

# Truth Seeking Through Dialogue

Let our hearts and minds be stretched open

ST MARY'S COLLEGE 2018



## 2018 School Performance Report

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 is a Reception to Year 12 all girls Catholic school which offers an education in the Dominican tradition. The College is in the CBD of Adelaide and is easily accessible by all forms of transport. This city location provides opportunities for learning beyond the classroom, enabling students to share the city's resources.

As the first school in South Australia to offer education to girls, the College seeks to inspire young women to pursue individual pathways and challenge boundaries that might limit the achievements women. We draw inspiration from our founding narrative as we encourage our students to always strive for their personal best.

Our inclusive curriculum seeks to accommodate all learners through teaching programs and learning experiences which recognise the different ways girls learn. This approach of inclusivity facilitates the achievement of excellence in whatever future matches the student's aspirations. Our curriculum seeks to encourage girls and young women to take positive risks in a supportive environment and to seize opportunities which work best for them. They form a relationship with learning to achieve the best that they can in an educational environment which places high expectations on them, but one which also journeys with them through high levels of support in learning.

Restorative Justice is integral to our community, it underpins all we do and all we are. St Mary's College is a place where relationships come first in the awareness that all else is affected by the quality of how we see ourselves and those we are in community with.

Our College theme for 2018 was Truth Seeking Through Dialogue: Let our hearts and minds be stretched open. It was a reminder that it is in our exchange with others both within and outside our community, that we can truly grow. In an increasingly complex world, slowing down to take time for dialogue becomes increasingly important. Finding space in a busy and distracted world, looking for moments of stillness and genuinely listening to how we are called to be in the world is a great service for our young people and for all who work at the college.

Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
17	15	18	23	28	29	30	59	107	110	121	109	114	780

The College student body continues to consist of diverse cultural, religious and geographical backgrounds with students residing in 216 suburbs of Adelaide. There were 4 indigenous students enrolled at the College in 2018. Of the 780 students enrolled full-time at the College, 16 primary students were eligible for School Card and 60 secondary students were eligible for School Card. 92 students received Special Education Resourcing in 2018 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 a Second Language (ESL) scaling process.

## **Principal's Report**

### ***Catholic Identity and the Dominican Charism***

Enlivening the Catholic identity and Dominican ethos of our school in meaningful ways for the community is at the heart of leadership in our school. Our identity is lived in our ongoing commitment to justice for members of our community and the wider contexts with which we are connected. This is at the heart of our religious education program, our weekly community prayer and our liturgical celebration. The practical expression of this is seen in our immersion programs, service learning, outreach to local and global projects and the learning focus at each year level in the school. The commitment to ecological conversion has taken a more central place in our justice work with a redefined student leadership structure and a renewed staff team.

### ***Relationships***

The college has benefited from connections with a broad range of professional associations. These professional relationships mean that we are always attentive to what is happening in our school in relation to the broader educational landscape. This is critical for us to remain at the forefront of educational outcomes and extremely important for a teaching team that is predominantly long term at St Mary's.

### ***Capital Development – Brand Development***

The completion of the capital development provides state of the art facilities for art, design, digital technologies and our senior school team. With the collaboration of the Capital Development Subcommittee and the Operational Leadership Team, we enjoyed a smooth building process. Grieve Gillett Andersen, Turner Townsend and Thinc and Sarah Constructions provided excellent leadership of the project, seeing it completed on time and within budget.

Decisions around high-level signage for the Veritas Centre led to a brand development process with Working Images. Our refreshed logo, purpose and values statements have given the college a contemporary and forward focused brand. Our College uniform will see minor changes rolling out over a five-year time span.

### ***Leadership***

Re-shaping the leadership structures was a significant move at the outset of the school year. The development of the Operational Leadership Team including Principal, Business Manager, Director of ICT and Campus Coordinator advanced policy work and brought the business and operational elements of the college into greater alignment. It also meant the Leadership Team focus shifted more solidly into the educational and wellbeing domains.

The core Leadership Team expanded to include the sub-school Directors and a shift to a more regular meeting schedule broadened the voice of leadership in the school. Formation programs for all leaders in this team continued to develop the quality of leadership and built on the excellent foundation of distributed leadership that is a hallmark of St Mary's.

### ***Student Wellbeing***

We recognise that being in a positive state of wellbeing is critical for successful learning. Care Education sits at the heart of our wellbeing program. Each student develops a primary relationship with their care group teacher and the care group class community. The Child Protection Curriculum, Social-emotional learning, Positive Education, Cybersafety and other programs are taught through Care Education.

Each sub-school Director plays an important role in wellbeing support and is the main point of contact for parents. Sub-school Directors support students with restorative processes and work through issues that need intervention and support.

Where a higher level of care is needed students are referred to our counselling team. From this level an individualised, wrap around support plan can be developed. Where necessary, connection with outside agencies can be arranged. Support is geared towards getting students back into the classroom and focused on their learning. Our close level of monitoring and intervention has a direct impact on positive school outcomes for our students.

### **Capabilities based learning**

Our professional learning focus continued to grow our understanding and practice of capabilities based learning. We explored inter-disciplinary learning in the R-9 curriculum where there is more room for a flexible approach to learning design and assessment. This focus, coupled with an ongoing commitment to excellent foundations in discipline-based learning, equips our students with the skills, knowledge and dispositions for their future pathways.

### **Learning beyond the classroom**

Our College again enjoyed impressive results in the sporting arena through carnivals, knock-out competitions and inter-school sport. Our specialist netball program is a strength. Through this program our students have access to outstanding coaches who are active in the state and national levels.

Our music program provides a range of performance opportunities for students throughout the year at both in school and out of school events. Our diverse program features stage band, choir and vocal ensemble opportunities for students throughout the school. The performances and competitions are an excellent model of authentic assessment. The classroom and extracurricular elements of music are seamlessly interwoven providing a deep and engaging learning experience for the students.

In 2018 music students were able to join the Irish music tour. This trip happens every three years. Students visit four Dominican Colleges in Ireland and then enjoy a musical immersion in another European city.. The tour begins at the Mother House, Cabra College in Dublin. In each of the school our students perform and then spend time in classrooms to experience school in another part of the world.

The drama program builds performance capability, confidence, self-understanding and teamwork skills through the curriculum offering and year level productions. In 2018 the junior school production of *The Little Mermaid* was a highlight.

Students in year 11 can apply for one of three immersion experiences to Vietnam, Cambodia or Oak Valley. These experiences have been developed through long term relationships with an investment in the communities. Our students are involved in education, cultural exchange and personally transformational learning as their horizons expand outside their known world.

As a city school we make full use of all that the city precinct offers with easy access to the arts, cultural centres, universities, the law courts and the central market. These environments enhance the learning that happens in the classroom and connect our students with potential post school pathways.

### **Ecological Conversion**

As a global community we face significant environmental challenges. Understanding sustainability is an essential part of the school curriculum. There are also simple ways we can change our day to day practice as a school in relation to things like resource use and waste management. We have an active student leadership group who are supported by a passionate staff team working to make St Mary's College more ecological friendly and therefore reduce our footprint.

### **Work, Health and Safety**

All Work Health and Safety matters were attended to with diligence. Staff continued their participation in the online learning modules offered through Catholic Safety Health and Welfare. The College received an outstanding result in its external audit with a relatively low number of non-compliances that were all resolved within the allowed timeframe.

## **Student Attendance**

The average student attendance rate for St Mary's College in 2018 was 91.5%.

Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
88.3	89.5	91.9	92.1	89.5	90	92.6	93.4	93.3	91.9	92.9	92.7	91.5	91.5

The College's Student/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 Deputy Principal: Student Wellbeing to readily identify patterns of absence or lateness and follow these up and case manage where necessary.

### Student learning outcomes

Students in Years 3, 5, 7 and 9 in schools across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. These tests provide students, teachers and parents with specific information about what students know and can do in some aspects of literacy and numeracy.

The table following indicates comparisons to 'similar' and all schools.

	Reading		Writing		Spelling		Grammar		Numeracy	
Year 3	<b>446</b>		<b>414</b>		<b>413</b>		<b>426</b>		<b>386</b>	
	<b>SIM</b> <b>455</b>	<b>ALL</b> <b>434</b>	<b>SIM</b> <b>423</b>	<b>ALL</b> <b>407</b>	<b>SIM</b> <b>432</b>	<b>ALL</b> <b>418</b>	<b>SIM</b> <b>449</b>	<b>ALL</b> <b>432</b>	<b>SIM</b> <b>423</b>	<b>ALL</b> <b>408</b>
Year 5	<b>502</b>		<b>460</b>		<b>513</b>		<b>506</b>		<b>472</b>	
	<b>SIM</b> <b>528</b>	<b>ALL</b> <b>509</b>	<b>SIM</b> <b>477</b>	<b>ALL</b> <b>465</b>	<b>SIM</b> <b>513</b>	<b>ALL</b> <b>502</b>	<b>SIM</b> <b>519</b>	<b>ALL</b> <b>504</b>	<b>SIM</b> <b>507</b>	<b>ALL</b> <b>494</b>
Year 7	<b>549</b>		<b>523</b>		<b>540</b>		<b>565</b>		<b>553</b>	
	<b>SIM</b> <b>561</b>	<b>ALL</b> <b>542</b>	<b>SIM</b> <b>527</b>	<b>ALL</b> <b>505</b>	<b>SIM</b> <b>562</b>	<b>ALL</b> <b>545</b>	<b>SIM</b> <b>563</b>	<b>ALL</b> <b>544</b>	<b>SIM</b> <b>568</b>	<b>ALL</b> <b>548</b>
Year 9	<b>599</b>		<b>577</b>		<b>601</b>		<b>588</b>		<b>582</b>	
	<b>SIM</b> <b>602</b>	<b>ALL</b> <b>584</b>	<b>SIM</b> <b>566</b>	<b>ALL</b> <b>542</b>	<b>SIM</b> <b>602</b>	<b>ALL</b> <b>583</b>	<b>SIM</b> <b>600</b>	<b>ALL</b> <b>581</b>	<b>SIM</b> <b>616</b>	<b>ALL</b> <b>596</b>

Our data continues to indicate that as students progress through St Mary's their NAPLAN results improve. Our students are achieving above the national average in:

- Year 3 – Reading and Writing
- Year 5 – Spelling
- Year 7 – Reading, Writing, Grammar and Numeracy
- Year 9 – Reading, Writing, Spelling and Grammar

Where a student did not meet the minimum standard in NAPLAN in any domain, our reporting data indicates that none of these results were surprising and we already have mechanisms in place to support them where needed.

Reports at the end of each term inform parents of student achievement. This achievement is based on continuous assessment against ACARA or SACE performance indicators on an A+ to E- scale.

In the Junior School task level grades and feedback are reported via:

- Classroom conversations
- Learning Reviews
- Learning Area assessment rubrics
- Formal feedback on personal responsibility and engagement
- On-going feedback in Storypark (R-2), Seesaw (3/4) and SEQTA (5/6)

In the Middle and Senior School task level grades and feedback are reported via:

- Learning Reviews
- Learning Area assessment rubrics
- Grades, feedback and feed-forward functions available on SEQTA

Formal and informal feedback against the standards continues to inform improvements in both student learning and curriculum programs. Learning growth is underpinned by the partnership

between student and teacher. Reviewing assessment evidence, identifying strengths and challenges drives student progress and improvement.

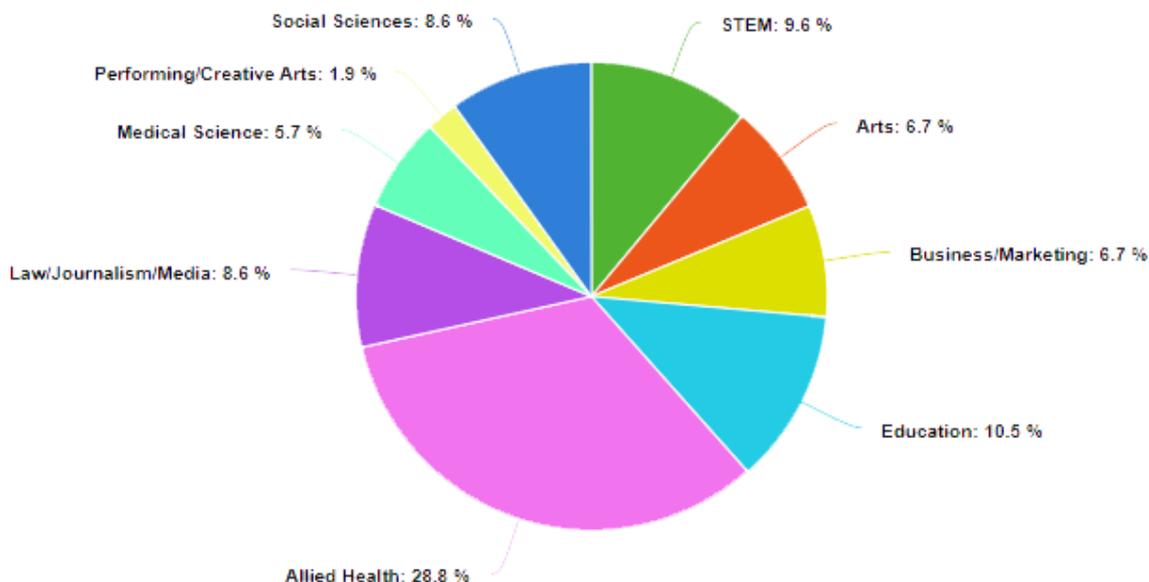
Support mechanisms are in place for students who achieve below a “C” grade. Mentoring meetings allow this case management approach to inform decisions around learning style, subject choices and general study habits, all of which are ways to support student learning.

### Senior Secondary outcomes

We continue to be very proud of our completion data, especially in the significant achievement of individual students.

The following is a brief snapshot:

- 99% of successful SACE completion
- 26% of our students were ranked in the top 10% of the state (with ATARS over 90)
- 53% of our students were ranked in the top 20% of the state (with ATARS over 80)
- 87% of all subject grades in Year 12 were As or Bs
- 71% of students received their 1st preference
- 15% of students received their 2nd preference
- 12 subject merits across a variety of subjects.
- Our DUX achieved an ATAR of 99.05
- 8% of Year 12 Students undertook vocational learning in 2018



### Staff Profile

At St Mary's College, we are fortunate to have a number of teachers with two or more qualifications in education.

- Masters Degrees 11.7%
- Post Graduate Diploma 40.3%
- Bachelor Degrees 116.9%
- Diplomas 18.2%
- Graduate Certificates in Religious Education 19.5%

In 2018, St Mary's College had a staff of 115, consisting of 77 teaching staff and 38 non-teaching staff members. Of the 115 employees, 89 were female staff members and 26 were male staff members. There were 55 staff members employed full-time, 50 staff members were employed part-time and 10 OSHC staff were employed on a casual basis. There were no identified Indigenous staff members employed at the College in 2018.

65 staff accessed offsite Professional Development last year across all learning areas and Year Levels from Reception to 12.

A snapshot of the type of PD experiences undertaken by staff in 2018 includes:

- STEM conferences and workshops;
- VET and vocational learning;
- Italian professional learning;
- Autism spectrum workshops;
- IEA Assessor Conference;
- subject exam preparation seminars;
- Writing in the Early Years (Bookmaking);
- Middle Leaders Program;
- Cognitive Coaching;
- Business and Innovation Curriculum writing;
- Trauma and the Adolescent brain;
- Understanding the impact of pornography on young people;
- SACE related course including Modifying subjects, SACE Coordinators workshop.

## **Student, Parent and Staff Satisfaction**

### **St Mary's College 2018 Wellbeing and Engagement Collection Report**

St Mary's College Year 4 – 9 students were involved in the 2018 Wellbeing and Engagement Survey, conducted by the Education Department. 75,000 young people from across South Australia took part. Each school was presented with a summary report of the survey data

The report describes the view of young people in relation to their social and emotional wellbeing, their engagement at school and their experiences outside of school.

These wellbeing indicators represent potential levers for school improvement and provide educators with information about the Personal and Social Capabilities described in the Australian Curriculum (i.e., self-awareness, social awareness, social management and self-management).

The aims of the report were to help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and engagement, with a view to incorporate what is learnt, where necessary, into school, partnership or state-wide planning.

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

- what young people think about their wellbeing and engagement at school;
- the strengths of students and how these might be built upon;
- issues or challenges that may warrant further investigation and responses.

### **Parent Feedback**

Students, staff and parents were surveyed to gain feedback about the school uniform, as we moved to update our uniform following rebranding of the school colours and logo. A Uniform Review sub-committee was formed made up of parents, students and staff to make changes to the uniform considering the new college branding.

The Junior School parent community were surveyed about home-school communication. We invited feedback on the day to day communication as well as how effectively we share information about the wellbeing and learning of each child.

Parents are invited to give feedback each year through a range of means:

- Each term following reports
- At the end of parent information and education evenings
- In the timetable review process

## **School Income**

### **Income broken down by funding source:**

Australian Government funding	\$ 6,435,722.02
State Government funding	\$ 1,760,725.00
Fees, charges, parental contributions, other private sources	\$ 6,696,443.80
<b>Total net income</b>	<b>\$14,892,890.82</b>

### 2018 St Mary's College – Strategic Goals and Continuous Improvement

In 2018 we reviewed the college strategic plan 2014-2020 to identify areas that were completed, still developing or where direction had shifted. The rationale for this process was that much had changed in the leadership and governance of the college. From the review we re-shaped a strategic plan for 2018-2020.

Strategic goals were developed as follows:

#### 1. Grow our Catholic Identity and Dominican Ethos

Throughout 2018 we developed a new model for student leadership to encompass ministry formation. This will be the starting point for growth in mapping formation in identity and ethos for all students R-12.

Our justice leadership stream was broadened to embrace a focus on sustainability and more effectively drive the range of projects happening within the school.

#### 2. Optimise our resources for growth and development

The move of year 7 into secondary settings increased our base enrolment for 2018. We also identified areas in the school that needed a more targeted approach to attracting new students. The college increased its activities in marketing and development and late in the year engaged a consultancy to help us continue with this work.

The newly formed Operational Leadership Team was created to achieve a closer alignment between the business elements of the college and teaching, learning and wellbeing. We reviewed policies and procedures; improved our staffing processes and developed guidelines for managing long service leave.

#### 3. Enhance student wellbeing for improved student learning

The college implemented improved systems for data collection and analysis of student wellbeing information. There was a continued commitment to mentoring and support for students at risk in the senior years.

In our whole staff professional learning we re-connected with the Restorative Justice philosophy at the heart of our school to identify good practice and areas where gaps existed. The need for training, especially of new staff, along with systems of shared documentation emerged as areas for development that we began to address.

#### 4. Deliver high quality teaching and learning

As a staff we examined teaching and learning R-12 to identify and grow areas of engagement with the General Capabilities. Staff worked in year level teams to develop inter-disciplinary units of work to explicitly develop capabilities.