



**ST MARY'S
COLLEGE**

EST. 1869

2022 SCHOOL PERFORMANCE REPORT

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St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.

SCHOOL INFORMATION

St Mary's College Adelaide was established on 2 February 1869, following the arrival in Adelaide from Dublin, Ireland, of seven Dominican Sisters. It is the oldest continuously running school for girls in South Australia. The determination and commitment of our founding sisters, to the critical importance of educating girls and young women, lives in the fabric of our school.

Today as one of the education ministries of Dominican Education Australia (DEA), our Dominican spirit inspires us to be seekers of truth, to be daring and courageous, open-minded and to hold an unwavering commitment to inclusivity and welcome.

Our approach to learning is contemporary and innovative. We challenge and support our students to excel, offering a range of diverse pathways and opportunities for all learners. Learning happens within and beyond the classroom. We network and connect with all the opportunities our city location has to offer.

Our restorative culture is at the heart of all that we are and all that we do. St Mary's College is a place where relationships come first. When students are connected in a community of wrap-around support that is attentive to their wellbeing, their learning can thrive.

We develop leadership in diverse ways. We engage critically with the issues and concerns of our times within and beyond the school gates. We nurture the growth of strong women equipped to find their voice and their place in the world.

As a community we look for a new way each year to bring our ethos and purpose to life. In 2022 our College theme was Together we do good things. Our theme had a strong community focus about what we do together to contribute to a more just and compassionate world.

2022 STUDENT NUMBERS

The enrolment numbers at the August 2022 census were as below:

R	1	2	3	4	5	6	7	8	9	10	11	12
20	15	22	16	29	29	39	74	104	109	107	119	96
Total number of students:							779					

The College student body continues to consist of diverse cultural, religious and geographical backgrounds with students residing in 205 suburbs of Adelaide.

There were 7 indigenous students enrolled at the College in 2021. Of the 779 students enrolled at the College, 14 primary students were eligible for School Card and 76 secondary students were eligible for School Card. 196 students received Special Education Resourcing in 2022 with numerous non funded students also receiving various levels of in class support. The College provides support for a small number of students identified through the English as an additional language or dialect (EALD) levelling process.

STUDENT ATTENDANCE

The average student attendance rate for St Mary's College in 2022 was 85.55%.

R	86.37
1	83.16
2	85.62
3	90.64
4	84.11
5	85.05
6	86.22
7	86.14
8	85.03
9	85.87
10	84.35
11	84.84
12	84.76
Total percentage of attendance:	85.55%

The College Learning Management System SEQTA) has a discreet attendance module into which details of daily absentees are entered each lesson.

The families of absent students are automatically contacted via SMS if no explanation for the absence has been received at that time.

As they are received, explanations for absence are updated in the student's attendance record so that there is a current and accurate overview of attendance for each student.

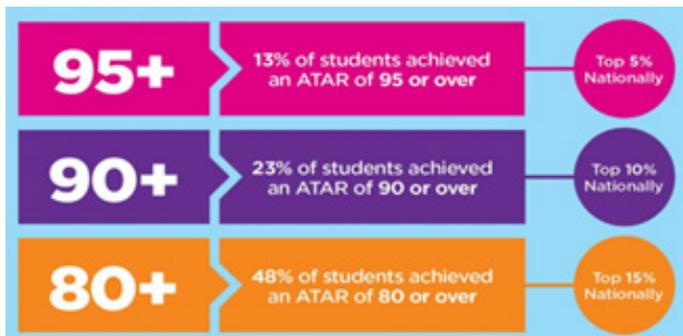
SEQTA has a variety of reports available to track student attendance and absence. This enables the relevant Sub School Director and/or Director of Student Wellbeing to readily identify patterns of absence or lateness and follow these up and case manage where necessary.

STUDENT LEARNING OUTCOMES

SACE

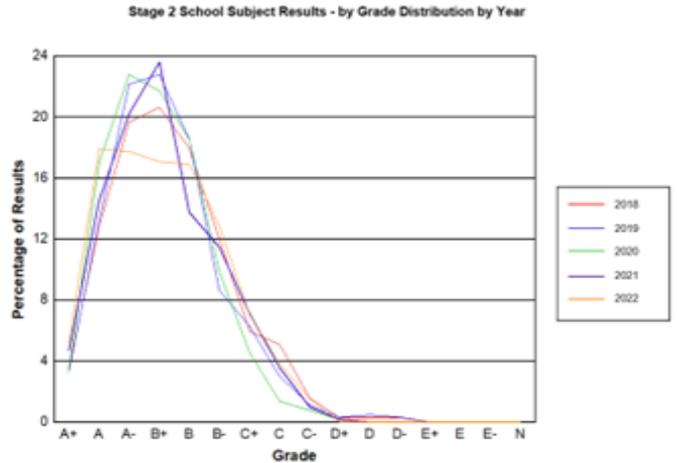
The Year 12 cohort of 2022 achieved 100% SACE Completion. Our College Dux achieved an ATAR of 99.70 which stands as the highest score achieved by a student at the college on our records.

St Mary's continued to achieve strong overall results, as indicated in the graphic below. We had an 8% growth in students who achieved in the top 5% nationally compared to 2021. Likewise, there was a 5% growth in students who achieved in the top 10% nationally compared to 2021, and a staggering 18% growth in students achieving in the top 15% nationally compared to 2021.

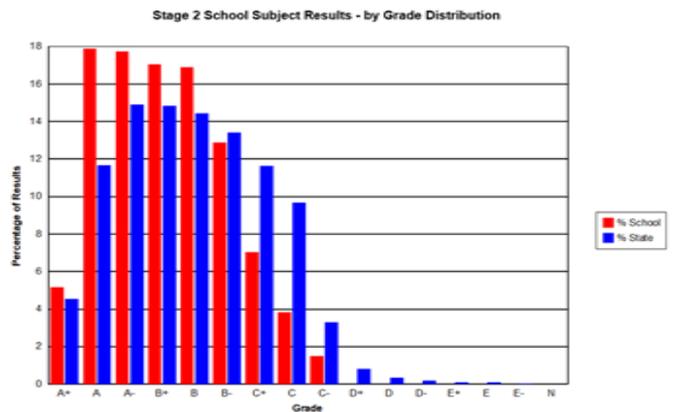


These trends are reflected in the following graph below, tracking our overall SACE achievement over the last five years. While we want our line to shift towards the left, we see a relative plateau in 2022. This is something for us to be attentive to as we emerge in a post-COVID learning space and support our students and teachers to re-adjust to full assessment plans, timelines, and work completion. Subject renewal in our curriculum offerings, exploring flexibilities within the SACE, and subject counselling are also strategies for us to be intentionally monitoring.

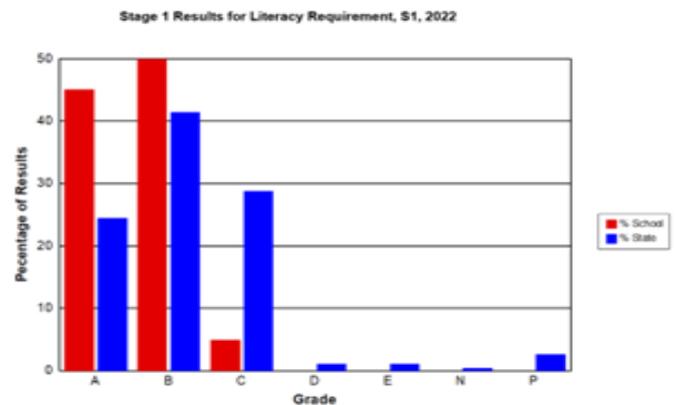
In 2022 St Mary's continued to exceed the state average in grade distribution, as reflected in the graph below. 88% of Stage 2 grades were in the A and B bands, an increase of 3% compared to 2021.



While there was a decline in A+ grades, there was an increase in A grades overall from 39% in 2021 to 41% in 2022 and a steady 47% in the B grade band, which was a 1% increase from 2021.

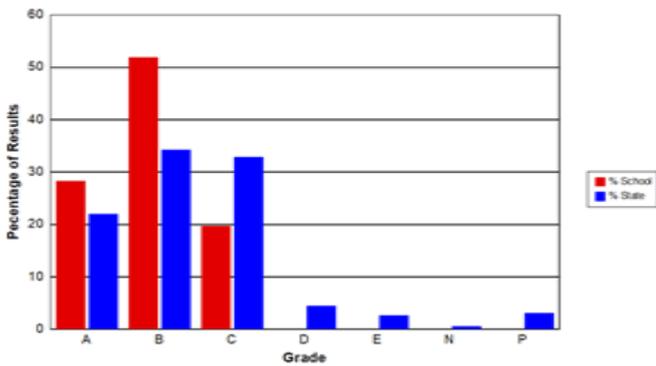


There was also 100% completion of Stage 1 Compulsory Subjects: Literacy, Numeracy, and PLP. This trend is further illustrated in the overall Stage 1 results for 2022, where St Mary's students clearly achieve strong results in the A and B Grade Bands ahead of the state average.



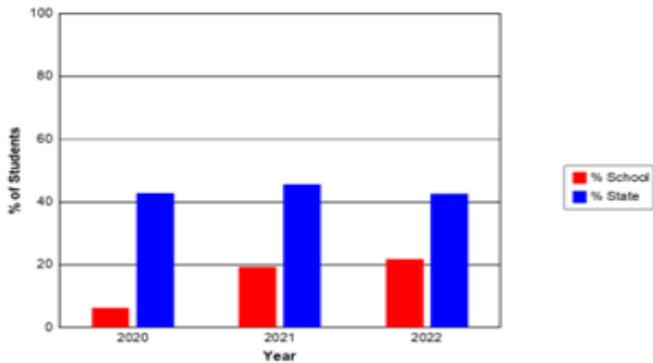
2022 saw another marginal increase in the number of students who completed SACE and also completed some VET. Students participating in VET from St Mary's continues to be lower than the state average, with the majority of students preferring a more traditional ATAR completion program.

Stage 1 Results for Numeracy Requirement, S1, 2022



Nevertheless, students continue to demonstrate agency and are looking for flexibility in how they build their credits, and are aware of different ways to achieve their pathways. Subject counselling and hybrid learning with future-focused plans being actioned earlier is a trend observed by the Senior School Team.

Students Who Completed the SACE and Also Studied VET



86% of graduates received their first tertiary entrance preference and, as indicated in the graph below, entered diverse post-school courses. Health and science careers were strong pathways for the 2022 cohort.

Career pathways



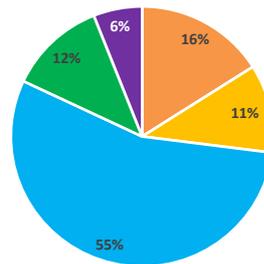
PAT Results

A snapshot of Middle School PAT R and M data can be seen in the Year Level graphs below. While standardized testing schedules are well established in the school calendar, there is still work to be done to embed them in the culture of evidence-

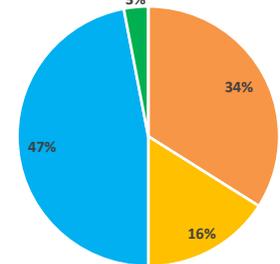
informed practice. We are seeing a positive shift where teachers have become confident in using the data in individual case management and learning review conversations. The next step to leverage is using these data sources to create accurate year-level stories and targeted teaching programs. The English and Maths Learning Areas are leading the way in this space with collaboratively designed intentional teaching programs in the middle school to target areas of growth.

In the spirit of high challenge and high support, together with the second year of the Visible Learning program, St Mary's must be attentive to the number of students achieving in the "Above Average" and "High Achievement" categories. As teacher clarity around learning intentions and success criteria develops, we hope to see further impact on student learning growth. Additionally, the appointment of a Coordinator of Innovation to create stretch opportunities for students across year levels is another measure in place to support student learning growth through agency.

Year 7 PAT R

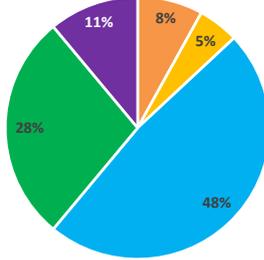


Year 7 PAT M

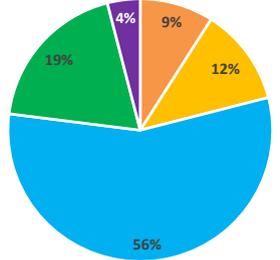


High risk At risk Standard Above Average High Achiever

Year 8 PAT R

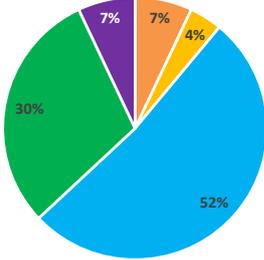


Year 8 PAT M

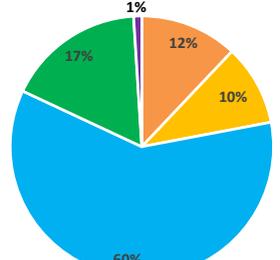


High risk At risk Standard Above Average High Achiever

Year 9 PAT R

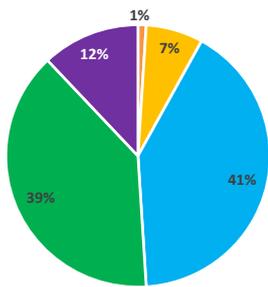


Year 9 PAT M

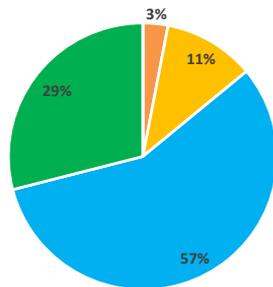


High risk At risk Standard Above Average High Achiever

Year 10 PAT R



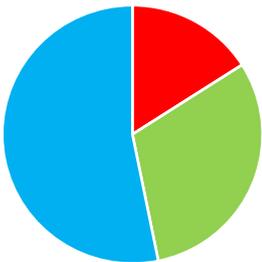
Year 10 PAT M



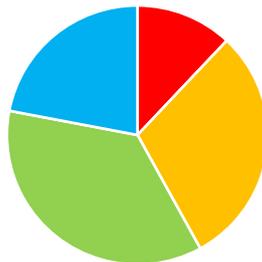
High risk At risk Standard Above Average High Achiever

The graphs below provide a snapshot of PAT Reading and PAT Maths from our Junior School in 2022. It is encouraging to note the growth, particularly in literacy, with the number of students achieving at standard or above average. This confirms the investment in teacher professional learning to deliver the intentionally focused and targeted Playberry Program along with continual screening and monitoring of student growth.

Year 3 PAT R

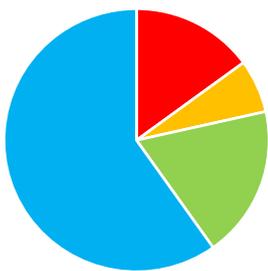


Year 3 PAT M

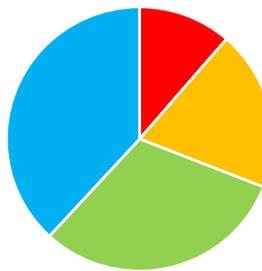


High risk At risk Standard Above Average

Year 5 PAT R



Year 5 PAT M



High risk At risk Standard Above Average

NAPLAN

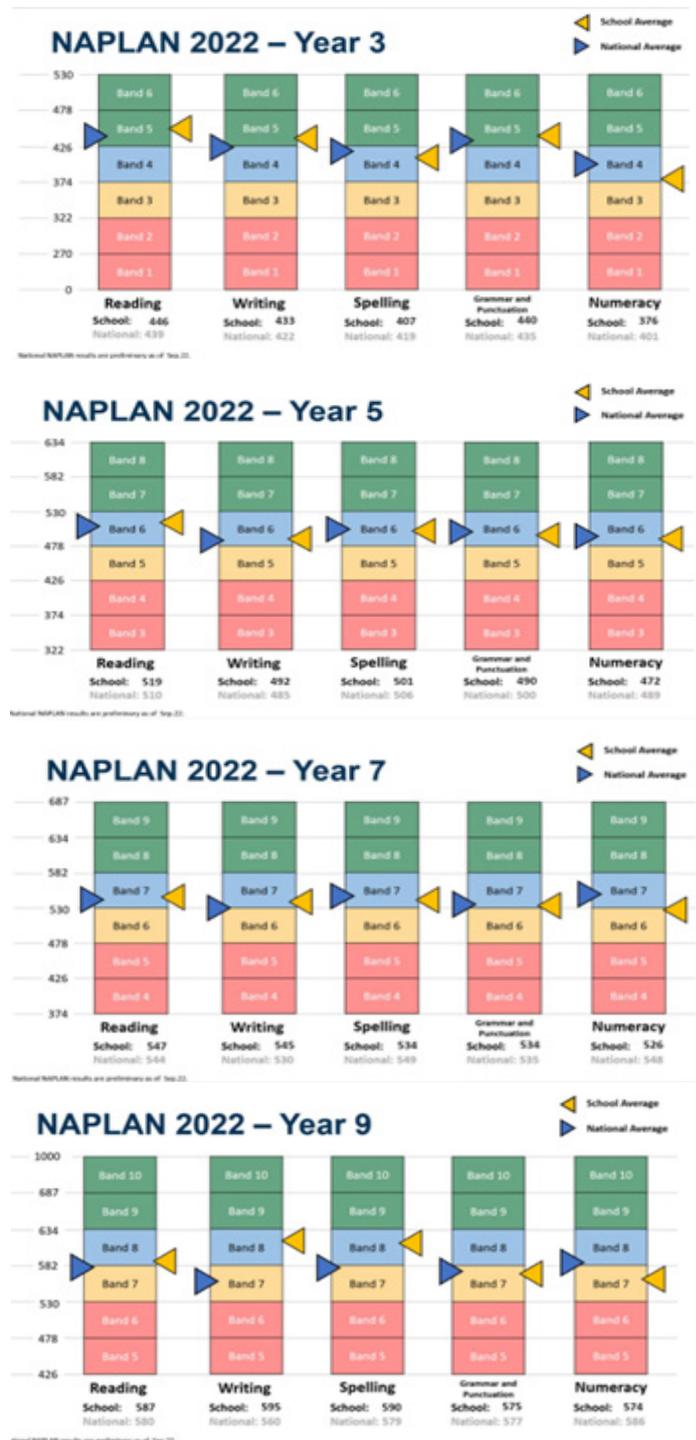
The graphs on the right illustrate comparative data of student achievement in each of the NAPLAN categories, highlighting where St Mary's students sit in comparison to national benchmarks for 2022.

Viewing data in context is important. Years 3 and 5 reflect one class of students only. Likewise, Year 7 is the main intake year of students from diverse primary school experiences.

The targeted, intentional literacy program in the junior years is reflected in the Reading and

Writing data. Furthermore, the consolidation of data-informed practice using PAT R data is also noticeable in the Year 9 Reading, Writing, and Spelling results.

While there is much to celebrate overall, there is also continued space to grow and improve. The Junior school has committed to a CESA numeracy program running in 2023 to develop targeted practice and student engagement. Continued refining of the Middle School timetable to develop relational pedagogy is a further area for us to develop. The Maths Learning Area are increasingly working as a Professional Learning Community to design learning programs and assessment tasks as a measure to improve numeracy skills across the Middle School.



STUDENT WELLBEING

WRAP

2022 saw the launch of St Mary's College Wellbeing Framework and embedding WRAP into the culture of our school community. WRAP forms part of our Wellbeing Framework which outlines a holistic approach to wellbeing, behaviour, relationships, learning and inclusion. This has shifted the leadership structure of our school and shaped the way we work with staff, students and families. It places the voice of our students, and families at the centre of our purpose – to empower young women to excel in learning and in life and to contribute to a more just and compassionate world. WRAP is informed by our values and purpose as a school community and has a solid focus on teaching personal and social capabilities, safety, social skills, empathy and building respectful relationships with others. WRAP implementation and embedding practices has been part of an extensive review and reflection process which has included a series of consultation processes, an extensive literature review, and a partnership with a university research study exploring wellbeing.

Unapologetically, WRAP is evidence-based, using research and contemporary wellbeing literature to shape the WRAP program. Further using data from our students to review and reflect upon what we are doing and shape the program. WRAP covers complex topics in an age-appropriate way, such as how to engage positively with social media and technology. Here the program explicitly teaches our students to understand, identify and respond to issues they may encounter online.

An essential part of WRAP is how the College supports students to navigate respectful relationships, which equips them to foster and maintain strong and healthy relationships with others. Understanding boundaries and consent is integral to this part of the WRAP program. Vital aspects of St Mary's College WRAP include students' understanding of power, how to use their voice, and how to grow as leaders while also developing personal responsibility and understanding of their role within our community. WRAP guides students to be aware of themselves as individuals, aware of the world around them and how to navigate their footprint on the world with ethical awareness and compassion.

Evaluating the effectiveness and Impact of WRAP is an ongoing process. During 2022 a review and reflection process was undertaken as part of Jo Cains Masters of Education Research Thesis which involved a focus group two questions were asked of teachers and Educational Support staff who were involved in a Wellbeing Focus Group. The research

thesis explored two research questions - How is wellbeing defined within this school context? And how is wellbeing promoted within this school context? In this focus group, the participants responded to the question 'how do junior school students learn social-emotional skills'? The data was collected 9 months after the introduction of WRAP within our community. Overwhelmingly during the research focus groups staff answered WRAP as the way students were able to explore and be explicitly taught these skills. The WRAP curriculum is informed by data about our students, and we use this data to ensure we undertake program evaluation. One form of data we use to understand our students is through Educator Impact Pulse. Pulse is a data collection tool I lead a change management process to introduce to our community. Pulse data is important for understanding our students and how they learn in the development of WRAP.

WRAP has become part of the language we use within our community. Throughout 2022 there were a number of ways WRAP was promoted within the community, these including:

- WRAP was a featured article within Education Matters an education-focus section within The Advertiser.
- WRAP was presented as part of the 2022 CESA Middle Years Symposium. As a result of this presentation the team has met with a number of CESA staff to discuss how they can develop programs within their settings.
- The Director of Wellbeing and Inclusion has consulted with a number of different CESA schools about the development of their own wellbeing curriculum.

Our Social Work Team is integral to the wellbeing support of our students. Through the development of WRAP, we deepened our multi-disciplinary mindset around wellbeing. Insights from social work, education and research have shaped the program. The collaborative development of the program has led to a more integrated relationship with our social work team and their role with students. It has also led to the establishment of SWAG (Student Wellbeing Advisory Group).

Partnerships with Universities:

In 2022 we undertook two university partnerships. The first one was with Flinders University whereby our year 4 students were research participants in the Big Talks for Little Minds – a mental health initiative. The second partnership involved our community participating in a larger research study exploring wellbeing in

educational context undertaken by the University of Southern Queensland. As part of the research undertaken during the development of WRAP we continue to have a strong connection with a university research project which focuses on wellbeing and have been invited to be a project school and a staff member a project investigator on an Australian Research Council (ARC) 5 year grant.

Educator Impact Pulse

We continue to use Educator Impact Pulse to activate student voice and agency within our College. This year our SWAG (Student Wellbeing Advisory Group) group discussed the use of Pulse at our beginning of year orientation days and during our staff professional development day staff have explored the explicit link between Pulse and our safeguarding children philosophy.

The results shown in the report continue to allow staff reflection about:

- What students think about their wellbeing and engagement at school.
- Issues or challenges that may warrant further investigation and response.
- Safeguarding children.
- Students' feeling of safety and connection with adults.
- The development of our social-emotional learning programs.

Data taken from February 2023 to May 2023 can be seen in Appendix ? on page ? of this report.

Partners in practice

Developing the capacity of others to support people with disabilities is fundamental in creating inclusive places. During 2022 St Mary's worked collaboratively with CBC and SAC through a CESA initiative called Partners in Practice. The purpose of this collaboration is to develop the capacity of all community members to develop the skills to support, understand and engage students with disability and learning difficulties.

There were a number of elements involved in the project including:

- **SociAble teens and kids** - social-emotional development - small group sessions which support the development of self-regulation and self-awareness strategies. The program supports the capacity building of both our students and staff.

- **Power of Peers** - a capacity-building approach to supporting and understanding students on the autism spectrum. This is a see approach to developing understanding and inclusion.
- **Autism SA Understanding Girls on the Autism Spectrum and Interoception capacity building workshop** - developing staff understanding of emotional regulation and how this is experienced in our student's minds and bodies.
- **Autism SA capacity-building consultations** - specialised and complex consultation, capacity building of staff and support of students.

STAFF PROFILE

At St Mary's College, we are fortunate to have several teachers with two or more qualifications in education as shown below:

Masters Degrees **15**

Post Graduate Diploma **29**

Bachelor Degrees **99**

Diplomas **15**

Graduate Certificates in Religious Education **25**

In 2022, St Mary's College had a staff of **129**, consisting of **82** teaching staff and **47** non-teaching staff members. Of the 129 employees, **109** were female staff members and **20** were male staff members. There were **57** staff members employed full-time, **59** staff members were employed part-time and **13** OSHC staff and Year 12 Tutors were employed on a casual basis. There were no identified Indigenous staff members employed at the College in 2022.

Staff Professional Development

An overview of the professional development undergone by staff in 2021 is provided below:

Whole staff professional learning included:

- Visible Learning training through Corwin Publishing Company. This year has been the first of a three-year project which aims to enhance the role of the teacher as the evaluator of their own teaching by seeing learning through the eyes of their students and helping them become their own teachers.
- Indigenous Spirituality, led by Kurna elder Uncle Mickey O'Brien.
- Purple Orange, about working with students with a disability and differentiation in the curriculum.

Restorative Practices training occurred for new staff. ESOs and Learning Support Coordinators

We moved into the second year of our project with Lead Learn Consulting to develop a collaborative culture of coaching and professional engagement

in response to student feedback. Members of the Leadership Team and Middle Managers acted as coaches for teachers who underwent the process for the first time.

Leadership professional learning included:

- Aspiring Leaders Programme
- Cognitive Coaching Masterclass
- Gavin Grift: Collaborative Teams that Work
- Visible Learning
- Dare to Lead

Other professional learning undertaken by different staff was based around:

- Early career teacher induction and charism workshops (through CESA)
- SACE, including professional learning for the updated and revamped Stage 1 PLP and Stage 2 Research Project subjects
- MITIOG (Made in the Image of God) workshops through CESA
- Subject area conferences
- Graduate Certificate in Religious Education
- HALT certification workshops
- Careers Education workshops for teachers working with students in the primary years (through CESA)
- Learnwell Workshops (through CESA) focusing on student wellbeing
- Junior School teachers continued their professional learning around teaching reading, including Word Cracking Morphology Training
- Understanding Autism
- EALD Moderation and Assessment
- NAPLAN data analysis

STUDENT, PARENT AND STAFF SATISFACTION

Student feedback is gathered via the weekly pulse check-in to enable immediate follow-up. Our cohort data shows that majority of our students feel connected and safe at school.

In 2022 we continued our engagement with Aleda to implement Lead Learn. Using classroom surveys and a coaching companion, teachers gain feedback from students and create goals to develop areas of practice further. The survey asks for a response in each of these areas:

- Differentiation
- Student voice

- Connection
- Metacognition
- Support
- Feedback
- Clarity
- Thriving and working collaboratively
- Student self-efficacy as a learner

The aggregated survey data from the cohort shows that while there are areas for growth, most of our students feel well supported in their learning and connection with the teacher.

Staff satisfaction is gauged through annual one-to-one meetings with the Principal and a yearly meeting with their sub-school or Learning Area Leader. All professional learning is evaluated and feedback is sought through change processes. The end of year review focused on how effectively we lived into our theme, Together we do good things. A focus on community spirit and outward engagement has a positive impact on staff and community wellbeing.

Although 2022 saw the world opening up following COVID lockdowns, the restrictions in the first half of the year made a significant impact on the community and this was felt by staff.

Parents are invited to give feedback each year following:

- Each term following reports
- At the end of parent information and education evenings
- Through fortnightly newsletters

In 2022 we engaged parents in a community wide consultation about our learning dispositions.

SCHOOL INCOME

Income broken down by funding source:

Australian Government funding	\$8,269,754.67
State Government funding	\$2,60,512.00
Fees, charges, parental contributions, other private sources	\$6,563,804.67
Total net income	\$17,094,071.34

SCHOOL IMPROVEMENT

2022 St Mary's College - Strategic Goals and Continuous Improvement

In 2022 we launched the College Strategic Plan – Forward to 2025. The plan is built around four strategic intentions. Each intention outlines five commitments that are achieved through actions documented in the Annual Improvement Plan. A summary of key actions is outlined below.

Holding relationships at the heart

We live our Catholic Dominican identity most fully in the relationships we form

- Developed action priorities from Enhancing Catholic Identity research findings
- Continued staff development in implementation of restorative practices
- Publication and implementation of revised pastoral care program – WRAP (Wellbeing, Relationships, Agency and Personal Responsibility)
- Engagement with university partnerships to review and embed wellbeing programs
- Ongoing professional learning on safeguarding children and young people

Grounded in story and place

We continue to be shaped by the people and values that formed us

- Publication of School Environment Management Plan (SEMP)
- Provision for green space articulated in Master Plan
- Staff professional development in intercultural understanding with indigenous community leaders and elders
- Re-developed service learning model
- Increased engagement with old scholar community through regular reunions and improved database

An inclusive space for all learners

We create a community that is safe and welcoming where all learners can thrive

- Partners in Practice professional learning for staff and peer learning about ASD
- Implement more effective systems for documenting Personalised Plans for Learning and adjustments to learning
- Awareness raising with the parent community on understanding inclusion

- Consistent practice in the implementation of educational testing/data collection

Creative, responsive and flexible

We design progressive learning experiences responsive to student voice and agency

- Established baseline evidence for visible learning and set goals for future direction
- Established a strong culture of coaching for teacher development
- Established peer led professional learning opportunities
- Map subject renewal to support student voice and agency

Appendix 1

Pulse Data taken from 1 February 2022 to 20 March 2023

Note: n column indicates the total number of responses

PULSE DATA	Lowest	Lower	Medium	Higher	Highest	n	Average
Valued and Safe	154	464	1605	3089	4055	9367	0.778
Connectedness to Adults at School	41	106	331	452	494	1424	0.720
School Climate	80	262	825	1655	1142	3964	0.722
Home Climate	10	49	220	614	1054	1947	0.841
Bullying	23	47	229	368	1365	2032	0.870
Healthy	737	1474	3917	4233	4277	14638	0.668
Positive Emotions	127	282	1287	1636	1563	4895	0.716
Challenging Emotions	430	845	1626	1373	1165	5439	0.592
Emotion Regulation	108	173	277	221	186	965	0.553
Self-image	61	137	523	618	529	1868	0.690
Physical Activity	6	23	102	150	232	513	0.782
Health Problems	3	13	76	149	209	450	0.804
Have Enough Food	2	1	26	86	393	508	0.927
Material basics	83	201	704	1536	3409	5933	0.837
Eats Breakfast	53	78	88	93	206	518	0.655
Access to Necessities	6	20	138	461	1872	2497	0.918
Home Environment	18	67	298	516	1035	1934	0.821
General Nutrition	6	36	180	466	296	984	0.757
Learning	166	576	2823	4872	4085	12522	0.742
Emotional Engagement with Teachers	27	74	425	941	949	2416	0.781
Engagement (Flow)	13	62	310	296	241	922	0.687
Perseverance	17	97	472	730	624	1940	0.738
Cognitive Engagement	20	54	342	584	475	1475	0.744
Academic Self Concept	9	45	291	595	484	1424	0.763
Learning Practices	80	244	983	1726	1312	4345	0.727
Participating	172	416	1846	2974	3375	8783	0.755
Connectedness to Adults at Home	20	51	215	504	1170	1960	0.851
Friendship Intimacy	24	53	236	441	665	1419	0.794
Resilience	23	86	308	363	190	970	0.657
Motivation to Achieve Goals	20	70	400	576	414	1480	0.719
Future Goal Planning	12	25	239	420	317	1013	0.748
Feelings about After School Study/Work	12	62	152	128	112	466	0.643
Organised Activities	42	37	89	117	193	478	0.700
Agency	19	32	207	425	314	997	0.746
Positive sense of identity and culture	220	520	1953	3031	3068	8792	0.733
School Belonging	31	67	237	349	321	1005	0.714
Peer Belonging	30	73	296	541	509	1449	0.746
Meeting Expectations	60	167	294	241	185	947	0.586
Expectations for Success	32	62	444	661	802	2001	0.767
Sense of Identity	67	151	682	1239	1251	3390	0.755



THANK YOU