

2017 ANNUAL SCHOOL REPORT



McCarthy Catholic College, Emu Plains

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

McCarthy Catholic College is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am delighted to present to you the 2017 Annual School Report for McCarthy Catholic College, Emu Plains.

McCarthy Catholic College's mission is to uphold, reflect and promote Catholic values, ethos and traditions. The spiritual formation of the young men and women who attend this school is central to the daily life of the college. At McCarthy Catholic College we believe we should be an educational community that is built around quality learning and teaching, founded on relationships. Our mission is to develop a culture of high expectations, and encourage students to achieve beyond their expectations and successfully gain entry to university and other post school options

The 2017 school year saw the college take significant steps forward in a number of areas but it also highlighted areas for continued development and renewal. Higher School Certificate (HSC) results improved in key areas particularly in Modern History, Society and Culture, Music 1 and Community and Family Studies. The college's overall learning gain statistics in the Higher School Certificate maintained a gradual upward trend that has occurred over recent years with 17 out of 23 courses improving their course averages. Two thousand and seventeen saw the continuation of the literacy and numeracy improvement program continued into the Year 9 cohort and a focus on building the support for a diversity of needs in our school community. Year 9 results in the National Assessment Program - Literacy and Numeracy (NAPLAN) showed significant improvement in Numeracy and reading in particular.

The 2017 school year also saw the college continue to build a culture of high expectations, as well as enhancing student engagement, motivation, and self-confidence. Feedback from the Quality Catholic Schools survey gave many commendations to the college in areas of community engagement, social justice initiatives and staff commitment to improving student learning outcomes.

Parent

McCarthy Catholic College encouraged the parents to be part of the college life through celebrating key liturgies, carnivals and other significant events. This was an opportunity for the community as a whole to celebrate our Catholic values through the celebration of the Eucharist. Parents were invited to attend academic achievement award ceremonies which were held at the end of each semester. Parent forums were held once each term and agendas published through social media and the college newsletter. Learning forums focused on building positive parent partnerships and explanations of the National Assessment Program - Literacy and Numeracy (NAPLAN) results. As well as this, parents were briefed on the importance of school attendance at all Information evenings and trained in how to use the on-line support documents to improve literacy and numeracy outcomes for their child.

Student

McCarthy Catholic College encouraged students to live the gospel values, to be lifelong learners, to contribute to the needs of the school and the broader community, and always to strive for excellence.

There were many opportunities for students to become involved in the life of the school such as: media teams, reading club, Mathematics help, sporting teams, debating teams, gifted and talented and university links.

A student at McCarthy Catholic College could become a Student Representative Council (SRC) member. The SRC and the college leaders were involved in, and ran, many activities such as prayers, assemblies, liturgies, mentoring in the junior years, catechist work in the state primary schools, coaching sporting teams, and Science Technology Engineering and Mathematics (STEM) projects. Students in Years 7 to 10 voted for a class captain who was also part of the school leadership team.

The Big History project, as part of the enrichment in learning program, grew extensively over the year with students requesting a place in the project. Staff and students embraced this learning opportunity and this allowed the community to enjoy contemporary learning at its best

McCarthy Catholic College offered many electives in Years 9 and 10, and the senior school offered multiply pathways to the Higher School Certificate (HSC). This could be through academic pathways and Australian Tertiary Admission Rank (ATAR) opportunities, or the Trade Training Centre (TTC).

Students enrolled in the Trade Training Centre had the opportunity to participate in School Based Apprenticeships/Traineeships (SBAT) as part of their studies. In 2017, there were 51 SBATs registered in the TTC, with 90% of Year 12 SBATs continuing into Stage 2 post HSC study. Students also studied a complementary Vocational Education Training (VET) course in either Business or Financial Services. All students enrolled in Business Services completed the full Certificate III, and six students enrolled in Financial Services.

Who we are

History of the school

McCarthy Catholic College was established in 1986, firstly as a senior secondary college. In 1999 it became a Year 7 to 12 coeducational college serving the greater Penrith and lower Blue Mountains area.

The history of the college is grounded in local history. James McCarthy was emancipated in 1802 and shortly after this he married Mary Rigney, the daughter of a free settler, whom James had met through his association with Father Dixon, one of the colony's first priests. James McCarthy excelled as a farmer and was given a land grant of 100 acres in 1804 in the Castlereagh region. In 1819, their property grew another fifty acres, alongside the Nepean River, which was known to the local indigenous people as Deerubbin.

In 2010 the McCarthy Trade Training Centre (TTC) was built, for those students who wished to remain at school to gain their Higher School Certificate (HSC) and undertake the first year of their apprenticeship. In 2013 Early Childhood Education Course (ECEC) training facilities were added to the TTC. Courses for students were often combined with the students from Loyola College. A range of apprenticeships were offered whilst students studied to achieve the award of the HSC in conjunction with other qualifications that were achieved at the same time.

In 2017, one of the Year 12 students enjoyed the title of School Based Apprentice of the Year, NSW, in Horticulture and later went on to be a finalist in the national awards. The school celebrated much success as a result of this fine achievement and will continue to strengthen the course offerings at the TTC which is a highly valuable facility, located at McCarthy Catholic College.

Location/drawing area

The college is located in Emu Plains and draws on students from the Greater Penrith area, including the lower Blue Mountains region.

It serves the parishes of Our Lady of the Way, Emu Plains; St Nicholas of Myra, Penrith; Holy Family, Luddenham; and Padre Pio, Glenmore Park. Our Catholic primary feeder schools are Our Lady of the Way Primary School, Emu Plains; Holy Family Primary School, Luddenham; St Nicholas of Myra Primary School, Penrith; St Mary Mackillop Primary School, South Penrith; Bethany Catholic Primary School, Glenmore Park; and St Joseph's Primary School, Kingswood.

The school draws enrolments from the suburbs of Emu Plains, the lower Blue Mountains, Mulgoa, Warragamba, South Penrith, Cranebrook and Kingswood. Students in Year 7 generally come from a wide range of primary schools.

The McCarthy Trade Training Centre draws students from across greater western Sydney, from as far as Blackheath in the West to Granville in the East, and Ebenezer in the North West. Buses pick up students from Penrith and bring them to Emu Plains. Children from the outer regions, such as Wallacia, Silverdale and Warragamba, have direct buses to the college.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	70
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	14
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	22
Percentage of teachers who are indigenous	0
The average teacher attendance for 2017	94
Percentage of 2017 teaching staff who were retained from 2016	61

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Students engaged in prayer experiences throughout the course of each day. Morning prayer was shared with homeroom classes and Religious Education classes provided an opportunity to deepen and extend that prayer to our families and friends through intercessions. The Angelus was shared with our whole community at midday and that was followed by the McCarthy Catholic College prayer. Each Year group focused on a church teaching: Year 7 and Year 12 prayed through the intercession of St Mary of the Cross MacKillop; Year 8 the Beatitudes; Year 9 called upon the Holy Spirit to guide them; Year 10 prayed to Our Lady through the Hail Holy Queen; Year 11 prayed for the intercession of St Francis of Assisi; and our staff explored the values of integrity, justice and peace.

Liturgical celebrations included:

- the Opening College Mass
- student led Ash Wednesday class liturgies after a commissioning
- Stations of the Cross at the parish
- a Women's Day liturgy that followed the theme of 'be bold for change'
- the McCarthy Day liturgy and celebrations that linked the school to the region's Catholic Identity, history and heritage
- a St Vincent de Paul Christmas liturgy

The most precious moment of grace was the return to Our Lady of the Way Parish for the Year 12 Graduation Mass.

The community experienced reflection days that focused on our college motto of *Integrity, Justice and Peace*, utilising facilities in the local area of Winbourne, Mt Schoenstatt and Benedict XVI, while going as far as Collaroy for our Year 12 overnight retreat. Year 9 students attended the Australian Catholic Festival at Kudos Arena. Students in Year 10 were given the opportunity to evangelise in our local state primary schools, supported by the generous volunteers from Our Lady of the Way Parish.

Social Justice

McCarthy Catholic College was humbled to work with our Catholic partners in the community including Caritas Australia, Jesuit Social Services (JSS) and the St Vincent de Paul Society, as well as renewing our relationship with the Cancer Council's Relay for Life and RUOK Day. The students' perception of acting with justice and compassion was our greatest achievement. Involving the whole community was the strength of our social justice work, living out our college motto of *Integrity, Justice and Peace*.

Caritas Australia's Project Compassion during Lent enabled our community to open our hearts to hear the Word, love our neighbour, and live with the knowledge that God says, 'All I have is yours', our response to the poor. Jesuit Social Services' Excite Food Store at Emerton allowed our students to empathise with the poor and to build relationships with the poor, and McCarthy Catholic College encouraged others schools in the diocese to take up the JSS challenge. Relay for Life in 2017 was the star of our fundraising. With so many of us affected by cancer we responded with great compassion. Finally, St Vincent de Paul became our focus of service where Vinnies provided McCarthy Catholic College students with experiences of the Winter Sleep Out; collecting Christmas hampers for Our Lady of Way Parish; and staff and students volunteering for the Vinnies Van that serviced patrons at Mt Druitt and Parramatta four times each term.

School home and parish partnerships

The Opening Mass was the first opportunity to create a cohesive link between families, parish and school. Our parish priest led our celebration, with parents not only invited, but participating throughout the liturgy, with prayers and Eucharistic gifts.

Our local Vinnies Van training occurred with students, staff and parents cementing this social justice activity as a true community commitment. We continued to serve the Mt Druitt and Parramatta homeless from our new base at Mt Druitt's Caroline Chisholm Centre.

Through the great work of our Trade Training Centre students McCarthy Catholic College helped to re-design gardens and create a water efficient environment.

Year 10 students went to Emu Plains, Emu Heights and Leonay Public Schools to evangelise in our local state primary schools through teaching Scripture to Stages 1 and 2 students. Supported by the generous volunteers from Our Lady of the Way Parish, these students were recognised by the bishop at the Confraternity of Christian Doctrine Mass in November.

Religious Education

McCarthy Catholic College utilised the Parramatta Diocese Stage 4 *Sharing Our Story* curriculum, Stages 5 and 6 the Catholic Studies program and the Board Developed Studies of Religion I and II syllabuses. Religious Education was a compulsory experience for all students at McCarthy Catholic College.

In Stage 4, Year 7 were introduced to how all members of the McCarthy community felt a sense of belonging. It was through the recognition that Catholic schools engaged with one's faith experience and learning that these students were filled with a sense of belonging and how God was a vital part of relationships with one another. Year 8 began with the understanding of the sense of story of a people in covenant with their God through biblical history.

In Stage 5, Year 9 found how Jesus is the heart of our faith and that we naturally have a relationship with Mary, his Most Holy Mother, and find peace through prayer. Year 10 unlocked the history of Church throughout the ages and the implications of acting with justice as a person of integrity.

Stage 6 Catholic Studies examined how we are able to act with integrity to those who most need our help as they unlocked the Jesus of history and the Christ of faith. Studies of Religion explored Buddhism, Islam and Christianity and how religion in Australia has continued to change in the 21st century in a country striving for peace.

Professional Learning of staff in Religious Education

Staff began to explore the spirituality of St Mary of Cross MacKillop at The Benedict XVI Centre at Grose Vale. This will flow through our college faith experiences with students in 2018. Complementing this formation day had been several one hour professional learning afternoons that focused on the Religious Education formation goal to 'build positive relationships' through prayer and service.

Religious Education staff attended professional learning through a cluster model where, in small groups, they focused on the students in a particular Year group. These 'team talks' focused on 21st century pedagogy, co-teaching, collaboration and individualised learning.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2017		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	94	92	51	56
	Literacy	98	92	45	52
	Reading	96	94	56	58
	Writing	97	88	34	40
	Spelling	94	93	55	61
	Numeracy	98	95	55	61

NAPLAN RESULTS 2017		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	90	89	44	46
	Literacy	94	88	36	45
	Reading	95	92	53	50
	Writing	84	82	35	36
	Spelling	93	90	43	50
	Numeracy	100	96	50	53

The overall results showed improvement over the previous year with the majority of students in the middle two bands. In writing, students scored higher in the components of text structure and spelling compared to vocabulary and sentence structure. Reading has been identified as the college’s literacy goal for 2018 with an emphasis on teacher professional learning around shared

reading which uses the think-aloud strategy to engage students in deconstructing texts in order to develop greater comprehension.

Record of School Achievement (RoSA)

There are a number of students leaving school before completing the HSC requesting the RoSA, but there is little inclination for them to sit the online literacy and numeracy test. In 2017, eight Year 10 students and 25 Year 11 students requested the RoSA.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2017	
	School	State
Studies of Religion I	43	82
English Standard	52	55
English Advanced	89	92
Community and Family St	92	67
Music 1	100	89

Seventeen courses improved their class averages and seven of these were above state average. This improvement has resulted in a reduction of the gap between school and state average in 2017. There was continued growth and learning gain in Music, Community and Family Studies, and Modern History which has been very encouraging. A plan for continued growth has been developed with the middle leaders and teachers which will assist in further projected growth in 2018 through strong mentoring partners for all Key Learning Area leaders and regular meetings to monitor effective assessment task development to ensure rigour and reliability in student assessment and learning. Students are setting personal goals in all courses and have 'check-in' style meetings with the Stage 6 leader of learning.

School curriculum

McCarthy Catholic College is a Catholic co-educational school for students from Year 7 to Year 12 which, in 2017, incorporated a traditional pathway for Stage 6 (Years 11 and 12) as well as a Trade Training Centre (TTC) pathway for students aspiring towards a trade, apprenticeship or Pathways to Technology (P-Tech) mentoring.

The learning environment is built on providing students with the opportunity to develop their knowledge, understanding and skills for them to become passionate and resilient lifelong learners who are creative, innovative and productive citizens. The college embraces the belief that learning is a lifelong skill which needs to be nurtured in each student.

We strived in 2017 to provide learning experiences that challenged students to explore the world they live in and ask questions which prompted curiosity and creativity as well as nurturing the growth of 21st century skills such as communication, collaboration and digital literacy. The school developed its learning framework based around the six key pillars of integrity, justice and peace (which are the college motto), and engagement (Stage 4), empowerment (Stage 5) and enterprise (Stage 6). The guiding principles of collaboration, communication, creativity, critical thinking and digital literacy were driven by the college's pedagogical design which was built on direct instruction as well as enquiry/problem-based, flipped and project-based learning.

The college was also in its second year of involvement in P-Tech with its industry partners, Telstra and Price Waterhouse Cooper (PwC).

Initiatives to promote respect and responsibility

These included:

- In 2017, the college focused on building community, student leadership and empowerment through the values of integrity, justice and peace.
- The movement away from a vertical homeroom system in 2016 to a horizontal year based homeroom system was continued throughout 2017.
- The college established a communal and individual process for prayer. All staff facilitated prayer and students led prayer at whole-school and staff events.
- The college continued strong links with the community such as Vinnies Van, Caritas, Jesuit Services, Aged Care, Red Shield Appeal, Penrith Show, sporting events, public speaking and debating, breakfast club, and with our local primary schools. Students and staff were enthusiastically involved.
- The Student Representative Council (SRC) continued to be strengthened. Student voice and representation was acknowledged and acted on.
- Role clarity amongst senior leaders continued to be a focus.
- The Big History Project and STEM initiatives enabled student engagement in self-directed learning and problem solving, creativity and innovation.
- Students and staff participated in Relay for Life, raising a substantial amount of money for this cause.

Professional Learning

Some of the main areas were:

- Professional learning goals were developed by staff working in Key Learning Area (KLA) teams. Ongoing evaluations took place throughout the year.
- The literacy goal focused on improving the writing ability of students through the development of a school-based writing continuum.
- Staff engaged in both HSC and NAPLAN analysis of current results to plan strategies for improvement.
- Mandatory requirements for Work Health and Safety (WHS), Cardiopulmonary Resuscitation (CPR), emergency care, asthma and child protection were put in place.
- EM4 Mathematics and English strategies were shared with the whole staff.
- Student Management Plan now named the Positive Behaviours for Learning has built the capacity of staff.
- Middle Leaders Professional Learning program to develop the skills of the Year and KLA leaders
- Program of learning for the Executive team worked on high impact strategies to improve student learning outcomes.

School Improvement

Annual school priorities

Priority 1	To demonstrate an increased understanding of our core values of integrity, justice and peace expressed through prayer and service in order to build positive relationships in the image of Jesus Christ
Reason for priority 1	The aim was to build a school culture that lived the key values, expressed as the school motto: <i>Integrity, Justice and Peace</i> in everyday prayer as a lived experience.
Steps taken to achieve priority 1	These included: <ul style="list-style-type: none">▪ participation in the Social Justice Writing Competition for Year 9▪ for students older than 16, to train and participate in the Vinnies Van▪ engaging with the Jesuits Social Justice Services in terms 2 and 3▪ student leaders clearly articulating their understanding of the school motto during prayer and leadership of assemblies▪ building relationships in homeroom through prayer intentions shaped around integrity, justice and peace as evidenced by the teacher individual goal.
Status of priority 1	Ongoing

Priority 2	To improve knowledge, understanding and application of effective writing in the Year 8 school developed writing continuum, demonstrated through formative and summative student assessment
Reason for priority 2	<p>Writing was identified as an issue with the NAPLAN results indicating students requiring support to meet the minimum benchmark for their Year 7 and Year 9 cohorts.</p> <p>An analysis of the 2015 and 2016 school NAPLAN data showed us that more than 50% of the two Year 7 cohorts were more than one growth band away from meeting the new 2017 NSW Education Standards Authority (NESA) requirements of achieving a minimum of band 8 in Year 9 to be eligible to be awarded the HSC.</p>
Steps taken to achieve priority 2	<p>We:</p> <ul style="list-style-type: none"> ▪ developed an understanding of the school constructed writing continuum and where students were placed, based on NAPLAN and baseline data results ▪ developed skills in writing effectively for different purposes, audiences and contexts and across a variety of text types ▪ established strategies/goals to enhance students' writing based on their position on the continuum ▪ self and peer assessment ▪ developed a whole-school writing continuum ▪ periodically collected cross-curricular writing samples.
Status of priority 2	Ongoing

Priority 3	For Year 7 and Year 9 students in 2017 to improve by a minimum of one band in growth from the previous NAPLAN assessment, as demonstrated through formative and summative assessment and growth point data
Reason for priority 3	An analysis of the 2015 and 2016 school NAPLAN data showed us that more than 50% of the two Year 7 cohorts were more than one growth band away from meeting the new 2017 NESA requirements of achieving a minimum of band 8 in Year 9 to be eligible to be awarded an HSC.
Steps taken to achieve priority 3	<p>Students were instructed in a problem solving process for answering Mathematics questions.</p> <p>Each Mathematics lesson in Years 7 to 9 began with students annotating, articulating, strategizing and justifying solutions to one NAPLAN question. Students used the problem solving scaffold (see above) to unpack and solve these NAPLAN questions.</p> <p>Students participated in the ongoing creation of a subject specific word wall in their Mathematics classrooms.</p>
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To demonstrate an increased understanding of our core values of integrity, justice and peace embodied by St Mary of the Cross MacKillop, remembering 'We are but travellers here' and 'Together carry the cross of Christ'
Reason for Priority 1	Through the role model of St Mary of the Cross MacKillop we hope that McCarthy Catholic College students will find an Australian Saint who lived with integrity, acted with justice and worked for peace and that, using her profound words 'we are but travellers here' and 'carrying our cross', we will find a motivation to serve others, care for our earth and seek a deeper understanding of Christ's sacrificial love for us.
Steps to be taken to achieve Priority 1	<p>Years 7 and 12 will learn the school Mary MacKillop prayer and pray through for her intercession.</p> <p>Student leaders will clearly articulate their understanding of the school motto and Mary MacKillop during prayer and leadership of assemblies.</p> <p>We will carry our cross by participating in social justice action in terms 2 and 3 such as Jesuit Social Services.</p> <p>We will care for God's creation and understand Pope Francis' Laudato Si to know 'we are but travellers here'.</p>
Priority 2	For Years 7 to 10 students to improve their reading achievement through the implementation of school-wide instructional practices for reading, as measured by increased scale scores in Progressive Achievement Tests in Reading (PAT-R)
Reason for Priority 2	We have achieved growth in reading but still need to extend the middle and top. To ensure that all students achieve growth we need to employ a range of specific and targeted instructional practices to challenge students. This work will need to improve fist wave teaching and learning practice of all staff.
Steps to be taken to achieve Priority 2	<p>These will include:</p> <ul style="list-style-type: none"> ▪ work in professional learning communities (PLCs) for professional learning regarding school wide high yield instructional practices in reading ▪ initial input re instructional practices (modelled, shared, guided reading; reciprocal teaching; 'think alouds'; tiered language; differentiated texts; before, during and after behaviours for reading) ▪ co-planning, co-teaching, co-debriefing ▪ literature reviews ▪ embedding practices in all learning spaces

Priority 3	For all students to improve by at least one numeracy NAPLAN band from the previous NAPLAN assessment
Reason for Priority 3	This goal has been chosen as there are a number of students who have achieved, or are at risk of achieving, less than band 8 in the Numeracy NAPLAN.
Steps to be taken to achieve Priority 3	<p>These will include:</p> <ul style="list-style-type: none"> ▪ participation in the data wall warm up questions (from previous NAPLAN test), showing student thinking and problem solving processes ▪ sharing of strategies and ideas when answering NAPLAN questions ▪ students using accountable talk when discussing and justifying strategies and providing each other with descriptive, constructive feedback ▪ adapting a growth mindset that involves persistence ▪ attempting readiness tests twice per year if data wall PLC confirms student readiness

Community Satisfaction

Parent satisfaction

During 2017, the Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schools (QCS) survey to provide feedback from parents, students and staff about our school. This survey has been conducted annually and gives us great insight on all aspects of the school.

The QCS data collected and reported to our parents, students and staff, showed that our parent satisfaction grew in the areas of student safety and connectedness to the college. This could be attributed to a strong focus on parent communication especially evident in using social media as a communication tool. There was also an increase in satisfaction from the parent body in relation to organised extra-curricular activities.

Student satisfaction

The Quality Catholic School (QCS) showed that student satisfaction grew, specifically in the areas of purposeful teaching and stimulating learning. There was evidence that teachers were taking the time to know students as individuals and working on strategies to personalise and diversify the learning experiences for students.

Teacher satisfaction

The QCS data collected and reported to our parents, students and staff, showed that teacher satisfaction grew specifically in the areas of staff ownership, engagement and role clarity. Physical enhancements to the staff study area have allowed for increased collaboration and accountability of staff and this is transforming classroom practice.

Student Profile

Enrolment Policy

McCarthy Catholic College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2015	455	297	752
2016	462	311	773
2017	421	296	717

Enrolment patterns were very mixed across the college in 2017 owing to a number of factors. Stage 6 enrolments increased by 30 students. Some students did leave the college owing to the limited range of courses offered at the college. A number of students left to take up traineeships or apprenticeships (full-time employment).

In Year 8, a number of students left the college owing to the high turnover of Mathematics teachers causing instability for the learning of students. Students who left the college mainly came from Years 8 to 10 owing to a need to relocate to a single-sex school or move out of the area.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	89
Year 8	91
Year 9	77
Year 10	90
Year 11	89
Year 12	89
School average	88

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	38
Students with disabilities (SWD)	33
Indigenous	24

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of

students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 88%.

Retention rates have been quite positive at 88%, indicating the multiple opportunities that are available for students and learning pathways post Year 10.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	51
Percentage of Year 12 students who undertook training in a trade while at school	51
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

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

Destination of students leaving Year 12	%
University	41
Technical, and Further Education (TAFE)	14
Workforce	35
Other/Unknown	10

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

At the end of 2016, the college moved away from a vertical house-based homeroom system to a horizontal Year based homeroom system where students were managed by Year leaders of learning and a team of homeroom teachers.

The school has worked to enhance the pastoral care and wellbeing of students in Years 7 to 12 through the delivery of a quality Pastoral program including reflection days, retreats, and picnic days focusing on building quality relationships in our school community with students, parents and staff. We have also introduced a fortnightly pastoral care lesson for each year group delivered by the year leader of learning and homeroom teachers.

The school forbids the use of corporal punishment and believes that students must learn to take responsibility for their actions at all times.

Moving forward in 2018 we will develop our process of supporting student learning with the Student Learning Performance (SLP) grade system. All students will receive grades in five areas of learning twice per term.

Complaints and grievances policy

The college follows the CEDP *Complaints and Grievances* policy and ensures that all complaints are acknowledged and followed-up to ensure procedural fairness prevails and positive outcomes are attained.

Parents can obtain a copy of the *Complaints and Grievances* policy from the college website through *Policies and Procedures* and under the heading of Catholic School Community or it is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

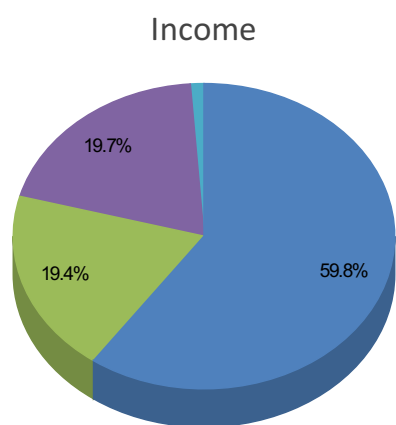
All complaints are logged on an official form, allocated to the appropriate person and are addressed quickly to ensure the best possible outcome.

All complaints are also logged on to a school database.

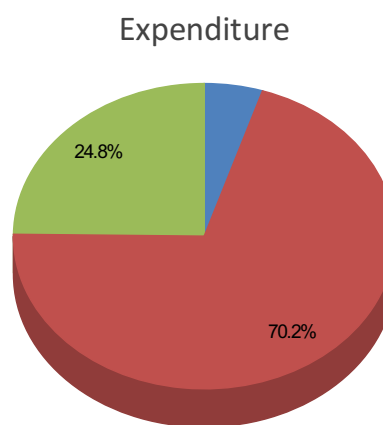
The complainant is contacted to be advised of the resolution or outcome of any investigation.

There were no changes to the policy during 2017.

Section Eleven: Financial Statement



- Commonwealth (59.8%)
- Capital (0%)
- State (19.4%)
- Fees (19.7%)
- Other (1.1%)



- Capital (4.9%)
- Salary (70.2%)
- Non-Salary (24.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,403,465
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,720,975
Fees and Private Income ⁴	\$2,760,572
Other Capital Income ⁵	\$160,643
Total Income	\$14,045,655

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$677,465
Salaries and Related Expenses ⁷	\$9,616,197
Non-Salary Expenses ⁸	\$3,395,673
Total Expenditure	\$13,689,335

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.