



SANTA MARIA
COLLEGE

School Performance Report

2022

College Overview

Introduction

Santa Maria College, located in Attadale, Western Australia, provides a quality Catholic education for girls in Years 5 through to 12.

The College opened in 1938, with an original enrolment of 60 boarding students and 13-day students and has grown to a diverse student body of nearly 1300 day and residential students. The boarding facilities accommodate up to 150 students. Santa Maria College is a thriving school with an expanding local presence and reputation. As a Catholic school, we cherish our gospel values and Mercy heritage, established by Catherine McAuley and our founding sisters.

The College is one of 13 schools governed by Mercy Education Limited. Mercy Ministry Companions (MMC) is a pontifical public juridical person recognised by the Holy See through a decree issued on 24 September 2021. MMC is dedicated to preserving and promoting the Catholic identity, charism, and spirituality of the fully sponsored schools formerly under the guidance of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), ensuring their legacy endures.

Mercy Education Limited is responsible for overseeing various aspects of school administration. The Board of Mercy Education sets policies, appoints principals, approves senior leadership positions, and exercises due diligence in finance and audit management, capital development and risk management.



Faith

Faith is a significant aspect of who we are as College and as such all students participate in religious education, faith activities such as reflections day and retreats along with Masses and Liturgies. Our commitment to our Mercy values of Hospitality, Compassion, Justice, Service, and Excellence shapes our actions and decisions.

Each year, the College emphasises one value, with 2022 focusing on Service. Our values inspire us to embrace diversity and inclusion while fostering a deep commitment to social justice through our Service program. Students are encouraged to become Christian leaders devoted to serving others, using their potential and talents for the greater good within our college and the wider community.

Our students care about and give back to the community through education and collection of goods and funds for the most vulnerable. This enables our students to put their faith and values into action through service.

We are focussed on achieving our Mission of:

MISSION STATEMENT

Educating young Mercy women who act with courage and compassion, to enrich our world.

MERCY VALUES

Hospitality

We respect the dignity of all, creating a welcoming community where everyone belongs.

Compassion

We act with empathy to care for others, with open hearts and minds.

Justice

We promote respectful relationships, equity for all and care for our planet.

Service

We respond to those in need to improve the community.

Excellence

We persevere with courage to achieve our personal best.



Pastoral Care

Pastoral Care is an integral aspect of the College's ethos, underpinned by our [Mental Health Strategy](#). We believe that strong staff-student relationships are crucial for cultivating a positive culture and ensuring our students reach their potential. We have a culture of kindness, respect, and valuing differences which is developed through our Homeroom and House System which aims to promote a sense of belonging to a smaller community within our College.

Co-curricular

Our co-curricular program offers a diverse range of opportunities in service, sports, academics, music, dance, drama and visual arts. Co-curricular activities play a crucial role in fostering well-rounded individuals who are primed for success in all aspects of their lives. By participating in these programs, our students reap the benefits of improved well-being, enhanced social networks, stronger academic performance, and greater success in life.



TEACHER STANDARDS & QUALIFICATIONS



Santa Maria College takes pride in its exceptional team of educators who consistently strive to enhance their ability to provide outstanding teaching and learning experiences.

All teachers at Santa Maria College are registered with the Teachers Registration Board of Western Australia and possess a Working with Children Check. A significant number of our teachers hold postgraduate qualifications, with many having multiple credentials. The statistics mentioned below represent the current teaching staff only and do not include staff members on extended leave.

TEACHER QUALIFICATIONS

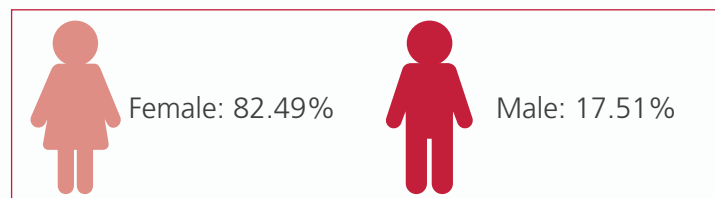
| | |
|----------------------------|-----|
| Master Degrees | 25 |
| Bachelor Degrees | 120 |
| Bachelor Degrees (Honours) | 10 |
| Diplomas | 81 |
| Doctorates | 1 |

WORKFORCE COMPOSITION

Figures taken from the 2021 August Census

| Category | Number |
|---|--------|
| Teaching Staff | 114 |
| Full Time Equivalent Teaching staff | 106.19 |
| Non Teaching Staff | 63 |
| Full time Equivalent non-Teaching staff | 50.08 |

The above non-teaching staff figures include boarding staff.



INDIGENOUS STATUS OF STAFF

The % of staff that identify with the following indigenous status:

| | |
|------------------------|------|
| Non Indigenous | 100% |
| Aboriginal | 0% |
| Torres Strait Islander | 0% |

STUDENT ATTENDANCE



At Santa Maria College, we diligently monitor student attendance on a daily basis throughout the school terms. The College has established processes to ensure prompt communication and appropriate follow-up with students and parents/guardians regarding absences, involving both Student Services and relevant teaching staff (Homeroom Teachers and Deans of Years). Our School Attendance Policy clearly outlines the College's expectations for attendance, procedures for addressing non-attendance, and the consequences of non-attendance concerning assessment and identifying at-risk students. Notably, 2022 continued to present additional challenges to attendance data due to COVID-related absences.

The following procedures are in place:

- Attendance checks are conducted during each lesson of the day.
- Parents must provide an explanation for their child's absence.
- If parents have not notified the school about an absence, they will receive a text message or phone call.
- Student absence information is included in each student's report.
- Absence records can also be accessed on SEQTA.
- The Dean of Students follows up on regular absences with parents.
- The table below indicates the attendance rate for each year group in 2022.

| Year Group | Percentage Attendance |
|----------------------|-----------------------|
| Year 5 | 93% |
| Year 6 | 91% |
| Year 7 | 91% |
| Year 8 | 90% |
| Year 9 | 90% |
| Year 10 | 88% |
| Year 11 | 89% |
| Year 12 | 90% |
| Whole School Average | 90% |

STUDENT LEARNING

At Santa Maria College, we take pride in providing rich learning experiences both inside and outside the classroom.

The College delivers a well-rounded education through vocational and tertiary entrance pathways and continuously strives to connect learning with real-life experiences. At the heart of our curriculum is the goal of nurturing learners who develop social, personal, thinking, and technical attributes during their time at the College. We are proud of our diverse and extensive curriculum, where differentiation is at the core, to extend the very able and assisting those who need support.

All Learning Areas follow the West Australian Curriculum providing engaging, diverse experiences for students from Year 5-10. In addition to the experiences offered in Learning Areas some other important aspects of learning include:

Connecting Learning to Life - is our strategy that involves developing attributes such as collaboration, problem solving, creativity, communication, resilience and innovation. These are valued attributes both at school and in life

beyond school. We focus on developing these attributes through our learning areas classroom experiences, our EMPOWER program unique to Santa Maria, and other learning opportunities such as camps.

Digital Technologies - these skills are embedded into the learning for all students. Technology is used extensively from Year 5 to 12 with VIVI, SEQTA and OneNote all playing a role in addition to specialist programs for learning areas.

Child Protection - the Health program is part of Physical Education and provides the time and specialist staff to deliver our Keeping Safe: Child protection Curriculum ensuring modules are delivered to all year groups, in an age appropriate manner. Parents are kept informed and encouraged to continue conversations at home.

Leadership - there is an abundance of opportunities for students to develop leadership skills as member of the Student Representative Council (Year 6-11) and as members of the Student Leadership Council in Year 12. Many other opportunities also exist through our Co-curricular program for students to take on leadership roles.



NAPLAN

The following tables display the NAPLAN results from 2022. It is important to note that no NAPLAN tests were conducted in Australia in 2020 due to the COVID-19 pandemic. It is also important to note that our Junior school commences in Year 5 with students required to sit NAPLAN in their first term at the College.

It is also difficult to track NAPLAN growth from Year 5 to 7 as half of the students commence at the College in Year 7 and again complete NAPLAN in

their first term. Data tracking growth from Year 7 to 9 is a more relevant guide, due to the consistency of the student population.

Compared to all Australian schools all areas of NAPLAN are either above or well above.

When compared to students with similar backgrounds writing was above average while Numeracy is an area needing further focus.

2022 SANTA MARIA COLLEGE NAPLAN RESULTS IN YEAR GROUPS

Compared to all Australian students

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 5 | 539 | 521 | 527 | 525 | 507 |
| Year 7 | 574 | 568 | 574 | 564 | 575 |
| Year 9 | 616 | 616 | 600 | 607 | 610 |

Compared to students with similar background

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 5 | 539 | 521 | 527 | 525 | 507 |
| Year 7 | 574 | 568 | 574 | 564 | 575 |
| Year 9 | 616 | 616 | 600 | 607 | 610 |

NAPLAN participation for Santa Maria College is 99%
 NAPLAN participation for all Australian schools is 95%



Interpreting the Table
 Selected school's average when compared to all Australian students

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

SENIOR SECONDARY OUTCOMES

As a College we promote, value and recognise academic success looks different for each student, for some this means an ATAR Pathway, other students an ACCESS Pathway. In 2022 the percentage of students in each pathway is Indicated below.

| Total Year 12 students in 2022 | 172 | % |
|-----------------------------------|-----|------|
| ATAR Students | 128 | 74% |
| ACCESS (VET)) Students | 44 | 26% |
| Percentage of Students Graduating | 172 | 100% |

ATAR PATHWAY

74% of students undertook an ATAR Pathway In 2022 choosing from the 26 courses which are offered. Students studied six courses In Year 11 which includes English or Literature and Religion and Life.

These committed students often make many sacrifices but thrive on the challenges of academic rigour to pursue a university pathway.

ACCESS PATHWAY

Some of our greatest success stories in Senior School have been from those who have chosen our ACCESS pathway and thrived on the opportunities this pathway provides. The name ACCESS was chosen as it is a pathways that provides 'access' to University, TAFE, work or apprenticeships. 26% of our students are now choosing to study one of our many VET certificates. Many of these students also have the option of pursuing University pathways. Diverse choices are provided in our list of 25 certificates on offer, however we also endeavour to source additional options beyond those offered if student interests requires this. Trends have shown more students are now choosing a VET Certificate IV as seen in the table below.

| | |
|-----------------|----|
| Certificate II | 0 |
| Certificate III | 12 |
| Certificate IV | 37 |
| Total | 49 |

Parents and students often choose the ACCESS pathway to ensure positive wellbeing can be maintained, especially for those students who find preparation and completion of examinations and other formal assessment difficult to manage.

In 2022, our Year 12 students performed well in school-based assessments, the externally set WACE exams, and VET Pathways. Our performance indicates that our strategies, which focus on each student achieving their potential, continue to be effective. The results also indicate significant growth between Year 11 and final WACE results. We are proud of the achievements of all students, particularly those who achieved their personal best and showed growth.



Santa Maria College

2022 Academic Results Snapshot



38% of students received an ATAR of 90+

Median ATAR **85.05%**

53 Students received a
Awards



Recognised as a top performing school in **6** subjects



Students received a
3 Certificate of Excellence

Students received a
26 Certificate of Distinction

Students received a
24 Certificate of Merit

Students received a
49 VET Certificates



Preferred Universities

University choices in order from most students selecting the university to the least.

1. Curtin University
2. Notre Dame University
3. University of Western Australia
4. Edith Cowan University
5. Murdoch University

SCHOOL INCOME

In 2022, the full-time equivalent enrolment count related to recurrent income and capital expenditure was:

| Net Recurrent Income | \$ Total | \$ Per Student |
|--|--------------|----------------|
| Australian government recurrent funding | \$8,733,912 | \$6,688 |
| State / Territory government recurring funding | \$3,550,955 | \$2,719 |
| Fees, charges and parent contributions | \$16,429,017 | \$12,580 |
| Other private sources | \$316,874 | \$243 |
| Total gross income | \$29,030,758 | \$22,064 |

| Capital Expenditure | \$ Total |
|--|-------------|
| Australian government capital expenditure | - |
| State / Territory government capital expenditure | - |
| New school loans | \$795,580 |
| Income allocated to current capital projects | \$1,717,737 |
| Total capital expenditure | \$2,513,318 |

COMMUNITY SATISFACTION

Despite the numerous challenges presented by COVID-19, our College Community received overwhelmingly positive feedback from students, staff, and parents, as demonstrated by the following:

STUDENT SATISFACTION

Throughout the year, students at the College expressed that remote learning was well-organised and continually improved. The majority of students found success in this new mode of learning, prompting the College to explore flexible learning opportunities for the future.

During the year, data was gathered both through student surveys, Year 12 exit survey and also through feedback from year group student leaders who meet with the Principal, all indicating a high level of satisfaction with what the College offers.

Student satisfaction is indicated by:

- High student retention rate, with few students leaving the College once enrolled.
- Low student absentee rate.
- Proud young ambassadors represented the College during tours.
- High engagement in special activity days,

such as athletics, cross country and swimming carnivals, Mercy Day, Purple Bra Day, Girls4Girls Day, and other events.

- Extensive participation in co-curricular activities across various domains, including service, sports, performing arts, academics, and culture.
- A strong rapport between students and staff.
- Numerous students applying for leadership positions and demonstrating exceptional qualities.
- Observations from tour attendees noting the happiness of our students.
- Twenty two staff members who are alumni, signifying a positive experience during their time at Santa Maria College.

This positive feedback may be attributed to the quality of tuition and more importantly the quality of rapport between staff and students in addition to the opportunities provided for the students.

TEACHER SATISFACTION

Despite the numerous challenges faced by teachers in 2022, including adapting to remote learning, our educators demonstrated flexibility and courage in embracing new technologies and teaching methods.

Indicators of teacher satisfaction include:

- High staff retention rate, with departures primarily occurring for leadership opportunities, maternity leave or retirement.
- Staff willingness to undertake co-curricular activities or additional responsibilities, such as leading retreats, to benefit students.
- Voluntary participation of staff in faith formation programs and other after-school activities.
- Many staff members advancing into leadership roles at other schools, indicating available development opportunities within the College.

- Strong interest in internal promotion opportunities, such as House Coordinator roles, as staff prefer to stay at the College rather than transfer to other schools.
- Numerous leadership positions were filled by internal applicants who stood out among external candidates.
- A strong sense of camaraderie among staff, driven by an active and innovative social club.
- Instances of staff members returning to the College after exploring other opportunities elsewhere.



PARENT SATISFACTION

We have continued with a strong demand for places and much of this may be attributed to the positive conversations and pride our current parents have in the school.

Areas that are considered strengths are our academic and service programs, our sense of community and the partnership between home and school. We seek feedback from parents in many forums both informal and formal about our educational offering.

2022 continued to pose challenges in fostering connections with our community. With parents unable to visit the campus for much of the year, we had to devise alternative methods for maintaining partnerships. We relied on technology, such as the Teams, the College app and email to communicate more effectively with parents.

Additional indicators of parent satisfaction include:

- High engagement with our social media pages on Facebook, Instagram, LinkedIn, and Twitter, which offer regular updates to keep our community informed.
- Our weekly News Blog shares uplifting stories

with the community throughout the year, and our OGA Blog connects past students with stories about the College and its alumni. These resources are widely accessed.

- Webinars for parents, allowing them to access information anytime from home and creating an ongoing library of resources tailored to our families.
- The positive reception of parent interviews conducted via phone or Teams when onsite visits were not possible.
- A highly competent and engaged College Advisory Council working closely with the Principal.
- An active Parent Council comprising four sub-groups: Parent Connect, Men of Santa, Santa Ministry, and Boarding Parents.
- Good attendance at online or in-person events.
- Parent participation in book clubs, discussions, and forums, demonstrating their appreciation for opportunities to learn about College initiatives and how to support their daughters.
- High demand for enrolments at the College, with a greater number of applications than available spaces, necessitating the use of waitlists.



Annual School Improvement

Strategic Plan

The Strategic Plan features five pillars designed to help the College fulfil our mission and vision.

- 1) **Faith** - Providing contemporary opportunities for our community to connect with faith.
- 2) **Learning for Life** - Developing attributes that prepare students and staff to live, learn, and lead.
- 3) **Social Innovation** - Empowering students to take action on issues affecting people and the planet.
- 4) **Community Activation** - Engaging with parents, alumni, and the broader community to enrich shared experiences.
- 5) **Financial Sustainability** - Securing the College's financial future to enable opportunities, facilities, and support for those in need.

In 2022, the following outcomes were accomplished as a result of our efforts towards school improvement, guided by the pillars of our Strategic Plan:

1. Faith

In 2022, our school made significant steps to strengthen its commitment to faith, service, and community involvement. One notable achievement was the establishment of a Ministry Team and the creation of a music ministry team. Additionally, we launched and distributed a student prayer book and fostered intergenerational connections by initiating a program with the residents of Carinya Aged Care in Bicton.

We also reviewed and updated faith opportunities and programs to ensure their relevance. This process included revising our Evangelisation plan, investigating models used by other Catholic schools facing challenges with securing regular priests for Mass and completing a review of Year 10 and 11 Reflection programs.



Our commitment to Mercy Values was reinforced by emphasising the promotion of the Mercy value of Service. To provide contemporary opportunities for staff faith formation, we organised a College Leadership Team Retreat Day led by Father Ellio.

2. Learning for Life

In 2022, our school focused on enhancing various aspects of education and wellbeing for both students and staff. We embedded innovative programs to enable flexible learning, such as the rebranded EMPOWER enhanced learning program for Years 5 - 10 and introduced the UNlready course in partnership with Curtin University. Additionally, we upgraded the platform for online courses and implemented small group workshops for students with neurodiverse conditions.

To track the development of Connecting Learning to Life (CL2L) attributes, we added marking keys and rubrics to SEQTA.

Our commitment to wellbeing and mental health was demonstrated through a comprehensive review of the mental health curriculum, the development of strategies with College psychologists and targeted programs for character strengths and conflict resolution.

We also created partnerships for learning, such as joint SMC/CBC study sessions called Prosper.

To empower our staff, we developed a Professional Learning Hub, reviewed and launched the EXCEL program for teacher growth, and provided professional learning opportunities on cognitive load theory, neurodiverse students, and leadership. Furthermore, we established a partnership with AISWA for teacher professional learning, offered tailored programs for early career teachers, and appointed a Human Resources Officer.

3. Social Innovation

Our school has been dedicated to fostering innovative ways for students to learn practical life skills and make a difference in the world. We have aligned our EMPOWER (Enhanced Learning Programs) with the CL2L Strategy, focusing on attributes such as

- Fearless⁵ for increasing native bird populations,
- Spark⁶ for using technology to improve the world,
- Seek⁷ for stewardship and water sustainability,
- Explore⁸ for innovation,
- Strive⁹ for Social Justice in Action, and
- Future¹⁰ for Waste Warriors.

We also established Santa's Workshop, where students will create items like wooden toys to donate or sell, raising money for those less

fortunate under the tagline "build better lives," ready for the new electives in 2023.

To demonstrate our commitment to stewardship, we implemented green initiatives such as partnering with Write Solutions to introduce three-way bin stations for composting, bottle recycling, and landfill waste. Our Eco-sisters group promotes the correct use of these bins. In our boarding program, students planted a vegetable garden, installed shower timers, and introduced recycling collections with proper education on their usage.

To promote entrepreneurship, we launched a Women in Business co-curricular program, providing students the opportunity to develop their entrepreneurial skills and establish their own small businesses. The program consists of three components: Hub Sessions, Workshops, and Presentations from alumni, parents, and community members.

4. Community Activation

Our school has been committed to strengthening and providing more opportunities for parent engagement. We successfully held a parent Kindness Program via four weekly Zoom sessions, promoting kindness within our community. Additionally, we introduced Capes for Kids, a service-based activity where parents and grandparents sewed superhero capes for sick children.



To build life-long connections with our alumni, we launched the Sisterhood Lunch Series. This initiative invites alumni to share their wisdom and experiences in various career options and discuss their post-graduation journeys with current Years 10 - 12 students during lunch in the boardroom. As a result we have updated our Alumni Database to maintain strong connections and foster ongoing collaboration between the school and its former students.

5. Financial Sustainability

In line with our strategic goals, we have commenced the implementation of the College Master Plan. We selected an architect from a design competition, announced the upcoming build to the community, conducted a traffic study, and held meetings with the City of Melville, lodging the DA with the Council. Consultant contracts were established, and numerous meetings and workshops were held to progress the design of the car park and Cultural Centre, including layout, interiors, landscaping, and exterior spaces. Our leadership team and student executive also engaged in a virtual reality experience to visualise the new facilities.

To establish a foundation and build a culture of giving, we consulted with MEL for guidance and developed a Trust Deed Template. The trust documents were submitted to the MEL finance committee and received approval. We also established a timeline for the commencement of the Foundation.

We have reviewed and developed a plan for the use of the College facilities, incorporating student input through the Future10 Empower Program on outdoor spaces. Additionally, Reds Volleyball Club trained and played at the College on a trial basis for 2022.

Finally, we have deepened our commitment to sustainability by implementing the Write Solutions Recycling Partnership, demonstrating our dedication to environmentally friendly practices and stewardship.



College Advisory Council Report

The Santa Maria College Advisory Council (CAC) is a committee of volunteers regulated by a constitution and is drawn from the College's diverse parent group. The role of the CAC includes support in an advisory capacity for our Principal, Jennifer Oaten, our director of Corporate Services, Tim Stewart and other members of the College Executive team. The CAC is emersed in the College business through a number of sub-committees and project groups and provides support and a sounding board to assist in the strategic operations of the College.

CAC members consider and provide feedback on how the Principal and the Executive team are achieving the exceptional standard of the College life and education within the Mercy values espoused by Catherine McAuley.

This is the third calendar year the College has been affected by COVID-19, which, although inconvenient in many ways (by way of example only, staff and student absences) it has not diminished the College's resilience to continue to provide the same high standard of education whilst maintaining the Mercy Values.

It is now well known that the College has announced plans for the commencement of works for the car parking facilities for the newly announced state-of-the-art Music, Drama and Dance facility build, including the very advanced concept design images. CAC members have been involved in aspects of the project and worked closely with our Principal and Director of Corporate Services to deliver the plans for this world-class facility.

All new members of CAC were solid contributors, despite the obstacles presented by the COVID-19 pandemic and the disruption of meetings, which were once again online via MS Teams before resuming in person. Whilst the CAC membership

was blessed with new members in 2022, following an expression of interest (EOI) process, the 2022 EOI respondents have been retained for future positions and will be reviewed when vacancies occur. All parents are encouraged to maintain an interest in serving the College formally and informally to ensure Mercy values remain front of mind and for the rewards service brings to contributors.

The CAC is very grateful to have the Mercy values as the foundation of its operations. We will all continue to be guided by our Catholic faith while striving to maintain the exceptional standard of education for our girls.

Chairperson: John Robertson

Council Members: Jennifer Oaten (Principal), John Robertson (Chairperson), Sr Breda O'Reilly, Lejo Ouwendyk, Franco Andreone, Grace Coombs, Christian Stanes, Vanessa Clayden, Sharnee Commins, Michael Piu and Tim Stewart (ex officio), Kylie Kenyon (Secretary)

The College community acknowledges the Sisters of Mercy as our wonderful College continues to excel whilst grounded in our Catholic Faith and the spirit of Mercy.

Conclusion

Santa Maria College is a thriving community that is built by highly professional staff who provide wonderful learning opportunities, dedicated students who embrace all they are offered both in and out of the classroom and supportive parents who partner with us to ensure every student reaches their potential. With faith as our foundation, put into action through service, we continue to work to improve our community and the lives of others.



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COLLEGE

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