



2018 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 2018 and gives information about the 2019 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 2018 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 2018 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 English Advanced and Standard, General Mathematics, Modern History 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 eighteen 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 2018 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.

In 2018 we had a Mothers Day and Fathers Liturgy in the Mackillop Learning Centre. 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. All community events were an opportunity to engage with our parents regarding the learning vision for our college. Learning forums focused on building positive parent partnerships and explanations of the 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. Our Year 7 Meet and Greet evening was well attended and seen as an informal opportunity to connect with staff and feel connected to our learning community.

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 and partnerships with our Pathways in Technology (PTECH) business partners Price Waterhouse Cooper (PwC) and Telstra.

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 and our PTECH pathway provided great enrichment in contemporary learning. Interest in these has grown extensively since the previous year. Our PTECH business partners PwC and Telstra provided incredible learning opportunities for students in Years 7-10. We continued to build our partnership and engage our students in designing solutions to community based problems such as environmental issues including climate change solutions. 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). These could be through academic pathways and Australian Tertiary Admission Rank (ATAR) opportunities, or the Trade Training Centre (TTC).

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.

In 2018, the school underwent significant building transformation by upgrading and refurbishing our bathrooms and learning spaces. We now have the Mackillop Learning Centre, and a Junior and Senior Inquiry Hub enabling student centred learning to be contemporary and engaging at McCarthy Catholic College in Years 7 to 12.

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	62
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	2
Number of teachers accredited to teach Religious Education	20
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	19
Percentage of teachers who are indigenous	0
The average teacher attendance for 2018	93
Percentage of 2018 teaching staff who were retained from 2017	52

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

We have continued strengthening our parish partnership with Our Lady of the Way Parish by celebrating our Year 12 Graduation Mass and our Awards Ceremony.

We have celebrated the commissioning of our class captains at the Ash Wednesday Mass at the parish and the Walk with Me, which is the parish Rite of Christian initiation of Adults (RCIA) program for emerging adults.

The community experienced reflection days that focused on our college charism embracing St Mary of the Cross MacKillops' ethical concern to care for one's neighbour. This has entailed the use of facilities in the local area of Winbourne at Mulgoa and the Franciscan Friary at Kellyville. Students in Year 10 were given the opportunity to evangelise in our local state primary schools as catechists, 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, Bullying No Way and R U OK? Day. The students' perception of acting with justice and compassion was our greatest achievement. Year 12 Catholic Studies continued the tradition of visiting and caring for the residents of Mountainview Nursing home. 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 and love our neighbour 'For a just future'.

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 other schools in the diocese to take up the Jesuit Social Services (JSS) challenge. Relay for Life in 2018 was the star of our fundraising. With so many of us affected by cancer we responded with great compassion. Finally, the St Vincent de Paul Society became our focus of service: collecting Christmas hampers for Our Lady of Way Parish; and staff and students volunteering for the 'Vinnies Van' that serviced patrons of the Mt Druitt and Parramatta local areas four times each term. This provided a powerful faith in action lived experience.

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. Other liturgical opportunities where parents and friends of the McCarthy Catholic College community were included were celebrating Mothers Day, Fathers Day and the commissioning of our new student leaders.

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 Merrylands.

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, and 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 college 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 the 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 continued to explore the spirituality of St Mary of Cross MacKillop at The Benedict XVI Centre at Grose Vale in 2018. This will now continue to flow through our college faith in action experiences with students and staff in 2019. Complementing this formation day were several one hour professional learning afternoons that focused on the Religious Education formation goal: 'to know St Mary Mackillop of the Cross through her words and actions'.

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 2018. 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 2018		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	89	92	48	58
	Literacy	92	91	43	50
	Reading	97	94	53	56
	Writing	90	87	26	36
	Spelling	92	93	51	59
	Numeracy	97	95	44	58

NAPLAN RESULTS 2018		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	95	92	42	49
	Literacy	87	88	34	44
	Reading	94	94	40	51
	Writing	76	80	21	32
	Spelling	87	90	42	52
	Numeracy	99	96	44	56

Once again, the overall NAPLAN results showed impressive improvement over those of the previous year with the majority of students in the middle two bands.

The data above indicates to us that there has been an increase in the percentage of students

achieving band 7 in Numeracy, reading and writing in Year 9, although remaining consistent in the percentage of Year 9 students achieving band 8 in the grammar component. It was very pleasing to see an increase in the percentage of Year 9 students achieving band 10 in Numeracy.

In relation to Year 7 there has been a significant increase of Year 7 students achieving band 8 in reading. There were also significant increases in band 9 achievement in writing and grammar, which was most impressive.

In writing, students scored higher in the components of text structure and spelling compared to vocabulary and sentence structure. Writing has been identified as the college's key literacy goal for 2019, with an emphasis on teacher professional learning around the use of the think-aloud strategy to engage students in deconstructing texts in order to develop greater comprehension and plan written responses.

Record of School Achievement (RoSA)

There were a number of students leaving school before completing the HSC requesting the RoSA, but there was little inclination for them to sit the online literacy and numeracy test. In 2018, ten Year 10 students and fourteen Year 11 students requested a 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	
	2018	
	School	State
Studies of Religion I	40	70
English Standard	70	51
English Advanced	100	90
Mathematics General 2 BDC	73	53
Modern History	88	72

Thirteen courses improved their class averages and seven of these were above the state average. This improvement resulted in a reduction of the gap between school and state average in 2018. There was continued growth and learning gain in Personal Development, Health and Physical Education (PDHPE), English Advanced and Standard, Mathematics General, Business Studies, Community and Family Studies, and Modern History which has been very encouraging as these subjects performed well above state average.

A plan for continued growth has been developed with the middle leaders and teachers which will assist in further projected growth in 2019, 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 and achievement band targets in all courses and have 'check-in' style meetings with the Stage 6 leader of learning and course teachers.

School curriculum

McCarthy Catholic College is a Catholic co-educational school for students from Year 7 to Year 12 which, in 2018, 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 2018 to provide learning experiences that challenged students to explore the world they lived 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* (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 Coopers (PwC).

Initiatives to promote respect and responsibility

These included:

- In 2018, the college focused on building community, student leadership and empowerment through building our shared understanding of the Mackillop charism of: 'Who is our neighbour?'
- The college established a communal and individual process for prayer built on a scaffold based on Mary Mackillop charism. All staff had the opportunity to facilitate prayer and students/staff led prayer at whole-school community events.
- The college continued strong links with the community such as 'Vinnies Van', Caritas, Jesuit Social Services, Aged Care, Red Shield Appeal, Royal Agricultural Show, sporting events, public speaking and debating, and reading books with our local Catholic primary schools. Students and staff were enthusiastically involved in these initiatives.
- The Student Representative Council (SRC) continued to be strengthened. Student voice and representation was acknowledged and acted on.
- We developed agreed practices for teaching and learning with teachers and students.
- The Pathways in Technology (P-TECH) partnership and STEM initiatives enabled student engagement in self-directed learning and problem solving, creativity and innovation in thinking.
- 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 that would enable students to be confident writers. writing with precision and purpose.
- Staff engaged in both HSC and NAPLAN analysis of current results and planned strategies for ongoing targeted improvement in all courses at the college.
- Mandatory requirements for Work Health and Safety (WHS), Cardiopulmonary Resuscitation (CPR), emergency care, asthma and child protection were put in place.
- Child Protection was delivered as mandatory professional learning for all staff
- The Student Management Plan, now named the Positive Behaviours for Learning, has built the capacity of staff. A new system of levels for student achievement to motivate and reward students has been successfully implemented.

- Middle leaders' professional learning was the process of growing leaders through cultivating a shared vision for learning across the college.
- A program of learning for the Executive team worked on high impact strategies to improve student learning outcomes with the guidance of an academic critical friend.

School Improvement

Annual school priorities

Priority 1	To demonstrate increased understanding of our core values of Integrity, Justice and Peace embodied by St Mary of the Cross MacKillop, remembering 'We are but travellers'
Reason for priority 1	Through the role model of St Mary of the Cross MacKillop we hoped that McCarthy Catholic College students would 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 would find a motivation to serve others, care for our earth and seek a deeper understanding of Christ's sacrificial love for us.
Steps taken to achieve priority 1	<p>Years 7 and 12 learnt the school Mary MacKillop prayer and prayed through for her intercession.</p> <p>Student leaders clearly articulated their understanding of the school motto and Mary MacKillop during prayer and leadership of assemblies.</p> <p>We carried our cross by participating in social justice action in terms 2 and 3 projects such as Jesuit Social Services.</p> <p>We cared for God's creation and understood Pope Francis' Laudato Si to know: 'We are but travellers here.'</p>
Status of priority 1	Achieved

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 had achieved growth in reading but still needed to extend the middle and top. To ensure that all students achieved growth we needed to employ a range of specific and targeted instructional practices to challenge students. This included improving first wave teaching and learning pedagogy of all staff to develop school-wide reading strategies in a coherent manner. With school-wide reading practices in place, the likelihood of improving reading comprehension would increase overall.
Steps taken to achieve priority 2	<p>These included:</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 regarding 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 Years 7 to 12
Status of priority 2	Ongoing

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 was chosen as there were a number of students who had achieved, or were at risk of achieving, less than band 8 in the Numeracy NAPLAN.
Steps taken to achieve priority 3	<p>These included:</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 involved persistence ▪ attempting readiness tests twice per year if data wall PLC confirmed student readiness
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To model, Mary MacKillop's value of reaching out to one's neighbour, evidenced across the learning and lived out as faith in action
Reason for Priority 1	The 2019 goal continues the work to discover the Josephite tradition to reach to one's neighbour in the College pedagogy and outreach. It was through the Faith in Action Team (FIAT) leaders throughout 2018 leading staff and student formation that the community evaluated their contribution and evangelisation and this process has augured us well to strive to emulate Christ's vision for the world: forging a new approach in serving the disadvantaged in our local and global community.
Steps to be taken to achieve Priority 1	<p>These will include:</p> <ul style="list-style-type: none"> ▪ Walk With Me program promoted as a Faith in Action initiative to attract between three and six students ▪ students and teachers to put faith in action by: participating in the 'Vinnies Van', Caritas, engaging with the Jesuits Social Justice Services, nursing home and caravan park ▪ students producing work samples in Religious Education classes that clearly identify reaching out to one's neighbour lived out as Faith in Action
Priority 2	For students to continue to demonstrate growth in reading and writing through the implementation of school wide instructional practices
Reason for Priority 2	Two thousand and eighteen Pat-R showed that many students had significantly increased their reading achievement. Two thousand and eighteen NAPLAN data showed writing to be an area of concern across most levels of ability in Years 7 and 9 and that the gap between state and school achievement was widening, especially in Year 9.
Steps to be taken to achieve Priority 2	<p>Reading:</p> <p>Students will be involved in whole class shared reading opportunities at various points throughout the year. Students should be able to articulate shared reading strategies they can use.</p> <p>Writing:</p> <p>Students will have opportunities for writing everyday. They will be exposed to many strategies for writing depending on Key Learning Area (KLA) goals.</p> <p>Students will articulate areas where they need to improve based on teacher feedback. Peer feedback will be given, based on success criteria.</p>

Priority 3	For Years 7 to 10 students to improve their numeracy achievement (NAPLAN) through the implementation of Mathematics specific and school wide instructional numeracy practices
Reason for Priority 3	<p>NAPLAN data demonstrated students are at least 10% lower than the state in every data style question. Students are unable to decode the worded part of the question or interpret graphical displays.</p> <p>Overall, we would like our NAPLAN results to reflect our assessment results more closely, and for student confidence to enable increased student achievement in numeracy, RoSA and HSC results.</p>
Steps to be taken to achieve Priority 3	<p>Students will have exposure to numeracy NAPLAN questions through direct instruction in Mathematics classes, Years 7 to 10. Teachers will maintain data to analyse students' achievement and progress.</p> <p>Students will be engaged in the shared reading process of numeracy style questions across subjects, including Mathematics.</p> <p>We will incorporate literacy into all lessons through word walls, numeracy sheets, exit/entry tickets and justifications.</p> <p>There will be monthly online quizzes to collect data.</p>

Community Satisfaction

Parent satisfaction

During 2018, the Catholic Education Diocese of Parramatta engaged the new online tool, Tell Them from Me (TTFM) to provide feedback from parents, students and staff about our school. This survey instrument is implemented annually and gives us great insight on all aspects of the school to inform our future direction and priorities.

The TTFM 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 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.

The data also informed us that technology at the college was well supported and contributed to the positive learning culture.

Relationships are also essential for quality learning and our data showed us that we were working with a positive growth mindset and building great rapport with our community.

Student satisfaction

The TTFM data indicated that there was a positive sense of belonging and strong relationships in the school community. Students also identified that behaviour at school in the playground and learning environment was positive and safe for them as a student of the college. It was pleasing to note that students indicated that they felt intellectually engaged in Year 7 through to Year 12 which was most impressive. It was great to see that our students felt challenged in their learning, particularly in English, Mathematics and Science.

Teacher satisfaction

Teachers were highly valued and were in learning partnership with students and parents. Teachers indicated in the data that they felt the school was focused in school transformation that engaged students and enabled them to achieve results in the learning outcomes that were truly reflective and indicative of their capabilities.

Physical enhancements to the staff study area allowed for increased collaboration and accountability of staff and this was transforming classroom practice. Teachers were very proud of the Mackillop Learning Centre which was used for student learning and staff professional development. This promoted a high level of collaboration and engagement.

Student Profile

Enrolment Policy

McCarthy Catholic College follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be obtained from the school office or can be accessed on the CEDP website showing the [CEDP Enrolment Policy, Procedures and Guidelines](#).

Current and previous years' student enrolment

Year	Boys	Girls	Total
2016	462	311	773
2017	421	296	717
2018	349	285	634

There was a slight decrease in enrolments for 2018 with a small Year 7 cohort of 97 students. This has enabled greater development of a personalised learning program for this group, along with many possibilities in the pastoral program that were not possible with a much larger group.

Growth has continued in the Trade Training Centre enrolments which has assisted in the growth of our learning community.

Student attendance rates

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

Year 7	93
Year 8	91
Year 9	91
Year 10	88
Year 11	93
Year 12	93
School average	92

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)	35
Students with disabilities (SWD)	17
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 87%.

Our student retention rate in 2018 was 87 percent which was quite pleasing. The students who left were those who progressed to full-time employment. A small number of students moved onto other schools to complete Year 11 and 12 HSC pathway.

We have developed a strategy to further improve our retention through the implementation of key strategies to ensure students who wish to complete their HSC are more likely to feel well supported to achieve their learning and career goals at McCarthy Catholic College.

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	44
Percentage of Year 12 students who undertook training in a trade while at school	44
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	31
Technical, and Further Education (TAFE)	56
Workforce	4
Other/Unknown	9

Student wellbeing

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

At the college we had a Year level based homeroom system where students were supported 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 college has a comprehensive *Student Management and Wellbeing* policy which is in the Staff Handbook and also on the college website. The policy is evaluated and reviewed on an ongoing basis by the Executive and the leaders of learning. The policy is based on the principles of natural justice and procedural fairness.

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

In 2018 we developed a process of supporting student learning with the Student Learning Performance (SLP) grade system which provided ongoing feedback to assist students in knowing how to improve their standard of achievement continuously. All students will receive grades in five areas of learning twice per term.

Complaints and grievances policy

The college followed the CEDP *Complaints and Grievances* policy and ensured that all complaints were acknowledged and followed-up to ensure procedural fairness prevailed and positive outcomes were attained.

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

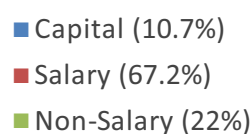
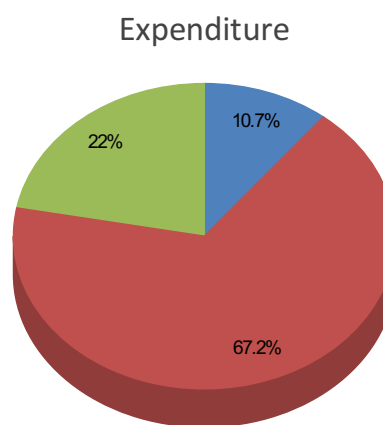
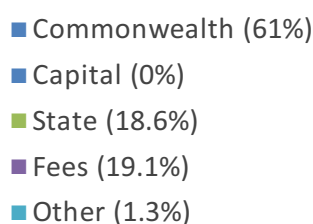
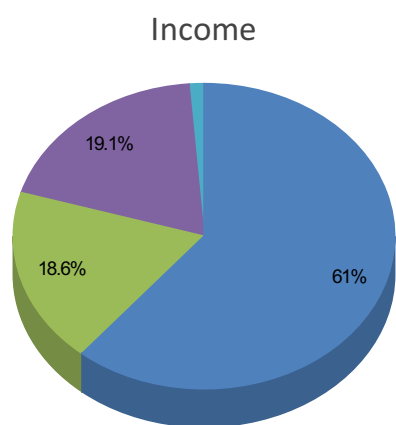
All complaints are logged on an official form, allocated to the appropriate person and are addressed quickly to ensure the best possible outcome.

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 2018.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$7,828,094
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,381,172
Fees and Private Income ⁴	\$2,453,007
Other Capital Income ⁵	\$161,397
Total Income	\$12,823,670

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,454,124
Salaries and Related Expenses ⁷	\$9,114,280
Non-Salary Expenses ⁸	\$2,987,564
Total Expenditure	\$13,555,968

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.