

EMPOWERED YOUNG WOMEN



**ST MARY'S
COLLEGE**

EST. 1869

SCHOOL PERFORMANCE REPORT 2023



CONNECTING IN REACHING OUT

2023

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PURPOSE STATEMENT

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.

VALUES

TRUTH | JUSTICE | COMMUNITY

SCHOOL CONTEXT

ST MARY'S COLLEGE BOARD OF DIRECTORS

Chair:	John Foley
Acting Chair:	Lucy March
Directors:	Lucy March, Patrick Murphy, Tim Hisgrove, Thea Eszenyi, Mary Spudic, Linda Primavera
Executive Officer:	Clare Nocka
Company Secretary:	Lucy March

DOMINICAN EDUCATION AUSTRALIA

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 St Mary's College is one of the six education ministries of Dominican Education Australia (DEA). DEA is a Ministerial Public Juridic Person established in 2016 by three congregations of Dominican Sisters – the Congregation of the Dominican Sisters of North Adelaide, the Holy Cross Congregation of Dominican Sisters, Adelaide (the founding order for St Mary's College) and the Congregation of the Dominican Sisters of Eastern Australia and the Solomon Islands. The Board of Trustees of DEA has responsibility in civil and canon law for the six ministries across New South Wales, Victoria and South Australia.

DEA takes its vision from the inspiration of Jesus Christ and the spirit of Dominic. It continues to build on the founding grace and traditions of each of the Congregations, seeking to continue and further enliven their works.

St Mary's College enjoys a strong partnership with Dominican Education Australia, and with the sisters of Holy Cross Congregation.

CONNECTING IN: REACHING OUT

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 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. Like Dominic, 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 2023 our College theme was Connecting In – Reaching Out. The theme gave us a window into living our purpose - to contribute to a more just and compassionate world. Connecting in with ourselves and each other feeds our capacity to reach out to others. The theme encapsulated core Dominican practices of contemplation and service.

STUDENT ENROLMENTS

Total student enrolled (from August 2023 census).	762
Total of students identified as Aboriginal or Torres Strait Islander.	8
Total of students which received Special Education Resourcing in 2023 (with numerous non funded students also receiving various levels of in class support).	180

Year level enrolments for 2023 as per the August census are reflected in the table below:

Year Level	Enrolments
Reception	14
Year 1	17
Year 2	13
Year 3	23
Year 4	23
Year 5	39
Year 6	36
Year 7	78
Year 8	75
Year 9	111
Year 10	110
Year 11	105
Year 12	121
Total	765



STUDENTS

LEARNING

Year Two of Visible Learning saw the establishment of the College learning dispositions. St Mary's College learners are **curious, creative, resilient, reflective and embrace challenge**. Whole school development in the use of learning intentions and success criteria, and the implementation of more robust systems for student feedback built greater consistency of teaching and learning approach in all year levels.

Feedback from our second Visible Learning school assessment showed a vast improvement in the way students and staff spoke about learning. There was significant improvement in all four strands of Visible Learning – the visible learner, know thy impact, visible teaching and leading, and effective feedback.

SACE RESULTS

- Overall annual results for both Stage 1 and Stage 2 are solid and show positive growth.
- With **100% SACE completion**, all Year 12 students are well placed to begin their next chapter beyond St Mary's College.
- Our College Dux achieved an **ATAR of 97.90**.
- Six students achieved A+ Merits in the following subjects:
 - » Legal Studies
 - » Society and Culture
 - » Information Processing and Publishing
 - » Visual Arts – Art



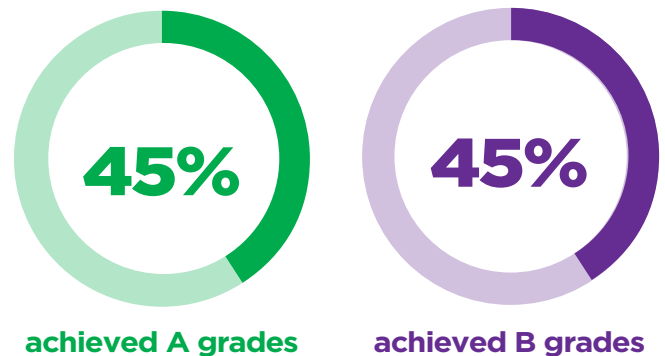
This is a positive 3% shift from 2022.



Again, this was a 6% increase on 2022.

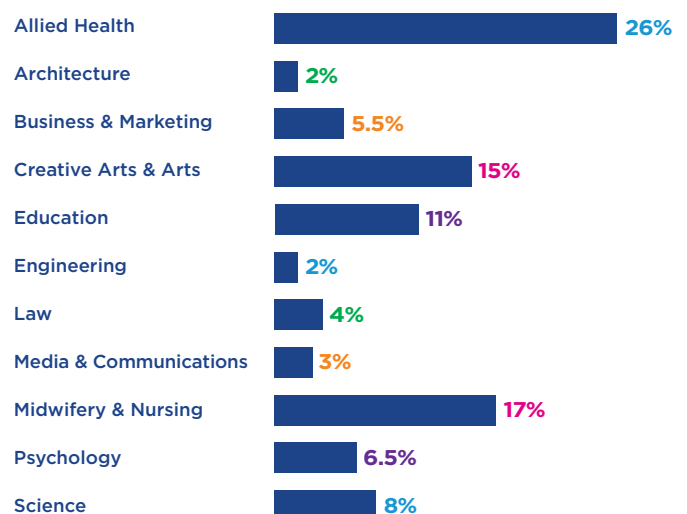


This category demonstrated the largest positive growth, with a 10% increase on 2022.



45% of all grades achieved in Stage 2 Subjects were in the A Band. 45% of all grades achieved in Stage 2 Subjects were in the B Band.

POST SCHOOL DESTINATIONS



NAPLAN RESULTS

In 2023, NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means achievement prior to 2023 cannot be compared with the current results.

In 2023 the performance of students at St Mary's College compared with all Australian students showed the following:

Reading

- Above in Year 3 and 9
- Close to in Year 5 and 7

Writing

- Below in Year 3
- Close in Year 5
- Above in Year 7 and 9

Spelling

- Close in all year levels

Grammar

- Close in Year 3, 5 and 7
- Above in Year 9

Numeracy

- Close in Year 3, 7 and 9
- Well below in Year 5

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	425	402	388	415	403
Year 5	503	490	478	492	449
Year 7	548	557	537	550	523
Year 9	593	604	578	575	566

The introduction of a consistent approach to teaching literacy in Reception to Year 6, along with comprehensive intervention Reception to Year 9 is showing improvements in internal testing and progress monitoring results.

ATTENDANCE

St Mary's College maintains a high level of student attendance. Overall data from 2023 is moving closer to the attendance data pre-COVID in the low 90% range.

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 Year Level Coordinator or Sub School Director to readily identify patterns of absence or lateness and follow these up and case manage where necessary.

The table below provides a breakdown of Student Attendance Data as reported in the *Term 3, 2023 Student Attendance Data Collection*.

Year Level	Attendance Percentage
Reception	91.83%
Year 1	88.60%
Year 2	86.40%
Year 3	89.70%
Year 4	87.29%
Year 5	90.39%
Year 6	87.98%
Year 7	91.65%
Year 8	86.14%
Year 9	85.64%
Year 10	87.52%
Year 11	87.53%
Year 12	88.79%
Total	88.42%

CO-CURRICULAR OPPORTUNITIES

Through our extensive program, students participated in the following curriculum extension opportunities:

Music

- ABODA Festival
- Generations in Jazz, Mount Gambier
- Catholic Schools Music Festival
- Eisteddfod
- Performances at school events such as Assemblies, Masses, EYEC and Old scholars' reunions.
- Musical 'Oliver'.

Sport

- Summer: Basketball, Volleyball, Tennis, Badminton
- Winter: Basketball, Netball, Soccer
- Statewide Knockout competitions
- Interschool carnivals
- Interstate Netball Carnival
- Netball Academy Program.

Academic Enrichment

- Debating Competitions
- Da Vinci Decathlon
- Ethics Olympiad
- STEM club
- Language Club
- Arch D Podcasting
- Girl Power
- Theatre of Impact
- Garden Club
- Digital Twin Club
- Children's University
- Book Club
- Shadow Judging – Children's Book Council of Australia.

Student Representative Council and Social Justice Student Leadership

- Project Compassion fundraising
- Vinnies Fundraising
- International Women's Day Events
- RUOK? Day
- Sports Day planning and organization
- House Cup events
- Grounds for Change
- Women in STEM Breakfast
- Moore Street Outreach Program
- Justice Day.

Student Wellbeing Advisory Group



STAFF

WORKFORCE COMPOSITION

Teaching staff	71	Full-time	45	Part-time	26
Non-teaching staff	37	Full-time	8	Part-time	29
Total staff	108				

0 staff member(s) identifying as Aboriginal or Torres Strait Islander.

QUALIFICATIONS

St Mary's College staff currently hold the following qualifications:

Qualification	Number completed
Bachelor Degrees	90
Masters Degrees	10
Post Graduate Diploma	23
Diplomas (including Graduate, Advanced)	16
Graduate Certificates in Religious Education	24
Highly Accomplished	2
Lead Teacher	3

PROFESSIONAL LEARNING

An overview of the Professional development undergone by staff in 2023 is provided below:

Whole staff Professional Learning included:

- Visible Learning training through Corwin.
- Lead Learn Cycle. We have developed a collaborative culture of coaching and professional engagement in response to student feedback. Leadership team and Middle leaders took on the role of coaches to mentor, observe and discuss classroom practice.
- NCCD and Personalised Plans for Learning in order to support differentiated learning in the classroom.
- Enhancing Catholic Schools Identity data analysis and goal setting.
- Child Safeguarding exploring practice aligned with the National Catholic Safeguarding Standard; Upstander behaviour; understanding the dynamics and behaviour of grooming.
- Goal based assessment.

- AI in education.
- Evidence informed teaching practice: using the BI Tool to review individual and cohort data.
- Restorative practices training occurred for new staff, teachers and ESO's.

Leadership professional Development included:

- Leaders HP – Leadership Circle Profile, a 360 review of leadership impact.
- Aspiring Leaders Program.
- Cognitive Coaching Masterclass.
- Dare to Lead.
- Masters of Educational Leadership courses.

Other professional learning undertaken by different staff was based around:

- Early career teacher induction and charism workshops (through CESA).
- SACE professional learning and pilot programs for EIF and AIF (replacing PLP and research Project), Learner Profile Project.
- MITIOG (Made in the Image of God) Workshops.
- HALT certification.
- Career Education workshops for teachers.
- Graduate Certificate in Religious Education.
- NAPLAN data analysis.
- Playberry Laser Literacy.
- Explicit Direct Instruction.
- Literacy Study Tour.
- Teaching Students with Dyslexia TSD3.



STUDENT, PARENT AND STAFF SATISFACTION

No formal surveys were undertaken in 2023.

Student satisfaction data was evaluated through three means:

- E-Pulse wellbeing data collected fortnightly through each school term;
- Lead Learn survey measuring teacher effectiveness in relation to differentiation, voice, connections, feedback, metacognition, support, clarity and collaboration;
- Visible Learning School Capability Assessment – student interviews.

Across all three platforms there is a strong culture of learner engagement, wrap around support and positive relationships.

Parent satisfaction was evaluated through learning reviews, invitations to provide feedback via the newsletter, and anecdotally through school events.

Review meetings for all students with a Personalised Plan for Learning (PPL) provide an important opportunity for students and parents to raise concerns and have a voice in how learning and wellbeing is supported.

Staff satisfaction was evaluated through regular check-ins through professional learning and opportunities to review and provide feedback on strategic and formation initiatives. All staff completed annual review conversations with their team leader.

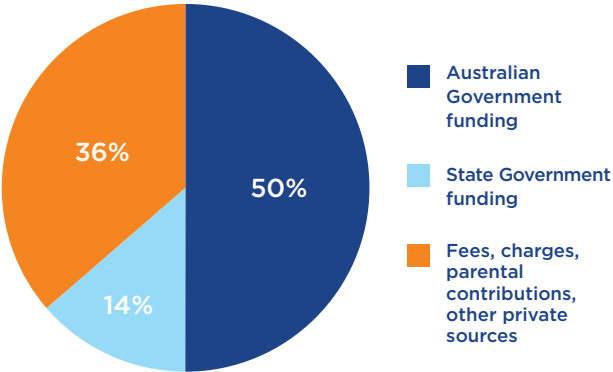




FINANCE

Income broken down by funding source:

Australian Government funding	\$9,239,436.00
State Government funding	\$2,514,369.00
Fees, charges, parental contributions, other private sources	\$6,716,536.00
Total net income	\$18,470,340.00



FACILITIES DEVELOPMENT

Facilities upgrade and improvement included:

- Installation of CCTV throughout the campus improving the safety of our learning spaces for all students and staff.
- Review of learning spaces with low visibility and the installation of large glass panels and doors.
- Middle School Team Office Space.
- Design for Junior School Play space and Outdoor Learning Area, Formal Garden.
- Art installation in four areas of the campus – The Golden Thread – telling the story of our Strategic Plan.
- Upgrade of T12 music rehearsal studio.

SCHOOL IMPROVEMENT

In 2023 we continued to bring to life 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 in 2023 is outlined below.

HOLDING RELATIONSHIPS AT THE HEART

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

- Continued staff development in implementation of restorative practices, including induction for new staff and training for ESOs.
- Professional learning on safeguarding children and young people with a focus on grooming and upstander behaviour.
- Three conference presentations sharing restorative approach and Wellbeing program WRAP (Wellbeing, Relationships, Agency, Personal Responsibility).
- Launch of Student Wellbeing Advisory Group (SWAG).
- Continued university research partnerships as a tool to review and evaluate wellbeing support.
- Parent education series in terms three and four.

GROUNDING IN STORY AND PLACE

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

- Stage One of Reconciliation Action Plan complete.
- Curriculum review for evidence of Aboriginal and Torres Strait Islander perspectives.
- Proposal for old scholar magazine to be published in 2024.
- The Golden Thread animation project launched and art installations throughout the school telling the continuing Dominican story of St Mary's College.

AN INCLUSIVE SPACE FOR ALL LEARNERS

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

- Embed systems for documenting Personalised Plans for Learning and adjustments to learning; introduce more effective systems for student's voice in goal setting.
- Re-design of the Learner Hub to create a calmer, more inclusive space for all learners.

- Share the work of the Learner Hub and Wellbeing Team with guests from Future Schools Network and with visiting Catholic Education SA schools.
- Continue to embed culture of Explicit Direct Instruction in R to 6 literacy programs.
- Professional learning with the CESA BI Tool for monitoring learning growth of all students.

CREATIVE, RESPONSIVE AND FLEXIBLE

We design progressive learning experiences responsive to student voice and agency

- Visible Learning evident in practice throughout the school with learning dispositions and learning intentions and success criteria shared and embedded practice.
- Inaugural Women in STEM breakfast.
- Growth of student led, Grounds for Change coffee cart business.
- Diverse enrichment experiences for learning beyond the classroom.
- Successful pilot of new SACE Subjects to replace Research project, Exploring Identities and Futures (EIF) and Activating Identities and Futures (AIF).



 **ST MARY'S COLLEGE**

Is your daughter
ready to start her
school journey?

**Enrol
now.**

**Reception
mid-year
intake**



EMPOWERING YOUNG WOMEN

↑
Reception
Visitors please
report to reception
on arrival.





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