



**ST MARY'S  
COLLEGE**

EST. 1869

# WE GROW BY LIFTING OTHERS

2021



## 2021 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

The oldest continuously running school for girls in South Australia, St Mary's College Adelaide was established on 2 February 1869, following the arrival in Adelaide from Dublin, Ireland, of seven Dominican Sisters. 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.

At the request of the Dominican Sisters of North Adelaide, the Dominican Sisters of Eastern Australia, and the Holy Cross Congregation of Dominican Sisters in Adelaide, Dominican Education Australia was established by the Catholic Church on 28 January 2015. It was formed to ensure the ongoing provision of education inspired by the Dominican charism.

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 2021 our College theme was We grow by lifting others. This theme was an invitation to community; to see beyond our individual selves and to live generously and kindly. It also invited us to consider the impact when we do not lift others. In the world of social media that is so influential in our lives, we felt that the theme offered a strong antidote to a negative element of popular culture.

Our community of approximately 820 students enjoys year level teams and sub-schools where each student is known to the teaching and leadership team. Each sub-school has its own Director who leads the pastoral care of between 160 and 300 girls. There is a Year Level Coordinator for each year in the middle and senior schools. Such a structure enables the College to establish and maintain close relationships with both students and families. We offer big school opportunities within a community that has a small school feeling.

## 2021 STUDENT NUMBERS

The enrolment numbers at the August 2021 census were as below:

R	1	2	3	4	5	6	7	8	9	10	11	12
12	20	16	20	28	34	37	87	117	113	130	99	104
<b>Total number of students:</b>							<b>817</b>					

The College student body continues to consist of diverse cultural, religious and geographical backgrounds with students residing in 220 suburbs of Adelaide.

There were 6 indigenous students enrolled at the College in 2021. Of the 817 students enrolled at the College, 22 primary students were eligible for School Card and 81 secondary students were eligible for School Card. 139 students received Special Education Resourcing in 2021 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 2021 was 91.2%.

R	94.73
1	88.52
2	91.73
3	90.67
4	91.421
5	97.49
6	91.68
7	92.06
8	93.22
9	90.52
10	81.31
11	91.25
12	91.02
<b>Total percentage of attendance:</b>	<b>91.2%</b>

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

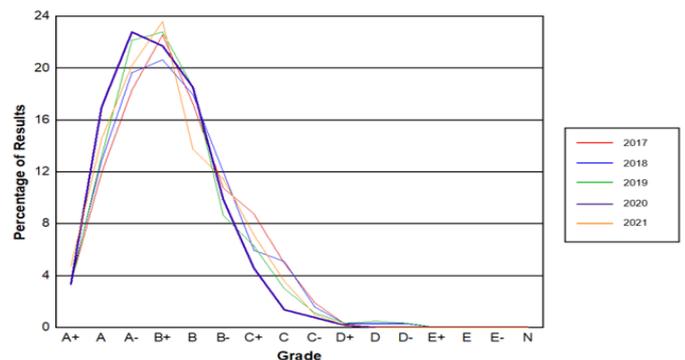
The class of 2021 successfully achieved 100% SACE Completion. With this, our College Dux achieved an ATAR of 98.05.

- **5%** of our students achieved an ATAR over 95  
*Top 5% Nationally*
- **18%** of our students achieved an ATAR over 90  
*Top 10% Nationally*
- **30%** of our students achieved an ATAR over 85  
*Top 15% Nationally*

In recognition of outstanding excellence, 13 Merits were awarded across a range of subject areas. These overall results are best captured in the grade distribution graph below that illustrates the performance of our Stage 2 students over the last five years. While the overall trend of maximum achievement situated in the A and B Grade Bands is something to be proud of, the aim is to have the line shift towards the left. 2021's results are within the general achievement trend, however, our attention needs to be on pushing the A- and B+ grades further towards the A and A+ bands.

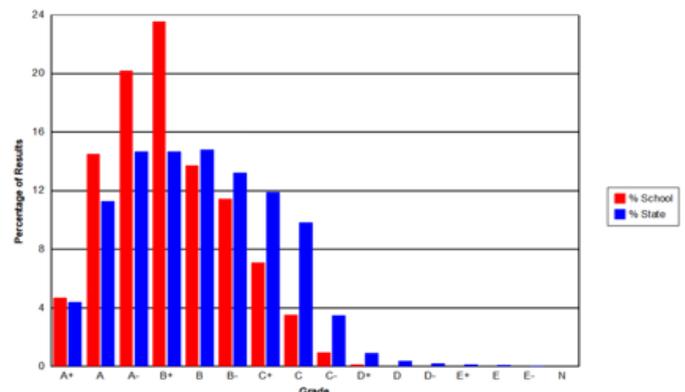
Increased attention to authentic discussions during subject counselling will support students being in the most suitable subjects where they can maximize their achievement. Continued flexibility for achieving the SACE over two years should also see this line shift and increased teacher understanding of the Performance Standards unique to specific subjects will also support strong results.

Stage 2 School Subject Results - by Grade Distribution by Year

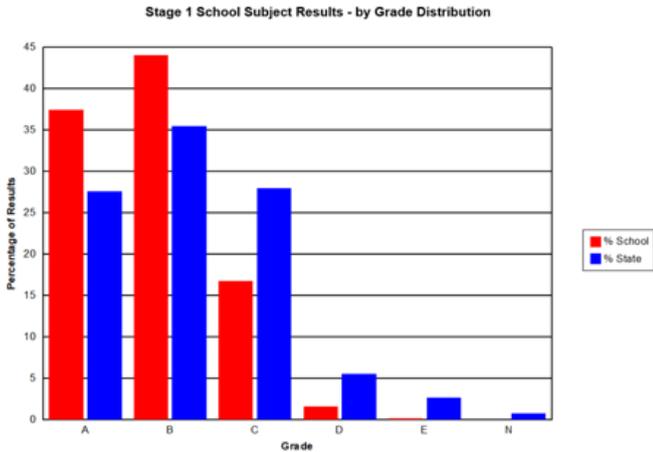


In 2021 St Mary's continued to exceed the state average in grade distribution as reflected in the graph below. 85% of Stage 2 grades were in the A & B Bands with 11% in the A+ Band, 39% in the A Band, and 46% in the B Band.

Stage 2 School Subject Results - by Grade Distribution

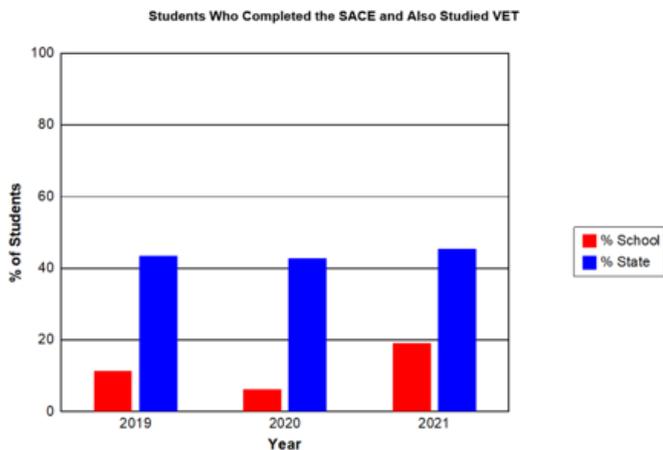


Additionally, in 2021 there was 100% completion of the SACE Stage 1 Compulsory Subjects: Literacy, Numeracy, and PLP. This trend is further illustrated in the overall Stage 1 results for 2021 where St Mary's students clearly achieve strong results in the A and B Grade Bands ahead of the state average.



Interestingly, there was a marked increase in the number of students who completed SACE and also completed some VET. While we have a significantly lower VET participation rate compared to the state average, our numbers grew substantially from under 10% in 2020 to almost 20% in 2021. This reflects growth in student agency where there is an increased demand for flexibility, hybrid learning, and future-focused plans being actioned earlier.

The role of the VET coordinator is instrumental in this growth area and marks another area for us to be attentive to in the coming years.



**NAPLAN**

2021 marked the return of NAPLAN. At St Mary’s we had over 96% of our Year 3, 5, 7 and 9 students completed the national tests.

Data can be approached in a variety of ways. Taking a deeper dive into student growth is where our attention is best served.

Below is a summary of student growth between 2019 and 2021 against the national average growth for the same cohort of students. The dark blue bands indicate high growth in the top 25%, down to low growth in the bottom 25% represented by pale blue.

**Year 5 Student Progress Between 2019 & 2021 Literacy and Numeracy**

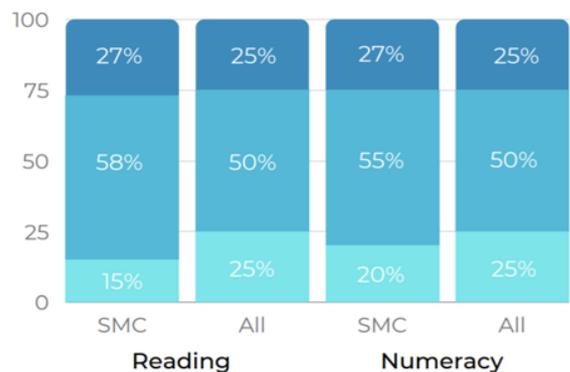


With our Junior School data, it is important to be mindful the results reflect one class of students. There is also an increase of new students to St Mary’s from Year 3 to Year 5, indicative of entry points in enrolments.

**Year 7 Student Progress Between 2019 & 2021 Literacy and Numeracy**



**Year 9 Student Progress Between 2019 & 2021 Literacy and Numeracy**



At a glance, solid Year 7 and 9 high Reading growth, and Year 9 high Numeracy growth exceeds the national averages. Likewise, there is more than 50% growth in the average growth range in Year 9 Reading and Numeracy. Being mindful of evidence-informed practice and having Learning Areas operating more collaboratively as year-level teams at the planning, task design and moderating stages of the learning cycle could be some reasons for this positive impact on growth.

While there is much to celebrate, there is also much work needed to continue to improve the growth of our students. The development of a Middle School teaching model to declutter student timetables, and hone Middle School pedagogy are initiatives for 2022 which should target the dips in growth that can be seen in the summary graphs above.

**PAT R and M Data**

As students and teachers become more familiar with the annual PAT R and M standardised testing tools, we are in a position to begin using the evidence to inform practice and develop student agency.

2021 saw a supported entry to evidence-informed practice for all staff at St Mary’s, beyond the traditional domain of English and Maths Learning Areas. All teaching staff had professional learning on how to use the PAT Testing platform and read student test reports. Increasing teacher confidence with the diagnostics was a way to balance the narrative about learning at St Mary’s to include measurable evidence.

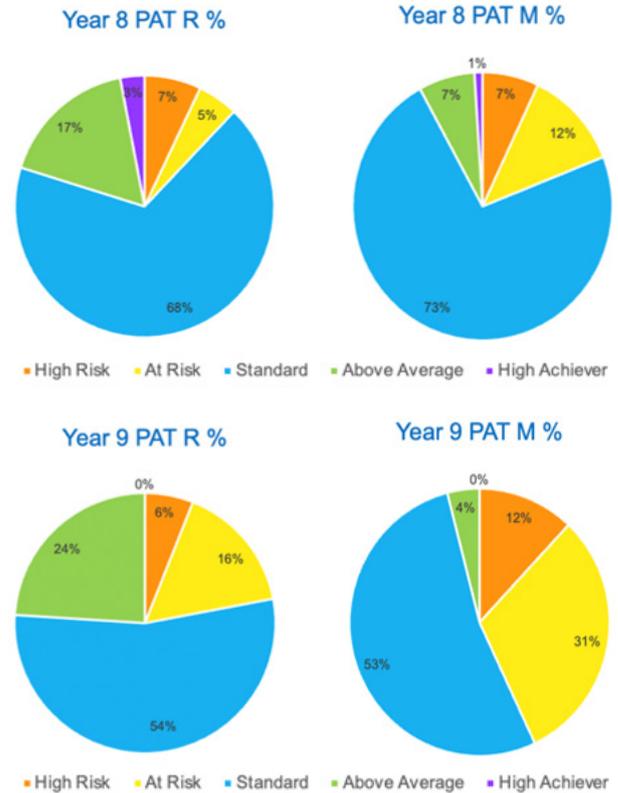
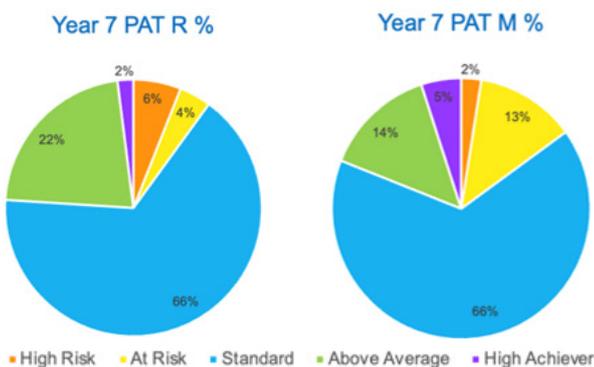
Student PAT and NAPLAN Data were also uploaded to SEQTA. Making data readily available on our system was another way to support staff in being mindful of targeting growth and being intentional in their practice.

Significant growth has been recorded in the Junior School PAT R data where high-quality consistent classroom instruction can and will narrow the growth gaps significantly.

Through the Playberry Program, coordinated structured literacy intervention meeting times within teacher non-contact time, and investing in resources students in Years 1 and 2 for example have seen PAT R reading growth jump as much as twenty points.

Having a Leader of Literacy and Numeracy Development in the Junior School has been important for tracking this growth.

A snapshot of Middle School PAT R and M data can be seen in the Year Level graphs below.



These summary graphs above have become a common feature of the agendas at Learning Area Leader Meetings and Middle School Year Level Coordinator Meetings. Traditionally St Mary’s has been attentive to supporting students who are at risk or high risk as part of differentiated classroom practice, however, conversations about how to extend students who sit in the standard and above-average categories are beginning based on established data collection practices.

As St Mary’s ventures into the first year of Visible Learning, Learning Area Leaders are increasingly aware of the need to develop a shared language around learning so that students are part of their own learning experience and goal setting.

**STUDENT WELLBEING**

Throughout 2021 we continued to be challenged by COVID and the uncertainty that young people faced. Our school like many others, was acutely aware of the impact local, national and international events were having on the mental health of vulnerable developing minds. Students and families were faced with long wait times to access mental health services and we shaped our wellbeing response to accommodate our students needs.

Throughout 2021 we focused on building and embedding a culture of wellbeing across all parts of the school. A few examples of this have been educator impact pulse, WRAP development, and partnership with universities.

## Educator Impact Pulse

Being consciously aware of the power of quantifiable data, one of our biggest challenges in wellbeing is being able to make sure what we are doing is having an impact. Asking ourselves the question: *how do we know what we are doing makes a difference?* The introduction to Pulse 2019 has helped us look at that in a much more targeted way. This has given us data about the wellbeing of our students, something we haven't had in the past. This also provides information to inform our ongoing wellbeing programs and interventions.

With the valuable insights gathered through Pulse weekly check-ins, St Mary's has been able to meaningfully provide interventions for students who need help when they need it. Teachers are now equipped with an awareness that can be shared among staff to better support students.

The Wellbeing Pulse has allowed us to check in with our students every week. Pulse helps students connect with help at a time that they need it. This data helps us understand how often and when students reach out and how quickly they are connected with assistance. It works by asking a few questions regularly so schools can quickly build and maintain an up-to-date picture of wellbeing and engagement.

The results shown in the report were used to reflect on:

- 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 1 February 2021 to 20 March 2022 can be seen in Appendix 1 on page 9 of this report.*

## The Development of WRAP

2021 saw the development of the WRAP program. WRAP is an acronym for **W**ellbeing, **R**elationships, **A**gency and **P**ersonal **R**esponsibility.

The four domains of the St Mary's WRAP Program are underpinned by our school values: Truth, Justice and Community. The purpose of the WRAP program is to look at the social and emotional wellbeing and development of students, not covered explicitly in other curriculum areas, with a focus on teaching students such skills as developing personal and social capabilities,

personal safety skills, social skills, empathy and building respectful relationships with others. The WRAP Program incorporates the specific and explicit teaching of the Child Protection Curriculum and Social-Emotional Learning Programs.

The WRAP program provides students with information that is contemporary and relevant and is presented through best practice, evidence-based delivery supporting students to become critical thinkers and engage. The WRAP Program utilizes wellbeing measures including the Australian Research Alliance for Children and Youth's (ARACY) Common Approach framework and the DECD wellbeing and engagement collection (WEC).

Our wellbeing staff examine the results of this data, ensuring best practice is used to guide the development of the WRAP Program based on the developmental stages of our students and therefore nurture individual and collective wellbeing in ways that meet the specific developmental needs of girls through childhood and adolescence.

## Partnerships with Universities

In 2021 we undertook two university partnerships with Flinders University. Within our Middle School, we took part in the Peacepack, and our Year 5/6 students were research participants in the Big Talks for Little Minds – a mental health initiative.

Throughout these partnerships, student wellbeing was assessed using the Stirling Wellbeing scale. Liddle and Carter (2010) suggested that Stirling Children's Well-being scores that were less than 30 indicated poor mental health. At St Mary's, 7.5% had poor mental health compared to 8.4% of students, as reported by Liddle.

Within the Peacepack (a bullying prevention program), data demonstrated that self-reported victimization at school in the pre-test 9.0%. This self reported data was based on students being victimized "once a week or more at school.

At post test our student reported this to have dropped to 5.1% . This is much lower than the nationally reported Australian average of 22.4%. This decrease represents a 64% decrease in student self reported victimization across the intervention.

## 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 **12**

Post Graduate Diploma **27**

Bachelor Degrees **101**

Diplomas **19**

Graduate Certificates in Religious Education **21**

In 2021, St Mary's College had a staff of 134, consisting of 86 teaching staff and 48 non-teaching staff members. Of the 134 employees, 110 were female staff members and 24 were male staff members. There were 56 staff members employed full-time, 63 staff members were employed part-time and 15 OSHC staff and 5 Year 12 Tutors were employed on a casual basis. There were no identified Indigenous staff members employed at the College in 2021.

### Staff Professional Development

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

- Whole staff professional learning included:
  - The 3 Ds: Dyslexia, Dysgraphia, Dyscalculia
  - RRHAN-EC (online)
  - Disability Standards for Education (through NCCD, online)
  - First Aid training (in person)
  - Analysis of PAT Data for evidence informed teaching practice
- MacqLit training was undertaken by Curriculum ESOs and Learning Support Coordinators
- The Junior School team completed extensive professional development in teaching reading; this included:
  - Understanding dyslexia
  - Explicit Direct Instruction
  - Heggerty
- Restorative Practices training for new staff and a team of leadership staff completed Community Conference Training.
- We began a three-year project with Lead Learn Consulting to develop a collaborative culture of coaching and professional engagement in response to student feedback
- Leadership professional learning included:
  - Five Ways of Being (transforming school culture)
  - Aspiring Leaders Program
  - Women in Leadership for Education
  - Cognitive Coaching Masterclass
- Other Professional Learning undertaken by different staff was based around:
  - Teaching Students with Dyslexia (TSD 1)
  - Working with students with autism, and related teaching strategies
  - Early career teacher induction and charisma workshops (CESA)
  - SACE
  - MITIOG (Made in the Image of God)

workshops, through CESA

- Subject area conferences, eg: for Maths, Psychology, Chemistry, Religion, History
- Graduate Certificate in Religious Education
- HALT certification workshops
- Walker Learning for the early years

Due to COVID, all interstate professional learning was cancelled or moved online.

## 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 most students feel connected and safe at school.

In 2021 we engaged 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. We seek feedback about all staff development. As a leadership team, we regularly connect with all staff to ensure people feel supported and grow in their work. There is a low turnover rate for staff. They regularly report on how good it is to work with our students, even whilst acknowledging the increased intensification of teacher workload.

Parents are invited to give feedback each year following:

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

In 2021 we did a whole school survey to gauge parent satisfaction with communication, community and learning.

The return rate was very low, at just over 10%. Overall, those who responded reported a positive experience at the College. There was constructive feedback about implementing the uniform policy and our approach to parent communication. This will lead to streamlining our processes across Reception to Year 12.

## SCHOOL INCOME

Income broken down by funding source:

Australian Government funding	\$8,051,328.34
State Government funding	\$2,112,657.00
Fees, charges, parental contributions, other private sources	\$6,588,149.01
<b>Total net income</b>	<b>\$16,752,134.35</b>

## SCHOOL IMPROVEMENT

### 2021 St Mary's College—Strategic Goals and Continuous Improvement

Alongside the development against our strategic goals, the College was successfully able to navigate the response to COVID in order to minimise disruptions to learning.

#### STRATEGIC PRIORITY - Grow our Catholic Identity and Dominican Ethos

- Throughout 2021 we engaged with the Enhancing Catholic School Identity project in partnership with Catholic Education SA
- Student led projects in ecological awareness gardening, waste management, understanding solar energy, bee keeping and water usage
- Ongoing development of relationship with Indigenous teachers and leaders to develop school-based projects for student engagement

#### STRATEGIC PRIORITY – Enhance student wellbeing for improved student learning

- Continue staff professional development in restorative practices, including community conference training for a team of leaders
- Built strategic partnership with community liaison officer in SAPOL to support with complex issues, largely related to use of social media
- Developed student grievance procedures
- Strengthened the work of sub-school teams through the year level coordinator roles; the outcome of this was a stronger, more pastoral team approach

- Analysis of wellbeing data gathered through pulse check in, to monitor students and plan a more relevant Care Education program

#### STRATEGIC PRIORITY - Deliver high quality teaching and learning

- Leadership and teaching cycles of feedback and coaching program with Lead Learn to build a stronger culture of professional reflection and evidence informed improvement
- Renewed approach to literacy education in the junior school and implementation of the literacy intervention program in the middle school
- Re-design of middle school timetable, electives and staffing to better support the needs of learners in the middle years
- Expansion of the Learner Hub program to improve the engagement and learning outcomes for students struggling to access mainstream programs

#### STRATEGIC PRIORITY – Excellence in the provision of a space for learning and work where all can thrive

- Implementation of National Catholic Safeguarding Standards continuous improvement plan
- Implementation of procedure for engaging staff, volunteers, guests, coaches, student teachers
- Continue to host dialogue about community wellbeing and provide an environment that promotes self-care and collegial culture

## Appendix 1

Pulse Data taken from 1 February 2021 to 20 March 2022

Note: n column indicates the total number of responses

PULSE DATA	Lowest	Lower	Medium	Higher	Highest	n	Average
<b>Valued and Safe</b>	<b>206</b>	<b>535</b>	<b>1832</b>	<b>3534</b>	<b>4699</b>	<b>10806</b>	<b>0.777</b>
Connectedness to Adults at School	60	134	435	509	583	1821	<b>0.709</b>
School Climate	107	315	975	1877	1176	4450	<b>0.708</b>
Home Climate	11	37	183	597	1136	1964	<b>0.858</b>
Bullying	28	49	239	451	1804	2571	<b>0.884</b>
<b>Healthy</b>	<b>677</b>	<b>2026</b>	<b>5570</b>	<b>6136</b>	<b>5027</b>	<b>19436</b>	<b>0.665</b>
Positive Emotions	126	401	2048	2701	2196	7472	<b>0.715</b>
Challenging Emotions	410	1174	2213	1782	1394	6973	<b>0.592</b>
Emotion Regulation	37	152	389	364	281	1223	<b>0.643</b>
Self-image	86	231	730	911	616	2574	<b>0.669</b>
Physical Activity	12	48	124	155	293	632	<b>0.765</b>
Health Problems	6	20	66	223	247	562	<b>0.805</b>
<b>Material basics</b>	<b>92</b>	<b>192</b>	<b>559</b>	<b>1549</b>	<b>3829</b>	<b>6221</b>	<b>0.855</b>
Eats Breakfast	73	120	82	118	264	658	<b>0.645</b>
Access to Necessities	5	12	155	631	2278	3081	<b>0.919</b>
Home Environment	11	36	175	522	1131	1875	<b>0.863</b>
General Nutrition	3	24	147	278	155	607	<b>0.730</b>
<b>Learning</b>	<b>228</b>	<b>930</b>	<b>4351</b>	<b>7162</b>	<b>5319</b>	<b>17990</b>	<b>0.728</b>
Emotional Engagement with Teachers	32	105	552	1292	1081	3062	<b>0.768</b>
Engagement (Flow)	32	192	939	846	566	2575	<b>0.667</b>
Perseverance	24	118	597	1000	690	2429	<b>0.728</b>
Cognitive Engagement	25	77	570	1034	787	2493	<b>0.749</b>
Academic Self Concept	14	69	414	781	601	1879	<b>0.751</b>
Learning Practices	101	369	1279	2209	1594	5552	<b>0.717</b>
<b>Participating</b>	<b>213</b>	<b>731</b>	<b>3064</b>	<b>4897</b>	<b>4751</b>	<b>13656</b>	<b>0.742</b>
Connectedness to Adults at Home	23	78	230	683	1508	2522	<b>0.854</b>
Friendship Intimacy	19	69	276	613	866	1843	<b>0.804</b>
Resilience	39	187	663	650	369	1908	<b>0.647</b>
Motivation to Achieve Goals	29	118	646	1035	638	2466	<b>0.716</b>
Future Goal Planning	21	89	655	1051	641	547	<b>0.724</b>
Feelings about After School Study/Work	22	75	198	193	132	620	<b>0.636</b>
Organised Activities	48	57	11	169	240	626	<b>0.698</b>
Agency	12	58	284	503	357	1214	<b>0.734</b>
<b>Positive sense of identity and culture</b>	<b>240</b>	<b>776</b>	<b>3187</b>	<b>4577</b>	<b>4127</b>	<b>12907</b>	<b>0.724</b>
School Belonging	43	93	327	455	350	1268	<b>0.692</b>
Peer Belonging	28	56	395	660	650	1789	<b>0.758</b>
Meeting Expectations	71	326	877	761	540	2485	<b>0.620</b>
Expectations for Success	28	113	669	1111	1125	3046	<b>0.762</b>
Sense of Identity	70	188	919	1590	1552	4319	<b>0.753</b>



**THANK YOU.**