

St Mary's College

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Annual School Report 2013

Mission/Vision Statement

The members of the community of St Mary's College will strive to provide a caring and stimulating environment for a holistic education of high quality for all of the College's students, in the Catholic and Mercy traditions.

About this Report

St Mary's College is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual 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 2012 and gives information about 2013 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration.

Principal's Message

2013 was a challenging and rewarding year, but no one could have foreseen it starting with such

a 'BANG' when a lightning strike in Week 2 of Term 1 completely demolished the main switchboard room, leaving no power in the main building. Power was gradually restored over the next fortnight and students only lost a few days of classes. However, there was extensive damage to the Language Lab and the Physics Lab and it was not until the beginning of Term 3 that these facilities were made available for regular classes. The remainder of the year tended to unfold much more calmly, allowing time for me to develop an understanding of the College, the way things operate and to get to know the staff, students and parents.

It quickly became evident that St Mary's has a strong sense of history, celebrating its 134th year. Many parents and grandparents are ex-students of St Mary's and talk of the College with pride, fondness and gratitude. The Mercy sisters left a lasting impression on the College and I appreciate their ongoing support, especially through the work of Sister Christine Belling in her role as Pastoral Assistant, giving wisdom, support and guidance to staff and students. Also, having the sisters join us for class masses on Tuesday mornings helps to maintain that valuable connection. The ongoing financial support by way of the Mercy Bursaries provides much needed assistance in providing a Catholic education to families who could not otherwise afford it.

Last year we welcomed Fr John McHugh to St Joseph's Parish. Fr John is very active in the school

with regular class masses and class visits every week. He is becoming well known by the students and accepted as a valued member of the St Mary's community.

I wish to acknowledge the work of the St Mary's Board. The Board shows great interest in all aspects of College life and the insightful guidance and support from the Board has been invaluable. Similarly, I wish to thank the Parents and Friends Association for their hard work, raising funds for special projects and I thank them for their generous donation of \$24,000 which has gone towards student lockers and outdoor seating for student use.

St Mary's is truly blessed to have such a highly committed and dedicated staff who constantly go above and beyond normal duties to create meaningful learning experiences for their students, and provide a wide range of extra curricula activities to enhance student growth and development. I wish to thank those teachers who moved on at the end of 2013. Two teachers left to take up positions closer to home and two left to take up full-time study.

St Mary's finished 2013 on a very strong footing. Projected enrolments were up and the 2014 began with 408 students, 90 of whom were enrolled in Year 7. The College was in a very strong financial position with revenue from school fees being well above budget thanks to the outstanding efforts of our finance department in following up parents with outstanding school fees and getting them onto affordable payment plans. This surplus is now available in the 2014 budget for spending on improved school facilities for student use.

Parental Involvement

It has given me great pleasure to Chair St Mary's College Advisory Board for 2013. I thank the Board members for their support this year. The structure of our Board for 2013 was as set out as in previous years where responsibilities were divided up into Subcommittees.

Finance

Finance Subcommittee has supported the good work conducted by the financial controller dissecting the Profit and Loss Reports (P&L) and monitoring the budget, supporting the process of bad debt recovery and looking at new ways of supporting school excursions and payment plans.

Building and Maintenance

Building and Maintenance Subcommittee worked diligently through 2013. Many issues arose throughout the year with the repair of assets after the electrical fire in the beginning of 2013. A comprehensive Building and Maintenance Report was conducted

and an ongoing maintenance program has been adopted for future upgrades. This type of planning will see quality improvements, controllable cost management and an image perception culminating in positive outcomes for longevity of the school infrastructure which will support teacher and student education experiences.

Parents and Friends

Many thanks go to the P&F for its cultural and financial contribution. Through the efforts of the P&F, valuable funds were raised which were used to purchase student lockers and outdoor seating.

Advertising and Promotion

The work done this year by the Promotion Subcommittee was outstanding in developing the school website, school app, investigating a Facebook page and informing the Board of ongoing social media changes. The support and knowledge from the Advertising and Promotion Subcommittee has been a great value to the Board to help centralise the views of social media and to be able to utilise its benefits to promote activities to the students and the broader school community.

2013 has been a great year to be on the school Board – it was a year of achievements, many of these listed in the reports presented at this AGM.

Chairman of the Board.

Student Leadership

Ever since we were elected into our role of school captains for 2013, we knew that our last year at St Mary's College was going to be the busiest year we have had. We have enjoyed every moment we have had in our role as captains and many of the tasks and duties we were set proved to be challenging and rewarding and the skills acquired during these activities will be beneficial to us in the future.

The first assignment we were given was to host the awards afternoon in 2012 which was held in St. Xavier's School hall, and ever since we never slowed down. Participating in Lions Youth of The Year, Rotary Public Speaking, the 2013 Catholic Deb Ball, Seniors Week at Alkira Aged Care, our Family Masses and hosting assemblies are all things that we will cherish and remember because we had the privilege to participate in them.

Over the year we have had the opportunity to meet some great people in the Gunnedah community and also some of our local politicians. We have had the amazing support from the staff and students of St Mary's College to help us along the way.

We would like to thank our fellow students for their great ideas about what should be done within St

Mary's College and also the staff who have given us inspiration so we can become the best leaders we can be.

(College Captains 2013)

School Profile

School History

St Mary's College was founded by the Sisters of Mercy in 1879 and remained a congregational school until the start of 2003, when it became a systemic school of the Diocese of Armidale. From 1879 until 1987, St Mary's accepted girl boarders, mainly from North-West NSW. St Mary's continues to operate under the Mercy tradition.

The oldest current school building is the 1906 O'Driscoll building, named for the first Principal of the College. This building housed the boarders for many years. In 1999, the building was refurbished to produce two Computer Rooms, a second Art Room, an Additional Needs Centre, a Counsellor's Room, a Careers Room and a Music Room. A Heritage Hall was also incorporated. The main classroom block, now known as the Mercy Block, was opened in 1967 and included the first Science Laboratories. This block has had several subsequent alterations and additions.

The Fitzgerald Library, Home Science block and Administration area were added in 1977. In 1989, the Souter Wing, including a Canteen, a Wood Technics Room, an Art Room and new Boys' Toilets, was constructed. From 2009 to 2011, grants under the Australian Government's Building the Education Revolution program have allowed the College to construct a large COLA, refurbish the Science Laboratories and construct a Language Laboratory. Another Australian Government grant, under the National Solar Schools program, facilitated the installation of a \$55,000 set of solar cells on the College's roof.

Location/Drawing Area

The College is contained in St Joseph's Parish, Gunnedah. Gunnedah is a town of some 11,000 people, located 75 km West of Tamworth, at the junction of the Namoi and Mooki Rivers.

While the majority of students are from Gunnedah and environs, significant numbers commute from the nearby localities of Carroll, Curlewis, Mullaley, Tambar Springs and Boggabri. Since 1995, a bus has brought students from Narrabri (94 km away) and Baan Baa.

Enrolment Policy

St Mary's College follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
7	38	38	7	3
8	28	47	9	3
9	28	49	7	3
10	26	39	6	2
11	28	21	5	0
12	8	21	2	0
2011	150	190		
2012	147	202	31	11
2013	156	215	36	11

Apparent & Actual Retention Rates

A	Year 10 Total Enrolment 2011	61
B	Year 12 Total Enrolment 2013	29
C	Year 10 Enrolment at Census Date remaining in Year 12 at Year End	29
D	Apparent Retention Rate (%) B/A	47.54
E	Actual Retention Rate (%) C/A	47.54

Student Mobility

Enrolments peaked at 434 in 2001. The closure of several industries and demographic changes common to most inland country towns have resulted in a decline in enrolments since that time.

Hence, recent growth in the mining industry in the region has stabilised the town and school populations. The average enrolment over the last five years has been 365, with a 2014 enrolment of 408.

Student Attendance

Average daily attendance for 2013

Year 7	94.02%
Year 8	93.86%
Year 9	91.26%
Year 10	91.34%
Year 11	91.60%
Year 12	95.48%
All students	92.93%

Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

Rolls are marked daily at the start of the day by Home Room teachers; students who arrive late sign in at the School Office. The list of absentees and late sign-ins is published at about 9:30 am each morning.

Parents provide Home Room teachers with written explanations for their children's absences. If these are not provided promptly, parents are provided written reminders. If a student has five unexplained absences in any term or if the explanations are not acceptable, the Home Room teacher advises the Year Supervisor.

If the Year Supervisor is advised of a student being absent without explanation or for unacceptable reasons for five or more days in a term, the Year Supervisor both takes action and continues to monitor the situation. If the student is Indigenous, the Year Supervisor advises the Aboriginal Education Assistant and/or the Indigenous Focus Teacher, who make the first approach to the parents, usually by telephone. Otherwise the Year Supervisor telephones the parent to clarify the situation. The parents are advised that the expectation is that students will attend school at least 85% of each term; greater than 15% absenteeism (ie. 8 or more days per term) can result in a student's place being declared vacant. If a student has 10 absences without explanation or for unacceptable reasons in a half-year period, the Year Supervisor advises the Principal.

If a student in Years 9 to 12 misses 9 lessons without acceptable reason in a term, then the teacher, in consultation with the Co-ordinator, issues an "N" Warning letter, on the grounds that the student is not following the course of study. If two warning letters about absence are not heeded, this gives the grounds for an "N" determination. The Principal may issue a warning letter that a student's place may be declared vacant when absences for unexplained or unacceptable reasons exceed 15% of the days in any term. A first warning is normally issued after ten such absences in the course of a half-year. The Principal asks the parents to attend an interview. If possible, a pastoral approach is taken. A second warning is normally issued after five more such absences in a half-year. Further absences may result in the student's place being declared vacant.

If a student's place is declared vacant and the student is of compulsory school age, the Principal liaises with Department of Education and Training and, possibly, the Department of Community Services.

The Principal can grant exemption from school for

the purposes of family holidays and other reasons deemed to be in the best interests of the student. Application needs to be made on a special form in advance. Exemption is not granted retrospectively.

Senior Secondary Outcomes

Percentage of Year 12 students who undertook vocational training while at school 17%

Percentage of Year 12 students who undertook training in a trade while at school 21%

Percentage of Year 12 students who attained a Year 12 Certificate or equivalent vocational education and training qualification 100%

Post-School Destinations

Destinations of Students Leaving Year 12, 2013	(%)
University	15
TAFE	3
Workforce	62
Other	3
Unknown	17

Staff Profile

There were 35 teachers at St Mary's College at the time of the August census in 2013, of whom 11 were part-time. The 35 teachers had a full time equivalent (FTE) of 30.58 teachers. There were three executive members (one Principal, one Assistant Principal and one Religious Education Co-ordinator) and seven two-point co-ordinators. There were seven one-point co-ordinators; six of these were Year Supervisors and the other was Supervisor of Information and Communications Technology.

Other specialist teachers included a full-time Teacher Librarian and two part-time (total 0.8 FTE) Additional Needs Teachers. The remaining 15 were classroom teachers.

The support staff comprised two educational assistants, an Aboriginal education assistant, a canteen manager, four office staff, a laboratory assistant, a library assistant, an IT Support worker, a grounds and maintenance worker and two uniform shop managers. Each of the fourteen members of the support staff worked fewer than 38 hours per week. One member of the support staff identified as

Indigenous. No other staff members, either teaching or support, were known to so identify.

Five of the teachers had less than five years' teaching experience, six had more than five but less than ten years' experience, ten had more than ten but less than 20 years' experience and fourteen had more than 20 years' teaching experience. Four teachers had higher degrees (Masters level or higher).

At the end of 2013, two teachers (5.7% of the teaching staff and 4.1% of the whole staff, both by head count) left the College.

The average daily staff attendance rate for 2013 was 95.47%.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* 100%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications 0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0%

* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education 20

Percentage of teachers undertaking accreditation to teach Religious Education 5.7

Staff Professional Learning

In the course of 2013, there were five pupil-free days in which all members of the teaching staff undertook professional development; members of the support staff were included in two full days and one half day of this professional development. The learning undertaken on these days covered:

- First Aid and Cardio-Pulmonary Resuscitation.

- Analysis of NAPLAN and Higher School Certificate Results.

- Staff Reflection Day.

- Faculty-based professional development activities.

One teacher spent 15 days doing the training required to teach the Vocational Education and Training course Primary Industries; two were Higher School Certificate markers - one in English and one in Biology.

Teachers also undertook a total of 91 full days of individual professional development. These days comprised:

- 9 days in Religious Education

- 4 days in Mathematics

- 4 days in Agriculture and Science

- 4 days in Human Society in Its Environment

- 2 days in PDHPE and Sport

- 8 days in Technology and Applied Studies/Creative Arts

- 14 days of principals', assistant principals' and rec professional development

- 11 days in Careers and Vocational Education and Training

- 4 days in matters pertaining to new teachers

- 6 days in Additional Needs

- 9 days in general curriculum matters

- 2 days in English • 2 days in Information Technology.

Apart from the whole-staff professional development in which all support staff were involved, there were 15 more days in which support staff were involved in programs, including:

- 2 days of Retreats

- 8 days in Aboriginal Education

- 2 days of Educational Assistant Training

- 2 days for new software programs

- 4 days for new employees

- 5 days of Secretarial In-services.

Catholic Identity

Religious Education Program

St Mary's College follows the Armidale Diocesan Religious Education Curriculum and uses the student

text To Know, Worship and Love as authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life

There were four full school Masses held in the course of 2013. One of these was celebrated in the Hall of St Xavier's School, in conjunction with St Xavier's School; this was the Opening School Mass. The other three Masses were held in St Joseph's parish church; these Masses were on Ash Wednesday and the Feast of the Assumption. There were also Masses and opportunities for the Sacrament of Reconciliation for particular Year levels.

Liturgies were held for special occasions including for Holy Week, National Aboriginal Week and Remembrance Day. Each school assembly and each homeroom session (8:45 am to 9:00 am) in each class began with a prayer. The graduation of Year 12 students was celebrated by Mass followed by presentations in St Xavier's School Hall.

St Joseph's parish held four Family Masses in the course of the year; one of these was organised by St Mary's staff and there was a high involvement of College students, parents and staff.

Staff and Student Faith Formation

Year 12 students attended a three-day Retreat on the theme of Servant Leadership with the Youth Mission Team in Wollongong. This was preceded by visits to sites of religious significance in Sydney and which related to the students' HSC studies.

Year 11 students undertook a four-day Western Tour and Retreat, in which they visited sites, schools and towns in the Western parts of the Diocese to raise their awareness of Aboriginal spirituality and of social justice issues connected with Aboriginal people.

There were also Reflection Days for the junior years, organised and implemented by the relevant Year's Religious Education teachers, the Religious Education Co-ordinator and the Year Supervisors.

Years 8 and 9 undertook a three-day pastoral camp at the end of Term 1.

The Staff Reflection Day, held in August, was facilitated by the Diocesan Renewal Team, and was based around the scripture on Transfiguration. One teacher was engaged in postgraduate study in Religious Education and another completed their Graduate Certificate in Theology.

Student faith formation is a key component of the Religious Education courses taught from Year 7 to Year 12; it is supported by the program of collection for charitable works, the Social Justice

program, the program of Masses and liturgies and class visits by the Priest of the parish and by appropriate guest speakers. A Sister of Mercy was a voluntary pastoral associate for the College and she assisted the Religious Education Coordinator and teachers in activities designed to broaden the students' knowledge of the faith.

Staff, parents and students were all strongly encouraged to join the celebrations of the four Family Masses held in St Joseph's Church, especially the Mass organised by St Mary's staff. Attendances of families at all of these Masses were pleasing.

Students were also encouraged to be involved in ministries in the parish on a regular basis. Six to eight students were regular readers at weekend Masses. Twenty students joined the Diocesan Junior St Vincent de Paul Camp held at Lake Keepit Sport and Recreation Centre.

The National and Diocesan Prayers for the Year of Faith were used in various student and staff gatherings from the end of the Year of Grace.

Social Justice

Social Justice education within the Religious Education program complemented the College's charitable fundraising activities, at least one of which was held per term. The beneficiaries during 2013 were:

Project Compassion (over \$4,300 raised); the St Vincent de Paul Winter and Christmas Appeals and Catholic Missions. A total of over \$6,000 was raised for the various appeals.

The College hosted a visit from the Diocesan Caritas representative, Mr Brian Sullivan, who spoke to the whole school to launch the Project Compassion Appeal. The Year 11 Retreat, with its concentration on Aboriginal spirituality and history, also had a strong Social Justice emphasis. The College remains a member of the Dare to Lead Partnership, seeking to enhance its incorporation of Indigenous perspectives into the curricular and extracurricular life of the school. All school assemblies were preceded by an Acknowledgement of Country and both the Aboriginal and Australian flags were raised daily.

Parish Links

The Principal and the Religious Education Coordinator worked closely with the parish priest on the school's liturgical program and class visits. The parish priest was a member of the College Board and regularly attended its meetings. The REC serves on the Parish Liturgy Committee.

The Principal was a member of the Parish Pastoral Council and several teachers were active in various parish ministries, particularly as lectors, communion ministers and leaders of children's liturgy. Parishioners are invited to all school Masses; there are always some parishioners present and for some Masses the attendance of parishioners is significant.

Several parishioners also were guests in a Year 12 Religious Education lesson, in which they spoke and answered questions about their faith journeys.

The School Newsletter is regularly available in the parish church; parish news is published in the School Newsletter and significant school news is published in the Parish Bulletin. Parishioners are eligible to nominate for membership of the College Board.

College students provided several acts in the annual parish St Patrick's Day Concert, which was held in 2013 in St Xavier's School Hall.

Respect and Responsibility

Respect for all members of society was promoted on a whole school basis through the charitable works program, in which members of the Students Representative Council took a leading role. The College continued its involvement in the Red Cross Blood Donor program, with 24 senior students involved, and in the Riding for the Disabled Program, with 18 Year 9 students involved in this fortnightly activity.

Student involvement in civic events, as waiters for school and general community functions and collectors for community charitable collections, was encouraged. Students who volunteered for such events were recognised by the presentation of certificates, usually at school assemblies.

The school maintains active participation in town Anzac Day and Remembrance Day activities. Aspects of Civics and Citizenship were addressed through the History and Geography courses, especially in Years 9 and 10.

The Students Representative Council, under the leadership of the College Captains, played a prominent role in the various charitable fundraising endeavours. The Council members also chaired the fortnightly College assemblies, led the College in prayer at these assemblies and at the various College Masses and liturgies, and organised the College's student socials. Committees of students met on a regular basis to plan the agenda and prepare the powerpoint presentation for the fortnightly assemblies, and to plan and produce the annual College magazine, Mercedes.

Respect and Responsibility were also promoted through the College's Pastoral Care and Discipline

policies, which were reinforced by Year Supervisors at Year assemblies and by the Principal and Assistant Principal at the fortnightly College assemblies.

School Curriculum

St Mary's College follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

Features of the School Curriculum

Religious Education was a compulsory subject at St Mary's College. In junior years, it was offered as a BOS-endorsed course, Catholic Studies (following the Diocesan Curriculum), while in Senior years, all students except those undertaking Life Skills courses took the one-unit Board of Studies (BOS) course, Studies of Religion 1, in each of Year 11 and Year 12.

The College operated the mandatory BOS courses of English, Mathematics, Science, PDHPE, Creative Arts and Technology throughout Years 7 and 8. Each of History, Geography, Visual Arts and Music was run with each class for two terms per year. Students fulfilled the mandatory Languages requirement in Year 8; the language presented at St Mary's College was Indonesian.

In Years 9 and 10, all students took the BOS courses in English, Mathematics, Science, Australian History and Geography (incorporating Civics and Citizenship) and Personal Development, Health and Physical Education. Students had the same teacher for History and Geography, with the two subjects being alternated term by term during the year. The College offered two elective lines in Years 9 and 10, with vertical classes enhancing the number of options. In Personal Development, Health and Physical Education in each of Years 9 and 10, one boys' class, one girls' class and one mixed gender class operated. All other classes were open to students of either gender.

In Years 11 and 12, there was a good range of electives, again enhanced by a small number of composite classes. Several VET courses were available to senior students, either within the College (Primary Industries in Years 11 and 12) or in conjunction with TAFE Colleges.

Assessment was conducted according to BOS Syllabus guidelines for all BOS courses and along similar lines for BOS-endorsed courses. An interim report was issued for junior students in Term 1. Fuller reports were issued in Terms 2 and

4 for all students, followed by the opportunity for parent/teacher interviews. ICT was integrated into all courses presented in the College during 2012. The College's five computer rooms, two of which were suitable for smaller (especially senior) classes, were heavily booked.

An on-line booking system for College rooms was used again in the course of the year. There was also student access to banks of computers in the Library, one Science Laboratory and two general classrooms, as well as to three class sets of mobile laptops. Interactive electronic whiteboards were in use in a total of 13 classrooms, with their use being integral to teaching in Mathematics, Science and HSIE.

Cross-Curriculum

Each course in Years 7 to 10 incorporated relevant aspects of Literacy, Numeracy, Indigenous Perspectives and Information and Communications Technology. All courses from Years 7 to 12 incorporate "A Sense of the Sacred", through which connections between syllabus content, attitudes and skills can be related to Catholic perspectives. Multicultural and environmental education are incorporated into Religious Education, Science and HSIE courses.

Meeting the needs of all students

The Student Support staff provide mainly in-class assistance to students with diagnosed disabilities and/or literacy and numeracy difficulties. There were 4 transitions programs implemented at the end of the year for new students enrolled in 2014. We have also had success working with an outside agency in supporting funded students with transition into the workplace.

Teaching staff received training in writing the Catholic Education Commission required Individual Plans reports.

All four ESL (English as a Second Language) students were scaled according to the ESL scales.

The Homework Centre was open again to students three afternoons a week and a pleasing number of students accessed this service.

Teachers received professional development around Programming for Life Skills Outcome and Content Course to accommodate the needs of Life Skills students.

Expanded Learning Opportunities

KLA Co-ordinators encouraged the involvement, particularly, but not exclusively of more able students in a variety of competitions, including national tests in English, Mathematics and Science. Individual teachers programmed extension activities for gifted students.

The College facilitated the involvement of students in Diocesan sporting competitions, with a significant number of talented students proceeding to Diocesan representation and several also representing NSW Combined Catholic Colleges (CCC). One student was awarded a CCC Blue for his achievements in Triathlon in 2013. Another student was awarded a Bar to a Cross-Country Blue; she also received the Vince Villa Award as the most outstanding female sportsperson in NSW Catholic schools in 2013. This was the tenth consecutive year in which at least one St Mary's College student has been awarded a CCC Blue or a Bar to a Blue.

Able and interested students are also encouraged to participate in public speaking, chess, musical, artistic and dramatic competitions on local, regional and State levels, with the possibility of higher representation in some fields. An after-school Homework Centre was operated in the school library. 2013 was its fifth year of operation.

Professional Learning

Work Health and Safety, Vocational Education and Training and the use of data from test and examination results were focus areas for professional development.

Student Performance

St Mary's College uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest

achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 7 % in Bands		1&2	3&4	5&6
Reading	School	19	55	26
	National	17	56	26
Writing	School	35	53	12
	National	26	55	18
Spelling	School	13	56	31
	National	15	52	32
Grammar & Punctuation	School	27	37	36
	National	22	50	27
Numeracy	School	14	58	28
	National	18	54	27

Year 9 % in Bands		3&4	5&6	7&8
Reading	School	11	62	27
	National	11	57	20
Writing	School	37	45	18
	National	37	45	17
Spelling	School	18	63	19
	National	20	58	21
Grammar & Punctuation	School	23	55	22
	National	29	49	21
Numeracy	School	22	46	32
	National	26	48	25

National Minimum Standards

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 7	Year 9
Reading	School	97.3	98.6
	National	94.2	93.4
Writing	School	100	82.2
	National	89.3	82.6
Spelling	School	97.3	95.9
	National	93.7	92.2
Grammar & Punctuation	School	93.3	94.5
	National	90.8	87.9
Numeracy	School	98.6	97.1
	National	95	90.6

In each aspect except, Year 9 Spelling, the proportion of St Mary's students who reached National Minimum Standards was above or very slightly below than the NSW average proportion.

Higher School Certificate

In 2013, 29 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2013 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 13 were above the state average and 8 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In Mathematics General there were 21 students with: 10% of students achieved Bands 5 and 6 (compared with 27% state-wide) 0% of students achieved Band 1 (compared with 5% state-wide)

In English Standard there were 23 students with: 4% of students achieved Bands 5 and 6 (compared with 6% state-wide) 4% of students achieved Band 1 (compared with 5% state-wide)

In Studies of Religion there were 29 students with: 24% of students achieved Bands 5 and 6 (compared with 37% state-wide) 3% of students achieved Band 1 (compared with 1% state-wide)

In Physics there were 3 students with: 33% of students achieved Bands 5 and 6 (compared with 24% state-wide) 0% of students achieved Band 1 (compared with 2% state-wide)

The table below represents the percentage of students who achieved in the top three bands for the four subjects with the highest candidature over the past three years compared to State averages (in parentheses).

Subject	2011	2012	2013
Studies of Religion	51(77)	42(71)	72(78)
Mathematics General	56(50)	48(61)	19(53)
English Standard	36(39)	47(52)	39(33)
Biology	58(61)	46(63)	64(68)

Records of School Achievement

From 2012, eligible students who leave school before receiving the Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to

students leaving school prior to the HSC. In 2013 0 students were granted a RoSA.

School Policy Summary

Student Welfare

St Mary's College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

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A committee of staff and students, under the leadership of the Assistant Principal, met periodically with the aim of producing a new College Bullying Policy. With the production of a draft Armidale Diocesan policy on Bullying, the committee worked on ensuring that the school policy and the Diocesan policy were compatible. No other changes were made to the Pastoral Care Policies in the course of the year.

The full text of school and diocesan policies are available from the College Principal.

The use of an on-line "bully box" was continued, with monitoring of this conducted by staff members of the Bullying Committee, to enable students to easily report instances of bullying.

An ACE/PULSE (Adolescents Coping with Emotions and Pumping Up Low Self-Esteem) course was run by Centacare Counsellors for several weeks with a group of students from Years 7 and 8 identified as having particular needs.

Discipline Policy

St Mary's College bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

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No changes were made to the Discipline Policy in 2013.

Anti-Bullying Policy

St Mary's College bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on www.arm.catholic.edu.au.

The staff/student Bullying Committee worked to ensure that the College Anti-Bullying Policy conformed with the Catholic Schools Office operational policy.

Enrolment Policy

St Mary's College bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available from the College Principal.

No changes were made to the College Enrolment Policy during 2013.

Complaints and Grievance Resolution Policy

St Mary's College procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available from the College Principal.

Parent, Student and Staff Satisfaction

A survey was conducted with students, parents and staff about their satisfaction with various aspects of the operations of the College. The survey was managed by an independent consultancy and conducted on-line. Responses were on a five-point scale; an average score of over 4 to any question or key area was rated as excellent while one between 3 and 4 was rated fair to good and one between 2 and 3 was rated "requires attention". There were 95 responses to the parent survey and 36 to the staff survey, while 139 students from Years 7, 9 and 11 completed the student survey.

Parents responded to 49 statements covering the areas of Resources, Leadership, Teaching and Learning, Catholic Ethos, Improvement Processes and General Matters. The average overall satisfaction rating of parents was 73%, with a mean score of 3.63 out of 5, the highest satisfaction being with Leadership (3.95), followed by Resources (3.76), Teaching and Learning (3.63), Improvement Processes (3.48) and Catholic Ethos (3.46).

The Staff responded to 43 statements covering the same areas as those for parents, with the exception that Staff Engagement replaced Teaching and Learning. The average overall satisfaction rating of staff was 75%, with a mean score of 3.73 out of 5. In each of the five Key Areas, the response was fair to good, with the highest satisfaction being with Catholic Ethos (3.93), followed by Resources (3.85), Staff Engagement (3.83), Leadership (3.75) and Improvement Processes (3.62).

Students responded to 40 statements under the same headings as those for parents. The average overall satisfaction rating of students was 71%, with a mean score of 3.53 out of 5. In each of the five Key Areas, the response was fair to good, with the highest satisfaction being with Teaching and Learning (3.65), followed by Catholic Ethos

(3.63), Leadership (3.44), Resources (3.42) and Improvement Processes (3.22).

School Review and Development

Annual School Priorities 2013

The priorities for 2013 as listed in the 2012 Annual Report were as follows:

(1) Mission and Evangelisation

A. Promote family involvement in the faith life and faith development of children in the College by encouraging families to attend and participate in school and class Masses.

B. Integrate the activity of the College within the life of the surrounding parishes so that students are given a sense of belonging to the Church; one strategy to achieve this aim is continuing to organise St Mary's College based Family Masses in the Gunnedah parish.

(2) Learners and Learning

A. Encourage the increased use of emerging ICT developments by students in class, as a means of engaging learners in varied experiences that maximise individual learning outcomes.

B. Have professional development in technology conducted by St Mary's College staff members; this will promote professional learning in the context of collaborative learning communities.

C. Assign two pastoral events, including a reflection day, to each Year group from Year 7 to Year 10, to augment the College's programs and practices to build resilience and enhance the physical, social, spiritual, cognitive, moral and emotional well-being of the students.

(3) Leadership

Develop a process of mentoring new staff members and staff with leadership potential.

(4) Partnerships

A. Improve the quality of and access to the College's newsletter as a means of fostering positive family/school partnerships.

B. Enhance the positive partnerships between the school and the local and regional communities.

(5) Resources

A. Redevelop the College's Home Science block.

B. Improve the keeping of asset registers at both faculty and administrative levels.

C. Minimise costs for electricity and water.

Projected School Priorities 2014

In 2014, the College aims to:

(1) Mission and Evangelisation

A. Provide further opportunities for staff retreats, liturgies and masses.

B. Encourage families to participate and attend school and class masses.

C. Explore and expand mission activities: volunteering for school parish, eg. St Vincent de Paul.

(2) Learners and Learning.

A. Develop greater variety in programs and lesson presentation.

B. Encourage the increased use of emerging ICT developments by students in class.

C. Professional development in technology conducted by staff members.

D. Liaising with other schools to share ideas and resources.

E. Improve student resilience and well being through school organised events.

F. Use analysis of public examination test results to inform the learning process: NAPLAN, HSC.

G. Implementation of Teaching and Learning Focus Group.

(3) Leadership

A. Promote an understanding of the meaning and purpose of leadership in students.

B. Develop a process of mentoring new staff members and staff with leadership potential.

C. Increase the opportunities for collegial dialogue (eg. through video conferencing).

(4) Partnerships

A. Improving the quality of and access to the College Newsletter.

B. Establishment of Skoolbag App and Facebook.

C. Enhancing interactions with St Xavier's and other Secondary Schools.

D. Enhance partnerships with local and regional communities.

(5) Resourcing

A. Minimise costs for electricity and water.

B. Improvements to Food Technology block and implementation of PA system.

C. Improve the keeping of asset register.

D. Involve staff in planning budgets and distributing resources.

Major Achievements from the 2013 Annual Plan

Major Achievements from 2013 Annual Plan:

1. Mission and Evangelisation

Staff were actively involved in staff prayer at staff meetings and briefings. All staff attended the Staff Reflection Day and five staff attended voluntary Retreat Days sponsored by CSO.

Good numbers of parents, grandparents and family friends attended the Opening Mass to start the year as well as the parish Family Mass organised by St Mary's.

2. Learners and Learning

NAPLAN results showed significant progress in numeracy and spelling from Year 7 to Year 9, especially among Year 9 boys.

ICT in the classroom was enhanced with the purchase of two class sets of iPads and trolleys which were used extensively across all KLAs. Student pastoral programs focused on cyber bullying, sexting, resilience and team building through guest speakers and year level camps.

3. Leadership

A comprehensive induction program for new staff was developed which included the allocation of a mentor to all new staff members which is proving very effective.

Staff showing leadership potential were identified and offered leadership roles in an acting capacity as these opportunities arose. Suitable PD opportunities were also identified and offered to suitable staff.

4. Partnership

School newsletter format was upgraded to enhance its presentation and progress was made to have newsletters emailed to parents.

A College website was developed which includes vital information for parents and the wider community. The fortnightly newsletter is also available on the website.

St Mary's students participated in many community events such as ANZAC Day march, Riding for the Disabled Program and assisting with Senior's Week activities at local aged care facilities.

5. Resources

A portable PA system was purchased which can be used at outdoor assemblies, sporting carnivals and school open days.

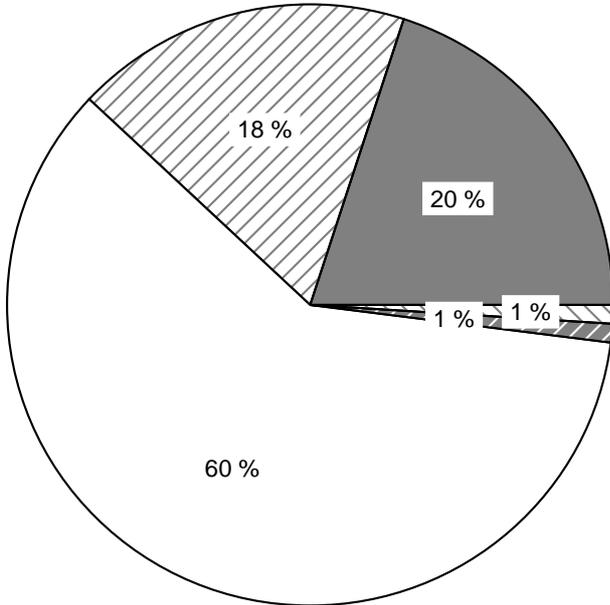
An asset register was established to record assets held on site and maintenance of such assets.

A major refurbishment of Rooms 1 and 2 was undertaken which included new carpets, blinds, furniture and painting of these general purpose classrooms

as part of the College ongoing maintenance plan.

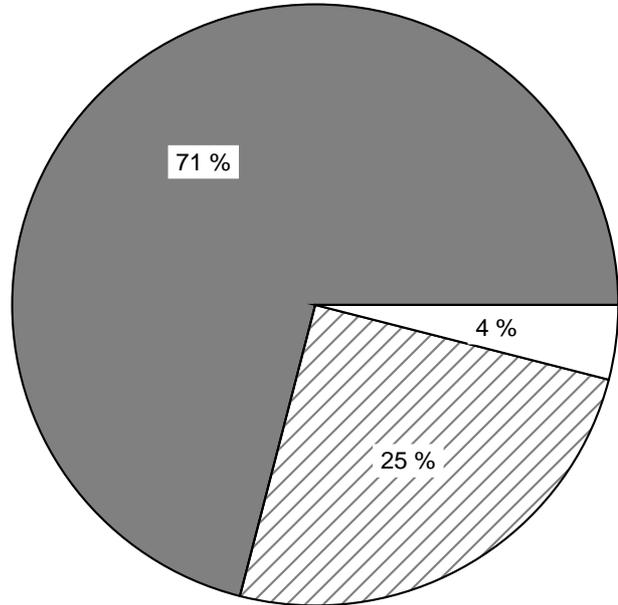
Financial Statement

Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▧ other capital income

Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.