

Annual School Report

2018 School Year

St Mary's College, Gunnedah



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Principal
Max Quirk

About this report

St Mary's 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 to the College Community* for this year provides the 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 to the College community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the College Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and College community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to College newsletters, and other regular communications. The *Report* is available on the College's and CSO's website by 30 June 2019 following its submission to NESA.

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

Further information about the College or this *Report* may be obtained by contacting the College on 02 6742 2124 or by visiting the website at stmaryscollege.nsw.edu.au.



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. St Mary's College is indeed blessed to have such dedicated and enthusiastic people supporting the College.

The primary purpose of St Mary's College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Mary's College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

St Mary's College College, is a Catholic co-educational secondary school serving the Gunnedah region in North-West NSW. With a population of approximately 360 students, St Mary's provides a holistic Catholic education in a caring and stimulating environment following the tradition of the Sisters of Mercy who founded the College in 1879.

St Mary's College has always had a strong academic focus with many students progressing to university studies. An active Vocational Educational and Training program has also provided students with a successful pathway into apprenticeships and traineeships.

Cultural pursuits have always been a part of St Mary's College and the College band and choir prove very popular with students and parents. A comprehensive sporting program provides students with an opportunity to excel, representing the College at CCC and State levels.

Max Quirk
Principal

1.2 A Parent Message

The 2018 school year for St Mary's College saw many great achievements, academic, sporting and great success with student social development and engagement

Parent participation on the School Advisory Board was very much appreciated and provided valuable advice and feedback to the College Executive Leadership Team. Parents were also active in the Combined Gunnedah Catholic Schools Parents and Friends Association and a number of profitable fundraisers were held during the year to raise valuable funds to improve student facilities on both sites.

Mr Michael Crowhurst
Chairperson
School Advisory Council

2.0 This Catholic College

2.1 The College Community

St Mary's College is located in Gunnedah and is part of the St Joseph's Parish which serves the communities of Gunnedah, Narrabri, Boggabri, from which the School families are drawn.

Last year the College celebrated 139 years of Catholic education.

The parish priest Fr John McHugh is involved in the life of the College.



2.2 Catholic Life and Religious Education

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.

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LITURGICAL LIFE

There were four full school Masses held in the course of 2018, with the Opening School Mass held in conjunction with St Xavier's. There were also Masses and opportunities for the Sacrament of Reconciliation for particular year levels. Liturgies were held for special occasions. Each school assembly and each homeroom session began with a prayer. The graduation of Year 12 was celebrated by Mass followed by presentations in St Joseph's Church.

STAFF AND STUDENT FAITH FORMATION

Year 12 students attended a five-day Retreat on the theme of Servant Leadership with the Youth Mission Team in Wollongong. Year 11 students undertook a four-day Western Tour and Retreat to raise their awareness of Aboriginal spirituality and of social justice issues connected with Aboriginal people. The Staff Reflection Day held in June was facilitated by the Diocesan Renewal Team.

Student faith formation is a key component of the courses taught from Years 7 to 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 Parish Priest and appropriate guest speakers. Staff, parents and students were all strongly encouraged to join the celebration of the Family Masses held in St Joseph's Church. Attendance of families was very pleasing.

SOCIAL JUSTICE

Social justice education within the RE program complemented the College's charitable fundraising activities, at least one of which was held per term. All school assemblies were preceded by an Acknowledgement of Country.

PARISH LINKS

The Principal and Religious Education Coordinator worked closely with the Parish Priest on the school's liturgical program and class visits. The Parish Priest is a member of the School Advisory Council and regularly attends meetings. The REC serves on the Parish Liturgy Committee. The Principal is a member of the Parish Pastoral Council.

The College Newsletter is regularly available in the Parish Church; Parish news is published in the College Newsletter and significant College news published in the Parish Bulletin. Parishioners are eligible to nominate for membership of the School Advisory Council.

2.3 College Enrolment

St Mary's 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 2018 | TOTAL 2017 |
|--|---------------|---------------|---------------|----------------|----------------|----------------|-----------------------|-----------------------|
| | | | | | | | | |



| | | | | | | | | |
|---------------|----|----|----|----|----|----|-----|-----|
| Male | 34 | 29 | 29 | 33 | 25 | 19 | 169 | 165 |
| Female | 39 | 40 | 27 | 36 | 31 | 22 | 195 | 192 |

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, our 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 2018 is shown in the following table.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|---|--------|--------|--------|---------|---------|---------|-----------|
| Average Student Attendance Rates | 91.0% | 89.0% | 91.0% | 87.0% | 90.0% | 89.0% | 89.5% |

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 nonattendance is an issue and previous strategies have failed the Principal and the School Consultant 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 NESA Teacher Accreditation Provisional or Conditional level. | 4 |
| 2. Those teachers at the NESA Teacher Accreditation Proficient level. | 38 |
| 3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level. | 0 |
| 4. Those teachers at the NESA Teacher Accreditation Lead level. | 0 |
| 5. Teachers with recognised qualifications to teach Religious Education. | 18 |
| 6. Number of staff identifying as Indigenous employed at the College. | 2 |
| 7. Total number of non-teaching staff employed at the College. | 11 |

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.

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 and in the Riding for the Disabled Program. Student involvement in civic events was encouraged. Students who volunteered such events were recognised by the presentation of certificates, usually at College assemblies. The College 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. Respect and Responsibility is 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 College assemblies and Monday morning student briefing.

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 has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Parents were invited to participate in the My School Survey in August 2018. 117 of 305 parents completed the survey. 65% of parents agreed with the statement 'Overall I am satisfied with the education our child/ren receive at this school' and 28% strongly agreed with this statement.

Parents were also included in a external consultation process as commissioned by the CSO to have input into the future of Catholic Education in Gunnedah during 2018.

Student Satisfaction

Students were invited to participate in the My School Survey in August 2018. 90 of 393 parents completed the survey. 64.8% of students agreed with the statement 'I like being at this school' and 15.9% strongly agreed with the same statement.

53.4% of students agreed with the statement 'I feel safe at this school' and 28.4% strongly agreed with this statement.

Staff Satisfaction

Staff were invited to participate in the My School Survey in August 2018. 32 of 68 staff completed the survey. 75.9% of staff agree with the statement 'I get a lot of satisfaction from working in this school' and 20.7% strongly agreed with this statement.

3.0 Teaching and Learning

3.1 School 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.

The College operated the mandatory NESA 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 for each class for two terms per year. Students fulfilled the mandatory Languages requirements in Year 8 (Chinese).

Students in Years 9 and 10 took the NESA courses in English, Mathematics, Science, Australian History and Geography, and Personal Development, Health and Physical Education. The College offered two elective lines.

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) or in conjunction with TAFE Colleges. Assessment was conducted according to NESA Syllabus guidelines for all NESA courses and along similar lines for NESA - endorsed courses. 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 the Core Catholic Principles and Values, through which connections between syllabus content, attitudes and skills can be related to Catholic perspectives. Multicultural and environmental education are incorporated into RE, Science and HSIE courses. The student support staff provide mainly in-class assistance to students with diagnosed disabilities and/or literacy and numeracy difficulties.

Transition programs were implemented at the end of 2018 for new students enrolled in 2019. Teaching staff received training in writing an Individual Education Plans for each funded student.

An after-school Homework Centre was operated in the school library, with 2018 being its ninth year of operation.



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, 58 students presented for the tests while in Year 9 there were 71 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.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

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

The following data indicates the percentage of St Mary's College students in each band compared to the State percentage.



| | Year 7 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | |
|-------------------------|--|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| | Percentage of students in Bands 4 to 9 | | | | | | | | | | | |
| BAND | 9 | | 8 | | 7 | | 6 | | 5 | | 4 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 9.8 | 7.1 | 18.0 | 18.6 | 28.4 | 25.7 | 25.4 | 31.4 | 12.8 | 11.4 | 4.3 | 2.9 |
| Writing | 4.2 | 0.0 | 11.9 | 11.4 | 22.8 | 24.3 | 29.8 | 31.4 | 19.2 | 24.3 | 10.7 | 8.6 |
| Spelling | 12.9 | 11.4 | 21.2 | 17.1 | 27.6 | 30.0 | 21.3 | 24.3 | 10.4 | 7.1 | 5.3 | 2.9 |
| Grammar and Punctuation | 12.2 | 11.4 | 18.8 | 14.3 | 29.0 | 24.3 | 21.4 | 22.9 | 11.2 | 21.4 | 5.9 | 0.0 |
| Numeracy | 13.1 | 8.6 | 18.0 | 18.6 | 27.7 | 38.6 | 25.2 | 21.4 | 11.9 | 10.0 | 2.7 | 1.4 |

| | Year 9 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | |
|-------------------------|--|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| | Percentage of students in Bands 5 to 10 | | | | | | | | | | | |
| BAND | 10 | | 9 | | 8 | | 7 | | 6 | | 5 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 5.6 | 0.0 | 16.1 | 13.2 | 30.0 | 37.7 | 28.7 | 26.4 | 13.9 | 17.0 | 4.0 | 5.7 |
| Writing | 4.2 | 0.0 | 10.0 | 7.5 | 20.8 | 18.9 | 24.6 | 26.4 | 21.7 | 18.9 | 17.2 | 28.3 |
| Spelling | 8.2 | 0.0 | 18.2 | 15.1 | 28.2 | 39.6 | 23.8 | 20.8 | 12.9 | 11.3 | 7.1 | 7.5 |
| Grammar and Punctuation | 5.6 | 5.7 | 15.3 | 20.8 | 29.2 | 17.0 | 27.9 | 35.8 | 14.2 | 17.0 | 6.1 | 1.9 |
| Numeracy | 11.2 | 1.9 | 17.1 | 26.4 | 28.6 | 20.8 | 26.9 | 30.2 | 12.1 | 17.0 | 2.4 | 1.9 |



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 | | | | | |
|------------------------------|--|-------|--------|-------|--------|-------|
| | 2016 | | 2017 | | 2018 | |
| | School | State | School | State | School | State |
| Studies of Religion 1 | 79% | 76% | 89% | 81% | 58% | 71% |
| English Standard | 55% | 50% | 83% | 54% | 57% | 50% |
| English Advanced | 100% | 91% | 90% | 91% | 75% | 91% |
| General Mathematics | 50% | 52% | 57% | 50% | 37% | 53% |
| Mathematics | 18% | 77% | 100% | 74% | 22% | 78% |

St Mary's College students gaining seven Band 6's and 35 Band 5's over six subjects in 2018.

Some of the outstanding subject results were Legal Studies with two Band 6's and three Band 5's out of six students.

In PDHPE there was one Band 6 and six Band 5's out of eleven students.

Similarly, in Child and Family Studies there was one Band 6 and four Band 5's out of ten students.

| | |
|---|---|
| In 2018 the number of students issued with a RoSA | 4 |
|---|---|

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 Year 12, 2018 | % of students undertaking vocational training or training in a trade during the senior years of schooling. | 14% |
| | % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 98% |

3.2.4 Post School 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 | University | TAFE / Other institutions | Workforce entry | Destination not reported |
|------------------|------------|---------------------------|-----------------|--------------------------|
| | | | | |



| | | | | |
|---|-----|-----|-----|----|
| Year 12, 2018 Graduating Class | 57% | 14% | 28% | 7% |
|---|-----|-----|-----|----|

3.2.5 Retention of Students from Year 10 to Year 12

The percentage of students who completed year 10 at St Mary's College and progressed to year 12 for 2018 is 59%.

3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole College staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. 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 developments days this year with the areas of focus as follows:

| | |
|---------------|-------------------------------------|
| Term 1 | Habits of Highly Effective Teachers |
| Term 2 | Faith Formation |
| Term 3 | Unpacking the Gospels |
| Term 4 | CPR |

4.0 School 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 Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the College's website stmaryscollege.nsw.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Mary's College Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical,



emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our College by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Mary's College have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

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

4.3 Student 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.

No changes were made to the 'Student Discipline Policy' this year.

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our College and all systemic schools in the Diocese. 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. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the College's 'Bullying Prevention and Intervention Policy' may be accessed on the College's website stmaryscollege.nsw.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our 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 our 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 stmaryscollege.nsw.edu.au 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 School's Office Annual Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



Key improvements Achieved in 2018

The Core Catholic Principles and Values were incorporated into the KLA teaching programs. Continued developing the learning culture of the school through developing collaborative teaching and learning based on the 14 Parameters Framework.

Priority Key Improvements for 2019

- Complete embedding the Core Catholic Principles and Values into the KLAs
- To Improve pedagogy through reflective practices - The Worthwhile Lesson
- Further develop the leadership capacity of LOLs to build instructional learning teams within faculties
- Provide effective induction, mentoring and support for all staff
- Implement Compass

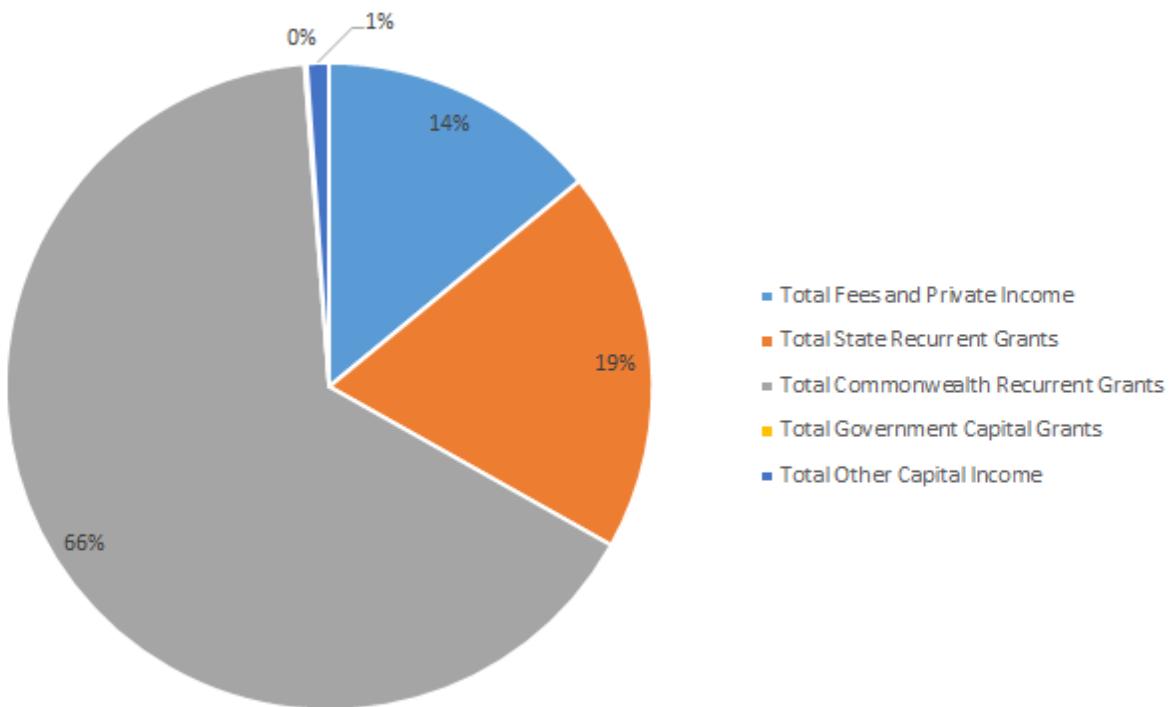
6.0 Financial Information

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 2018 is presented below:



2018 Income - St Mary's College, Gunnedah



2018 Expenditure - St Mary's College, Gunnedah

