

# Annual School Report 2022 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 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 2023 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'.

Thank you for your contribution to McCarthy Catholic College this year. I particularly thank those who assisted our goal of lifting learning culture by supporting the work of staff, supporting the learning and wellbeing of students, and generally being prepared to stand up and contribute positively to McCarthy Catholic College. A significant number of students took more care of others and paid more attention to their learning this year and schools improve when this happens. Thank you to the improvers.

Thank you to all students who contributed to building stronger class teams and a stronger school community. It is always the right time to give your best efforts for your own learning and for the learning of others and it is always the right time to work to make more McCarthy people feel cared for, respected and valued.

I thank parents and carers for their support of the College, particularly if asked to work in partnership to improve a learning or wellbeing outcome. I thank staff for their committed contribution this year, wish well those who are leaving and wish a relaxing break to those returning to continue the work next year.

Rod Whelan  
Principal

### **1.2 A Parent Message**

Congratulations to McCarthy Catholic College students, staff and families for a successful year of learning and community-building in 2022.

The McCarthy Parents and Friends Association continued to meet although we are yet to recover from a COVID-19 induced attendance drop over the last few years.

Focus over recent years has been less on fund-raising and more on building community. This year, a successful movie night was run, showing 'Elvis' to an audience of about 80. Parents and staff supported a range of College functions including the Year 7 enrolment evening and Mother's Day/Father's Day gatherings.

Thanks for the work and achievements of 2022.

Grant Lee  
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 21 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.

McCarthy Catholic College shares in the Diocesan mission to Proclaim, Witness and Serve so as to shape students as well formed individuals who have a Catholic framework for living in the world of today.

Catholic schools are an important part of the mission of Church in the diocese. All Catholic schools within the diocese have close connections to the local parish communities to which they belong. Moral purpose is influenced by the values and beliefs modelled by the person of Jesus Christ.

#### Staff and Student Faith Formation

With the move to a vertical Mentor Group system, all students attended House masses in addition to Feast Day and Opening and Closing masses. Morning prayer takes place each morning in Mentor Group

Staff and student retreat experiences were 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.

#### 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.

### 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 2022	TOTAL 2021
Male	68	69	70	64	49	33	353	345
Female	89	94	82	72	49	62	448	448
Totals	157	163	152	136	98	95	801	793



## 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 message or email to the College, 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 2022 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	88.0%	87.0%	86.0%	84.0%	85.0%	89.0%	86.5%

### 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 NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	71
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.	8
7.	Total number of non-teaching staff employed at the College.	44

## 2.6 Initiatives Promoting Respect and Responsibility

The college ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the college and the local community. The college models and teaches students about respect and responsibility in a number of ways:

The embedding of the Living Well, Learning Well Student Support Framework has placed additional focus on productive and safe behaviours and on assisting students to replace unproductive and unsafe behaviours. During 2022, all staff attended professional learning meetings where the focus was on school as a protective factor in the lives of children and young people. Protective factors in a school setting can be variously understood and described as factors that support students to learn and thrive, how those factors shape students' perceptions of the setting and the contribution of this perception or 'sense of' to the growth of positive personal attributes and dispositions. The adult-first focus on promoting respect and care was a significant step in promoting respect and responsibility.

Unproductive and unsafe behaviours declined significantly as more students responded to the call to care for others and to not interrupt learning and the work of adults. The Living Well, Learning Well 'Rules for Living' (I am safe, I am valued, respected and cared for, and I am a learner) gained significant traction as a guide to College membership during 2022.

## 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 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 2022. Survey responses were received from 288 families for a 33% response rate.

Respondents, 93%, Agreed or Strongly Agreed with the statement: Overall, I am satisfied with the education my children receive at this school.

### **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 2022. Survey responses were received from 606 students for a 75% response rate.

Respondents, 77%, Agreed or Strongly Agreed with the statement: I like being at this school.

Respondents, 68%, Agreed or Strongly Agreed with the statement: I would recommend this school to others.

Students also complete a 'Living Well, Learning Well' Survey to assess student connection to school and extend to which students feel safe, cared for, valued and respected at school. The very strong 2022 results are shown below.

### **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 2022. Survey responses were received from 107 staff, for a response rate of 85%.

Respondents, 98%, Agreed or Strongly Agreed with the statement: I would recommend this school to others.

Respondents, 93%, Agreed or Strongly Agreed with the statement: I get a lot of satisfaction from working at this school.

## **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). 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.

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
<b>Reading</b>	8.8	5.0	19.7	18.0	29.5	29.0	24.6	31.0	10.2	13.0	4.0	5.0
<b>Writing</b>	6.5	7.0	21.0	14.0	26.2	26.0	25.0	32.0	13.0	14.0	3.7	5.0
<b>Spelling</b>	10.5	5.0	26.6	22.0	26.5	26.0	19.3	29.0	9.2	13.0	3.5	3.0
<b>Grammar and Punctuation</b>	7.5	2.0	17.5	10.0	26.4	38.0	25.4	29.0	12.3	14.0	4.8	5.0
<b>Numeracy</b>	10.8	6.0	19.4	13.0	25.5	29.0	20.4	34.0	11.1	11.0	5.0	6.0

Year 9 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 5 to 10												
BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	7.3	6.0	18.2	12.0	28.3	32.0	24.6	27.0	12.7	16.0	6.1	3.0
<b>Writing</b>	6.5	4.0	12.5	12.0	27.6	28.0	24.6	28.0	17.4	20.0	7.4	5.0
<b>Spelling</b>	4.9	3.0	17.3	17.0	32.3	32.0	27.8	33.0	11.3	12.0	4.4	2.0
<b>Grammar and Punctuation</b>	11.1	8.0	15.6	14.0	23.9	21.0	24.4	36.0	14.3	13.0	6.8	6.0
<b>Numeracy</b>	9.3	1.0	16.1	13.0	28.1	32.0	29.9	41.0	14.1	13.0	2.3	0.0

Results in 2022 NAPLAN showed a significant decrease in the percentage of students in the lower 2 bands in Writing, Reading, and Numeracy. Implementation of the Writing focus in all KLA areas, the use of Accelerated Reader in English classes and ongoing professional development in contemporary Mathematics pedagogy have contributed to classroom learning cultures that have supported student



learning. Learning sprints targeting areas of development in student writing have contributed to this pattern of improvement.

### 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.

	<b>Higher School Certificate: Percentage of students in bands 4, 5, 6</b>					
	2020		2021		2022	
	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>
<b>Studies of Religion 1</b>	75%	58%	32%	69%	60%	80%
<b>English Standard</b>	34%	69%	35%	58%	29%	56%
<b>English Advanced</b>	69%	97%	72%	93%	83%	93%
<b>Mathematics Standard 2</b>	17%	53%	14%	79%	34%	54%
<b>Mathematics</b>	41%	68%	50%	51%	60%	76%

The College achievement in these five subject areas: Studies of Religion 1, English Advanced, English Standard, Mathematics Standard 2 and Mathematics, has demonstrated improvement from 2021. There were 16 Band 6 scores (an increase of 8 from 2021). Trends in subject areas are continuing in a similar pattern to previous years, with continued success in CAFS. Student comparative learning gain was slightly below typical. The writing focus continues in junior and senior school and is refining students capacity to create texts that are contextually appropriate.

In 2022 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

<b>Senior Secondary Outcomes Year 12, 2022</b>	% 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.

<b>Destination Data Year 12, 2022 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	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 2022 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 2022 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
CSO Compliance and Annual Improvement Plan	28/01/2022	Rod Whelan
CSO Compliance and Annual Improvement Planning	31/01/2022	Rod Whelan
Living Well, Learning Well	26/04/2022	Rod Whelan
Living Well, Learning Well, Inclusion, Personal Plans and Literacy Plan	10/06/2022	Rod Whelan
2022 Review and 2023 Planning	19/12/2022	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 or 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 2022	Key Goals for 2023
<p>Improvement goals at McCarthy Catholic College align with diocesan themes:</p> <ul style="list-style-type: none"> <li>• an authentic Catholic community of care, great learning and teaching, and building strong teams.</li> </ul> <p>Specific improvement goals outlined in the McCarthy Catholic College Annual Improvement Plan 2022 include:</p> <ul style="list-style-type: none"> <li>• Improving student care and connection to school through the implementation of the Living Well, Learning Well Student Support Framework.</li> <li>• 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.</li> <li>• Building stronger staff leadership, middle leader, teaching and support staff teams to better address the complex educational problems implicit in school improvement.</li> <li>• The first anticipated evidence of impact of this improvement work is that students experience meaningful learning and authentic care in calm, collaborative settings.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus will continue on the same improvement themes as in 2022.</li> </ul>

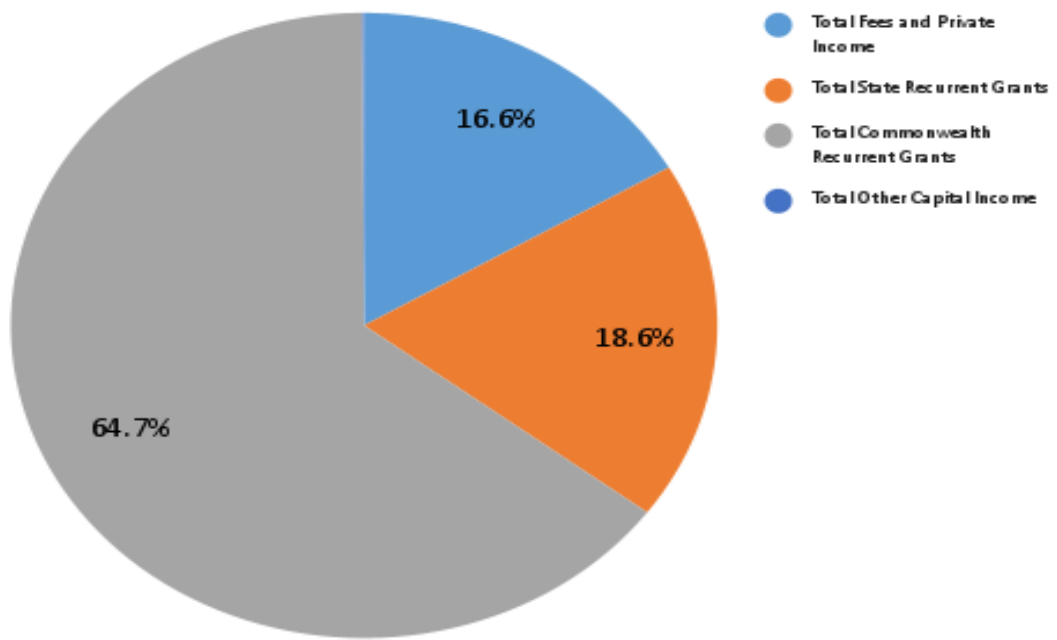
## 6.0 Financial Information

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 2022 is presented below:



### 2022 Income - McCarthy Catholic College, Tamworth



### 2022 Expenditure - McCarthy Catholic College, Tamworth

