

# Annual School Report 2021 School Year

St Mary's College, Gunnedah



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Principal  
Bernadette Feldman

## **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 2022 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](#).



## **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.

St Mary's College Gunnedah, is a Catholic co-educational secondary school serving the Gunnedah region in North-West NSW. With a population of over 400 students, St Mary's provides a holistic Catholic education in an inclusive, caring, calm and welcoming environment following the tradition of the Sisters of Mercy who founded the College in 1879.

The College has a universal and unconditional positive regard for children and young people. St Mary's Staff accept and promote collective responsibility for improving the conditions of faith development, teaching, learning, wellbeing, and life opportunities for all students. At St Mary's College, we are Living Well and Learning Well.

Students at St Mary's feel connected to their school, are aware of the collective focus on their learning and wellbeing and feel valued, hopeful and safe. College classrooms provide a consistent focus on student-centered pedagogy and collaborative strategies, increasing opportunity for connection, participation and recognition. This is established with the shared understanding of Catholic pastoral care, centered on a universal ethos of care and the dignity of the human person.

The College has a population of 471 students along with 67 teaching and auxiliary staff. The wider community is engaged in this learning community through information nights, learning conferences, P&F and Advisory Council. A broad range of subject choices are offered both face to face and through distance education. Students are also involved in VET courses. Electives range from Agriculture and Primary Industries, Extension Maths and English courses to Arts and Technology.

Student Leadership is representative of House structures and year level representation at the Student Representative Council. Extracurricular experiences are fully supported across diocesan sports, speaking and chess competitions, equestrian, music and drama.

St Mary's College is committed to Living Well and Learning Well as lifelong learners. Students have demonstrated significant outcomes and learning growth via HSC results and NAPLAN literacy results, in chess, agriculture and speaking competitions. They participate in CSNSW sports and are active in faith formation and liturgical life.

Bernadette Feldman  
Principal

### **1.2 A Parent Message**

St Mary's College witnessed 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 active in the Combined Gunnedah Catholic Schools Parents & Friends Association to raise valuable funds to improve student facilities at St Mary's College.

Families were actively involved in Parent Teacher Student Interviews, both online and face to face.



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, Narrabri, Boggabri, Wee Waa, Maules Creek, Mullaley, Curlewis, Carroll, Manilla and Breeza, from which the College families are drawn.

Last year the College celebrated 142 years of Catholic education.

The parish priest, Father Abmar Dumayag, 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

The opening school Mass was 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.

#### Staff and Student Faith Formation

The Staff Reflection Day held in December was facilitated by a member of the Sisters of Mercy. 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 family masses held in St Joseph's Catholic Church. The attendance of families was very encouraging.

#### 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 Co-ordinator worked closely with the parish priest on the College'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.

### 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 2021	TOTAL 2020



<b>Male</b>	54	34	37	28	11	11	175	148
<b>Female</b>	50	57	51	39	22	27	246	222
<b>Totals</b>	104	91	88	67	33	38	421	370

## 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, school 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.

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.

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.

The average student attendance rate for the College during 2021 is shown in the following table.

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	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>All Years</b>
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<b>Average Student Attendance Rates</b>	89.0%	90.0%	89.0%	87.0%	85.0%	93.0%	88.8%
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### Managing Student non-attendance

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

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

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

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

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

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

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	4
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	40
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	22



<b>Teacher Qualifications / Staff Profile</b>		<b>Number of Teachers</b>
6.	Number of staff identifying as Indigenous employed at the College.	4
7.	Total number of non-teaching staff employed at the College.	15

## 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:

- St Mary's College implemented the Living Well, Learning Well Framework. The framework emphasises that I Am Safe, I Am Valued, Respected and Cared For, and I am a Learner. The pillars of the framework are student-centred pedagogy, working in teams and developing teams, case management and intervention, connection participation and inclusion. These pillars maximise access and opportunity for all students and include multi-tiered systems of support for academic, positive behaviour and well-being domains. The holistic approach to student support focuses on the school as a place of wellbeing, with attention to the building of skills for resilience.
- The Resilience Project will be accessed through grant funding to be delivered from the commencement of 2022 to support both staff and students.
- St Mary's College follows a house structure. In this structure, students and staff are a part of a team that has a sense of belonging and identity, respect and responsibility through the house charism, pastoral and academic care and coaching and celebrations of faith and success.
- St Mary's College offers school-wide support of positive, productive behaviours.

## 2.7 Parent, Student and Teacher Satisfaction

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

### Parent Satisfaction

St Mary's College gathered feedback regarding parent satisfaction through the MySchool Survey, College Advisory Board, Parent Teacher Interviews and Parents & Friends.

The MySchool Survey was conducted in September 2021 with 142 families responded out of a total of 425 eligible respondents (a satisfactory 33% completion rate). St Mary's College recorded an overall satisfaction score of 65.3%.

### Student Satisfaction

St Mary's College gathered feedback regarding student satisfaction through surveys across the students in year levels, house groups and whole school. A variety of student surveys including the MySchool Survey, Together in Mercy Survey, The Resilience Project Survey and School Yard Feedback Survey were used.

The MySchool Survey was completed in September 2021 with 291 of 410 possible respondents (an excellent completion rate of 71%). St Mary's College recorded an overall student satisfaction score of 63.3%.



## **Staff Satisfaction**

St Mary's College gathered feedback regarding staff satisfaction through surveys across the teaching staff and ancillary staff through surveys. These included the MySchool Survey, Middle Leadership Survey and Living Well Learning Well Feedback.

The MySchool Survey was completed in September 2021. Survey responses were received from 59 staff, out of a total of 81 eligible respondents (an excellent completion rate of 73%). St Mary's College recorded an overall satisfaction score of 58%.

## **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 7 and Year 8 studying Mandarin in 2021. In 2022 and beyond, Mandarin will be offered in Year 7.

Catholic Schools Office, Diocese of Armidale students in Years 9 and 10 undertook the NESA courses of English, Mathematics, Science, Australian History, 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 or Studies in Catholic Thought 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 are integral to new students, ensuring a seamless start to the curriculum. Teaching staff received Professional Development in writing Individual Education Plans for each funded student. An after-school homework centre operates in the school library.

## **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, 117 students presented for the tests while in Year 9 there were 86 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										
<b>Reading</b>	9.6	1.0	20.6	21.6	26.9	25.8	24.5	27.8	11.7	17.5	4.6	5.2
<b>Writing</b>	5.0	6.0	19.2	15.0	24.9	20.0	27.4	27.0	14.5	22.0	4.3	7.0
<b>Spelling</b>	11.6	3.1	23.3	14.3	31.8	38.8	18.3	22.4	8.8	13.3	3.8	5.1
<b>Grammar and Punctuation</b>	10.7	1.0	17.4	17.3	21.7	23.5	25.9	27.6	12.0	19.4	6.1	6.1
<b>Numeracy</b>	14.2	2.1	19.4	15.5	25.9	30.9	20.8	30.9	10.8	14.4	4.5	6.2

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										
<b>Reading</b>	7.5	0.0	17.5	9.3	26.4	29.1	24.9	32.6	14.8	19.8	7.1	7.0
<b>Writing</b>	5.0	1.2	10.3	7.0	26.5	32.6	24.8	24.9	19.7	25.6	8.6	4.7
<b>Spelling</b>	6.5	1.2	18.9	8.2	30.6	25.9	23.4	35.5	13.4	14.1	5.5	8.2
<b>Grammar and Punctuation</b>	9.0	4.7	14.7	3.5	27.0	30.6	24.1	31.8	14.9	21.2	7.5	7.1
<b>Numeracy</b>	11.0	1.2	15.4	4.8	28.7	26.5	28.2	54.2	13.6	9.6	2.9	3.6



### 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>					
	2019		2020		2021	
	<b>School</b>	State	<b>School</b>	State	<b>School</b>	State
<b>Studies of Religion 1</b>	53%	58%	44%	58%	37%	69%
<b>English Standard</b>	42%	37%	80%	69%	61%	58%
<b>English Advanced</b>	100%	94%	100%	97%	100%	93%
<b>Mathematics Standard 2</b>	47%	37%	56%	53%	45%	79%
<b>Mathematics</b>	69%	64%	75%	68%	100%	51%

Thirty-eight students completed the HSC in 2021. In the overall school to state comparison placed St Mary's College above average. The mean overall difference between achieved and typical, St Mary's College students were above average growth. Seventeen subjects were above expected average growth, including both face-to-face delivery and distance courses.

Courses achieving a Band 5/6: CAFS, English Advanced, English Extension I&II, English Standard, Food Technology, Industrial Technology, Legal Studies, Mathematics Advanced, Mathematics Standards II, Modern History, PDHPE, Physics, Primary Industries, Studies of Religion I&II, Visual Arts, accounted for over 80% of offered courses. Thirteen Band 6s were awarded at the finalisation of the HSC. From the graduating cohort, 30 students qualified for an ATAR.

To support students' success in the HSC, the College offered a day of self-directed learning and work placement each fortnight. Staff were available for tutoring to support access to school based resources.

St Mary's College teachers complete a detailed course report using RAP and DeCourcy data. Through collaborative analysis, they highlighted and implemented appropriate support and pedagogy to enhance learning growth for future students.

In 2021 the number of students issued with a RoSA	0
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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</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	24%
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<b>Year 12, 2021</b>	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100%
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### 3.2.4 Post College Destinations

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

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

<b>Destination Data Year 12, 2021 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	47%	8%	29%	16%

### 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 2021 was 58%.

## 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 2021 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Staff Planning	29/01/2021	Bernadette Feldman, Catherine Martin
LWLW & Child Protection	13/07/2021	Bernadette Feldman
Catholic Identity - House Faith Formation	16/12/2021	Nikole Brooks, Bernadette Feldman
Collaboration	17/12/2021	Bernadette Feldman
SWD & LWLW	28/01/2021	Bernadette Feldman, Catherine Martin, Bernadette Yeo, Jason Hanrahan



LWLW & Curriculum	27/01/2021	Bernadette Feldman, Catherine Martin
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#### 4.0 College Policies

##### 4.1 Enrolment Policy

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

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

##### 4.2 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 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](#) 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](#) 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 of Armidale. 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](#), 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](#) or the administration office.*

#### 5.0 College Review and Improvement

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

Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p>Key goals achieved and implemented include:</p> <ul style="list-style-type: none"> <li>• Faith - Enhanced and deepened the prayer life of the school</li> <li>• Preserved and fostered the Mercy Charism</li> <li>• Improved learning through the Worthwhile Lesson, Learning Intentions and Success Criteria, Differentiation and Gradual Release</li> <li>• Improved learning through Literacy and Numeracy Initiatives</li> <li>• Promoted a supportive learning community through the mentor group program and a positive learning environment</li> </ul>	<p>The Key goals for 2022 include</p> <ul style="list-style-type: none"> <li>• Promote the human person from the Catholic perspective</li> <li>• Increase viability of Catholic Identity</li> <li>• Implement an effective learning cycle with a focus on coherent curriculum, authentic literacy and differentiation</li> <li>• Develop highly functional instructional leadership teams with a focus on coaching</li> </ul>

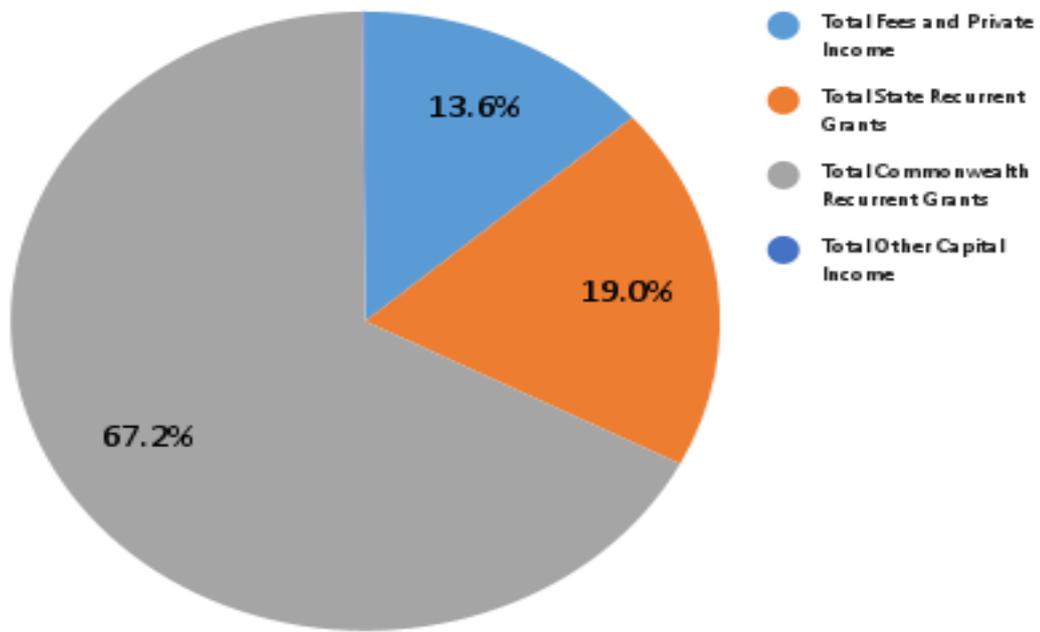
#### 6.0 Financial Information

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 2021 is presented below:



### 2021 Income - St Mary's College, Gunnedah



### 2021 Expenditure - St Mary's College, Gunnedah

