

Annual School Report 2019 School Year

McCarthy Catholic College, Tamworth



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<https://mccarthy.nsw.edu.au>

Principal
Geoffrey 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 provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

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

Further information about the school or this report may be obtained by contacting the school on 02 6761 0800 or by visiting the school's website <https://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.

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 needs. We are proud of our strong community engagement with families and parishes and seek out service opportunities that align with our mission statement, 'Receive, Worship and Serve'.

The teaching staff continued to support a change in pedagogy to one that is more student-centred and focused on specific strategies to improve literacy and numeracy standards. Of particular note is the improvement in Year 9 NAPLAN writing scores, as well as the success of the Year 7 and 8 Academic Skills Project that targeted a clear understanding of the verb in the assessment to ensure clarity of student response in a variety of common genre.

As a College committed to excellence, we are also exceptionally proud of the 13 Year 12 students who are listed on the 2019 HSC Distinguished Achievers List.

Geoffrey McManus
Principal

1.2 A Parent Message

The McCarthy Catholic College School Advisory Council (MCC SAC) considered and reviewed a number of significant items during 2019 that will become important to the future direction of the school over coming years.

A new school uniform was approved with the transition commencing during 2020. The new range is designed to exhibit a contemporary uniform that provides increased choice, whilst maintaining a professional appearance.

The implementation of the College's Annual Improvement Plan has been enacted to ensure clarity of roles and additional dedicated support on a year group or cohort basis. Leaders of Learning (faculty) and Leaders of Student Care provide additional assistance to students with clearly defined responsibilities and a tailored approach to student support.

McCarthy Catholic College has undergone a number of benchmark and program audits throughout the year, meeting and exceeding standards across the board as well as against our peers.

The MCC SAC also has a view to the future as it commences the strategic planning and development process of the College's growth into Stage 2 of the school. The forecast growth of Tamworth highlights the increasing need for Catholic education across the city. This need relates not only to the school's facilities but to the succession planning of key staffing and leadership roles.

The MCC SAC continue to encourage and engage with the school community to understand and manage the changing landscape that is education. Our role, to provide balanced perspectives and support to the College's leadership group, led by Principal Mr Geoff McManus, remains at the core of our charter.

Bernard Munro
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, Quirindi, Nundle and Gunnedah, from which the College families are drawn.

Last year the College celebrated 15 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.

All students attended Mass on-site at least once per term. The sacrament of reconciliation and classroom liturgies during Religious Education classes were provided to Years 7-10 during the year. Whole College 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 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. 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 attend a retreat organised by the Catholic Schools Office. The Principal, Assistant Principals and Religious Education Coordinator 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. To further embed the Core Catholic Principles and Values of the Armidale Diocese, McCarthy teachers engaged in two 2-hour twilight professional learning experiences in March and August that focussed on service-learning experiences and types of prayer delivered by Leader of Mission, Spiritual Formation and Religious Education, Cate Allen.

Staff gather for a reading of the upcoming weekend Gospel and offer Prayers of special intention each Friday morning. Staff members were provided with access to Catholic journals for additional reading, weekly video and journal material and prayer support such as *Lectio Divina* booklets linked to the Church's calendar, as well as Jonathon Doyle's 'Going Deeper'.

Social Justice

The 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 walkathon for drought-affected farmers within the region raised \$10,500.

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.

A small group of Year 10 students attended the Australian Catholic Youth Festival in Perth in December.

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 2019	TOTAL 2018
Male	81	76	54	62	59	46	378	365
Female	80	70	91	81	74	76	472	505
Totals	161	146	145	143	133	122	850	870

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 online through Compass every day and for each of the 5 periods. Rolls are checked each week by the Principal or their delegate. The college uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are notified of student absence via Compass. Parents are requested to provide a satisfactory explanation for an absence by means such as Compass, 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 2019 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	93.0%	90.0%	89.0%	87.0%	88.0%	75.0%	87.0%

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 non attendance 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.	3
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	63
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.	19
6.	Number of staff identifying as Indigenous employed at the College.	5
7.	Total number of non-teaching staff employed at the College.	23

2.6 Initiatives Promoting Respect and Responsibility

The school 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 school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- Implement Positive Behaviour for Learning framework across the whole College using a consultation process:
 - Student representatives from each mentor group met and defined the qualities of the 'ideal learner'. A Staff working party determined what 3 to 5 key values would underpin the Behaviour Expectations Matrix (BEM).
 - Staff working party studied other schools BEM and chose a structure.
 - Student representatives and staff working party separately drafted the BEM.
 - Staff working party synthesised the teacher and student drafts into one.



- Students revised the draft and made further suggestions and alterations.
- Staff working party fine-tuned final draft.
- Presented to the Leadership team.
- Whole staff had input to the final draft.
- Behaviour Expectations Matrix:
 - Be better everyday
 - Be a better learner
 - Be a better friend
 - Be a better person

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 2019. Survey responses were received from 155 families out of a total of 360 eligible respondents (43%).

McCarthy Catholic College recorded an overall satisfaction score of 81.7%

Student Satisfaction

An external survey was conducted in August 2019. Survey responses were received from 390 students out of a total of 850 eligible respondents (46%).

McCarthy Catholic College recorded an overall satisfaction score of 74.6%

Staff Satisfaction

An external survey was conducted in August 2019. Survey responses were received from 75 staff out of a total of 100 eligible respondents (75%).

McCarthy Catholic College recorded an overall satisfaction score of 82.2%

3.0 Teaching and Learning

3.1 College 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 and apprenticeships (SBATs). Literacy and Numeracy continued 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 to 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 subscribes to the Study Skills Handbook, an online resource that assists students to develop effective study skills that supplements programs run at McCarthy Catholic College.

The online Google Classroom 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 the ICAS program. 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 and boasts a 250-seat auditorium, 2 specialist music classrooms, 2 general learning areas 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, 160 students presented for the tests while in Year 9 there were 145 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 are 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.

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	6.1	7.0	19.3	17.7	28.9	31.0	27.3	28.5	11.5	10.8	4.0	1.9
Writing	1.6	1.9	11.3	14.5	21.9	19.5	32.7	35.2	23.8	22.6	8.7	5.7
Spelling	5.9	7.6	16.7	17.7	26.7	27.2	29.5	29.7	13.0	12.0	2.8	2.5
Grammar and Punctuation	4.5	5.7	15.6	13.9	25.2	27.2	27.6	26.6	17.0	17.1	5.4	5.1
Numeracy	7.3	10.1	15.8	13.2	31.9	32.1	24.8	25.8	13.5	13.2	4.3	2.5

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	2.6	2.2	15.4	21.9	34.8	30.7	32.5	32.8	10.2	8.8	3.9	3.6
Writing	3.4	3.6	9.1	11.6	19.6	22.5	30.3	29.7	25.6	25.4	11.7	7.2
Spelling	4.2	7.3	15.2	17.5	32.5	32.1	29.7	32.8	12.3	8.0	3.7	1.5
Grammar and Punctuation	3.7	4.4	10.8	15.3	24.7	24.8	34.9	32.1	19.2	18.2	4.2	2.9
Numeracy	4.0	8.8	15.6	12.5	28.9	27.2	36.9	36.0	14.1	15.4	0.5	0.0



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					
	2017		2018		2019	
	School	State	School	State	School	State
Studies of Religion 1	58%	81%	49%	71%	58%	58%
English Standard	23%	54%	32%	50%	25%	37%
English Advanced	86%	91%	91%	91%	92%	94%
Mathematics Standard 2	26%	50%	29%	53%	19%	37%
Mathematics	65%	74%	60%	78%	65%	64%

The College continues to sustain solid achievement in the top three bands of the HSC. While 13 Band 6 scores does not reflect the admirable work ethic and collaborative efforts of the teaching staff and the 2019 Year 12 students, the demonstrable improvement in the high 80s of the 110 Band 5 results commends the strategic initiatives at the College. There is consistent annual achievement trends more notable in Ancient History, Community and Family Studies, Business Studies and PDHPE. Achievement in 2 unit Mathematics has also improved. The 2019 De Courcy Analysis would support the fact that more work needs to be done with the larger cohort subjects like English and Studies of Religion to 'move the bottom' of the cohort to higher levels of achievement. The intensive work being done in the junior school to grow Literacy and Numeracy capacity will have a greater impact in the coming years.

In 2019 the number of students issued with a RoSA	22
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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, 2019	% of students undertaking vocational training or training in a trade during the senior years of schooling.	29%
	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100%

3.2.4 Post College 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, 2019 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	62%	12%	15%	11%

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 2019 was 96%.

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.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Implementation of revised college Senior and Middle Leadership Team structures	29/01/2019	Geoff McManus
2019 Annual Improvement Plan - final consultation with all staff	30/01/2019	Geoff McManus
Servant Leadership	12/03/2019	Cate Allen
Faith and Prayer - practical applications	06/08/2019	Cate Allen, Geoff McManus, Amelia Woolaston, Kerry Ackhurst

4.0 College 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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This



policy is available on the College's website <https://mccarthy.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at McCarthy Catholic College. Christ's teachings therefore should relate to how our staff develop student self-discipline. The college community believes 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. Staff aim to bring this about in the 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 <https://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 <https://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 the 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 <https://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 the 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 the 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 <https://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 Schools 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 this year	Key Improvements for 2020
<p>Nurture Our Catholic Society Goal 1: By the end of 2019 evaluate, design and begin to implement staff and student faith formation opportunities.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Work with College teams to ensure alignment between faith formation opportunities and the pastoral program. • Review current student and staff opportunities for Faith Formation. • Survey staff to determine their current needs in faith formation and knowledge of Catholic Faith. • Begin evaluation of Stage 4 and 5 RE units for CPV and faith formation experiences. • Investigate PD for RE staff on the development and delivery of faith formation experiences. • Invite and encourage greater staff participation in masses, gospel reading etc. • Provide resources such as prayer cards, as well as PD for new staff, non-Catholic staff, non-teaching staff. • Termly review of goal progression. <p>Measure of Success</p> <ul style="list-style-type: none"> • Implementation of CPVs in Stage 5 programs complete. • Staff survey data indicated a need to expose staff to practical examples of prayer, prayer resources and examples of active witness. <p>Reflection</p> <ul style="list-style-type: none"> • Collection of quantitative and qualitative data in the faith formation space continues to be problematic. More targeted work is needed to more authentically measure the impact of our work. 	<p>Nurture Our Catholic Society Moving beyond charity to action. Implement practical strategies that grow active witness by:</p> <ul style="list-style-type: none"> • Integrating the CPVs across all KLAs. • Building upon the historical Catholic narrative of McCarthy Catholic College. • Recognising and acting on practical opportunities for active witness. • Preparing practical prayer resources.



Key improvements achieved this year	Key Improvements for 2020
<p>Improve Learning Goal 3: By the end of 2019, commence strategic implementation of contemporary processes and strategies for teachers to effectively collaborate.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Supporting staff with the implementation of effective collaborative practices. • Explore and implement PLT models heuristically (experience and experiment). • Curriculum leadership team to co-construct agreed rationale for collaboration in Term 2. • Develop a whole College understanding of the underpinning principles of effective PLTs in Term 2. • Enabling of collaborative work practices. • Redesign staff work and learning spaces. • Some timetable restructuring. • PLT structures and resources. • Staff utilising the PLT model in other PLTs in the College. • Formalising approaches of observation, feedback and reflection. • Provision of resources. • Environmental scan of quality practice - AITSL. • Practical support for staff. • Development of Leaders of Learning active role with consultant Jane Bezzina. • Termly review of goal progression by the College Leadership Team. <p>Measure of Success</p> <ul style="list-style-type: none"> • PLTs conducted during Assembly time on a fortnightly rotation. • Staff participation and consultation over approaches to observation, feedback and reflection at PL meetings. • Sharing of success from teaching teams with observation, feedback and reflection. • Embedding agreed work practices in the redeveloped staff workspaces. 	<p>Improve Learning Shared responsibility for student learning and success by targeting measurable improvements in learning outcomes and growth for all students, particularly in literacy and numeracy, by focusing on:</p> <ul style="list-style-type: none"> • Assessment • Instruction • Ownership
<p>Lead Learning</p> <ul style="list-style-type: none"> • Further developed the leadership capacity of the Leaders of Learning within the Middle Leadership staff through Professional Development and development of Active Role Statements. 	<p>Lead Learning</p> <ul style="list-style-type: none"> • Continue developing the leadership capacity of the Leaders of Learning within the Middle Leadership staff through Professional Development and annual refinement of Active Role Statements.



Key improvements achieved this year	Key Improvements for 2020
<p>Sustain Our People</p> <ul style="list-style-type: none"> • Provided an effective induction and mentoring for all staff through professional learning and classroom support. 	<p>Sustain Our People</p> <ul style="list-style-type: none"> • Embedding the Professional Learning Teams within the timetable and refining the early career teacher program.
<p>Create the Right Environment Goal 2: By the end of 2019 commence the implementation of a contemporary whole College approach to positive relationships that support learning.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Review current practices in light of contemporary research. • Review the Code of Conduct. • Review the Behaviour Spectrum Chart. • Review Development of Leaders of Student Care role. • Using research to co-construct a model of case management of challenging behaviours. • Engage with strategies exploring Restorative Practices to prepare for implementation in 2020. • Develop proactive pastoral programs and a coherent APC program • Develop leadership skills in our senior SLC • Regular monitoring of student attendance once Compass is operational. • Termly review of goal progression by the College Leadership Team. 	<p>Create the Right Environment Build positive relationships that support learning by:</p> <ul style="list-style-type: none"> • Implementing the Positive Behaviour for Learning framework. • Providing training for teachers in Restorative Justice practices. • Continuing active support of teachers by Leaders of Student Care and Leaders of Learning to grow positive learning relationships. • Refining proactive pastoral programs.

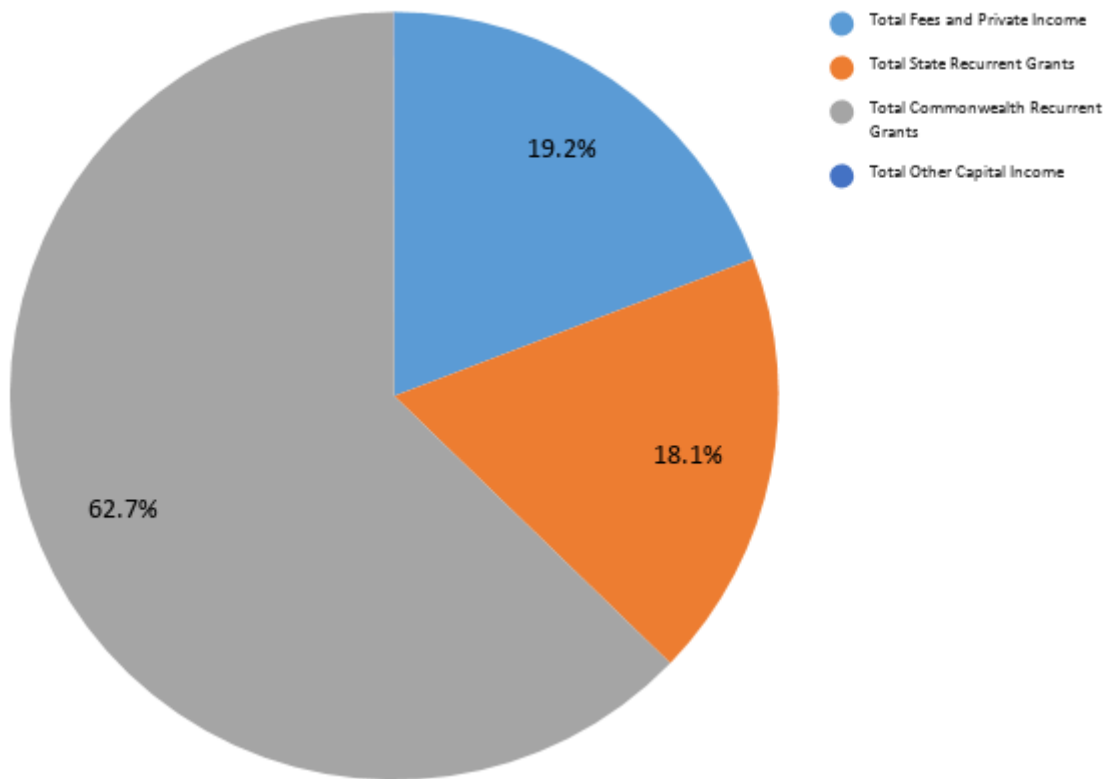
6.0 Financial Information

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 2019 is presented below:



2019 Income - McCarthy Catholic College, Tamworth



2019 Expenditure - McCarthy Catholic College, Tamworth

