

Annual School Report 2021 School Year

McCarthy Catholic College, Tamworth



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Principal
Rod Whelan

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 2022 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](#).



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'.

During 2021, 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.

Rod Whelan
Principal

1.2 A Parent Message

Another COVID-19 impacted year has meant I don't have a lot to report on again. We started our year with lots of new faces who brought with them lots of fundraising ideas. We had started to plan some events for the year but all were shelved again because of the pandemic.

It will seem strange not to come to MCC on the third Tuesday of the month after doing it for so many years. Thank you to everyone for your support. I have really enjoyed my time as a committee member and president and will cherish the friendships made.

I wish the incoming committee all the best and hopefully 2022 will be a little more normal.

Kim Pearson
President
McCarthy P & F 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. The sacrament of reconciliation and classroom liturgies during Religious Education classes were provided to Years 7-10 throughout the year. Liturgies were held onsite for the commencement of the school year and Christmas.

Staff and Student Faith Formation

Staff and student retreat experiences were heavily impacted by COVID-19 restrictions. Staff gathered 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 2021	TOTAL 2020
Male	62	72	71	62	36	42	345	363
Female	92	84	73	61	73	65	448	445
Totals	154	156	144	123	109	107	793	808

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, 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 college 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, 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 2021 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%	89.0%	89.0%	93.0%	90.7%

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 System Performance Leader 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 NESAs Teacher Accreditation Provisional or Conditional level.	4



Teacher Qualifications / Staff Profile		Number of Teachers
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.	12
6.	Number of staff identifying as Indigenous employed at the College.	7
7.	Total number of non-teaching staff employed at the College.	41

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:

- Initiatives promoting respect and responsibility flow from the 2021 implementation of Living Well, Learning Well: A student support framework for the Diocese of Armidale. Central to this framework is the notion that Catholic pastoral care is centred on a universal ethos of care and the work of a team of skilled adults who use evidence-based, high impact approaches to improving conditions of learning, wellbeing and faith development for children and young people.
- A foundation of the framework is a focus on students being safe, valued, respected, cared for and highly regarded as learners.
- Families are encouraged as partners in the school community with the partnership agreement stating: in choosing a Catholic school, parents enter a partnership with the school in which there is shared responsibility for the child's faith formation, learning and wellbeing.
- There is a shared goal that all children and young people are safe, valued, respected and cared for, and esteemed and supported as learners.

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

Parent Satisfaction is gauged through the annual School Satisfaction Survey, the Parents and Friends Association and the School Advisory Council.

An external survey was conducted in September 2021. Survey responses were received from 316 families out of a total of 818 eligible respondents (39%). McCarthy Catholic College recorded an overall satisfaction score of 83.06%.

Student Satisfaction



Student Satisfaction is gauged through the annual School Satisfaction Survey and through the encouragement of student voice in many settings: mentor group, classrooms, Student Council and through access to staff, middle leaders and the leadership team.

An external survey was conducted in September 2021. Survey responses were received from 630 students out of a total of 800 eligible respondents (78.75%). McCarthy Catholic College recorded an overall satisfaction score of 71.2%.

Staff Satisfaction

Staff Satisfaction is gauged through the annual School Satisfaction Survey and through the promotion of staff voice in many settings: staff teams, staff meetings and through middle leaders and the leadership team.

An external survey was conducted in September 2021. Survey responses were received from 108 staff, out of a total of 128 eligible respondents (84.37%). McCarthy Catholic College recorded an overall satisfaction score of 61.62%.

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 follows the Board of Studies syllabus for each relevant subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

McCarthy Catholic College offers a broad and diverse curriculum to meet the needs of its students and the changing global educational and work environments. McCarthy is committed to a flexible Stage 6 curriculum, with 42 subjects available on site. Curriculum breadth is also assisted by the number of alternate pathways including Distance Education, TVET and school based traineeships and apprenticeships (SBATs). To support student learning in Stage 5, the College has implemented a range of school developed electives. 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 including from the ACER assessment tools in the PAT suite.

Students participate in a number of external academic and cultural endeavours including ICAS, Science and Engineering Challenges, Queensland Catholic Schools Music Festival and eisteddfods. Opportunities are also available to students to participate in Study Club and to seek 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.

To further support students, the College subscribes to the Study Skills Handbook, an online resource that assists students to develop effective study skills that supplement programs run at McCarthy Catholic College; Atomi for Stage 6 students and Mathspace. The College has embedded the use of



the Google suite of products for education and extensively uses Google Classroom to facilitate curriculum support through day to day learning, revision and enrichment opportunities.

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, 153 students presented for the tests while in Year 9 there were 141 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	9.6	5.9	20.6	13.1	26.9	27.5	24.5	26.8	11.7	14.4	4.6	9.8
Writing	5.0	3.9	19.2	17.1	24.9	28.9	27.4	18.4	14.5	16.4	4.3	9.9
Spelling	11.6	3.9	23.3	22.2	31.8	30.3	18.3	22.4	8.8	14.5	3.8	2.6
Grammar and Punctuation	10.7	4.6	17.4	13.8	21.7	21.7	25.9	24.3	12.0	13.8	6.1	9.9
Numeracy	14.2	4.6	19.4	19.6	25.9	21.6	20.8	19.6	10.8	22.2	4.5	9.8

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	7.5	2.8	17.5	12.8	26.4	24.8	24.9	25.5	14.8	24.8	7.1	8.5
Writing	5.0	5.7	10.3	3.5	26.5	27.0	24.8	24.1	19.7	19.1	8.6	13.5
Spelling	6.5	2.1	18.9	11.4	30.6	30.0	23.4	31.4	13.4	17.9	5.5	7.1
Grammar and Punctuation	9.0	5.0	14.7	8.6	27.0	21.4	24.1	32.1	14.9	20.7	7.5	8.6
Numeracy	11.0	3.6	15.4	9.3	28.7	32.9	28.2	35.0	13.6	16.4	2.9	2.9



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					
	2019		2020		2021	
	School	State	School	State	School	State
Studies of Religion 1	58%	58%	75%	58%	32%	69%
English Standard	25%	37%	34%	69%	35%	58%
English Advanced	92%	94%	69%	97%	72%	93%
Mathematics Standard 2	19%	37%	17%	53%	14%	79%
Mathematics	65%	64%	41%	68%	50%	51%

The College achievement was below average in the top three bands of the HSC. There were 8 Band 6 scores (down by 2 on 2020). Trends in subject areas are continuing in a similar pattern to previous years, with continued success in PDHPE and growth in top end performance in Band 6 in English Advanced. Student comparative learning gain was slightly below typical. Students were successful in the creative arts domains with student work included in ARTEXPRESS.

There is ongoing work and interventions focussing on the development of writing in the junior and senior school to support the growth of students. The writing focus is directed to improving contextual applications of writing and addressing the cognitive verbs found in HSC exams. The resilience of the 2021 cohort is acknowledged with the sustained interruptions to their learning during the ongoing pandemic.

In 2021 the number of students issued with a RoSA	50
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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, 2021	% of students undertaking vocational training or training in a trade during the senior years of schooling.	13%
	% 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, 2021 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	61%	12%	18%	5%

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 2021 was 78%.

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 2021 were:

Staff Professional Learning Activity	Date	Presenter
CSO Compliance	27/01/2021	Rod Whelan
Living Well, Learning Well	28/01/2021	Rod Whelan
KLA Improvement Planning	29/01/2021	Rod Whelan
Coherent Instructional Framework	09/08/2021	Rod Whelan
2022 AIP	17/12/2021	Rod Whelan
Indigenous Cultural Awareness and Faith Formation	16/12/2021	Gomeroi Culture Academy
KLA Improvement Planning and School Visit	11/06/2021	Rod Whelan

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](#) 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 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.

Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p>Improvement goals at McCarthy Catholic College align with diocesan themes:</p> <ul style="list-style-type: none"> • an authentic Catholic community of care, great learning and teaching, and building strong teams. <p>Specific improvement goals outlined in the McCarthy Catholic College Annual Improvement Plan 2021 include:</p> <ul style="list-style-type: none"> • Improving student care and connection to school through the implementation of the Living Well, Learning Well Student Support Framework. • Improving instructional coherence and teaching of writing. An instructional framework ensures that lessons are meaningful and makes clear what students can expect from a worthwhile lesson. Improving teacher capability as teachers of writing in the subject areas ensures that students are given consistent support to improve their writing. It is arguably the most influential team strategy schools can employ to improve student learning outcomes. • Building stronger staff leadership, middle leader, teaching and support staff teams to better address the complex educational problems implicit in school improvement. • The first anticipated evidence of impact of this improvement work is that students experience meaningful learning and authentic care in calm, collaborative settings. 	<ul style="list-style-type: none"> • In 2022 the focus will continue on the same improvement themes.

6.0 Financial Information

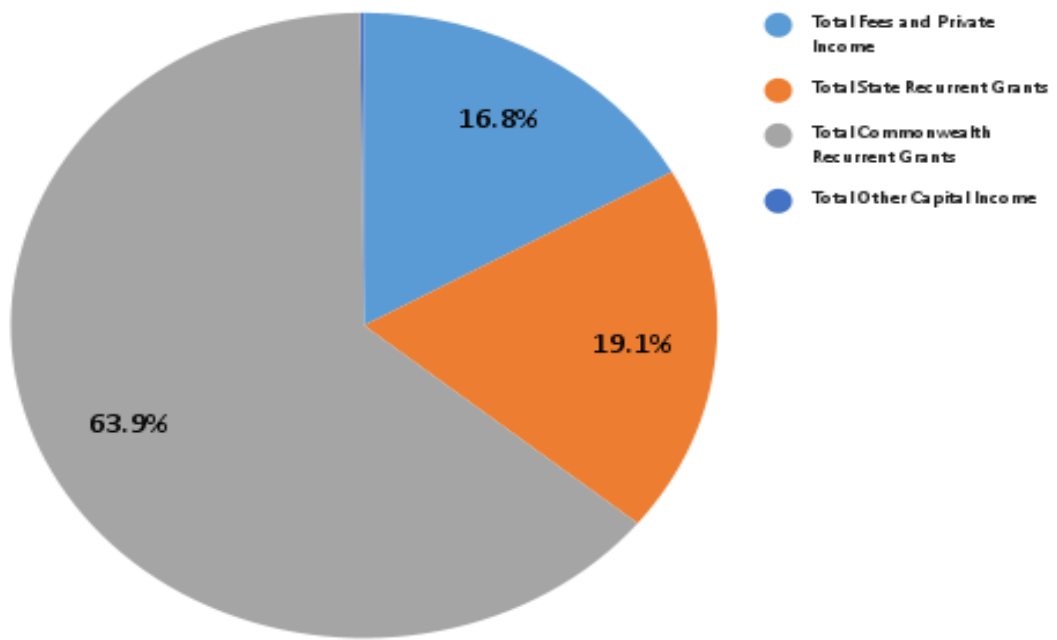
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2021 is presented below:





2021 Income - McCarthy Catholic College, Tamworth



2021 Expenditure - McCarthy Catholic College, Tamworth

