

# Annual School Report 2019 School Year

St Mary's College, Gunnedah



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Gunnedah NSW 2380

Phone 02 6742 2124  
<https://stmaryscollege.nsw.edu.au>

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

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

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

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

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

Further information about the school or this report may be obtained by contacting the school on 02 6742 2124 or by visiting the school's website <https://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 College had a very successful year in 2019. We say that St Mary's is a community of faith and a place of learning and this is being increasingly reflected in the culture of our College.

There is a very good spirit within the College, which was reflected in student pride and we continue to receive very positive comments from outside the school by people remarking on our students' behaviour in terms of grooming, polite and courteous conduct and helpful and cooperative behaviour. This respectful attitude extends to the religious aspect of the College with parishioners from St Joseph's parish commenting on the presentation and respectful behaviour of our students at the Tuesday parish masses.

The school spirit was also on display at sporting carnivals, with more students participating and cheering for their houses, especially at the swimming and athletics carnivals. There were two records broken at the swimming carnival and five records broken at the athletics carnival.

The relentless pursuit of improving learning outcomes for all students continues to gather momentum. This year, the establishment of single gender Mentor Groups in Years 9 and 10 proved to be a successful way for these students to begin the school day. Our focus on improving students' literacy skills continued and NAPLAN data once again showed above state average growth from Years 7 and Year 9, especially in reading and writing. HSC results were very pleasing, with five Band 6s and seventy two Band 5s being achieved by the graduating class.

The Agriculture Department continued to excel in exhibiting cattle of the highest quality and won both Champion School Steer - Hoof, and Champion School Steer - Hook, at the Wingham Beef Week.

The annual TASCA Exhibition Night was held at the Gunnedah Civic Theatre and was a spectacular display of St Mary's talent in Visual Arts, Wood, Food and Textiles Technologies. The St Mary's Music Program goes from strength to strength with outstanding performances on the night from the College band and choir, as well as individual performances.

Chess continues to grow in popularity and has enjoyed a successful year. The St Mary's team was placed 3rd out of 22 in the North West Junior Chess League and second in the Sydney Academy of Chess semi-finals held at Calrossy.

The College reputation within the Gunnedah community remains very strong and this is reflected in enrolment growth, particularly in Years 7 and 8. College staff continue to work hard at providing quality Catholic Education for all students.

Maxwell Quirk  
Principal

### **1.2 A Parent Message**

St Mary's College saw many great achievements this year - academic, sporting and great success with student social development and engagement.

Parent participation on the School Advisory Council 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 & Friends Association and a number of profitable fundraisers were held during the year to raise valuable funds to improve student facilities at St Mary's.



Anthony Fairfull  
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, Boggabri, Narrabri, Curlewis, Mullaley, Tambar Springs and Carroll, from which the College families are drawn.

Last year the College celebrated 140 years of Catholic education.

The parish priest, Father 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.

#### **Liturgical Life**

There were four full school masses held during the course of 2019, 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 mentor group 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 December was facilitated by local Aboriginal people.

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. The attendance of families was very pleasing.

#### **Social Justice**

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

#### **Parish Links**

The Principal and Religious Education Leaders 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 is 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 2019	TOTAL 2018
<b>Male</b>	39	33	26	25	19	24	166	169
<b>Female</b>	53	42	39	27	24	27	212	195
<b>Totals</b>	92	75	65	52	43	51	378	364

## 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 College 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 2019 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
<b>Average Student Attendance Rates</b>	89.0%	88.0%	84.0%	85.0%	88.0%	89.0%	87.2%

### Managing Student non-attendance

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

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

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



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

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

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the 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.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	39
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.	0
7.	Total number of non-teaching staff employed at the College.	11

## 2.6 Initiatives Promoting Respect and Responsibility

The school 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 school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

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 Riding for the Disabled Program. Student involvement in civic events was encouraged and those who volunteered for 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 was also promoted through the College's Pastoral Care and Discipline Policies, which were reinforced by Year Leaders at Year assemblies and by the Principal and Assistant Principal at College assemblies and Monday morning student briefings.

## **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 2019. Of the 291 parents surveyed, 119 completed the survey with 72% agreeing with the statement 'Overall I am satisfied with the education our child/children receive(s) at this school' and 22% strongly agreed with this statement.

### **Student Satisfaction**

Students were invited to participate in the My School Survey in August 2019. Of the 379 students surveyed, 133 completed the survey with 74% agreeing with the statement 'I like being at this school' and 8.5% strongly agreed with the same statement.

'I feel safe at this school' was agreed with by 57% and 26% strongly agreed with this statement.

### **Staff Satisfaction**

Staff were invited to participate in the My School Survey in August 2019. Of the staff 50 surveyed, 40 completed the survey with 69% of staff agreeing with the statement 'I get a lot of satisfaction from working in this school' and 18% strongly agreed with this statement.

## **3.0 Teaching and Learning**

### **3.1 College Curriculum**

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

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 studying Chinese.

Students in Years 9 and 10 undertook the NESA courses of English, Mathematics, Science, Australian History and Geography, and PDHPE. The College offered two elective lines.

Students in Years 11 and 12 were offered a diverse range of courses. Several VET courses were available to senior students, either within the College (Primary Industries) or in conjunction with TAFE. Assessment was conducted in accordance with NESA Syllabus guidelines.

Each course in Years 7 to 10 incorporated relevant aspects of Literacy, Numeracy, Indigenous Perspectives and Information & Communications Technology. In Years 7 and 8, a Literacy block operates which offers all students an opportunity to improve their literacy.



All courses from Year 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. Religious education is a compulsory subject for Years 7 to 12 and includes the opportunity to study Studies of Religion in Years 11 and 12.

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 undertaken in 2019 for new students enrolling in 2020. Teaching staff received Professional Development in writing Individual Education Plans for each funded student.

An after-school homework centre operated in the school library, with 2019 being its tenth 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, 92 students presented for the tests while in Year 9 there were 65 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 are 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.

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	6.1	1.1	19.3	17.8	28.9	31.1	27.3	30.0	11.5	14.4	4.0	4.4
Writing	1.6	1.1	11.3	11.1	21.9	18.9	32.7	28.9	23.8	26.7	8.7	13.3
Spelling	5.9	5.6	16.7	16.7	26.7	27.8	29.5	28.9	13.0	15.6	2.8	2.2
Grammar and Punctuation	4.5	3.3	15.6	14.4	25.2	18.9	27.6	40.0	17.0	16.6	5.4	3.3
Numeracy	7.3	3.4	15.8	14.6	31.9	31.5	24.8	33.7	13.5	12.4	4.3	4.5

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	2.6	3.1	15.4	12.3	34.8	33.8	32.5	38.5	10.2	6.2	3.9	6.2
Writing	3.4	3.1	9.1	6.2	19.6	21.5	30.3	32.3	25.6	23.1	11.7	12.3
Spelling	4.2	1.5	15.2	15.4	32.5	33.8	29.7	29.2	12.3	13.8	3.7	3.1
Grammar and Punctuation	3.7	6.2	10.8	3.1	24.7	26.2	34.9	43.1	19.2	16.9	4.2	3.1
Numeracy	4.0	0.0	15.6	12.5	28.9	23.4	36.9	42.2	14.1	20.3	0.5	1.6

### 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.

	<b>Higher School Certificate: Percentage of students in bands 4, 5, 6</b>					
	2017		2018		2019	
	<b>School</b>	State	<b>School</b>	State	<b>School</b>	State
<b>Studies of Religion 1</b>	89%	81%	58%	71%	53%	58%
<b>English Standard</b>	83%	54%	57%	50%	42%	37%
<b>English Advanced</b>	90%	91%	75%	91%	100%	94%
<b>Mathematics Standard 2</b>	57%	50%	37%	53%	47%	37%
<b>Mathematics</b>	100%	74%	22%	78%	69%	64%

St Mary's College students gained 5 Band 6s and 72 Band 5s in 2019.

Some of the outstanding results were Visual Art with one Band 6 and six Band 5s out of nine students.

In Community and Family Studies there was two Band 6s and three Band 5s out of eight students.

In 2019 the number of students issued with a RoSA	4
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### 3.2.3 Senior Secondary College Outcomes

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

#### Senior Secondary Outcomes

<b>Senior Secondary Outcomes Year 12, 2019</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	14%
	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	97%

### 3.2.4 Post College Destinations

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

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



Destination Data Year 12, 2019 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	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 2019 was 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.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Staff Planning day	29/01/2019	Max Quirk/Catherine Martin
System Conference	11/06/0019	CSO
System Conference	12/06/2020	CSO
Reflection Day	19/12/0019	Sam Kennedy/Nikole Brooks
Google Training	20/12/0019	Samantha Vardanega

### 4.0 College Policies

#### 4.1 Enrolment Policy

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

This College does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the College's website <https://stmaryscollege.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.



## 4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Mary's College. Christ's teachings therefore should relate to how our staff develop student self-discipline. The college community believes 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. Staff aim to bring this about in the 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 <https://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 <https://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 the 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 <https://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 the college. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

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

*The full text of the College's 'Complaints Handling Policy and Guide' may be accessed on the College's website <https://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 Schools Office Annual Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key improvements achieved this year	Key Improvements for 2020
<b>Nurture Our Catholic Society</b> <ul style="list-style-type: none"> <li>Developed a range of Prayer forms to share amongst Staff and Students</li> <li>Embedded the Core Catholic Principals and Values across the curriculum</li> </ul>	<b>Nurture Our Catholic Society</b> <ul style="list-style-type: none"> <li>Produce a Documentary on the Sisters of Mercy in Gunnedah</li> </ul>
<b>Improve Learning</b> <ul style="list-style-type: none"> <li>Introduced collaborative teaching within the Maths Faculty</li> <li>Developed strategies to extend High Ability students and improve differentiation within classroom practice</li> </ul>	<b>Improve Learning</b> <ul style="list-style-type: none"> <li>Provide support to teachers to improve three areas of the Worthwhile lesson: <ul style="list-style-type: none"> <li>Learning Intentions and Success Criteria</li> <li>Differentiation</li> <li>Gradual Release of Learning Outcomes</li> </ul> </li> </ul>
<b>Lead Learning</b> <ul style="list-style-type: none"> <li>Further developed the leadership capacity of the Leaders of Learning within the Middle Leadership staff through Professional Development and 1:1 mentoring</li> </ul>	<b>Lead Learning</b> <ul style="list-style-type: none"> <li>Continue developing the leadership capacity of the Leaders of Learning within the Middle Leadership staff through further Professional Development and 1:1 mentoring</li> </ul>
<b>Sustain Our People</b> <ul style="list-style-type: none"> <li>Provided an effective induction and mentoring for all staff through professional learning and classroom support</li> </ul>	<b>Sustain Our People</b> <ul style="list-style-type: none"> <li>Embedding the Professional Learning Teams within the timetable and establishing an early career teacher program.</li> </ul>
<b>Create the Right Environment</b> <ul style="list-style-type: none"> <li>Continued to upgrade the learning resources and facilities</li> </ul>	<b>Create the Right Environment</b> <ul style="list-style-type: none"> <li>Further upgrading of the learning resources and facilities</li> </ul>

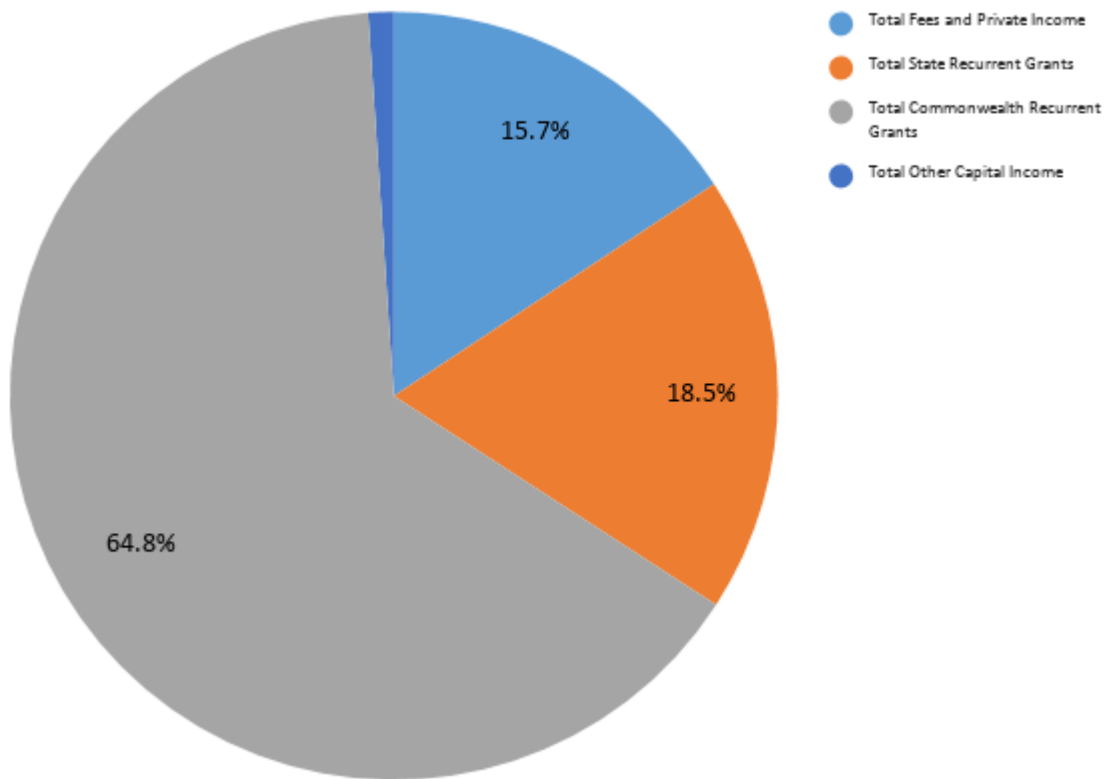
## 6.0 Financial Information

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 2019 is presented below:



2019 Income - St Mary's College, Gunnedah



2019 Expenditure - St Mary's College, Gunnedah

