

SANTA MARIA COLLEGE

School Performance Data 2016



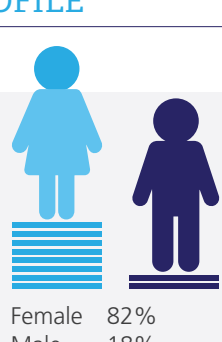
Santa Maria College is a Years 5 - 12 Catholic day and residential school for girls, with an enrolment of 1240 students (152 boarders). The College offers a quality education inspired by Catherine McAuley with a commitment to the Mercy values of Hospitality, Compassion, Justice, Service and Excellence. The College strives to foster 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 peace. Programs develop independent, self-directed learning, critical thinking skills and with the integration of advanced ICT. 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 and cultural/academic competitions. The College is a member of the Independent Girls Schools' Sporting Association. Boarders are an integral part of the College community. The residential accommodation provides a modern dining facility, recreation centre and individual bedrooms for each student.

TEACHER QUALIFICATIONS

Master Degrees	17
Bachelor Degrees	108
Bachelor Degrees (Honours)	8
Diplomas	122
Doctorates	1

Please note that a number of our teachers have multiple qualifications.
All are registered with the WA Teacher's Registration Board

WORKPLACE PROFILE



INDIGENOUS STATUS OF STAFF

The % of staff that identify with the following indigenous status

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

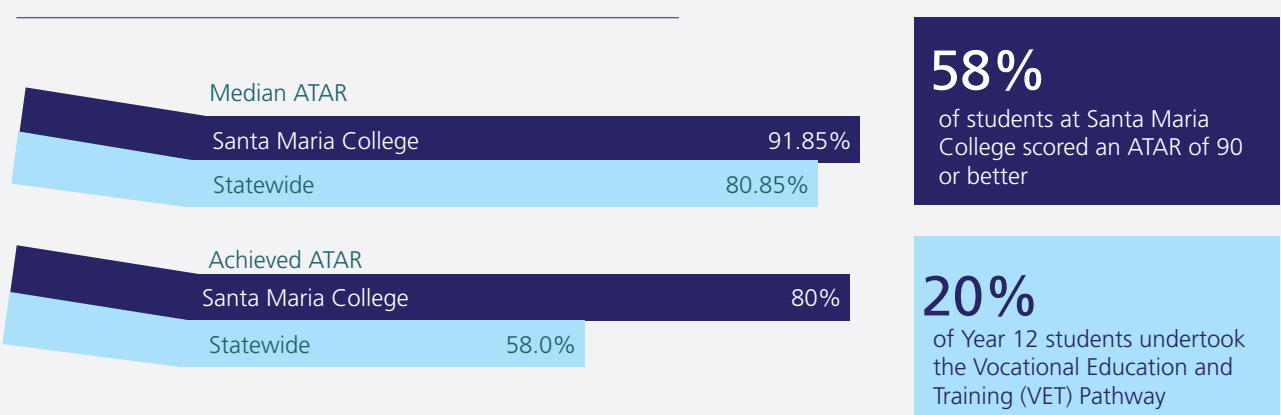
ATTENDANCE

An average of 94.84% of students attended school each day in 2016.



Student attendance at the College is strictly monitored on a daily basis throughout the school terms. The College's pastoral care processes ensure timely contact and appropriate follow-up with students and parents/guardians regarding school absences by both administrative and relevant teaching staff (ie Homeroom teachers, Heads of Year, Heads of Schools). School student policies also clearly delineate 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.

SENIOR SECONDARY OUTCOMES



NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain. Santa Maria College's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether Santa Maria College's scores are above, close to, or below the other scores.

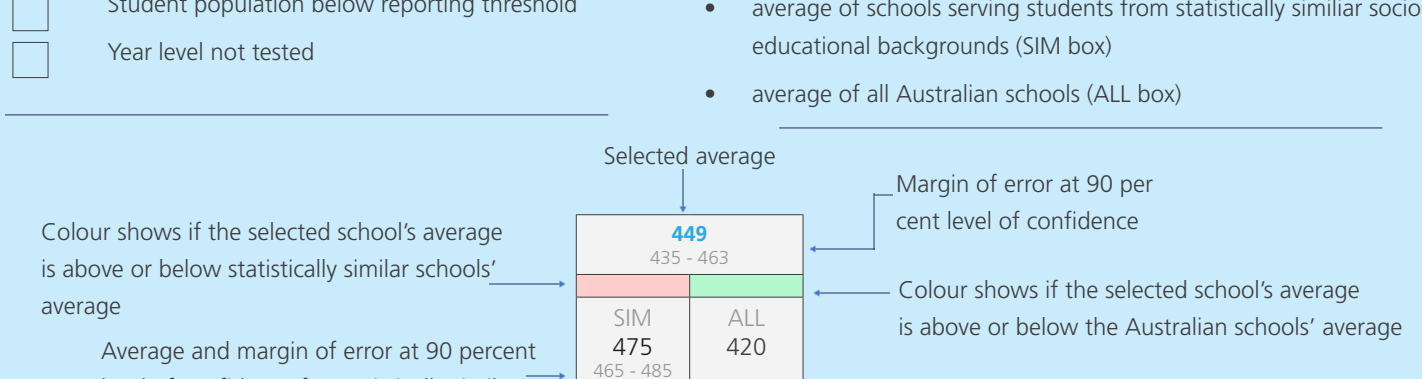
Year	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 5	516 501 - 530	512 486 - 528	503 490 - 516	513 497 - 528	493 480 - 605
Year 7	570 561 - 578	565 565 - 575	580 571 - 589	576 568 - 586	579 570 - 588
Year 9	617 608 - 625	609 596 - 620	613 604 - 623	607 597 - 617	614 605 - 622

How to interpret this chart

- SIM** Schools serving students from statistically similar backgrounds
- ALL** Australian Schools' average
- Student population below reporting threshold
- Year level not tested

Selected Schools Average

- substantially above
- above
- close to
- below
- substantially below
- average of schools serving students from statistically similar socio educational backgrounds (SIM box)
 - average of all Australian schools (ALL box)



PARENT, STUDENT & TEACHER SATISFACTION

Parent Satisfaction

- High levels of positive affirmation provided by parents both formally and informally.
- High levels of participation in Parent/Teacher/Student interviews.
- Strong Parent Council with four sub-groups: Parent Networks, 'Mozzies' (Men of Santa), Boarding Parents and Santa Ministry.
- Parent Events
 - Father/Daughter Walk/Ride To School
 - Mother Daughter Breakfast
 - Mass, Rosary, Prayer Group
 - Parent Welcome Picnic
 - Parent Forums With Guest Speaker
 - Parent Sundowners
 - Grandparents' Day
 - Father Daughter Camp
 - Opening College Community Mass
 - Mother's Day Mass and Morning Tea
 - Father's Day Mass and Morning Tea
- Strong Old Girls' Association (OGA)
 - Reunions
 - Mercy Day
 - Golden Girls Luncheon
 - Sundowner
 - Using Former Students As Guest Speakers
- Influential College Advisory Council.
- High level of attendance at Parent Information Nights.
- High demand from parents for a place for their daughter at Santa Maria College. Not all applications can be accepted so waitlists are set up.

Student Satisfaction

- High student retention rate.
- Low student absentee rate.
- Open Days – students are the tour guides 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, 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.

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 e.g., Parent Leave and Leave Without Pay.
- 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.
- Exit interviews with staff.

POST SCHOOL DESTINATIONS

Over the past five years the average for students selecting an ATAR course or an ACCESS course has been:

ATAR	81%
ACCESS	19%

- Of those gaining an ATAR in 2016, all met the minimum requirement for university entry.
- The gaining of a Certificate IV in the ACCESS pathway also qualifies students for university entry via an Enabling Course. All ACCESS students (100%) were eligible for a place offer at TAFE.

SCHOOL INCOME

The ACARA website www.acara.edu.au hosts the My School profile of Australian schools (<http://www.myschool.edu.au/>).

Visiting this site gives further comparative information including financial data.