

Annual School Report 2020 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 2021 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.

In particular and as a consequence of their extra special commitment and dedicated work ethic, special thanks are extended to the College staff of 2020. McCarthy Catholic College is indeed blessed to have such enthusiastic and flexible people supporting the students of the College under such challenging circumstances.

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'.

During 2020, 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 success of the Professional Learning Team (PLT) initiative that combined a timetabled action research approach to curriculum and classroom management interventions.

Similarly, the quality embedding of core Catholic Principles and Values (CPVs) into the overwhelming majority of programs, ensured the strategic aim to produce catholic graduates imbued with the spirit of the Gospel, is more readily achieved. Furthermore, the implementation of professional learning and procedural changes that more efficiently reflect Restorative Practices and targeted case management, has laid a foundation for positive teacher-student learning interactions.

As a College committed to excellence, we are exceptionally proud of the 10 Year 12 students who are listed on the 2020 HSC Distinguished Achievers list.

Geoffrey McManus
Principal

1.2 A Parent Message

Thank you to everyone for your hard work over the past 12 months. We contributed to many worthwhile school programs which have benefitted the children. We welcomed new, enthusiastic members and said farewell to long standing, hard working members who I would like to thank for their contributions. I would like to thank Geoff and the MCC staff for all they do for the children. Again, thank you everyone for a great year.

Kim Pearson
P & F President
McCarthy Parents and Friends Association

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, Nundle, Quirindi, Manilla, Gunnedah and Kootingal, from which the College families are drawn.



Last year the College celebrated 20 years of Catholic education.

The parish priest, Father 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 onsite, as a year level, at least once per term. The regularity of these masses was heavily impacted by COVID-19 during Terms 1 and 2. The sacrament of reconciliation and classroom liturgies during Religious Education classes were provided to Years 7-10 throughout the year. Whole College liturgies were held onsite for the commencement of the school year and Christmas. The Year 12 Graduation Mass was celebrated onsite, rather than at St Nicholas Church, due to COVID-19 and parents were able to view via live-stream. Students support of the First Friday Mass tradition has declined this year. 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. Previously, up to 20 students would attend each month, often with their families. This decline will be monitored in 2021 to determine as to whether or not it is COVID-19 related. 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

Staff and student retreat experiences were heavily impacted by COVID-19 restrictions. 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 liturgical calendar. Staff were exposed to a one and half hour professional learning session in August, to increase their depth of understanding of the practice of *Lectio Divina* as well as Christian Meditation. Follow up sessions of Christian Meditation were conducted throughout Term 4 on Wednesday and Thursday mornings.

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 within the College. The College's annual walkathon for drought affected farmers was cancelled due to COVID-19 restrictions. 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 2020	TOTAL 2019
Male	76	76	68	48	49	46	363	378
Female	81	73	66	81	75	69	445	472
Totals	157	149	134	129	124	115	808	850



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, school 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 2020 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	92.0%	91.0%	90.0%	90.0%	91.0%	91.0%	90.8%

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.	5
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	64
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.	6
7.	Total number of non-teaching staff employed at the College.	33

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:

- The capacity to deliver face-to-face social-emotional learning for students was significantly impacted by COVID-19 restrictions.
- The Gender Program continued for Years 7, 8 and 9. This bespoke program was intentionally designed to address contemporary issues of authentic masculinity, self-image, toxic masculinity/femininity, effects of advertising, nutrition and body image.
- The plans for 2021 include a timetabled lesson for all Year 7, 8, 9 and 10 students targeted at social-emotional learning. Entitled 'Be Better', it will align with the 'Be Better Everyday' expectations matrix launched at the beginning of 2020.

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 September 2020. Survey responses were received from 325 families out of a total of 803 eligible respondents (41%).

McCarthy Catholic College recorded an overall satisfaction score of 76.7%, a decline of 5% from 2019.



Student Satisfaction

An external survey was conducted in September 2020. Survey responses were received from 531 students out of a total of 814 eligible respondents (65%).

McCarthy Catholic College recorded an overall satisfaction score of 71.2%, a decline of 3.4% from 2019.

Staff Satisfaction

An external survey was conducted in September 2020. Survey responses were received from 105 staff, out of a total of 105 eligible respondents (100%).

McCarthy Catholic College recorded an overall satisfaction score of 75.5%, a decline of 6.7% from 2019.

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.

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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 Inclusion 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, catchup 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, two specialist music



classrooms, two 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

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

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					
	2018		2019		2020	
	School	State	School	State	School	State
Studies of Religion 1	49%	71%	58%	58%	75%	58%
English Standard	32%	50%	25%	37%	34%	69%
English Advanced	91%	91%	92%	94%	69%	97%
Mathematics Standard 2	29%	53%	19%	37%	17%	53%
Mathematics	60%	78%	65%	64%	41%	68%

The College continues to sustain average achievement in the top three bands of the HSC. Once again 10 Band 6 scores (down by 3 on 2019) does not reflect the admirable work ethic and collaborative efforts of the teaching staff nor the dedication of the 2020 Year 12 students who were obviously heavily impacted by the restrictions to schooling caused by the COVID-19 pandemic. There is ongoing and consistent annual achievement trends, more notable in Ancient History, Community and Family Studies, Business Studies and PDHPE. The 2020 De Courcy Analysis would support the ongoing compulsion to do more intensive work with the larger cohort subjects like English and Studies of Religion in order to 'move the bottom' of the cohort to higher levels of achievement. The strategic interventions being implemented in the junior school to grow Literacy and Numeracy capacity will have a greater impact in the coming years.

In 2020 the number of students issued with a RoSA	109
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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, 2020	% of students undertaking vocational training or training in a trade during the senior years of schooling.	16%
	% 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, 2020 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	45%	10%	25%	20%

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 2020 was 85%.

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Resolving Conflict and Misbehaviour with Restorative Justice Practices	29/01/2020	Maurizo Vespa
Staff Compliance	30/01/2020	Geoff McManus
Gradual Release of Responsibility, CPV, Restorative Conversations, Staff reflection	24/08/2020	Cate Allen, Mick Larkin, Sally Sparke, Briony Martin
Faith Formation	17/12/2020	Fr Richard Leonard
PLT Symposium	18/12/2020	Sally Sparke, Briony Martin



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](#).

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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> Implemented practical strategies that grow active witness. "Moving beyond Charity to Action" Implemented a contemporary whole school approach to positive relationships that support learning Procedures in place that encourage schoolwide, shared responsibility for student learning, success and a culture of continuous professional improvement. 	<ul style="list-style-type: none"> Implementation of "Living Well, Learning Well" Use of an 'Effective Lesson Framework' to build instructional coherence Build capacity of teams to address complex educational problems: leadership team, middle leaders, teaching teams

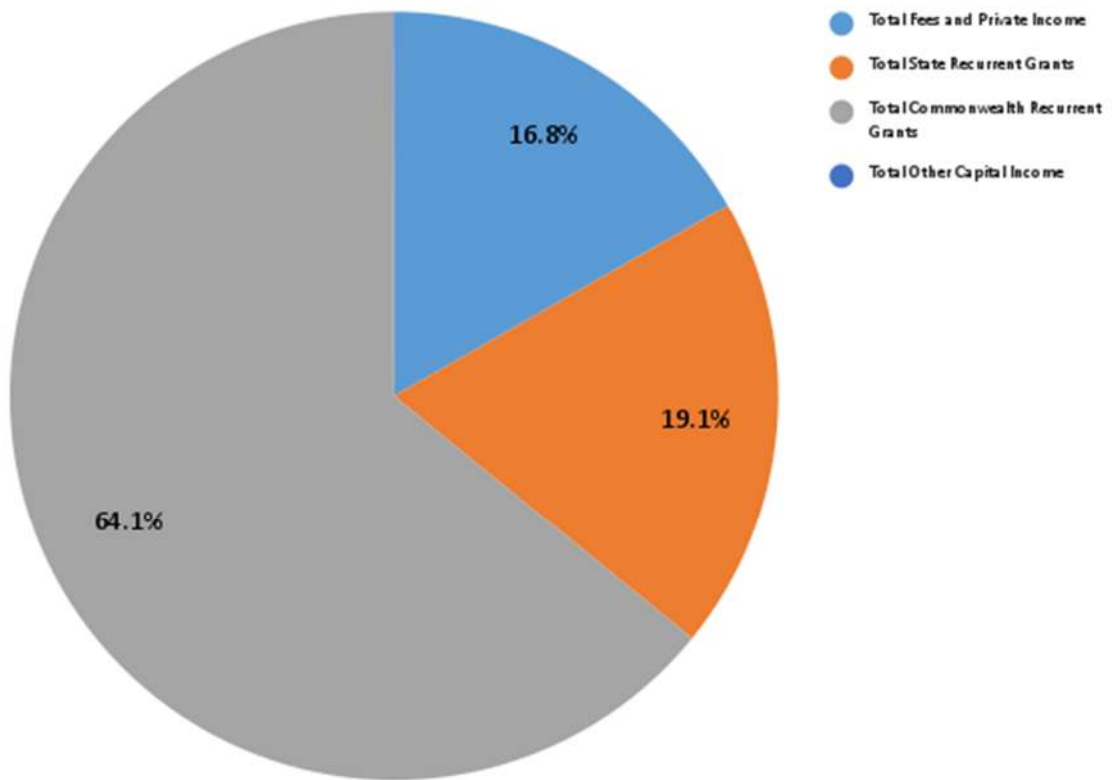
6.0 Financial Information

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 2020 is presented below:



2020 Income - McCarthy Catholic College, Tamworth



2020 Expenditure - McCarthy Catholic College, Tamworth

