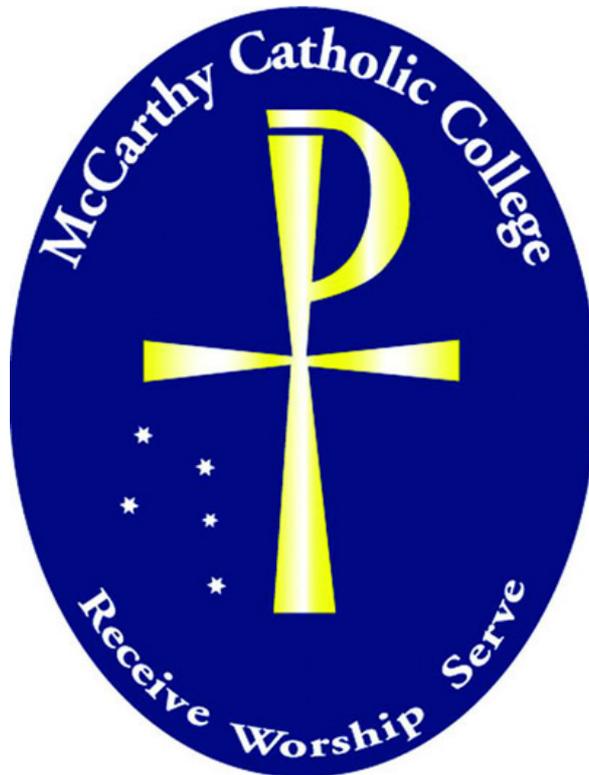


McCarthy Catholic College TAMWORTH  
Annual School Report to the Community

2017



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**Principal**

Mr Geoff McManus

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## ABOUT THIS REPORT

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McCarthy Catholic College is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the School Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

### **Principal's Message**

McCarthy Catholic College aspires to provide an excellent education in the Catholic tradition for the young men and women of the Tamworth region. We achieve this through a growth mindset and a vibrant and holistic curriculum that is adaptable and data-informed to target individual student need. We are proud of our strong community engagement with families and parishes and seek out service opportunities that align with our mission statement – ‘Receive, Worship and Serve’.

During 2017 the teaching staff began a journey of understanding to grow the Transformative Schools framework, particularly focusing on teacher collaboration, as well as introducing the 14 Parameters (Lyn Sharratt). Similarly, Learning Intentions, Success Criteria and Learning Walks and Talks by the Executive Team began in all classrooms across the campus.

As a college committed to excellence we are also exceptionally proud of the 13 Year 12 students who were listed on the 2017 HSC Distinguished Achievers List.

### **Parent Body Message**

The 2017 school year saw the “School Board” become the School Advisory Council, (SAC) with a constitution consistent approach across the Catholic schools of the Diocese of Armidale. A number of new members joined the SAC which has continued to provide support to the school executive on a number of initiatives this year, in particular technology options for students, as well as finalisation of building projects and associated challenges.

The McCarthy Association had a number of fund-raising and social events during the year. In 2017 the Association hosted a well-attended trivia night, and ran a Krispy Kreme fundraiser. The Association also purchased Gym equipment and new picnic benches for the student playground.

The Association is a wonderful way for parents to become immersed in the school community and help raise a few dollars for our school. All parents are welcome at meetings or to become involved in some fun events.

Both the School Advisory Council and the Association welcome new members or just participation by parents in social activities during the year – both groups are great platforms to be involved and have some input into the school.

### **Student Body Message**

In 2017 the work of the Student Leadership Council was shaped by the school motto – Receive Worship Serve.

Receive – The SLC led the student body in working collaboratively with teachers and support staff to explore student roles in education and ensure the gradual release of responsibility for learning.

Worship - The whole school community came together in worship on a number of very special occasions including a very special mass on the last day where we farewelled Fr Joe - who has contributed significantly to the faith life of the school.

Serve – There were many occasions, both formal and informal, across 2017 for students to take up the challenge of this aspect of our school mission statement -St Vincent de Paul, Environmental Council, Walkathon, and each offered a unique opportunity for service to the school community.

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## SECTION TWO: SCHOOL FEATURES

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McCarthy Catholic College is a Catholic systemic Co-educational College located in TAMWORTH.

McCarthy Catholic College is a Year 7-12 coeducational school and was formed in 2000 through the amalgamation of Our Lady of the Rosary College and McCarthy Catholic Senior High School. The College was established on the site of the former McCarthy Catholic Senior High School and operates within the charism of the Dominican Sisters and Christian Brothers under the auspices of the Diocese of Armidale. An extensive building program was undertaken between 2001 and 2004. McCarthy Catholic College opened as a fully operational 7-12 campus in 2004 and is recognised today as a well-established and flourishing regional Catholic secondary college. The most recent addition to the campus is the \$5.7 million state-of-the-art Our Lady of the Rosary Cultural Centre boasting high-tech learning technology that enhances the college's burgeoning music and cultural program.

McCarthy Catholic College is located on the northern outskirts of Tamworth, in a picturesque setting surrounded by hills and rural landscape. It is situated approximately 3 kilometres from the CBD of the large regional centre, Tamworth. Students attending McCarthy Catholic College are drawn from the Parishes of St Edward's South Tamworth, St Nicholas' Tamworth, St Patrick's West Tamworth, St Michael's Manilla, St Brigid's Quirindi and St Michael's Dungowan. A large number of students who attend other-than-Catholic schools in Tamworth and surrounding areas also apply for placement at McCarthy. Students travel from Gunnedah, Bingara, Wallabadah, Willow Tree, Moonbi, Bendemeer, Dungowan and other outlying areas to attend the school.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
519	355	54	874

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 78% completed Year 12 in 2017.

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment 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. Children 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 school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

### Student Attendance Rates

The average student attendance rate for 2017 was 88.83%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	91.00%
Year 8	89.00%
Year 9	89.00%
Year 10	87.00%
Year 11	88.00%
Year 12	89.00%

### **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.

### **Senior Secondary Outcomes**

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

<b>Senior Secondary Outcomes. Year 12 2013</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	11%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### **Student Post School Destinations**

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

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2017 Graduating Class</b>	56%	11%	18%	15%

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
64	27	91

\* This number includes 55 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	5%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff development days this year with areas of focus as follows:

<b>Term 1</b>	Data Analysis Workshops - DeCourcy, RAP, SMART; Verbosity - A Whole School Approach to Verbs; Learning Intentions & Success Criteria; Guaranteed & Viable Curriculum; Surface to Deep to Transfer.
<b>Term 2</b>	Core Catholic Values & McCarthy Catholic College Annual Improvement Plan (Dr Anthony Gooley)
<b>Term 3</b>	Aligning Curriculum, Assessment, Teaching, Learning & Reporting (Patricia Hipwell)
<b>Term 4</b>	Annual Improvement Plan 2018

Professional learning sessions were centred on whole staff development in areas of school focus, such as Lyn Sharratt's 14 Parameters; Core Catholic Principles and Values; Hawker Brownlow Transformative Schools Framework; Teacher Performance and Development Framework; Professional Learning Plans; and ongoing data analysis to enhance comparative learning gain. Total amount expended by the school on staff PD (not including that expended by the CSO) was \$45500.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NESAs:

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
Those having formal qualifications from a recognised higher education institution or equivalent.	64
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

McCarthy Catholic College follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

#### Liturgical Life

All students from Years 7 - 12 attended Mass in the local parish churches and also on site once per Term. The Sacrament of Reconciliation and classroom liturgies during Religious Education classes were provided to Year 7 - 10 at the end of each Term. 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 school'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 make a retreat organised by the Catholic Schools Office. The Principal, Assistant Principal and Religious Education Coordinators 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 a 2 hour twilight professional learning experience in August with Dr Anthony Gooley. The ultimate focus of the workshop was to depth the notion of full human flourishing - John 10:10. This theological concept was also used to form the foundational theology of the 2018 Annual Improvement Plan (AIP).

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 school Conference of the Society of St Vincent de Paul (St Agnes) was well supported by students and staff. The conference organised school support for the St Vincent de Paul Winter

and Christmas Appeals and led other fundraising efforts in the College. The College's annual walk-a-thon for the Catholic Mission raised \$9,600.

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 also attended the Australian Catholic Youth Festival in Sydney in December.

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## SECTION SIX: CURRICULUM

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The College follows the NESAsyllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

McCarthy Catholic College offers a broad and diverse curriculum to meet the needs of its students and the changing global educational and work environments. McCarthy is committed to a flexible Stage 6 curriculum, with 42 subjects available on site. Curriculum breadth is also assisted by the number of alternate pathways including Distance Education, TVET and school based traineeships & apprenticeships (SBATs). Literacy and Numeracy continue to be a focus for McCarthy Catholic College, with time above mandated NESAs hours allocated to English and Mathematics across Years 7-10 and staffing allocated to the management of Literacy programs and initiatives across the school. Detailed data analysis is used to inform teaching programs and to establish specific strategies to assist students reach appropriate outcomes.

Study Club is available to students seeking additional learning support through the provision of access to facilities and resources.

The Student Support team works with staff, parents and students to meet individual needs of students identified across a number of areas including those with a learning difficulty, those of Aboriginal or Torres Strait Islander heritage and those requiring extension or enrichment.

The College, in partnership with Tamworth Toastmasters, offers students the Toastmaster's Youth Leadership Program annually. There is a supportive retreat program for students in Years 11 & 12, as well as study skills and pastoral programs. The school engages the 'Elevate Education' company to deliver study advice to senior students, to supplement programs run at McCarthy Catholic College.

The Student Planner contains excellent resources to support learning and a Peer Tutoring program supports reading improvement. The online Google Classroom and Learning Management System (LMS MOODLE offers valuable curriculum support through revision, catch-up and extension opportunities. The Mathspace mathematics program is available to all students from Years 7 to 10, providing tutorial and homework support.

Students participate in a number of external academic competitions including ICAS and Westpac programs. Musical and cultural endeavours are also well supported with courses offered in up to three levels. Three levels of band allow instrumentalists to develop and perform publicly. The Our Lady of the Rosary Cultural Centre was opened in 2017, which boasts a 250-seat auditorium, 2 specialist Music classrooms, 2 GLAs and a recording studio to support the growth and improved

quality of performance into the future.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 7</b>	<b>Reading</b>	33.00%	29.00%	13.00%	16.20%
	<b>Writing</b>	21.00%	16.50%	23.00%	28.40%
	<b>Spelling</b>	42.00%	32.90%	10.00%	15.50%
	<b>Grammar</b>	29.00%	28.80%	12.00%	18.80%
	<b>Numeracy</b>	31.00%	33.10%	28.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 9</b>	<b>Reading</b>	24.00%	21.00%	12.00%	21.30%
	<b>Writing</b>	13.00%	15.40%	37.00%	36.80%
	<b>Spelling</b>	27.00%	22.20%	13.00%	21.70%
	<b>Grammar</b>	19.00%	19.00%	18.00%	25.40%
	<b>Numeracy</b>	16.00%	24.00%	10.00%	16.00%

### Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	18%	51%	23%	50%	23%	50%
English Standard	0%	8%	11%	13%	0%	16%
English Advanced	41%	57%	33%	62%	25%	63%
Mathematics	20%	53%	6%	53%	18%	54%
Legal Studies	17%	41%	38%	43%	47%	44%
PDHPE	32%	30%	39%	35%	22%	31%

The college continues to focus on enhancing comparative learning gain. The growth of student capacity is measured in many ways and the improvement at McCarthy can be verified through the DeCourcy and RAP analysis data.

In 2017 the number of students issued with a RoSA	13
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### **Student Welfare Policy**

Every staff member of the McCarthy Catholic College school community is part of the Pastoral Care team and shares a common belief that all our practices are based on developing a well-integrated person, with Jesus as our model and our Mission Statement as our philosophical base.

A college culture is promoted that values God, the individual, quality relationships and a safe learning environment. All structures, policies, procedures and practices are in harmony with Gospel values and are directed towards the holistic development of each person.

Pastoral Care is an Old Testament concept which reveals God's love of his people. At McCarthy, Pastoral Care is modelled on Jesus whose love, care and compassion, particularly for the marginalised, sought to bring them to their completeness as human beings.

This policy was not changed 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.

### **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.

McCarthy Catholic College bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools of the Armidale Diocese, Policy on Suspension, Expulsion or Exclusion of Students In Catholic Schools in the Diocese of Armidale and Management of Drug Related Issues in Catholic Schools in the Diocese of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis.

This policy was not changed 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.

### **Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a student anti-bullying policy which is

implemented by our school 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 policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

### **Initiatives Promoting Respect and Responsibility**

McCarthy Catholic College seeks to provide a safe and supportive environment which:

- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development, resilience, respect and responsibility.

The College Code of Conduct, developed by the community, promotes the key values of Care, Courtesy, Respect and Responsibility. This Code underpins key school structures, including the Behaviour Management Spectrum, which emphasises respect and individual responsibility.

The House Merit System allows all students to accumulate points for their respective Houses, with particular emphasis on college service.

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

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2017**

McCarthy Catholic College - Annual Improvement Plan 2017

At McCarthy we ask these five questions:

What is it I/we want our students to know?

How will I/we know if our students are learning?

How will I/we respond to student learning?

How will I/we support our teacher growth and development?

How will I/we coordinate our efforts as a school?

### **FAITH FORMATION**

- Core Catholic Principles and Values (CCPV) are embedded and underpin every aspect of life at the College
  
- Build upon professional learning for staff on CCPV
  
- Build upon the dual charisms of the College
  
- Catholic values are explicit in all College practices, faith experiences and documentation.

### **LEARNING**

- To grow the culture of high expectations within the College community.
  
- A daily, sustained focus on literacy instruction.
  
- Review of Pastoral Structures to enhance student learning outcomes.
  
- Providing opportunities for deep learning by minimising the disruptions to teaching and learning.

## COLLABORATION

- Use the Transformative Schools framework to grow the culture of trust and collaboration in professional learning teams.
- Shared responsibility and accountability for the direction and success of the College

### **Priority Key Improvements for 2018**

McCarthy Catholic College - Annual Improvement Plan 2018

*Learning is our work - and our endeavour leads to fully flourishing as a human being - John 10:10*

- What is it I/we want our students to know?
- How will I/we know if our students are learning?
- How will I/we respond to student learning?
- How will I/we support our teacher growth and development?
- How will I/we coordinate our efforts as a school?
- What am I/ are we becoming?

### SMART Goals

1. By the end of Term 3 the CCPV will be explicitly incorporated in teacher programs for new syllabuses.
2. By the end of Term 3 all students should be able to identify and articulate the Gradual Release of Responsibility model when asked during Learning Walks and Talks.
3. By the end of Term 3 all students should be able to –
  - (i) identify their Academic Pastoral Care (APC) Mentor,
  - (ii) explicitly define their academic progress and,
  - (iii) articulate their own personal smart goals for the year.
4. By the end of Term 3 all staff will be able to verify that they have collaborated with peers to produce two adjusted pieces of assessment that are aligned, valid, fair and student friendly.

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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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 2017. Survey responses were received from 247 families out of a total of 610 eligible respondents (40.5%).

McCarthy Catholic College recorded an overall satisfaction score of 84.9%

### **Student Satisfaction**

An external survey was conducted in August 2017. Survey responses were received from 513 students out of a total of 825 eligible respondents (62.2%).

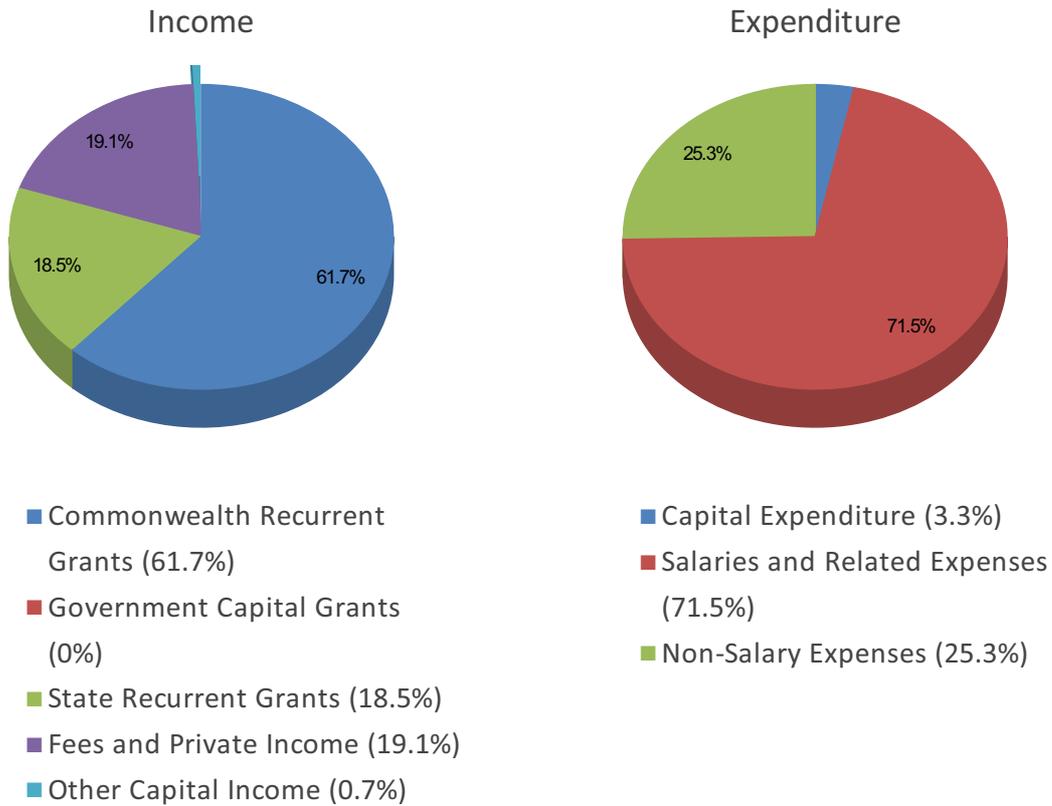
McCarthy Catholic College recorded an overall satisfaction score of 77.3%

### **Teacher Satisfaction**

An external survey was conducted in August 2017. Survey responses were received from 77 staff out of a total of 98 eligible respondents (78.6%).

McCarthy Catholic College recorded an overall satisfaction score of 75%

**SECTION ELEVEN: FINANCIAL STATEMENT**



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,609,002
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,880,713
Fees and Private Income <sup>4</sup>	\$2,979,087
Other Capital Income <sup>5</sup>	\$115,147
<b>Total Income</b>	<b>\$15,658,034</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$464,328
Salaries and Related Expenses <sup>7</sup>	\$10,143,084
Non-Salary Expenses <sup>8</sup>	\$3,587,453
<b>Total Expenditure</b>	<b>\$14,194,865</b>

For the 2017 year the McCarthy Catholic College received \$74,085 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

## Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.