

ST MARY'S COLLEGE

EST. 1869

SCHOOL PERFORMANCE

REPORT 2025

CONTENTS

Purpose Statement	**4**
Values	**4**
School Context	**5**
St Mary's College Bord of Directors	5
Dominican Education Australia	5
I am.	5
Student Enrolments	5
Students	**7**
Learning	7
Academic Awards for 2024	7
SACE Results	7
Post School Destinations	7
Vocational Education and Training (VET)	8
NAPLAN Results	8
Attendance	8
Co-curricular Opportunities	9
Staff	**10**
Workforce Composition	10
Qualifications	10
Professional Learning	10
Student, Parent and Staff Satisfaction	**11**
Finance	**12**
Facilities Development	**13**
School Improvement	**13**

PURPOSE STATEMENT

Our ‘I am.’ identity is about recognising every girl as she is, her strengths and struggles, her passions and potential. Her truth is our shared reality and our purpose.

VALUES

COMMUNITY | JUSTICE | GROWTH

SCHOOL CONTEXT

ST MARY’S COLLEGE

St Mary’s College Board of Directors

Chair:	Bruno Vieceli
Deputy Chair:	Linda Primavera
Directors:	Phil Holmes, Patrick Murphy, Thea Eszenyi, Elizabeth Bennett, Robert Spiby
Executive Officer:	Heidi Senior
Company Secretary:	Sharon Scensor

Dominican Education Australia

St Mary’s College is the oldest continuously operating girls’ school in South Australia. A Reception to Year 12 Catholic Dominican College in the heart of Adelaide, we provide a nurturing, purpose-driven education where every student is seen and supported to grow into their full potential.

Founded in 1869 by seven Dominican Sisters from Dublin, St Mary’s College was established with courage and conviction at a time when educational opportunities for girls were limited. The Sisters challenged accepted norms, creating a College where no subject or aspiration was considered beyond reach for young women.

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 the Holy Cross Congregation.

I am.

2025 was a year of refresh and renewal for St Mary’s College, grounded in its familiar and well loved story and guided by a renewed sense of purpose. The College entered the year with new leadership and a strong commitment to learning, reflection and discovery, seeking to deepen understanding of the veritas that defines the St Mary’s community.

The College identity and annual theme, **“I am.”**, though brief, revealed much about the richness of the community. It expressed a culture that welcomes each person as they are, listens attentively to individual stories, and works collaboratively to support pathways towards growth, belonging and aspiration. The theme provided a shared language for recognising identity, voice and purpose across all aspects of College life.

Under the guidance of the Board of Directors, a central priority for the year was the development of a new Strategic Direction for the College. This work was informed by extensive consultation with students, families, staff, Old Scholars, community partners and other key stakeholders. The outcome is a clear and aspirational plan that articulates the College’s core purpose:

“Our ‘I am.’ identity is about recognising every girl as she is – her strengths and struggles, her passions and potential. Her truth is our shared reality and our purpose.”

The Strategic Direction sets a pathway for deepened community connection, high levels of individual growth, and purposeful refinement across all dimensions of the College. Alongside this work, sustained focus was given to strengthening the student experience while building the systems and structures necessary to support long term sustainability and growth.

Student Enrolments

Total students enrolled *(from August 2025 census)*	659
Total of students identified as Aboriginal or Torres Strait Islander	8
Total of students which received Special Education Resourcing in 2025 *(with numerous non funded students also receiving various levels of in class support)*	251

Year level enrolments for 2025 as per the August census are reflected in the table below:

Year Level	Enrolments
Reception	13
Year 1	13
Year 2	19
Year 3	24
Year 4	19
Year 5	39
Year 6	28
Year 7	79
Year 8	68
Year 9	82
Year 10	77
Year 11	98
Year 12	100
Total	**659**



STUDENTS

ST MARY'S COLLEGE

Learning

Overall Grades for combined Semester 1 and 2 Reports were outstanding.

Year Levels	Sem 1 A Band	Sem 1 B Band	Sem 2 A Band	Sem 2 B Band	Overall A Band	Overall B Band
R - 12	42%	40%	43%	40%	43%	40%
R - 6	25%	41%	27%	43%	26%	42%
7 - 12	49%	40%	50%	39%	49%	39%

Academic Awards for 2025

These awards are presented at the end of Semester 1 and Semester 2. The criteria for the awards are as follows:

Academic Excellence Awards are awarded to students who receive grades in the A band in all subjects.

Academic Endeavour Awards are based on engagement and personal responsibility shown towards their learning. In their Semester Report they need to achieve 'Always' across all learning areas.

** Year 12 Academic Awards are presented at the end of Semester 1 only.*

Year Levels	Academic Excellence Award	Academic Endeavour Award	Academic Excellence & Endeavour Award	Total % of Year Level
Year 7	2	10	3	19%
Year 8	4	14	6	32%
Year 9	0	31	15	59%
Year 10	3	19	7	43%
Year 11	5	22	33	60%
Year 12*	6	24	10	40%
Total	20	120	71	43%

SACE Results

- Overall annual results for both Stage 1 and Stage 2 are solid and show growth.
- With **100% SACE completion**, all Year 12 students are well placed to pursue a learning pathway beyond St Mary's College.
- Our College Dux achieved an ATAR of **98.55**.
- Our Proxime Accessit achieved an ATAR of **97.80**.
- **8** students achieved **A+ Merits** in the following subjects:
  - Activating Identities and Futures
  - Ancient Studies
  - General Mathematics
  - Information Processing and Publishing
  - Italian (Continuers)
  - Music Performance (Solo)
  - Outdoor Education
  - Psychology
  - Society and Culture
- **12%** of our students achieved an ATAR over **90**, therefore sitting in the top **10%** of all students nationally..
- **42%** of our students achieved an ATAR over **80**, putting them in the top **20%** of all students nationally.
- **48%** of all grades achieved in Stage 2 Subjects were in the **A Band**.
- **43%** of all grades achieved in Stage 2 Subjects were in the **B Band**.

Post School Destinations

Graduates from the class of 2025 went into a variety of post-school further study and training pathways. The data below is also consistent with national trends.

Post School Graduate Pathways	Pathway Percentage
Health	32%
Society & Culture	16%
Management & Commerce	11%
Education	9%
Mixed Field Programs	7.5%
Natural & Physical Sciences	6.5%
Engineering & Related Technologies	5%
Creative Arts	5%
Architecture & Building	3%
Food Hospitality & Personal Services	1%

Vocational Education and Training (VET)

St Mary's students continue to push into the flexibilities of the SACE. **16.13%** of our students included a VET subject as part of their SACE completion. Certificate III levels of study continue to be the most popular, but some students undertook Certificate II studies, and one student completed a Certificate IV. Year 11 students predominantly pursue these pathways, with a smaller uptake in Years 10 and 12.

Business, Retail, and Media Make-up continue to be popular. However, there has been an increase in pathway diversity with Construction and Electro Technology, Manufacturing and Engineering, Community Pharmacy, Tourism Travel and Hospitality, Creative Arts, Community Care, and Animal Care.

NAPLAN Results

In 2025 St Mary's College had a participation rate of 96% in NAPLAN.

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	407	416	375	375	357
Year 5	486	485	473	484	461
Year 7	538	550	542	540	511
Year 9	589	609	568	576	567

St Mary's College students' average compared to all Australian students achieved the following:

Year 3

Reading and Writing - At national average
Numeracy - Well below national average

Year 5

Reading, Writing, Spelling and Grammar - At national average
Numeracy - Below national average

Year 7

Reading, Writing, Spelling and Grammar - At national average
Numeracy - Below national average

Year 9

Reading and Writing - Above national average
Spelling, Grammar, Numeracy - At national average

Attendance

St Mary's College maintains a high level of student attendance.

The College Learning Management System (SEQTA) has a discrete 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 4 2025 Student Attendance Data Collection.

Year Level	Attendance Percentage
Reception	90.67%
Year 1	90.00%
Year 2	91.06%
Year 3	89.98%
Year 4	90.22%
Year 5	88.44%
Year 6	90.45%
Year 7	85.44%
Year 8	87.70%
Year 9	85.12%
Year 10	89.21%
Year 11	90.05%
Year 12	84.97%
Total	**87.73%**

Co-curricular Opportunities

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

Music

- Stage Band
- Junior and Middle School Concert Band
- Catholic Schools Music Festival
- Junior and Middle School Choir
- String Ensemble
- Rock Bands
- Small Jazz Combo
- Vocal Trio
- Saxophone Quartet

Sport

- Summer: Basketball, Volleyball, Badminton
- Winter: Basketball, Netball
- Statewide Knockout Competitions
- Interschool Carnivals
- Interstate Netball Carnival
- Netball Academy Program

Academic Enrichment

- Ethics Olympiad
- STEM Club
- Language Club
- Arch D Podcasting
- Theatre of Impact
- Garden Club
- Children's University
- Book Club
- Kidz Lit Quiz
- Shadow Judging – Children's Book Council of Australia

Student Representative Council and Justice Student Leadership

- Project Compassion Fundraising
- Vinnies Fundraising
- International Women's Day Events
- RUOK? Day
- Sports Day planning and Organisation
- House Cup Events
- Grounds for Change
- Women in STEM Breakfast
- Moore Street Outreach Program
- Justice Day
- DEA School Leaders Gathering
- Christian Brothers College White Ribbon Liturgy
- CBC vs SMC Basketball Game supporting Puddle Jumpers
- Leaders' Forum with Christian Brothers College







STAFF

ST MARY'S COLLEGE

Workforce Composition

Teaching staff	74	Full-time	44	Part-time	30
Non-teaching staff	44	Full-time	8	Part-time	36
Total staff	118				

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	113
Masters Degrees	19
Post Graduate Diploma	27
Diplomas (including Graduate, Advanced)	26
Graduate Certificates in Religious Education	20
Certificate 1, 2, 3, 4	33
Lead Teacher	7

Professional Learning

An overview of the Professional development undergone by staff in 2025 is provided below:

Whole Staff Professional Learning included:

- Australians Together - Building Confidence Program - Whole staff commitment to reconciliation and curriculum design and development that is inclusive of the indigenous perspective.
- Review child safeguarding practices and explore alignment with National Safeguarding Standards through staff engagement in audits and awareness-building activities.
- Lead Learn Coaching Cycle. We continue to build and develop a culture of coaching and professional engagement in response to student feedback. Leadership Teams and Middle Leaders took on the role of coaches to mentor, observe and discuss classroom practice.
- Eating Disorders and Body Image Workshop – Hospital School professional learning workshop.

Leadership Professional Development included:

- Brown Collective Middle Leadership Program
- Learn Well Program (CESA)
- Aspiring Leaders Program
- HALT Certification
- Early Career Teacher Induction and Charism workshops (CESA).
- Dominican Education Enrichment Program (DEEP) all new staff
- SACE professional learning including subject renewal forums
- MITIOG (Made in the Image of God) Workshops
- Graduate Certificate in Religious Education
- Play Berry Laser Literacy
- Keeping Safe Child Protection Training
- Educate Plus Conference
- AHOMINGS network.



STUDENT, PARENT AND STAFF SATISFACTION

Staff, Student and Parents were able to participate in significant feedback opportunities during 2025 the outputs of which were both qualitative and quantitatve. This data directly informed the development of the 2025-2029 Strategic Plan.

Parent, Student and Staff formal Survey response rates were as follows:

- 113 Family responses were received equating to approximately 20% of the cohort
- 102 Students responded which was 18% of the eligible respondents
- 29 Staff responded which was approximately 25% of the eligible respondents

Parent and caregiver feedback collected in 2025 indicates **generally positive satisfaction with St Mary's College**. Approximately **70–75% of respondents** rated their overall experience as *Good, Very Good or Excellent,* with **around two thirds** indicating they were *likely or very likely to recommend* the College to other families. The highest levels of satisfaction were reported in **student wellbeing, care and sense of belonging**, with **over 80%** of parents rating wellbeing and pastoral support positively. **Teacher relationships and approachability** were also rated positively by approximately **70%** of respondents.

Student feedback collected in 2025 indicates **generally positive student satisfaction with St Mary's College**, particularly in relation to wellbeing, belonging and relationships. Approximately **70–75% of students** agreed or strongly agreed that *St Mary's is a good school*, and **around 75–80%** reported that they **feel safe, welcome and that they belong** at the College. Perceptions of **staff care and wellbeing support** were especially strong, with **around 80%** of students agreeing that the College cares about their wellbeing and helps them feel known. **Learning support and teacher care** were rated positively by approximately **65–70%** of students. Overall, a**round two thirds of students** indicated they were *likely or very likely to recommend* St Mary's College, reflecting a student body that values the College's supportive culture while seeking greater consistency, agency and opportunity as they progress through the school.

Staff feedback collected in 2025 reflects a **high level of professional commitment to St Mary's College**, alongside clear recognition of current challenges. Approximately **80–85% of staff** identified **strong collegial relationships, community, and care for students** as key strengths of the College, with many describing a collaborative, supportive and values driven working environment. A significant majority of staff (**around 70–80%**) expressed a **strong appetite for change**, particularly where change is purposeful, evidence based and clearly communicated.

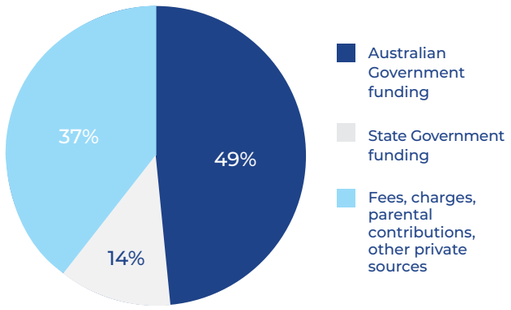




FINANCE
ST MARY'S COLLEGE

Income broken down by funding source:

Australian Government funding	$8,869,613
State Government funding	$2,388,845
Fees, charges, parental contributions, other private sources	$6,900,302
Total net income	$18,158,760



FACILITIES DEVELOPMENT

Facilities upgrade and improvement included:

- K21 Design Room: floor strip and seal.
- Junior School Pergola: colour bond metal fixed to external of structure.
- Moore Building: colour bond metal fixed to facade's.
- Kavanagh Ramp: column concrete issue fix.
- Gray Street Gate: new hinge bearings fitted.
- Kavanagh Student Toilet: new vanity fitted.
- Painting: external painting to Moore, Kavanagh, St Catherines Buildings and central seating canopies.
- Veritas Building Windows: new seal applied to window frames
- M20 IT Office: air conditioner install.
- Tree Safety: several trees were trimmed around the campus.
- 10 Year Smoke Detector change out: CPA, Moore, Kavanagh, Sullivan, St Catherines Buildings.
- Franklin Street Gates: 4 main entry gates bearing change out.
- St Catherines C23 Science Laboratory: 5 gas taps changed out.
- Electrical: emergency exit lights change outs.
- Veritas Lawn: core, feed and turf lay.
- Asbestos Register update.
- Heritage Works: start of the Boylan southern elevation renovation works.

SCHOOL IMPROVEMENT

The St Mary's College Strategic Plan 2025-2029 sets a clear and intentional direction for the College over the next four years, grounded in its Dominican identity and the enduring principle of veritas - truth. Drawing on the legacy of the founding Dominican sisters, the Plan positions St Mary's as both deeply rooted in tradition and responsive to contemporary educational, social and cultural contexts. It frames veritas not as a fixed concept, but as a dynamic process of being and becoming, guiding decision making, community relationships and growth.

The Strategic Plan was developed through intentional dialogue with a broad range of stakeholders, including students, families, staff, Old Scholars, Board members, Dominican sisters and community partners. This collaborative process ensured that the voices, experiences and aspirations of the College community informed the Plan, strengthening its relevance, shared ownership and strategic coherence.

At the heart of the Plan is a strong focus on **identity, belonging and individual flourishing**. The College's "I am." identity underpins the strategic intent by recognising each girl as she is - her strengths and challenges, passions and potential - and committing to educational pathways that honour her lived reality. This focus provides a unifying foundation for learning, wellbeing, formation and community life across the College.

The Strategic Plan articulates a small number of clear, interconnected strategic priorities designed to:

- strengthen learning and formation experiences that promote deep engagement, growth and purpose;
- build a connected, inclusive and just community; and
- ensure the long term sustainability and adaptability of the College through effective systems, governance and stewardship.

Priority actions in 2025 were:

In communio veritas:

- Establishment of Hearts and Hands, a parent organisation to support and improve parent connection and involvement with the College
- Participation in and responses to a DEA-wide audit of the practices aligned with the National Catholic Safeguarding Standards conducted by Australian Catholic Safeguarding Limited.

In educere, veritas:

- Review of the format and process for Learning Reviews to prioritise access and student learning outcomes
- Stregthening recognition systems for academic achievement and application to learning across all levels of the College

In ordo, veritas

- Improvements to lines of communication and role reporting to support decision-making at the College
- Strengthening reporting to the College Board including analysis of data relating to school performance metrics.



ST MARY'S COLLEGE

EST. 1869

253 Franklin Street, Adelaide, SA 5000
08 8216 5700
enquiries@stmarys.sa.edu.au
stmarys.sa.edu.au