SANTA MARIA COLLEGE
School Performance Data 2019

Santa Maria College, is one of 12 schools belonging to Mercy Education Limited, and is a Years 5 - 12 Catholic day and residential school for girls, with an enrolment of nearly 1300 students. Boarders are an integral part of the College community with residential accommodation providing facilities for 150 boarding students.

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries for which the Institute has sole sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea. Mercy Education operates as part of the mission of the Catholic Church in conformity with canon law and with the ethical framework of the Institute.

The College offers a quality education inspired by Jesus Christ and Catherine McAuley with a commitment to the Mercy values of *Hospitality, Compassion, Justice, Service and Excellence*. The College fosters the spiritual, intellectual, emotional, physical, social and cultural development of all students. Students are encouraged to be Christian leaders committed to human dignity, justice and service to others. The College offers a well-rounded education through vocational and tertiary entrance pathways. Pastoral Care is a core element of the College's ethos. The co-curricular program offers opportunity in performing and visual arts, service, sports cultural and academic and the College is a member of the Independent Girls Schools' Sporting Association.

WORKPLACE PROFILE
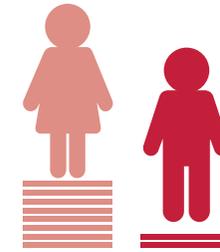
Female   84%
Male   16%

INDIGENOUS STATUS OF STAFF

The % of staff that identify with the following indigenous status

Not Indigenous	100%
Aboriginal	0%
Torres Strait Islander	0%

TEACHER QUALIFICATIONS

Master Degrees	21
Bachelor Degrees	115
Bachelor Degrees (Honours)	10
Diplomas	97
Doctorates	1

Please note that a number of our teachers have multiple qualifications.

All are registered with the WA Teacher's Registration Board

*The above figures are current Teaching Staff only. Teaching Staff on Leave are not included.*

WORKFORCE COMPOSITION

Category	Number
Teaching Staff	113
Full Time Equivalent Teaching Staff	105.23
Non Teaching Staff	62
Full time Equivalent non Teaching	47.56

STUDENT ATTENDANCE

An average of 94.53% of students attended school each day in 2019

Year 5	95.90%
Year 6	95.23%
Year 7	95.73%
Year 8	94.50%
Year 9	94.78%
Year 10	93.52%
Year 11	93.29%
Year 12	93.21%

Student attendance at the College is carefully monitored on a daily basis throughout the school terms. The College's processes ensure timely contact and appropriate follow-up with students and parents/guardians regarding school absences by both Student Services and relevant teaching staff (Homeroom Teachers and Deans of Year). The School Attendance Policy clearly states the College's expectations regarding attendance, the processes of dealing with non-attendance and the consequences of non-attendance in relation to assessment and identifying students at risk.

NAPLAN ANNUAL ASSESSMENTS

The NAPLAN data below displays student growth in domains of reading, writing and numeracy. Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at the same school. This is only partly reliable at our College where we have key intakes in Years 5, 7 and 8 (boarders).

Santa Maria College is indicated in blue while the key below indicates comparison with other schools.

Outstanding growth is shown in:

- Years 5-7 Reading
- Years 5-7 Writing
- Years 7-9 Writing

Interpreting the graph

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◆ Above
- ◇ Close to
- ◆ Below
- ◆ Well below
- ◆ No comparison available
- ⌶ 90% level of confidence

Growth in Reading from Years 5 - 7
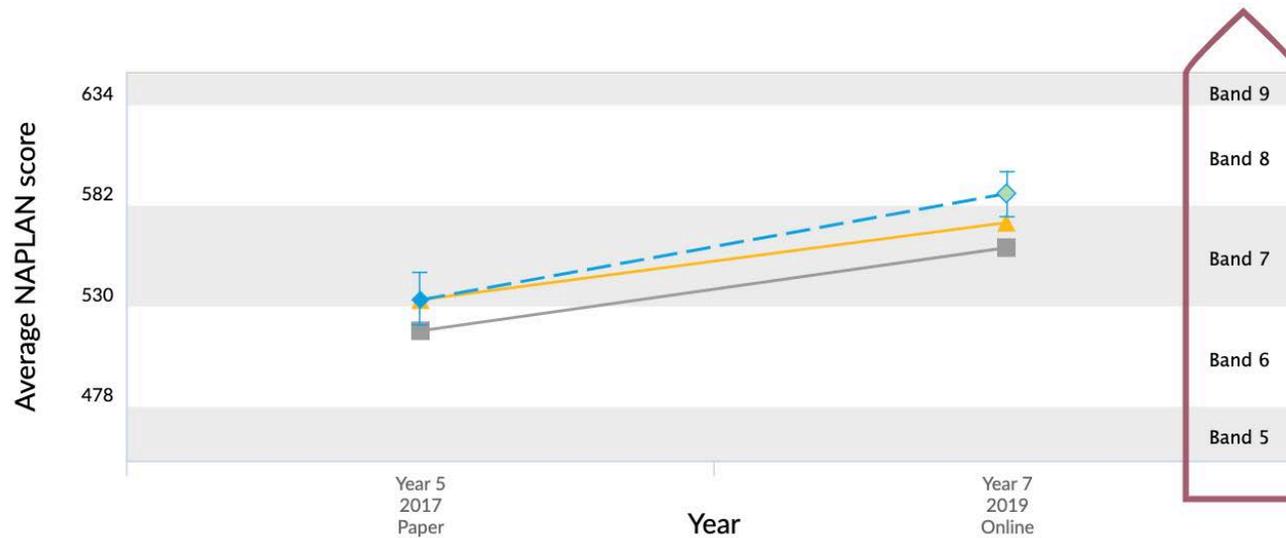
Select categories:

☑ Selected school   ☑ Students with the same starting score and similar background (i)   ☑ All Australian students

Growth in Reading from Years 7 - 9 2017 - 2019
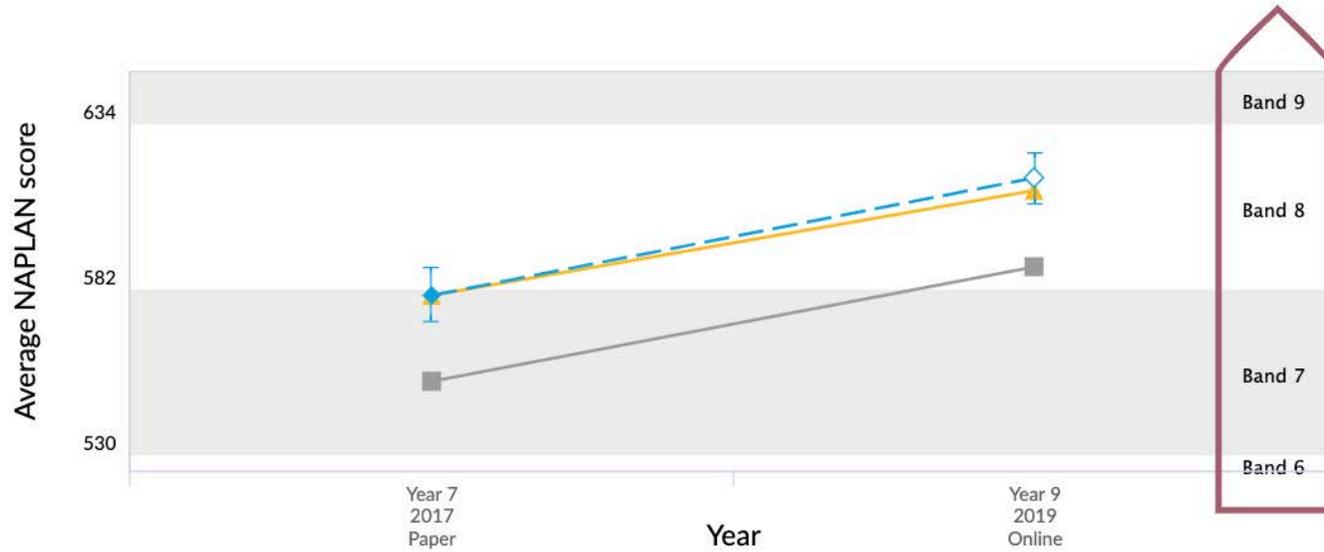
Select categories:

☑ Selected school ☑ Students with the same starting score and similar background ⓘ ☑ All Australian students

Growth in Writing from Years 5 - 7, 2017 - 2019
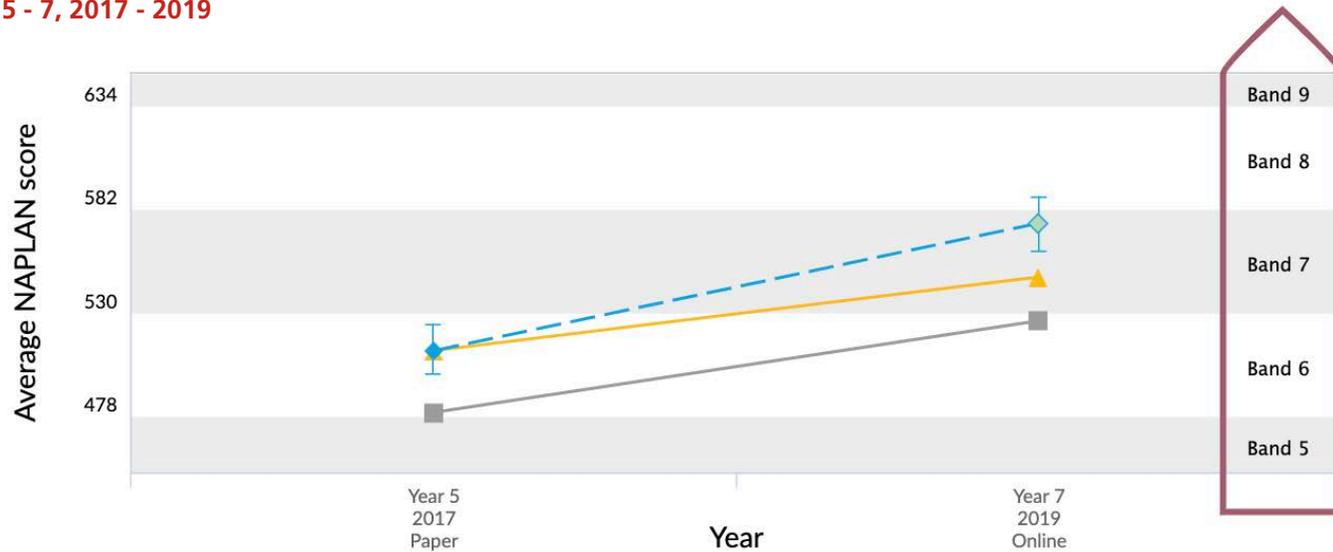
Select categories:

☑ Selected school ☑ Students with the same starting score and similar background ⓘ ☑ All Australian students

Growth in Writing from Years 7 - 9, 2017 - 2019
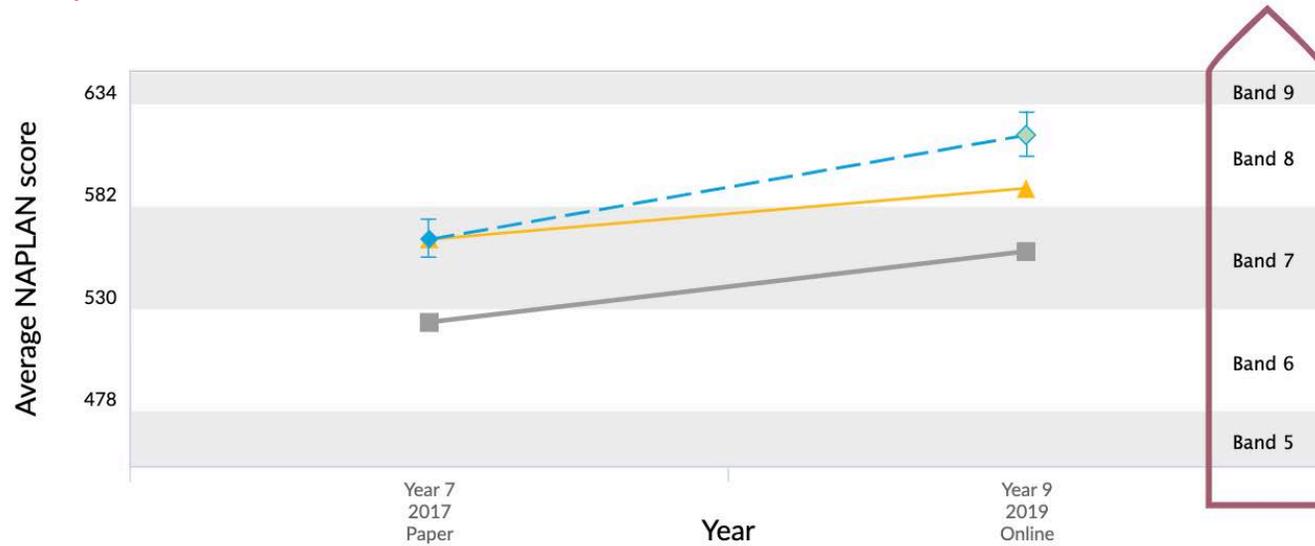
Select categories:

☑ Selected school ☑ Students with the same starting score and similar background (i) ☑ All Australian students

Growth in Numeracy from Years 5 - 7. 2017 - 2019
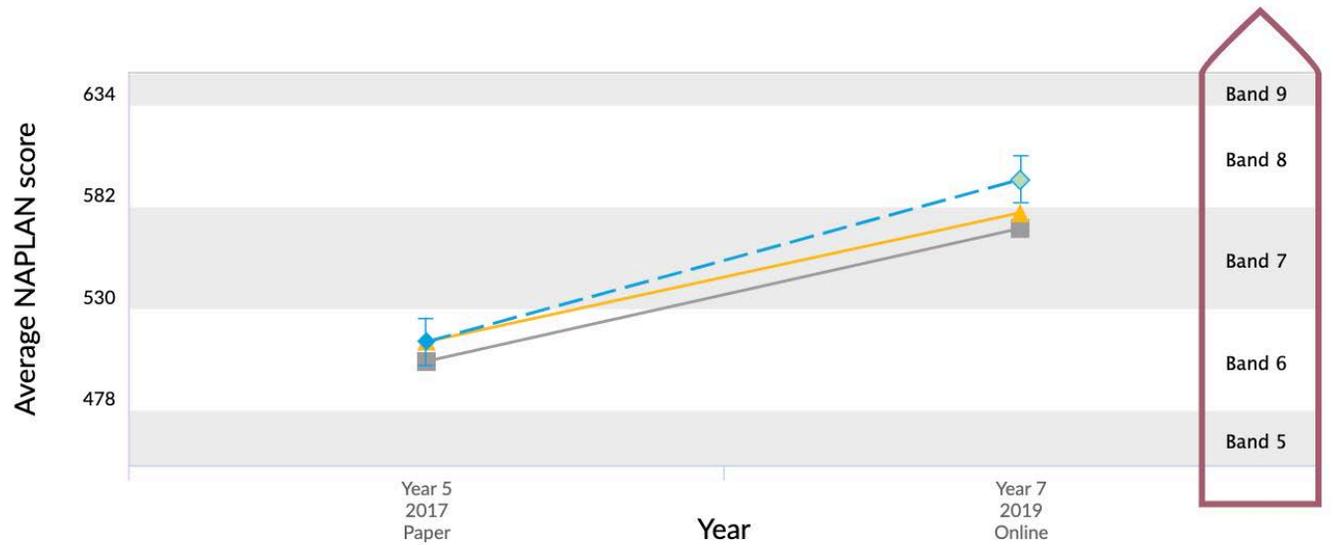
Select categories:

☑ Selected school ☑ Students with the same starting score and similar background (i) ☑ All Australian students

Growth in Numeracy from Years 7 - 9, 2017 - 2019
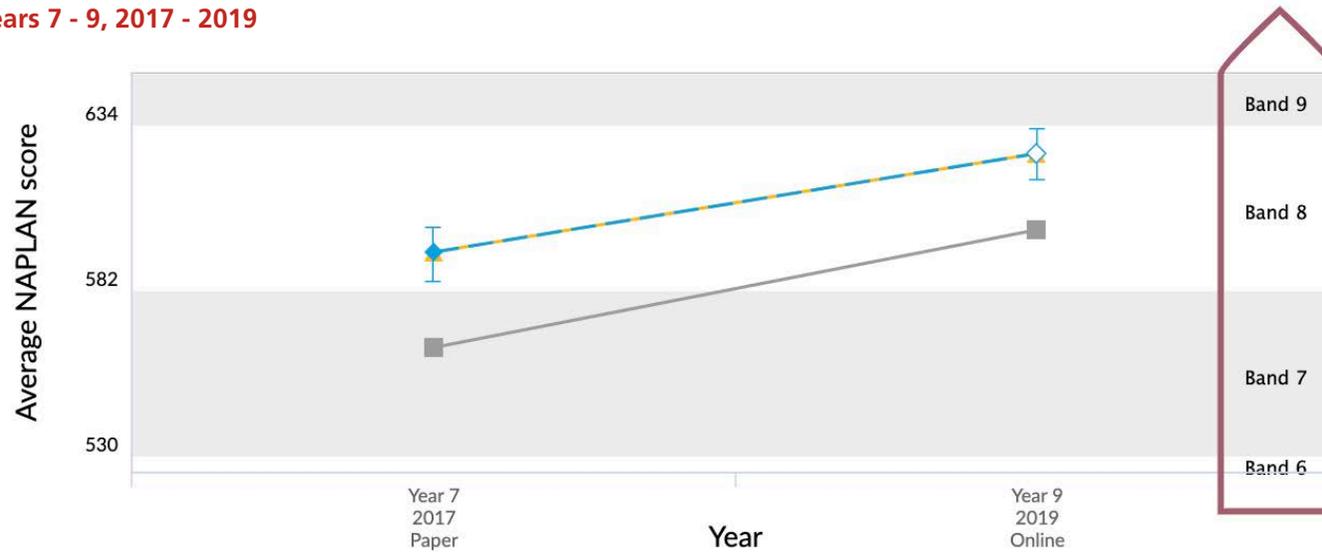
Select categories:

☑ Selected school   ☑ Students with the same starting score and similar background (i)   ☑ All Australian students

The following summaries show the percentage of students making above average progress.

Years 5 - 7

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	47	48	43	40	48	61
Writing	63	68	56	53	52	65
Numeracy	48	53	57	56	66	63

Years 7 - 9

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
Reading	55	55	49	51	50	53
Writing	64	64	62	64	67	65
Numeracy	48	53	42	46	50	50

Interpreting the table

Selected school's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Data from https://www.myschool.edu.au

PARENT, STUDENT & TEACHER SATISFACTION

Current data indicates that there is a high level of parent and student satisfaction as indicated by the following.

Student Satisfaction

- High student retention rate.
- Low student absentee rate.
- Tour Days – students are part of the tour and the feedback from these 'young ambassadors who are so proud of their College is overwhelming.
- High level of involvement in Special Activity Days – athletics, cross country, swimming, Mercy Day, Purple Bra Day, Girls4Girls Day and other fundraising days.
- High participation in co-curricular activities across all domains – sporting, cultural, academic and service.
- Very high levels of satisfaction expressed in Year 12 Exit Survey.
- High level of rapport between students and staff.
- Feedback from Student Leadership bodies.
- High calibre and large numbers nominating for Student Leadership positions.
- Boarding students speaking to parents and students in rural settings promoting the College.
- Number of alumni who return to work at the College.

Teacher Satisfaction

- High levels of support for the extensive Co-curricular Program.
- Low levels of staff absenteeism.
- Feedback through staff appraisals and interviews.
- Strong interest in internal promotion opportunities.
- Low turn-over of staff.
- High desire to return after approved leave eg Parental Leave
- Externally advertised positions result in a large number of applications.
- High level of staff engagement in formal and informal committees.
- Active contribution to Subject Associations that enhances curriculum development.

Parent Satisfaction

- High levels of positive affirmation provided by parents both formally and informally.
- Highly competent and engaged College Advisory Council.
- Strong Parent Council with four sub-groups: Parent Network, Men of Santa, Boarding Parents and Santa Ministry.
- Strong Old Girls' Association (OGA) and high numbers attending reunions, including Golden Girls Luncheon
- High numbers in attendance at Parent Events such as:
  - Opening College Community Mass
  - Parent engagement events such as book club, parent discussions and forums
  - Parent Sundowners
  - Father/Daughter Walk to School
  - Mother Daughter Breakfast
  - Mass, Rosary, Prayer Group
  - Grandparents' Day
  - Father Daughter Camp
  - Mother's/ Father's Day Masses and Morning Teas
  - Parent Information Nights.
  - Parent/Teacher/Student interviews.
- Greater number of applications than places available so waitlists are necessary.

Parent Sundowner
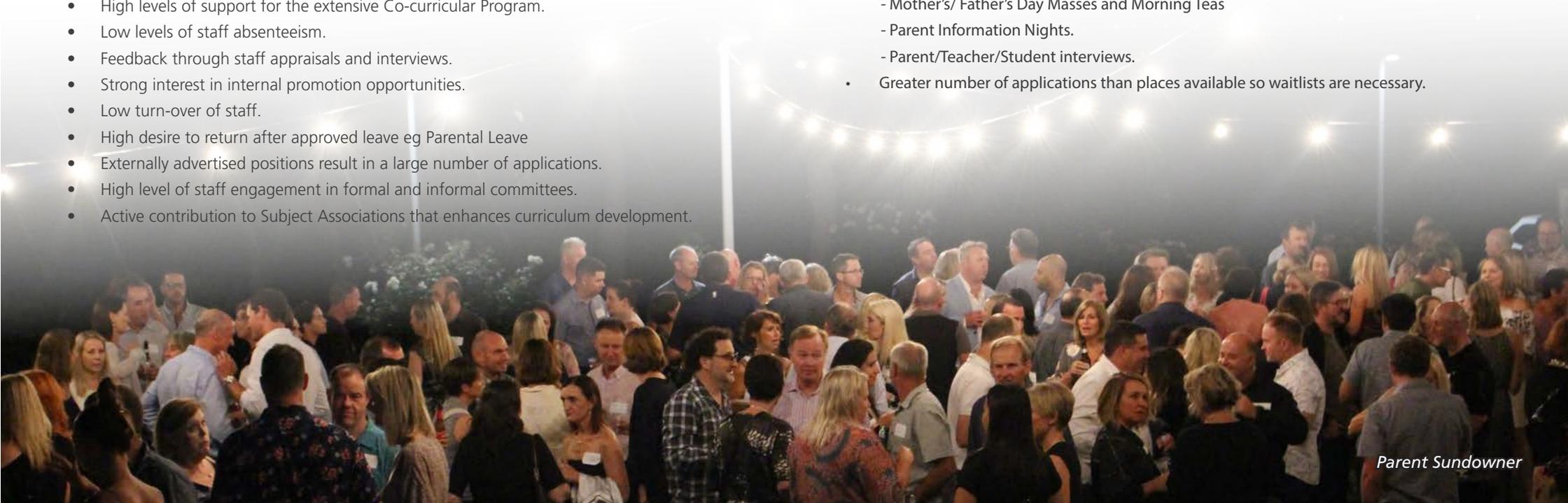
SCHOOL INCOME

2019 - Full-time equivalent enrolments relating to recurrent income and capital expenditure: 1,290.

Net Recurrent Income	$Total	$ Per Student
Australian government recurrent finding	8,084,898	6,267
State/ Territory government recurring funding	4,043,621	3,135
Fees, charges and parent contributions	14,015,167	10,864
Other private sources	227,532	176
Total gross income	**26,175,157**	**20,283**
Less deductions	4,577,559	3,548
Total net recurrent income	**21,587,598**	**16,735**

Capital Expenditure	$Total
Australian government capital expenditure	0
State/ Territory government capital expenditure	0
New school loans	1,106,691
Income allocated to current capital projects	1,101,899
Other	0
Total capital expenditure	**2,208,590**
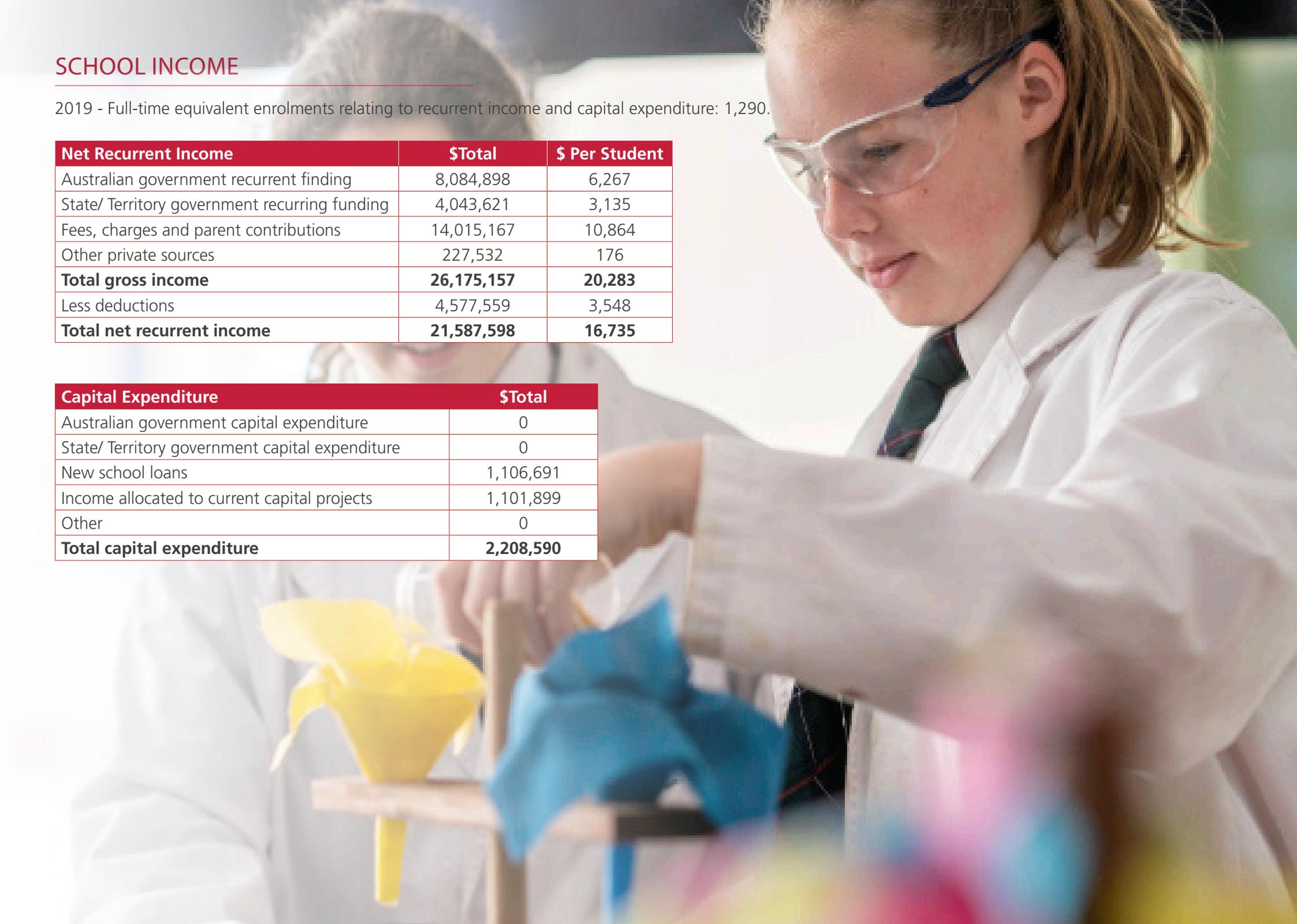
SENIOR SECONDARY OUTCOMES

In 2019, 180 students completed Year 12 with 142 (78.8%) students participating in an ATAR pathway achieving a median ATAR or 87.45. 63 students achieved and ATAR greater than 90.

It was also another successful year for our 38 (21.1%) students, completing an ACCESS or Vocational pathway.

62 Vocational Educational Training (VET) Certificates were achieved by our ACCESS students: 29 Certificate IV, 23 Certificate III and 10 Certificate II.

Santa Maria College was also recognised as a top performing school in 10 ATAR Courses.

We acknowledge the following practices which contribute to the excellent results of our students in 2019:
- A culture of goal setting and reflection to achieve personal excellence.
- Subject selection processes commencing in Year 10 to ensure students are placed in courses in which they will succeed.
- Our focus on teacher improvement and growth, to provide students with the best possible opportunities in the classroom.
- Ensuring we "Connect Learning to Life" across the College, highlighting the relevance and purpose of learning.
- The excellent pedagogy of our teachers and the academic and pastoral support provided to students in all Year levels.

Santa Maria College
2019 Academic Results Snapshot

Median ATAR 87.45

14th in WA out of 189 Schools

68% of students offered first preference
** excludes offers from The University of Notre Dame

79% of our Year 12 cohort gained an ATAR

44% of students received an ATAR of **90+**

99+ 3 students
98 7 students
97 7 students
96 9 students
95 7 students
90+ 63 students

1 student received a **General Exhibition Award**

31 students received a Certificate of Distinction

6 students received a Certificate of Excellence

50 received a Certificate of Merit including 10 ACCESS students

RECOGNISED AS A TOP PERFORMING SCHOOL IN 10 COURSES
- Accounting & Finance
- Applied Information Technology
- Business Management & Enterprise
- Children, Family & Community
- Drama
- Economics
- English
- Materials Design & Technology
- Religion & Life
- Visual Arts

TOP 0.5% in the State for WACE Exams in:
- English – 2 students
- Mathematics Applications – 2 students
- Religion & Life – 2 students

88 SCSA Awards

As part of the VET program
62 Certificates were achieved
Cert II – 10
Cert III – 23
Cert IV – 29

32 Early Offers to Notre Dame University

SCSA = School Curriculum and Standards Authority

www.santamaria.wa.edu.au

POST SCHOOL DESTINATIONS

Students graduating from the College pursue many different post school destinations.

Number of students who have enrolled	
Curtin	50
Edith Cowan	1
Murdoch	15
UWA	39

Many graduates also enrol in courses at Notre Dame University

SANTA MARIA COLLEGE
2018 - 2020 STRATEGIC PLAN

ANNUAL SCHOOL IMPROVEMENT

Our Strategic Plan 2018-2020 is based on the six components of Ethos, Learning, Students, Staff, Community and Resources and is the foundation of our annual school improvement plan.

ETHOS

1. Develop greater awareness of Catherine McAuley, Ursula Frayne and the founding sisters, especially those who lived and worked at the College.
2. Extend opportunities for faith formation for all staff, students and parents.
**3.** Develop strategies to address the challenges of inclusivity of all members of our community.
4. Continue to create and promote opportunities for Christian service for staff and students and broaden the impact and awareness of our immersion programs in the school community.

LEARNING

1. Embed a school-wide approach to 'GRIT' as a means of developing resilience and a growth mindset needed for Deep Learning.
2. Review the effectiveness of assessment and feedback practices to determine their impact on student progress.
3. Implement strategies, including the use of technology, to develop independent, differentiated learning opportunities, to cater for student diversity.
4. Embed within the curriculum, the development of skills needed for jobs of the future.
5. Review how we track and acknowledge academic progress.

STUDENTS

1. Provide opportunities to increase staff, student and parent knowledge of mental health.
2. Provide opportunities for developing student relationships between different groups within the College.
3. Review offerings of co-curricular to ensure quality and inclusion of activities for a wide range of abilities and interests.
4. Provide opportunities for our girls to interact with other schools through a range of activities.
5. Encourage healthy lifestyles by promoting positive body image, nutrition and physical activity.
6. Extend the preparation for and the transition to boarding experience.

STAFF

1. Provide ongoing opportunities for the development of staff digital technologies skills.
2. Further develop opportunities for staff consultation and communication in College decision making.
3. Enhance staff development programs including GROW and leadership opportunities offered at the College.

COMMUNITY

1. Foster connections between the College and parents through the development and implementation of the Parent Engagement Plan.
2. Further enhance the College's mentoring project and develop existing and new opportunities for our Alumni to be engaged with the College community.
3. Build partnerships with other educational institutions, business and community.

RESOURCES

1. In consultation with community members, prepare a Master Plan and a staged Capital Development Plan with financial modelling.
2. Plan and implement strategies for sustainable stewardship of our environment in alignment with our Mercy values.
3. Implement the Child Safe Framework, including development of Codes of Conduct and Consent2Go.

Excellence, Hospitality, Compassion, Justice, Service

Mission
Santa Maria College is a Years 5 – 12 Catholic school for girls, both day and residential, offering a quality education inspired by Jesus Christ and the vision of Catherine McAuley, with a commitment to living out the Mercy values of Hospitality, Compassion, Justice, Service, Excellence

STRATEGIC PLAN

Much has been achieved in 2019 in relation to the Strategic Plan as summarised in the table below and on the next page.

Ethos

- Increased awareness of our Mercy Heritage through Masses, House events, and artwork.
- Development of College Evangelisation Plan and development of a Ministry team.
- Provision of a series of workshops for staff to share Pope Francis' teachings from "The Francis Effect".
- Hosting our inaugural Priest in Residence program and developing an Ursula Frayne pilgrimage as part of our faith formation program for staff and students.
- Consultation with students, design and implementation of the Acknowledgement of Country Plaque.
- Development of our College Reconciliation Action Plan.
- Two successful immersion programs to Punmu, a remote indigenous community.
- Creation of new co-curricular program, YARN working to develop greater understanding of our indigenous communities.

Learning

- Developed and promoted "Connecting Learning to Life" (CL2L), an overview of attributes, iden-tified as important for all students to develop during their journey at the College.
- Implemented strategies to embed CL2L attributes into the curriculum.
- Established One Note as a learning tool for staff and students.
- Refinement of our Year 5,6 Study Buddies program.
- Review and expansion of Keeping Safe Curriculum for students.

Students

- Following consultation, developed our Mental Health Strategy .
- A number of initiatives were implemented such as student Mental Health Ambassadors, review of pastoral programs and development of an A-Z of Mental Health and Mental Health Glossary. Student initiatives included an RUOK bench, painting a Blue Tree and purchasing Junk Art piece for Boarding.
- Two new Year 12 Portfolio positions, Wellbeing Captain, Eco Justice Captain added to our student leadership team and inaugural Captains elected.
- Two themed assemblies, a Wellbeing assembly and a second assembly, Inclusivity and Diversity, aimed at promoting actions from our Mental Health Strategy.

Staff

- Review of Staff Development programs Welcome, Nurture, Grow and Lead.
- Staff Voice Group established.

Community

- "Life Lessons" by our Alumni where a group of self-nominated students share a life story over lunch.
- Conducted Parent Engagement activities including Mental Health Panel, Future of Education Panel and Book Clubs.
- Provided information for parents, linked to our focus areas, through the fortnightly Knowing Girls blog.
- Implementation of an enrolment package to ensure smooth journey from enrolment to current student to Alumni.

Resources

- Consultation, development and approval of Master Plan.
- Development and publication of Codes of Conduct for Staff, Students and Parents.
- Implementation of Edval for subject selections, timetabling and daily organisation.
- Refurbishment of two Boarding Houses.

2019 was busy and productive year with many achievements. This is a testament to the vision and values of our founding Mercy Sisters, that our College is a strong, progressive and faith-filled school where our dedicated teachers enable our students to flourish.

COLLEGE ADVISORY COUNCIL REPORT

Chairperson, Elizabeth wilkes

At Santa Maria, our students are encouraged to develop their talents in a faith filled College, where they are inspired by values and empowered by opportunities. I am pleased to report that in 2019 all College bench marks (spiritual, pastoral, academic, cultural and financial) were positive.

During 2019, a College Master Plan and Staged Capital Development Plan was formulated and finalised. The planning process was consultative (parents, students, staff, experts, and local community), thorough, innovative and visionary. The Master Plan was formally endorsed by the Board of Mercy Education Ltd on 19 September 2019, marking an exciting new era for the College.

Two major aspects of the Master Plan include refurbishment of our Chapel as the spiritual centre of our school and the development of a modern, multipurpose Performing Arts Complex, which will enhance learning, social and cultural experiences for all students, staff and parents. Construction is expected to commence in 2022.

Our Boarding school at Santa Maria is a unique and important part of College life. During 2019, Boarding enhancements have included renovations to the Boarding dining room, creation of a dining deck and internal renovations to the bedrooms and living areas of two Boarding houses. These renovations have proved popular, with the remaining two Boarding houses to undergo the same renovations in 2020.

The College has also made significant progress in implementing initiatives in the key areas of ethos, teaching and learning, community, students and staff, including an Innovative Schools' Award-Winning Mental Health strategy, Priest in Residence Program, Evangelisation Plan and faith formation for staff, students and parents, Connecting Learning to Life initiatives and parent engagement activities including a Future in Education panel presentation.

The College Advisory Council acknowledges the inspirational Sisters of Mercy for their legacy of our wonderful College and thanks our dedicated Principal, Jennifer Oaten, the College Executive team and all staff in providing our students with a vibrant College life and a high standard of education in the Mercy tradition.

Santa Maria College
A Ministry of Mercy Education Ltd