

Annual School Report 2022 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 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 2023 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 446 students and 82 staff, 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. St Mary's College is Living Well and Learning Well.

This year saw our community struggle through multiple floods across the year, isolating families and staff. The community support and flexibility to learning approaches saw seamless learning opportunities occur throughout the year.

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 are calm, providing a consistent focus on student-centred pedagogy and collaborative strategies. This is creating ever-increasing opportunities for connection, participation and recognition. The foundation of this is the shared understanding of Catholic pastoral care, centred on a universal ethos of care and the dignity of the human person.

The wider community is engaged in this learning community through information nights, learning conferences, P&F and School Advisory Council. A broad range of subject choices are offered both face-to-face and through distance education. Students are involved in VET courses. Electives range from Agriculture and Primary Industries, Extension Maths and English courses to Arts and Technology. Community support is seen in activities such as Riding for the Disabled volunteers and raising funds for Catholic Missions and Caritas.

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, Learning Well as lifelong learners. Significant outcomes in learning growth have been demonstrated through improved literacy outcomes, HSC results and NAPLAN results. Students participate in CSNSW sports and are active in faith formation and liturgical life. The Debutante Ball, held each year, was a celebration for the community to come together after significant time apart.

Staff have a focused approach to improved learning and teaching through purposeful and practical Professional Learning Teams. A focus on pedagogy and literacy prepared staff for the initial implementation stages of the new curriculum in 2024 and beyond. Learning and teaching continues to develop through a system-ness approach to achieve clarity using the 14 Parameters. A restructure of the Middle Leadership aims to support the belief that well-being supports great learning.

St Mary's College has maintained staff employment to meet the demands of the student-focused timetable. The team has been strengthened by additional educational assistance staff and additional members to the administration team to reduce the administration load on teaching staff.

Bernadette Feldman
Principal



1.2 A Parent Message

The Gunnedah Combined Catholic Schools P & F ran debutante balls this year in March and June. The first ball was for the young women who were unable to have their debutante ball in 2021 due to COVID-19 restrictions and the second was the regular ball held annually. Both balls were huge successes! Other fundraisers that were run during the year included a Cookie Dough Fundraiser and Mother's Day and Father's Day stalls.

In May, the AGM saw the existing committee members step down from their executive roles and a new committee was nominated. The outgoing committee made a midyear school donation to St Xavier's Primary School and St Mary's College of \$11,000 each. As the year came to a close, the incoming committee was busy making preparations for the 2023 Debutante Ball and other fundraising ideas.

St Mary's College regularly holds information evenings for parents informing them of the availability of things like upcoming events, policies, opportunities like work experience, and camps. In the newsletter, we are well-informed about goals and areas of focus, for example, attendance.

Meghan Elbourne
President
Combined Catholic Schools P&F

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, Mullaley and Tambar Springs, from which the College families are drawn.

Last year the College celebrated 144 years of Catholic education.

The parish priest, Fr Abmar Dumayag MS, 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 on Ash Wednesday. The Mass brought together the staff, students and parishioners. Masses were held across the year with a focus on the staff and leaders, and student masses held at the end of each term. Liturgies were held for special occasions, bringing both parish and the Sisters of Mercy together. Each school assembly and mentor group began with a prayer which reflected the liturgical season, major events and people.

Staff and Student Faith Formation

This year, the project *Together in Mercy* began. Its purpose is to support the charism of the community and to understand deeply what *mercy* means in this context. The learning and teaching of *Together in Mercy* was developed by the REC and delivered to staff, who in turn shared their learning with students through the guided program. The connectivity to this community's rich tradition and values deepened students and staff appreciation of tradition and faith.



The Staff Reflection Day held in December was facilitated by Dr Daniel White. The focus on scripture influencing faith life built a deeper understanding of the relevance and importance of scripture in the life of Catholics. 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 by 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. The year saw numerous floods in the local community and the support for families and students was overwhelming.

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 REC serves on the Parish Liturgy Committee. The Principal is a member of the Parish Pastoral Council. A significant presence of staff is seen at parish masses as they volunteer to participate in the roles of the Mass.

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 2022	TOTAL 2021
Male	49	50	34	38	13	11	195	175
Female	63	48	47	44	32	16	250	246
Totals	112	98	81	82	45	27	445	421

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, staff, as part of their duty of care, monitor attendance each day. The class roll is marked at the beginning of every lesson 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 through the Compass parent portal, telephone call or email to the college, preferably on the first day of absence, parents/carers have seven days to respond. 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, parents meet with the Principal to discuss the leave request.

The average student attendance rate for the College during 2022 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years



Average Student Attendance Rates	85.0%	81.0%	81.0%	82.0%	81.0%	89.0%	83.2%
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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.	6
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	42
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



Teacher Qualifications / Staff Profile		Number of Teachers
6.	Number of staff identifying as Indigenous employed at the College.	4
7.	Total number of non-teaching staff employed at the College.	21

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. The college models and teaches students about respect and responsibility in a number of ways:

- St Mary's College worked toward embedding 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 work in Living Well, Learning Well came out of targeted student voice through regular surveys with impact cycles of improvement in areas of safety, trusted adult and belonging.
- This year, St Mary's College partnered with The Resilience Project. The Resilience Project team gave targeted professional learning to staff on their pillars of resilience; gratitude, empathy, mindfulness. These pillars formed the project work for students to help build resilience. The results of the program, attained through student survey, will be analysed in early 2023 as this valuable project is continued.
- 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.
- The College offers school-wide support of positive, productive behaviours reflective of Living Well, Learning Well.

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 2022 with 174 of the 433 parents completed the survey (40% completion rate is considered very good). St Mary's College recorded an overall satisfaction score of 74.8%.



The feedback in the MySchool Survey indicated that 69.6% of parents agree that the school communicates clearly and has high expectations for students attendance, engagement and outcomes. Parents, 75%, agree that the Catholic and religious identity is a high priority in the school whilst 87.1% agree that the school is a safe place for my child, and, most significantly, 77.1% believe the staff take an interest in their child.

St Mary's College staff are seeking to develop new ways to engage families within the school and community.

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 the School Yard Feedback Survey were used.

The MySchool Survey was completed in September 2022 with 234 of the 446 students completing the survey (52% completion rate is considered excellent). St Mary's College recorded an overall student satisfaction score of 59.4% with 95.2% confirming their regular use of the one-to-one laptop program. Significantly, 84.8% of students agreed that they are encouraged to care for others. Staff support also rated highly for students, with 69.2% to 76.4% agreeing that they are cared for, encouraged to do their best and give effective learning intentions and feedback.

The Living Well, Learning Well Survey was completed multiple times across the year. Students agreed that they felt supported (68%), safe (82%), and cared for (74%). Supporting this data is a commitment to The Resilience Project (TRP). The data collected by TRP indicates that 53% of students believe they are of healthy mind, and 46% indicating they are ready to learn. TRP collaborate with the College to run support programs to target areas of need in building resilience.

The Together in Mercy Survey gave students the opportunity to give feedback on their knowledge and understanding of Catholic Ethos and Mercy Tradition. This feedback supported the review and development of learning opportunities across the school in Pastoral and Academic Care to strengthen Catholic Identity.

Staff Satisfaction

St Mary's College gathered feedback regarding staff satisfaction through surveys across the teaching staff and ancillary staff through surveys. The most significant survey tool was the MySchool Survey.

The MySchool Survey was completed by 50 of the 82 staff (61% completion rate is considered excellent). St Mary's College staff recorded an overall satisfaction score of 82.9% across the Agree and Strongly Agree categories.

Staff Agree (58.5%) and Strongly Agree (7.3%) that St Mary's College encourages a climate conducive to staff professional learning and improvement in practice. Staff Agree and Strongly Agree (76.2%) that they have the resources needed, and 82% of staff Agree and Strongly Agree that the school celebrates student achievement. Staff agree, 78.9%, that Catholic Identity is a high priority within the school.

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.



St Mary's College provides 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 were run for each class for two terms per year. Students fulfilled the mandatory Languages requirements in Year 7 and Year 8 studying Mandarin.

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.

Staff professional learning teams worked collaboratively to embed effective pedagogical practices to meet the demands of the literacy and learning skills necessary to access the curriculum successfully. The focus for 2023 will be Literacy informed by data, and meaningful assessment of student learning.

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.

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	8.8	3.0	19.7	17.0	29.5	33.0	24.6	26.0	10.2	15.0	4.0	4.0
Writing	6.5	4.0	21.0	17.0	26.2	22.0	25.0	32.0	13.0	18.0	3.7	6.0
Spelling	10.5	6.0	26.6	23.0	26.5	23.0	19.3	24.0	9.2	14.0	3.5	7.0
Grammar and Punctuation	7.5	7.0	17.5	11.0	26.4	30.0	25.4	20.0	12.3	23.0	4.8	2.0
Numeracy	10.8	3.0	19.4	15.0	25.5	27.0	20.4	28.0	11.1	16.0	5.0	7.0

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	7.3	2.0	18.2	11.0	28.3	30.0	24.6	42.0	12.7	10.0	6.1	4.0
Writing	6.5	4.0	12.5	11.0	27.6	34.0	24.6	28.0	17.4	13.0	7.4	7.0
Spelling	4.9	2.0	17.3	6.0	32.3	35.0	27.8	34.0	11.3	15.0	4.4	5.0
Grammar and Punctuation	11.1	6.0	15.6	16.0	23.9	24.0	24.4	26.0	14.3	16.0	6.8	10.0
Numeracy	9.3	1.0	16.1	5.0	28.1	27.0	29.9	51.0	14.1	16.0	2.3	0.0

St Mary's College students achieved well by national benchmark standards in NAPLAN in 2022. 75% of Year 7 and Year 9 achieved in Band 6 and above in Writing, with a target of Band 5. All students in Year 9 achieved Band 5 or greater across all testing areas. Spelling was the strongest outcome for Year 7, with 29% of students achieving in Band 8 or above. 22% of the Year 9 cohort achieved a Band



10 in Grammar and Punctuation, with 84% of students achieving Band 7 and above, with Band 6 as the national target. Year 7 had no representation of Bands 1-3 across all testing outcomes, with no representation of Bands 1-4 in Year Nine across all testing outcomes. The ongoing commitment to student literacy has added value to student engagement in the NAPLAN test and the outcomes.

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					
	2020		2021		2022	
	School	State	School	State	School	State
Studies of Religion 1	44%	58%	37%	69%	100%	80%
English Standard	80%	69%	61%	58%	67%	56%
English Advanced	100%	97%	100%	93%	100%	93%
Mathematics Standard 2	56%	53%	45%	79%	47%	54%
Mathematics	75%	68%	100%	51%	57%	76%

Twenty-nine students completed the HSC. The overall school-to-state comparison placed St Mary's College below the state average by -0.22. The mean overall difference between achieved and typical, St Mary's College students were at an average growth. Twenty subjects were above-expected average growth, including both face-to-face delivery and distance courses. Thirty six percent of courses were above state mean; 45% of student results were above state mean; with three students recognised as Distinguished Achievers.

Courses achieving a Band 5/6: Legal Studies, Mathematics Standard 2, Studies of Religion II, Textiles and Design, Music I, Biology, English Advanced, Studies of Religion I, English Standard, Modern History, Community & Family Studies, Personal Development, Health & PE, Business Studies, Visual Art, and Economics; accounted for over 57% of offered courses. Three Band 6s were awarded at the finalisation of the HSC. From the graduating cohort, 22 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 2022 the number of students issued with a RoSA	29
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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



Senior Secondary Outcomes Year 12, 2022	% of students undertaking vocational training or training in a trade during the senior years of schooling.	4%
	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100%

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, 2022 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	19%	0%	26%	52%

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 2022 was 49%.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Staff Induction & Planning	28/01/2022	Instructional Leadership Team
Compliance	31/01/2022	Principal
Living Well Learning Well - Learning & Teaching	01/02/2022	Instructional Leadership Team
Living Well Learning Well - Student Welfare & Support	02/05/2023	Instructional Leadership Team
Catholic Identity	19/12/2022	Dr Dan White & REC
Literacy	20/12/2022	Literacy Coach & AP



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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Catholic Identity: Together in Mercy • Building Capacity to Lead from the Middle: Leading Living Well Learning Well • Increased student and staff wellbeing • High quality guaranteed curriculum 	<p>Extension of the work which began in 2022.</p> <ul style="list-style-type: none"> • To build a strong leadership team that enacts the principles of effective middle leadership to improve the learning, well-being and faith formation outcomes of students. • Working in partnership with parents to promote and sustain a Living Well, Learning Well inclusive learning community that strengthens the wellbeing of students and staff. • To deliver a purposeful, authentic, innovative and contemporary curriculum with a focus on writing.

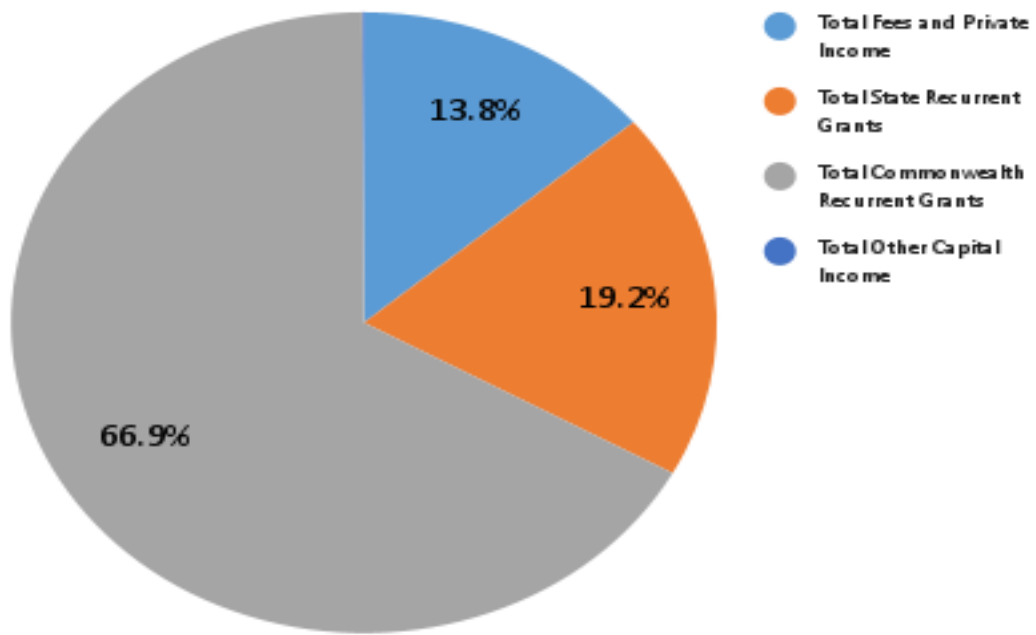
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Mary's College, Gunnedah



2022 Expenditure - St Mary's College, Gunnedah

