

Clancy Catholic College, West Hoxton
Annual School Report to the Community

2016



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Principal

Mrs Iris Nastasi

ABOUT THIS REPORT

Clancy Catholic College is registered by the Board of Studies Teaching and Educational Standards (BOSTES), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies Teaching and Educational Standards requirements for Registration and Accreditation.

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

Principal's Message

Clancy Catholic College continues to place an emphasis on our motto "To Love Like Christ", challenging us all to be the hands and face of Christ to those in our world. This was further resonated this year through our scriptural theme "*You are the light of the world, a city on a hill cannot be hid*" (Matthew 5:14-16). It was particularly relevant as we celebrated our tenth year anniversary.

The College has further embedded our Teaching and Learning Principles, particularly around authentic learning. We connected our students to worldwide organisations and schools and we are accredited as a Newman school for gifted education.

The College was once again recognised as an Apple Distinguished School due to its innovative approaches to creative leadership and educational excellence for the fifth year in a row.

Parent Body Message

The Parent Advisory Board (PAB) consists of parents of students throughout all grades, who meet to discuss topics of importance and relevance to the students and wider community of Clancy Catholic College. Through the PAB, topics are submitted, listened to and discussed for merit of the benefit to students, staff and the school community.

This year the PAB played an integral part in

- the 'Innovate Now' project which will re-image learning spaces around the College with the acknowledgement of student voice within the process
- assessing current school uniforms and the possible need for changes
- the sun safety policy of the College and the need for students to wear hats for extra protection during outdoor sports
- consultation of the Noise and Traffic Plan which resulted in a well-attended parent traffic forum.

We would like to thank our very hardworking Principal Mrs Iris Nastasi, Assistant Principal Mr David Forrester, teachers and support staff for their efforts during the year. They tirelessly work to make Clancy Catholic College a rich and innovative learning environment. Their support of our students is never taken for granted and very much appreciated.

Student Body Message

Clancy Catholic College's tenth year of students was undoubtedly one of its best, with ever growing numbers of our peers expressing our College motto "To Love Like Christ." Collectively, we began the year together in the heart of Sydney, within St Mary's Cathedral for our ten-year celebrations. Further, the College saw its third group of students overseas for World Youth Day 2016 and they returned bringing Pope Francis' message of "love and mercy" back into the local community. Many students more participated in various social justice initiatives closer to home including the SPARK program, our Winter Stay Out, the Brekky Van and the Gift of Bread all of which allowed our College to give back to the wider local community. The increased participation and attendance rate, daily and at our carnivals, brought renewed energy in our community days. Clancy Day 2016 saw exciting initiatives being supported through the proceeds made from the event. Ultimately, 2016 was truly a wonderful year for the students and teachers of Clancy, who collectively and as a whole shone as a light on the Clancy hill, displaying our values and vision for the world to see.

SECTION TWO: SCHOOL FEATURES

Clancy Catholic College is a Catholic systemic Co-educational College located in West Hoxton.

It is the newest Catholic systemic co-educational College in the Sydney Archdiocese. The College serves the parishes of St Anthony's, Austral; Holy Spirit, Carnes Hill; and St Francis Xavier, Lurnea. Our feeder schools are: Holy Spirit Catholic Primary School Carnes Hill; St Catherine of Siena Catholic Primary School Prestons; St Francis Xavier's Catholic Primary School Lurnea.

College enrolment trends remain extremely strong with significant growth in this our eleventh year of operation.

Clancy Catholic College was founded under the patronage of Cardinal Clancy. In these eleven years we have developed an increasing focus on a charism of welcome and 'Spirituality of the Heart', which is reflected in Staff Spirituality events, Pastoral Care policies and in the College retreat program.

We have a growing tradition of social justice built around our annual scriptural theme. Our students are encouraged to "be the best person" they can be by participating widely in school activities and giving their best to their studies. Our Higher School Certificate (HSC) results in 2016 showed enormous learning gain and were the strongest in the College's history.

Students represent the school in debating, public speaking, Macarthur Independent Schools' Association (MISA) and Southern Sydney Combined Catholic Colleges' Association (SSCCC).

With an increased enrolment we have seen the expansion of the curriculum to include a variety of new subject offerings in Stages 5 and 6 which are outlined later in this document.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
577	559	951	1136

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 88% completed Year 12 in 2016.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2016 was 94.56%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	96.51%
Year 8	94.16%
Year 9	94.00%
Year 10	93.63%
Year 11	93.91%
Year 12	95.13%

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 College community
- 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
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

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

Senior Secondary Outcomes. Year 12 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	55%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	67%	22%	8%	3%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
82	24	106

* This number includes 79 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

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

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

Term 1	Whole School Literacy Staff Development Day
Term 2	No Staff Development Day held this term
Term 3	Staff Spirituality Day: Dr Dan White, Year of Mercy
Term 4	Student and Staff Wellbeing: Introducing Mindmatters Framework

The College employed a reflective model of practise that combined PPPR processes and Professional Growth in Action.

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the Board of Studies Teaching and Educational Standards:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	82
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Each year the College community adopts a Scriptural theme to enliven our College Motto 'To Love Like Christ'. This year our focus came from Matthew's Gospel (Matthew 5:14-16) "*You are the light of the world. A city built on a hill-top cannot be hidden.*" This became central to the liturgical and prayer life of the College, as well as our retreat, reflection day and pastoral programs.

Our prayer and liturgical life continued to be at the core of our community. Most significantly, in March, we gathered as a whole community for our Ten Year Anniversary Mass at St Mary's Cathedral. The Eucharistic celebration led by Bishop Terry Brady and other priests related to our community, was a wonderful way to acknowledge the journey of our community and to pray for all that lies ahead of us. We also gathered to celebrate Mother's Day and Advent, and Mass was also celebrated on the Solemnity of the Assumption and in our College chapel each Tuesday.

In 2016 World Youth Day was a focus of our Youth Ministry initiatives. Thirty students and four staff represented the College at the event in Poland, focused on the theme "Blessed are the merciful, for they will receive mercy" (Matthew 5:7). Pilgrims returned to our community re-energised and faith-filled, sharing their experiences through newsletter articles, College assemblies and during Religious Education classes through our 'Adopt-a-pilgrim' program. Our Evangelisation Team also maintained an important role in leading prayer services, re-creating a moving liturgy for the Stations of the Cross.

Social justice initiatives continued to be embedded in daily College life. The College continued its commitment to supporting St Vincent De Paul, the Charitable Works Fund and Caritas Australia. Through our Clancy Day initiatives, the College also connected with organisations in our local and global community to support those less fortunate: Youth Off The Streets, the House of Welcome and a Vietnamese Orphanage. Throughout the year students were also given the opportunity to be involved in the Winter Stay Out, supporting the knitting club in their creation of blankets for the poor, creating Christmas hampers for families in need, as well as participating in Brekky Van and the SPARK program; tutoring refugee primary children in the

local primary schools.

The Religious Education team have also been working throughout the year to continue to develop students' literacy skills, most notably through the Year 7 and 8 teachers involvement in collaborative planning. This gave staff the opportunity to restructure units, while incorporating reading and writing techniques to support student learning and skill development. Several teachers have also continued to undertake post-graduate qualifications in Religious Education and Theology.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	28.18

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

SECTION SIX: CURRICULUM

The College follows the Board of Studies Teaching and Educational Standards syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. In particular, our curriculum and teaching and learning processes are directed through the yearly focus on our Annual Improvement (New Horizons): Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy).

The courses offered for the HSC this year included Studies of Religion 1 and 2 unit; Extension 1 English; Advanced English; Standard English; English Studies; Mathematics General Mathematics 1; General Mathematics 2; Mathematics Extension 1; Biology; Chemistry; Physics; Senior Science; Ancient and Modern History; Business Studies; Economics; Legal Studies; Design and Technology; Industrial Technology (Multimedia and Timber); Community and Family Studies; Personal Development, Health and Physical Education; Italian Beginners and Continuers; Work Studies 2 unit, Sport, Lifestyle and Recreation 2 unit; Drama; Music 1; and Visual Arts. The College also offers 1 unit Preliminary Study in Exploring Early Childhood; Photography; Visual Design; Sport, Lifestyle and Recreation and Work Studies.

The College also expanded its curriculum offering including Society and Culture for the first time.

The College continues to support the study of Languages. Several students chose to study through Open High School and Saturday Community Languages, representing five different languages.

Vocational Education Courses (VET) are becoming more popular, particularly with access to the Trade Training Centre of St Joseph's. VET Framework course numbers have also increased at the College with the offering of Hospitality, Business Services, Information Digital Technology and Construction. Retail will be added to this list in 2017. More students are electing to complete their HSC via a non-ATAR Pathway and instead exploring varied transitions to work.

Curriculum initiatives in 2016 continued to build on a school-wide literacy plan. This involved the continual use of data, Results Analysis Package (RAP), NAPLAN, plus Faces on the Data, to inform teaching practices. In particular, there was emphasis on developing reading for deeper

meaning to assist students in accessing a wide range of information. Our English for Academic Purposes program saw the addition of the Think Aloud strategy to specifically cater for this. Specific Key Learning Areas (KLA) have worked to build a focus on English as an Additional Language or Dialect (EAL/D) as part of collaborative planning initiatives for our students' development.

The College was again compliant in all curriculum areas. KLA Coordinators are working to continually streamline processes, initiating and facilitating change for the interests of our students. Staff have taken a collaborative and professional approach to produce detailed programs, varied teaching resources and quality differentiated assessments.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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

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

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	22.71%	27.60%	15.46%	19.60%
	Reading	25.12%	26.30%	15.46%	17.10%
	Writing	15.94%	15.70%	21.26%	27.10%
	Spelling	36.23%	28.10%	11.59%	17.40%
	Numeracy	22.71%	30.10%	9.18%	15.20%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	10.84%	16.60%	31.03%	27.00%
	Reading	9.31%	20.50%	25.49%	21.60%
	Writing	6.93%	12.40%	38.61%	38.00%
	Spelling	14.29%	21.70%	19.70%	22.70%
	Numeracy	20.30%	22.50%	17.33%	17.60%

Higher School Certificate

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

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion I	46%	49%	43%	51%	40%	49%
English (Standard)	17%	8%	23%	8%	39%	13%
English (Advanced)	94%	59%	83%	58%	89%	61%
Mathematics General 2 BDC	23%	25%	41%	26%	71%	25%
Mathematics	47%	54%	74%	52%	90%	52%
English Extension 1	0%	0%	100%	94%	100%	94%
Visual Arts	64%	49%	100%	54%	100%	54%

In 2016 the number of students issued with a RoSA	7
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Student Welfare Policy

Clancy Catholic College believes in the importance of the pastoral care of all students. The skills of wellbeing are taught explicitly in school. Evidence suggests that the competencies to increase resilience, positivity, engagement and meaning can be successfully taught to students and play a crucial preventative role in reducing depression, anxiety and stress within the school environment.

Teachers work to ensure all students are in an environment where they feel safe, secure and loved. Weekly Pastoral Care lessons address issues such as self-image, cyber safety, resilience, being good people and community building. The Pastoral Care Policy and Programs aim to:

- foster a sense of belonging for each child
- actively promote acceptance of the individual and individual differences
- encourage responsibility
- includes a Peer Support Training Program
- opportunities for development of leadership and communication skills
- incorporate a House System benefiting students working together across year groups while fostering links to their House Patron and College values during their time at the College.

No changes were made to the policy this year. A pastoral folder of resources was created.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The school's Student Management Policy is based on Archdiocesan guidelines. The Discipline and Student Management Policies are centred around procedural fairness and embedded in the core values of our Catholic learning community. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in the school newsletters. Relevant sections of the policy are also published in the student diary.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the 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 our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in December 2015 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

During 2016 students and staff were involved in a number of initiatives that promoted respect and responsibility and these include:

- gender based Pastoral Days to address contemporary issues as they move through adolescence into adulthood. These challenged stereotypes, media manipulation and encouraged a deeper insight into Catholic values
- the focus of House groups on social justice initiatives and the selection of three organisations: *The House of Welcome* for refugees, Youth Off the Streets for youth homelessness and a Vietnamese orphanage which benefited from social justice activities
- assemblies that promoted the importance of attendance and resilience to build student

capacity

- student voice being a focus in the building of right relationships and care and accountability for their learning
- anti-bullying presentations prepared and presented by student leaders to educate students in all years. Whole school surveys on anti-bullying to promote a healthy school environment. Decisions were made depending on students feedback
- continuation of links with St Vincent de Paul in terms of Brekky Van where staff and students volunteer to provide their services to the homeless in our region
- the SPARK Program initiative that sees staff and students help refugee students at Liverpool West Public School with Reading and Homework intervention
- the ongoing review of the Pastoral Care Program to teach explicitly the roles that respect and responsibility play in the lives of students in accordance with age development.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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 document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2016

In 2016 the College:

- continued to embed our Teaching and Learning Principles which focus on value based, student centred, lifelong and excellence
- continued to drive our learning with great successes in both the Newman Gifted and further differentiation which saw great learning growth across our courses
- was successful in attaining funding and Development Approval towards building a multi-purpose and creative arts centre in 2017
- continued to work around differentiating assessment tasks with all KLAs
- developed many opportunities around student voice through College leadership, peer assessment and the *Innovate Now* project
- commissioned thirty students and four staff to World Youth Day
- continued with the three year literacy plan
- restructured class groupings in Newman, Shadow Newman and designed mixed ability
- began a whole school integration of learning support into collaborative planning for teaching and learning programs
- developed a set of whole school practices to highlight the importance of attendance
- developed a model to provide opportunities for teachers for further accreditation
- engaged Mind Matters to ensure that the school is within the *National Safe Schools Framework*.

Priority Key Improvements for 2017

In 2017 the College will:

- continue to develop the catholic life and culture of the College and in particular, through

connections with local parishes

- continue to focus on literacy development in Stage 4 and Stage 5
- offer a variety of professional development for teachers around literacy
- support student wellbeing through the MindMatters Program
- provide further opportunities for teachers to develop leadership and teaching expertise.

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

Parent Satisfaction

A survey from an external provider was used to gain feedback from parents, with the ongoing feedback from the PAB. Their satisfaction was particularly high in areas around:

- Catholic values and the liturgical life of the College
- the level of pastoral care and wellbeing that was shown to their children
- welcoming nature of the school
- the deepening of the academic culture
- the College's capacity to cater for diverse learning.

Parents also were appreciative of the College's varied ways of communicating including an emphasis on emails, the number of information nights and parent/teacher/student nights.

Student Satisfaction

A survey was used to gain feedback from students. Their satisfaction was particularly high in the areas of:

- respectful relationships developed with their teachers
- senior retreat experience
- after school workshops and classes
- subject expertise of teachers and their subjects
- religious experience within the College.

Teacher Satisfaction

A survey was used to gain feedback from teachers. Their satisfaction was particularly high in the areas of:

- improved HSC results
- religious life of the College
- staff wellbeing initiatives
- enhancement of the House system
- refined reporting process and streamlining of Parent/Teacher/Student interviews
- organisation of major school events, for example, Arts and Culture Night, Advent Mass and Awards Ceremony, 10-year Anniversary Mass, Learning Support Celebration Evening, Walkathon, Clancy Day

- Step-Up Program for Year 10.

SECTION ELEVEN: FINANCIAL STATEMENT

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

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$8,859,652	Capital Expenditure ⁶	\$2,544,515
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$11,740,502
State Recurrent Grants ³	\$2,975,123	Non-Salary Expenses ⁸	\$3,355,412
Fees and Private Income ⁴	\$4,393,333	Total Expenditure	\$17,640,429
Other Capital Income ⁵	\$475,115		
Total Income	\$16,703,223		

For the 2016 year the Clancy Catholic College received \$278,400 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

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