

Annual School Report 2023 School Year

McCarthy Catholic College, Tamworth



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Principal
Michael Whitton

About this report

McCarthy Catholic College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2024 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6761 0800 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the College as a Catholic learning community. In particular, special thanks are extended to the parent body and the College staff for all their generous efforts. McCarthy Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the College.

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

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

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

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

Michael Whitton
Principal

1.2 A Parent Message

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

Grant Lee
President
McCarthy P & F Association

2.0 This Catholic College

2.1 The College Community

McCarthy Catholic College is located in Tamworth and is part of the St Nicholas Parish which serves the communities of Tamworth, Nundle, Quirindi, Manilla, Gunnedah and Kootingal, from which the College families are drawn.

Last year the College celebrated 22 years of Catholic education.

The parish priest, Father Christopher Onuekwusi, is involved in the life of the College.



2.2 Catholic Life and Religious Education

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

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

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

Staff and Student Faith Formation

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

Staff gathered for a reading of the upcoming weekend Gospel and offer prayers of special intention each Friday morning. Staff members were provided with access to Catholic journals for additional reading, weekly video and journal material and prayer support, such as *Lectio Divina* booklets, linked to the Church's liturgical calendar.

Social Justice

The College Conference of the Society of St Vincent de Paul (St Agnes) was well supported by students and staff. The conference organised school support for the St Vincent de Paul Winter and Christmas appeals and led other fundraising efforts within the College.

2.3 College Enrolment

McCarthy Catholic College caters for students from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2023	TOTAL 2022
Male	80	66	64	67	52	44	373	353
Female	87	94	92	88	59	44	464	448
Totals	167	160	156	155	111	88	837	801

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged



periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the College during 2023 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	88.0%	87.0%	86.0%	84.0%	86.0%	79.0%	85.0%

Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/_carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	6
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	71
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0



Teacher Qualifications / Staff Profile	Number of Teachers
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	12
6. Number of staff identifying as Indigenous employed at the College.	8
7. Total number of non-teaching staff employed at the College.	44

2.6 Initiatives Promoting Respect and Responsibility

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

- The embedding of the Living Well, Learning Well Student Support Framework placed additional focus on productive and safe behaviours and on assisting students to replace unproductive and unsafe behaviours.
- All staff attended professional learning meetings where the focus was on school as a protective factor in the lives of children and young people. Protective factors in a school setting can be variously understood and described as factors that support students to learn and thrive, how those factors shape students' perceptions of the setting and the contribution of this perception or 'sense of' to the growth of positive personal attributes and dispositions. The adult-first focus on promoting respect and care was a significant step in promoting respect and responsibility.
- Unproductive and unsafe behaviours declined significantly as more students responded to the call to care for others and to not interrupt learning and the work of adults. The Living Well, Learning Well 'Rules for Living' (I am safe, I am valued, respected and cared for, and I am a learner) gained significant traction as a guide to College membership during 2023.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

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

An external survey was conducted in September. Survey responses were received from 283 families for a 31% response rate.

Respondents, 92.7%, Agreed or Strongly Agreed with the statement: Overall, I am satisfied with the education my children receive at this school.

Student Satisfaction



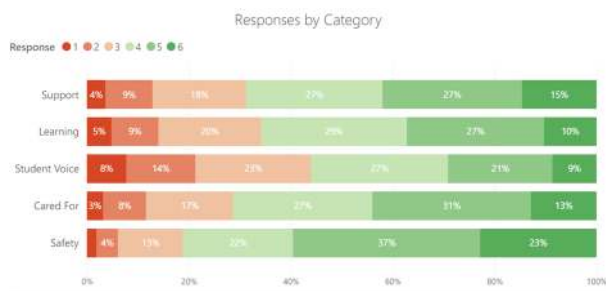
Student Satisfaction is gauged through the annual School Satisfaction Survey and through the encouragement of student voice in many settings: mentor group, classrooms, Student Council and through access to staff, middle leaders and the leadership team.

An external survey was conducted in September. Survey responses were received from 298 students for a 36% response rate.

Respondents, 77.6%, Agreed or Strongly Agreed with the statement: I like being at this school.

Respondents, 70.9%, Agreed or Strongly Agreed with the statement: I would recommend this school to others.

Students also complete a 'Living Well, Learning Well' Survey to assess student connection to school and extend to which students feel safe, cared for, valued and respected at school. The very strong 2023 results are shown below.



Staff Satisfaction

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

An external survey was conducted in September. Survey responses were received from 107 staff, for a response rate of 75%.

Respondents, 95.1%, Agreed or Strongly Agreed with the statement: I would recommend this school to others.

Respondents, 96.1%, Agreed or Strongly Agreed with the statement: I get a lot of satisfaction from working at this school.

3.0 Teaching and Learning

3.1 College Curriculum

The College provides an educational program based on and taught in accordance with the NSW Education Standards Authority syllabuses for Secondary Education as required for Registration and Accreditation under the Education Act 1990 (NSW). In addition, the College implements the curriculum requirements of the Catholic Schools Office Armidale.

McCarthy Catholic College offers a broad and diverse curriculum to meet the needs of its students and the changing global educational and work environments. McCarthy is committed to a flexible Stage 6 curriculum, with 42 subjects available on site. Curriculum breadth is assisted by the number of alternate pathways including Distance Education, TVET and school based traineeships and apprenticeships (SBATs). To support student learning in Stage 5, the College has implemented a range of school developed electives. Literacy and Numeracy continue to be a focus for McCarthy Catholic College, with time above mandated NESA hours allocated to English and Mathematics across Years 7–10 and staffing allocated to the management of literacy programs and initiatives across the school. Detailed data analysis is used to inform teaching programs and to establish specific



strategies to assist students reach appropriate outcomes, including from the ACER assessment tools in the PAT suite.

Students participate in a number of external academic and cultural endeavours including ICAS, Science and Engineering Challenges, Queensland Catholic Schools Music Festival and eisteddfods. Opportunities are also available for students to participate in Study Club and to seek additional learning support through the provision of access to facilities and resources. The Inclusion Support Team works with staff, parents and students to meet individual needs of students identified across a number of areas including those with a learning difficulty, those of Aboriginal or Torres Strait Islander heritage and those requiring extension or enrichment.

To further support students, the College subscribes to the Study Skills Handbook, an online resource that assists students to develop effective study skills that supplement programs run at McCarthy Catholic College; Atomi for Stage 6 students and Mathspace. The College has embedded the Google Suite of products for education and extensively uses Google Classroom to facilitate curriculum support through day to day learning, revision and enrichment opportunities.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The College participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 179 students presented for the tests while in Year 9 there were 150 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

At McCarthy Catholic College, college and student performance are closely monitored. These tests are one means of gathering data on individual student and college achievement. College staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of McCarthy Catholic College students in the top two levels compared to the State percentage.

Year 7 NAPLAN Results in Literacy and Numeracy Percentage of Students in Levels Strong and Exceeding

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
67.0	62.0	77.0	57.0	65.0



**Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
55.0	62.0	67.0	51.0	51.0

3.2.2 Higher School Certificate

The results of the College's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

	Higher School Certificate: Percentage of students in bands 4, 5, 6					
	2021		2022		2023	
	School	State	School	State	School	State
Studies of Religion 1	32%	69%	60%	80%	60%	84%
English Standard	35%	58%	29%	56%	44%	60%
English Advanced	72%	93%	83%	93%	89%	95%
Mathematics Standard 2	14%	79%	34%	54%	27%	58%
Mathematics	50%	51%	60%	76%	71%	75%

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects.

McCarthy Catholic College is extremely proud of the 2023 HSC cohort. One hundred students completed the HSC in 2023, The information provided shows the percentage of students who achieved in the top three bands. Studies of Religion 59.99%, English Standard 43.86%, Maths Standard 27.45%, Maths Advanced 70.59 and English Advanced 88.89%. Dux of the College attained an ATAR 93.8.

Teachers surrounded students with the support, care and range of experiences that have led to their success in the HSC.

In 2023 the number of students issued with a RoSA	50
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3.2.3 Senior Secondary College Outcomes

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

Senior Secondary Outcomes

Senior Secondary Outcomes	% of students undertaking vocational training or training in a trade during the senior years of schooling.	13%
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Year 12, 2023	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100%
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3.2.4 Post College Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

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

Destination Data Year 12, 2023 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	57%	10%	25%	8%

3.2.5 Retention of Students from Year 10 to Year 12

The percentage of students who completed year 10 at McCarthy Catholic College and progressed to year 12 for 2023 was 70%.

4.0 College Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Students from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This College does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the College's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.



At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the College's Living Well, Learning Well procedures may be accessed on the College [website](#).

Corporal punishment is expressly prohibited in this College. The College does not sanction the administration of corporal punishment by college staff or non-college persons, including parents, to enforce appropriate behaviour in the College.

4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

McCarthy Catholic College is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

McCarthy Catholic College follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the College's [website](#) which includes a further [guide for parents](#).

4.4 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by the College. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the College's 'Complaints Handling Policy and Guide' may be accessed on the College's [website](#) or the administration office.



5.0 College Review and Improvement

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

Key Goals Achieved and Implemented in 2023	Key Goals for 2024
<p>Improvement goals at McCarthy Catholic College align with diocesan themes:</p> <ul style="list-style-type: none"> • An authentic Catholic community of care, great learning and teaching, and building strong teams. <p>Specific improvement goals outlined in the McCarthy Catholic College Annual Improvement Plan 2023 include:</p> <ul style="list-style-type: none"> • Improving student care and connection to school through the implementation of the Living Well, Learning Well Student Support Framework. • Improving instructional coherence and teaching of writing. An instructional framework ensures that lessons are meaningful and makes clear what students can expect from a worthwhile lesson. Improving teacher capability as teachers of writing in the subject areas ensures that students are given consistent support to improve their writing. It is arguably the most influential team strategy schools can employ to improve student learning outcomes. • Building stronger staff leadership, middle leader, teaching and support staff teams to better address the complex educational problems implicit in school improvement. • The first anticipated evidence of impact of this improvement work is that students experience meaningful learning and authentic care in calm, collaborative settings. <p>Evidence of Impact - Improving student care.</p> <ul style="list-style-type: none"> • Increased student attendance rates: Improved student engagement and connection to the school environment often lead to higher attendance rates as students feel more valued and supported. • Decrease in disciplinary issues: A positive, caring school environment fosters a sense of belonging and reduces instances of disruptive behaviour as students feel more connected and supported. • Positive feedback from students and parents: Surveys or feedback mechanisms indicating that students and parents perceive an improvement in the 	<p>Improvement goals at McCarthy Catholic College align with diocesan themes:</p> <ul style="list-style-type: none"> • An authentic Catholic community of care, great learning and teaching, and building strong teams. <p>Specific improvement goals outlined in the McCarthy Catholic College Annual Improvement Plan 2024 include:</p> <ul style="list-style-type: none"> • Improving student care and connection to school through the implementation of the Living Well, Learning Well Student Support Framework. • Improving instructional coherence and teaching. An instructional framework ensures that lessons are meaningful and makes clear what students can expect from a worthwhile lesson. Improving teacher capability as teachers in the subject areas ensures that students are given consistent support to improve. It is arguably the most influential team strategy schools can employ to improve student learning outcomes. • Building stronger staff leadership, middle leader, teaching and support staff teams to better address the complex educational problems implicit in school improvement. • The first anticipated evidence of impact of this improvement work is that students experience meaningful learning and authentic care in calm, collaborative settings.



<p>school's support systems and overall environment.</p> <p>Evidence of Impact - Improving instructional coherence.</p> <ul style="list-style-type: none"> • Improved writing proficiency: Assessments or standardised test scores showing an increase in student writing skills across various subject areas, indicating the effectiveness of the instructional framework in enhancing writing abilities. • Consistent student performance: Reduction in variability of writing proficiency amongst students, demonstrating that the instructional framework is providing consistent support to all learners. • Teacher feedback and professional development outcomes: Positive feedback from teachers indicating improved confidence and capability in teaching writing, as well as evidence of participation and engagement in professional development activities focused on writing instruction. <p>Evidence of Impact - Building stronger leadership.</p> <ul style="list-style-type: none"> • Increased collaboration and communication: Observations or feedback indicating improved teamwork and communication amongst staff members, fostering a more cohesive and supportive school culture. • Enhanced problem-solving abilities: Evidence of staff effectively addressing complex educational problems through collaborative efforts and innovative solutions, leading to tangible improvements in student outcomes. 	
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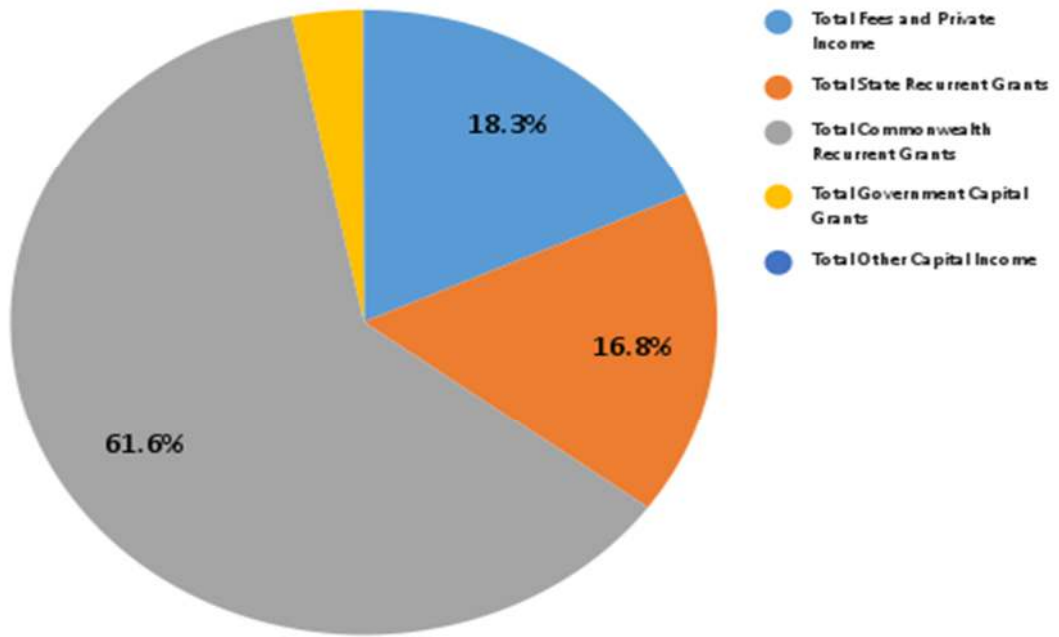
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2023 is presented below:



2023 Income - McCarthy Catholic College, Tamworth



2023 Expenditure - McCarthy Catholic College, Tamworth

