

Annual School Report 2018 School Year

McCarthy Catholic College, Tamworth



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Principal
Geoff McManus

About this report

McCarthy Catholic College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the College Community* for this year provides the 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 to the College community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the College Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and College community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to College newsletters, and other regular communications. The *Report* is available on the College's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the College Advisory Council meetings, and all information is public.

Further information about the College or this *Report* may be obtained by contacting the College on 02 6761 0800 or by visiting the website at mccarthy.nsw.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the College as a Catholic learning community. In particular, special thanks are extended to the parent body and the College staff for all their generous efforts. McCarthy Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the College.

The primary purpose of McCarthy Catholic College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. McCarthy Catholic College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith 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 a growth mindset and 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'.

As a College committed to excellence we are exceptionally proud of the 13 students who were listed on the 2018 HSC Distinguished Achievers List. It is also noteworthy that the inaugural winner of the Armidale Diocese Spirit of Catholic Education Award for an Individual Student was presented by Bishop Michael Kennedy to McCarthy Year 12 student - Montana Cooper-Mason for her initiative in starting up a peer support group that supports transition for Year 7 girls lead by older Year 11 and 12 students.

Geoff McManus
Principal

1.2 A Parent Message

2018 was the second year of the School Advisory Council (SAC), replacing the former College board, with the constitution providing a consistent approach across the catholic schools of the Diocese of Armidale. The newer members of the SAC contributed very well in 2018 and the initiative of involving some younger members, who are ex-students but have been away from the College for several years, has worked well and helps provide different perspectives. The SAC is a very cohesive group and in my view and I am sure I am supported by Principal Geoff McManus in this, contributes significantly to the College operation and the interaction with the community. Particular initiatives in which the SAC assisted in 2018 were College executive staffing structure, building matters including reconfiguration for better teaching and learning spaces, technology, and fee structures.

2018 was my last year of nine rewarding years on the Board / SAC and it is in very good hands for the years ahead with new Chairman Bernie Munro and all the dedicated members who together bring a very positive mix of longevity as well as new perspectives to the SAC.

Adam Green
Chairperson
School Advisory Council



2.0 This Catholic College

2.1 The College Community

McCarthy Catholic College is located in Tamworth and is part of the St Nicholas' Parish which serves the communities of Tamworth, Manilla, Boggabri, from which the School families are drawn.

Last year the College celebrated 18 years of Catholic education.

The parish priest Fr Christopher Onuekwusi is involved in the life of the College.

2.2 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 on site once per Term both as a whole college group and as Year Level cohorts. The Sacrament of Reconciliation and classroom liturgies during Religious Education classes were provided to Year 7 - 10 at the end of each Term. 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 College's conference of the Society of St Vincent de Paul attending 7.00 am Mass at St Nicholas Church on the first Friday of each month. Up to 20 students attend each month, often with their families. Parents are invited to attend all Masses. A dedicated Youth Mass is held at St Nicholas church on the last Sunday of each month. 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 Principals and Religious Education Coordinators are invited to 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.

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.

Social Justice

The College 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 College. The College's annual walk-a-thon for the drought affected farmers within the region raised \$15,000.

Social justice issues were raised and discussed in Mentor Group, at assemblies and at Year meetings throughout the year. Justice issues form a part of the curriculum in several subject areas.

2.3 College Enrolment

McCarthy Catholic College caters for students from Years 7 to 12. The following table indicates the student enrolment characteristics:



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2018	TOTAL 2017
Male	80	59	65	69	47	45	365	355
Female	73	92	91	83	82	84	505	519

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the College during 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	91.0%	89.0%	88.0%	87.0%	90.0%	90.0%	89.2%

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 school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	60
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	31
6.	Number of staff identifying as Indigenous employed at the College.	5
7.	Total number of non-teaching staff employed at the College.	21

2.6 Initiatives Promoting Respect and Responsibility

The College ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the College and the local community.

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 College Code of Conduct, developed by the community, promotes the key values of Care, Courtesy, Respect and Responsibility. This Code underpins key College 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 college service.



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

2.7 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 2018. Survey responses were received from 325 families out of a total of 828 eligible respondents (39%).

McCarthy Catholic College recorded an overall satisfaction score of 86.2%

Student Satisfaction

An external survey was conducted in August 2018. Survey responses were received from 386 students out of a total of 900 eligible respondents (43%).

McCarthy Catholic College recorded an overall satisfaction score of 82.4%

Staff Satisfaction

An external survey was conducted in August 2018. Survey responses were received from 77 staff out of a total of 130 eligible respondents (59%).

McCarthy Catholic College recorded an overall satisfaction score of 80.5%

3.0 Teaching and Learning

3.1 School Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority syllabuses for Secondary Education as required for Registration and Accreditation under the Education Act 1990 (NSW). In addition, the College implements the curriculum requirements of the Catholic Schools Office Armidale.

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 NESA 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 College, 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 College engages the 'Elevate Education' company to deliver study advice to senior students, to supplement programs run at McCarthy Catholic College. The online Google Classroom and Learning Management System (LMS) MOODLE offers valuable curriculum support through revision, catch-up and extension opportunities. The Mathspace 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 and Westpac 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. The Our Lady of the Rosary Cultural Centre was opened in 2017, which boasts a 250-seat auditorium, 2 specialist Music classrooms, 2 GLAs and a recording studio to support the growth and improved quality of performance into the future.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The College participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 151 students presented for the tests while in Year 9 there were 155 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At McCarthy Catholic College, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. College staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of McCarthy Catholic College students in each band compared to the State percentage.



Year 7 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 4 to 9												
BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	9.8	5.3	18.0	18.5	28.4	38.4	25.4	25.2	12.8	9.3	4.3	2.6
Writing	4.2	1.3	11.9	13.2	22.8	21.2	29.8	32.5	19.2	25.2	10.7	6.6
Spelling	12.9	8.7	21.2	28.7	27.6	27.3	21.3	20.7	10.4	9.3	5.3	4.0
Grammar and Punctuation	12.2	12.0	18.8	22.0	29.0	21.3	21.4	18.7	11.2	21.3	5.9	0.7
Numeracy	13.1	6.0	18.0	22.0	27.7	36.0	25.2	30.0	11.9	5.3	2.7	0.0

Year 9 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 5 to 10												
BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	5.6	1.9	16.1	14.8	30.0	37.4	28.7	30.3	13.9	11.0	4.0	3.9
Writing	4.2	2.6	10.0	5.2	20.8	18.1	24.6	20.6	21.7	31.6	17.2	21.9
Spelling	8.2	1.3	18.2	14.9	28.2	33.8	23.8	31.8	12.9	13.0	7.1	2.6
Grammar and Punctuation	5.6	5.2	15.3	16.2	29.2	26.0	27.9	29.9	14.2	19.5	6.1	1.9
Numeracy	11.2	6.5	17.1	19.0	28.6	32.0	26.9	32.0	12.1	8.5	2.4	2.0



3.2.2 Higher School Certificate

The results of the College's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

	Higher School Certificate: Percentage of students in bands 4, 5, 6					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	53%	76%	58%	81%	49%	71%
English Standard	45%	50%	23%	54%	32%	50%
English Advanced	83%	91%	86%	91%	91%	91%
General Mathematics	32%	52%	26%	50%	29%	53%
Mathematics	22%	77%	35%	74%	60%	78%

The college has had a long and extensive focus on enhancing comparative learning gain. The growth of student capacity is measured in many ways and the improvement at McCarthy can be verified through the DeCourcy and RAP analysis data. Our deep analysis of student outcomes continues to determine the best methods and interventions to enhance growth in excellence in HSC achievement as well as longitudinal improvement from Year 7. The implementation of an Academic Pastoral Care program whereby the 'whole child' is considered is an intentional strategy to support holistic growth.

In 2018 the number of students issued with a RoSA	0
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3.2.3 Senior Secondary College Outcomes

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

Senior Secondary Outcomes

Senior Secondary Outcomes Year 12, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	9%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

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



Destination Data Year 12, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	62%	16%	16%	6%

3.2.5 Retention of Students from Year 10 to Year 12

The percentage of students who completed year 10 at McCarthy Catholic College and progressed to year 12 for 2018 is 98%.

3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole College 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 the areas of focus as follows:

Term 1	HSC DeCourcy and RAP Analysis, NESA Consultant - Denise McHugh presented on the mechanics of the operation of the HSC. Develop deeper staff understanding of College non-negotiables, the 5 high impact approaches of Lyn Sharratt, Differentiation and Adjustments - Marina Laing
Term 2	Skills Auditing for Quality Assessment, Core Catholic Principles and Values - RE PD (CSO)
Term 3	Collaborative Staff Learning Spaces - MCC Staffroom renovation
Term 4	Consultation with staff regarding improvements to Assembly, APC, etc. Consultation with staff regarding staffroom usage norms, Evaluation and Consultation with staff regarding the 2018 and 2019 Annual Improvement Plans.



4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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. Students 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.

This College 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 *College's website* mccarthy.nsw.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at McCarthy Catholic College Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our College by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending McCarthy Catholic College have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

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

4.3 Student 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.

No changes were made to the 'Student Discipline Policy' this year.

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our College 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 'Bullying Prevention and Intervention Policy' this year.

The full text of the College's 'Bullying Prevention and Intervention Policy' may be accessed on the College's website mccarthy.nsw.edu.au, the administration office or on the CSO website.



4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our college. The rationale for this policy 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 policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the College's 'Complaints Handling Policy and Guide' may be accessed on the College's website mccarthy.nsw.edu.au or the administration office.

5.0 College Review and Improvement

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 2018

Upward trend in Overall School performance (HSC DeCourcy Analysis 2018)

Skills Auditing for Quality Assessment - growth in accessible and aligned assessment

Completion of Stage 1 of Collaborative Staff Learning Spaces

Finalisation of new Leadership Team structures for the college to match the contemporary education paradigm that included changes to both Leadership Team and Middle Leadership Team structures and allowances.

Priority Key Improvements for 2019

Annual Improvement Plan 2019

Goal 1 - Catholic Identity

By the end of 2019 evaluate, design and begin to implement staff and student faith formation opportunities.

Goal 2 - A Culture that Promotes Learning

By the end of 2019 we will have commenced the implementation of a contemporary whole College approach to positive relationships that support learning.

Goal 3 - An Expert Teaching Team

By the end of 2019 we will commence strategic implementation of contemporary processes and strategies for teachers to effectively collaborate.

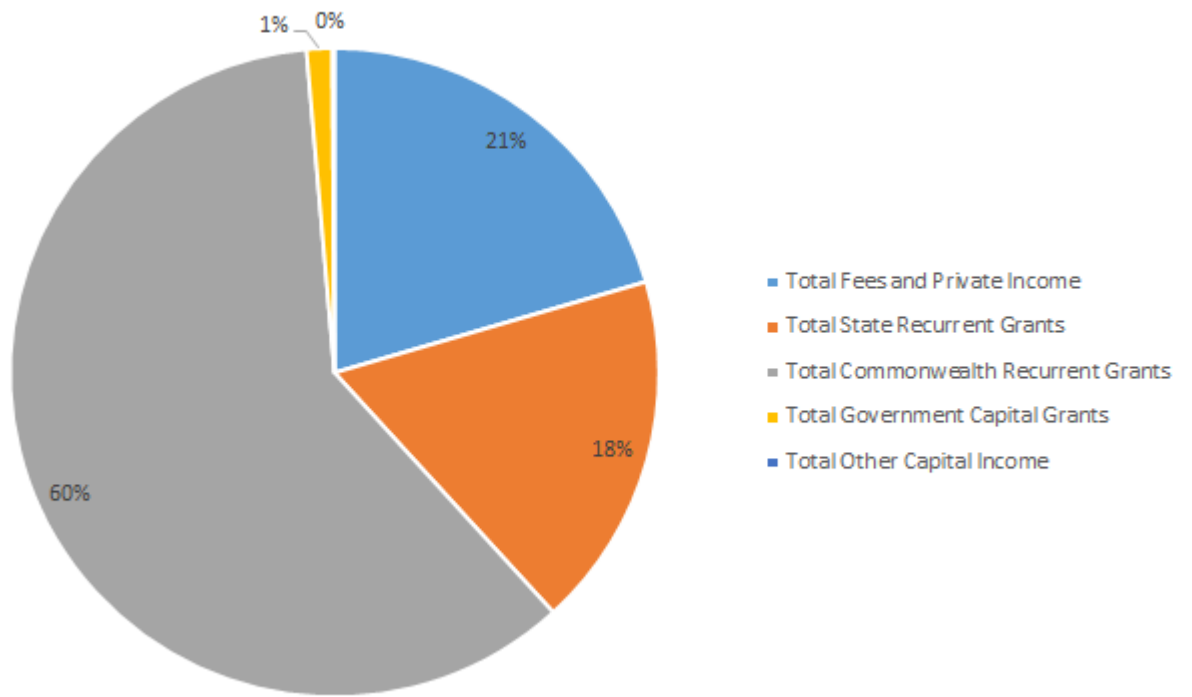
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - McCarthy Catholic College, Tamworth



2018 Expenditure - McCarthy Catholic College, Tamworth

