 1 (compared with 4.49% state-wide)

In Personal Development, Health and Physical Education there were 51 students with: 25.48% of students achieved Bands 5 and 6 (compared with 28.56% state-wide) 0% of students achieved Band 1 (compared with 4.81% state-wide)

The table below represents the percentage of students who achieved in the top three bands for the four subjects with the highest candidature over

the past three years compared to State averages (in parentheses).

Subject	2011	2012	2013
Studies of Religion 1	63(78)	40(72)	42(78)
General Mathematics	24(50)	36(51)	26(43)
English (Standard)	23(39)	26(52)	18(34)
PDHPE	71(68)	76(64)	51(59)

The 2013 HSC results showed an increase in the number of subjects whose average was higher than the state average. Results also indicate that a significant proportion of subjects, while not at state average have 'closed the gap' in performance and are moving closer to the state average.

The two HSC Music Extension students both earned 100% in the examination and two students were nominated for Encore (the showcase of HSC works of excellence), one for performance and one for composition.

Records of School Achievement

From 2012, eligible students who leave school before receiving the Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. In 2013 11 students were granted a RoSA.

School Policy Summary

Student Welfare

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

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

As a result of a recommendation from our Healthy Schools Healthy Futures Program, the Award System was changed to give further credit to participation and to Merit Certificates based on Service.

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

- Excursions for Years 7, 9, 10 to encourage acceptance, tolerance, inclusion, team skills, communication skills, peer support and community spirit.
- Theme for the Week - Year 9 Resilience Day - Year 7 Orientation - Year 7 Parent's Partnership in Learning Information Evening - In school Anti-Bullying Survey - Year 11 Leadership Program
- Developed partnership with Headspace - Peer Mediators - Absentee Follow-up program (NSCSWP)
- World Mental Health Day activities

Discipline Policy

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..

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.

Anti-Bullying Policy

McCarthy Catholic College bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on www.arm.catholic.edu.au.

McCarthy Catholic College bases its Anti-Bullying policy and procedures on the Catholic Schools Office Operational Policy "Student Anti-Bullying Policy". The full text of this policy is available at www.arm.catholic.edu.au.

Enrolment Policy

McCarthy Catholic College bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

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

Complaints and Grievance Resolution Policy

McCarthy Catholic College procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available by contacting the school office.

Parent, Student and Staff Satisfaction

The annual school satisfaction/perception survey was conducted in Term 3 by MYOP Corporation. The results of the survey were presented in two categories: 1. Students 2. Parents Key areas of feedback included: Catholic Ethos, Leadership, Teaching and Learning, Resources, Improvement Processes and General.

Student response data reflected a good satisfaction rating (scoring between 3.8 and 3.9 in the areas of Leadership, Resources, Teaching & Learning and Catholic Ethos on a 5-point scale. Students were most satisfied with Leadership and least satisfied with 'General'.

Parent responses indicated an excellent satisfaction rating in areas of Leadership and Resources. All other areas gained a 'good satisfaction' rating. Parent responses also indicated that the most common reason for school selection continued to be school reputation.

Staff satisfaction also ranged from good to excellent, with the highest rating in the area of Catholic Ethos.

School Review and Development

Annual School Priorities 2013

- Develop a culture of academic ‘excellence’, based on clearly articulated standards, quality assessment and feedback and improved student organisation and behaviour
- Further develop a culture of reflective practice amongst teaching staff and build leadership capacity
- Implement priorities identified in the Leuven University study of Catholic Identity
- More effectively embed supplementary curriculum priorities
- Further develop a culture of professional learning built on school priorities and linked to short and long term directions
- Commence thorough detailed baseline data collection and determine early interventions
- Research strategies to support learning interventions
- Australian Curriculum implementation preparation
- Implementation of Tactical Teaching

Projected School Priorities 2014

- Continue to develop a culture of academic success
- Continue collection and analysis of data and commence identification of primary areas requiring

intervention

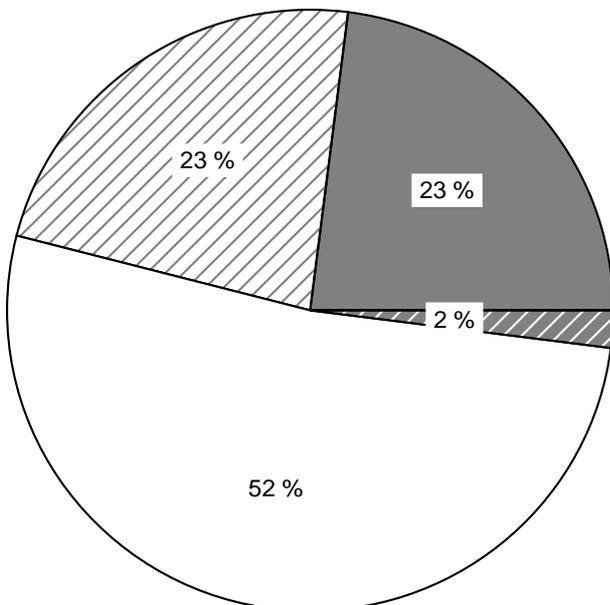
- Identify class and individual needs and commence learning interventions
- Develop parent partnerships to support academic cultural shift
- Increase opportunities for spiritual development and practice
- Continue to develop well-being initiatives, focusing on the Healthy Schools Healthy Futures partnership program
- Indigenous programs to include literacy and numeracy interventions and lifestyle and well-being programs (fitness, relationships, etc.)
- Continued focus on literacy and numeracy development - implementation of Tactical Teaching and QuickSmart
- Implement Read and Write Gold into general classroom practice through the school.

Major Achievements from the 2013 Annual Plan

- Changing academic culture - Increase in professional standards - Increase in professional dialogue and improved practice
- Academic interventions trialled - with success, measured in baseline data - Australian Curriculum priorities, General Capabilities and programming
- Academic intervention planning
- Systemic, whole-staff data-driven professional development
- Introduction of Tactical Teaching

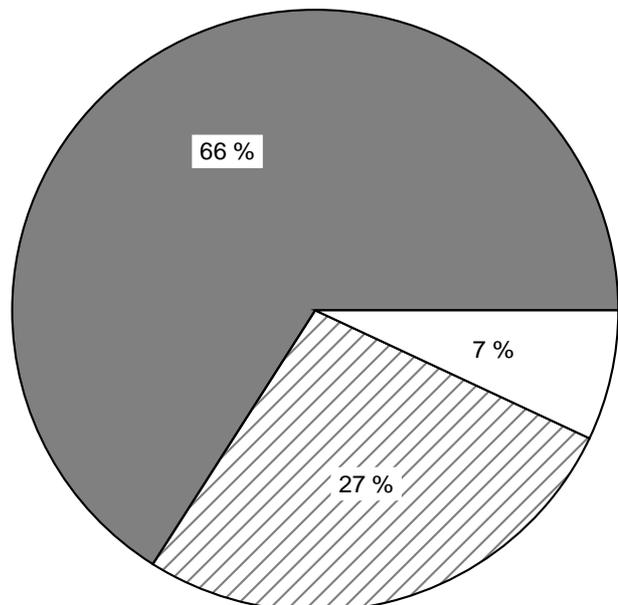
Financial Statement

Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▧ other capital income

Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.