

ANNUAL

2019



SANTA MARIA COLLEGE
A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

SANTA MARIA COLLEGE, NORTHCOTE

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Contact Details

ADDRESS	50 Separation Street NORTHCOTE VIC 3070
PRINCIPAL	Mrs Deborah M. Barker
PARISH PRIEST	Good Samaritan Education
SCHOOL BOARD CHAIR	Ms Fiona Leahy
TELEPHONE	(03) 9488 1600
EMAIL	principal@santamaria.vic.edu.au
WEBSITE	www.santamaria.vic.edu.au
E NUMBER	E1138

Minimum Standards Attestation

I, Deborah M Barker, attest that Santa Maria College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020

Our College Vision

Santa Maria College is a Catholic School in the Benedictine tradition. Our students will be strong, compassionate and independent women who are critical thinkers and who seek to live out Scriptural values with compassion, love, justice and Hope.

Our Mission Statement

Santa Maria College is a Catholic Secondary College for girls, founded by the Sisters of the Good Samaritan, in 1904. Our educational endeavours seek to nurture a search for truth, a spirit of inquiry and a deep love of learning. The life and teachings of Jesus energise our community and permeate all that we do. The parable of the Good Samaritan with its spirit of welcome, love, service and compassion gives a particular emphasis to the way we live out our Gospel challenge in this community. We celebrate our diversity by developing critical social awareness and a reverence for and responsibility towards all creation. In this educational environment we strive to nurture an atmosphere of trust and hope where our students are accepted, affirmed, encouraged and challenged to grow to their full potential.

Values Statement

Good Samaritan Education by its nature provides educational experiences that kindle a passion and honouring for:

- Social Justice
- A life of prayer
- Integrity
- Service
- Educational Excellence
- Personal Responsibility
- Balance
- Human Dignity
- Respect



Strategic Intent

Our College aims to provide a holistic learning experience for each student. Offering opportunities that engage and ignite a passion for learning within a nurturing community, as part of our vision of 'One Community, Three Villages' model held within the framework of our Catholic, Benedictine/Good Samaritan tradition. Knowing each students **story**, so that she can **learn in community** is our intent.

College Overview

Santa Maria College is a girl's Catholic school situated on 2.5-hectare single campus, in the heart of suburban Northcote, 7kms north of Melbourne CBD. Established in 1904, the College has undergone much change, and yet remains true to its Good Samaritan, Benedictine charism. The college SES is 104 which in part reflects the increasing gentrification of the Northcote area. The student population is 920.

Santa Maria College is a public company limited by guarantee. It is governed according to the Good Samaritan Education Constitution. The Members of the Company represent Good Samaritan Education and are accountable to this entity. The Directors, appointed by the Members of the Company in accordance with the Constitution, form the College Board, and provides the governance of the College and sets the strategic direction. All operational matters and internal administration are delegated to the Principal.

Santa Maria College is a welcoming school that has dynamic, determined, cohesive and innovative leadership and a committed staff. It is increasingly highly regarded in the community as a school that cares deeply for its students: one that seeks to promote student life that enables girls to become strong, compassionate and independent women who are critical thinkers and who seek to live out Gospel values with integrity, hope and joy (School Mission Statement). In recognising the importance of working in partnership with parents, the College is endeavouring to provide a holistic education to the young women it serves. In doing so, it is wholeheartedly embracing the challenges of the rapidly changing educational, social and spiritual landscape.

The College successfully gained authorisation from the International Baccalaureate as a global school in 2014 and as such is an official provider of the Middle Years Program (MYP: Years 7-10). This recognition has placed the College on an international platform as a global school for innovative learning.

The College completed stage one of the master plan in 2014 with the completion of the visual and performing arts complex including; contemporary fitted theatre, dance, drama, art and textile studios, lecture theatre, gathering space boasting facilities for hospitality and College reception. The newly renovated music rooms and many instrumental suites are an offshoot of this space. This building has become a significant feature to the Separation street entrance to the school and has exemplified the seamless connection between building design and the place for contemporary learning. The second stage of the master plan commenced in 2015 which included the development of a student resource centre for all students and further development of contemporary learning spaces and professional learning spaces through renovation in 2016. In 2019 the completion of the Year 7 and 8 Village Learning Centre on Separation Street has put into bricks and mortar the distinctive Village model approach for learning, wellbeing and faith within one community.

The College has a true multicultural profile with no one particular nationality dominating the ethnic mix with many students representing third and fourth generation migrant families. Added to this great richness to our College is the enrolment of a small number of Aboriginal students and a growing intake of Sudanese students. This provides a wonderful learning opportunity for considered dialogue, growing relationships leading to the development of mutual respect.

Principal's Report

At Santa Maria College we want our students to be:

- Known, stories shared and wellbeing understood so learning is optimised
- Connected to the school within a Village model, one community vision
- Engaged in their learning within a climate of collaboration, communication, critical thinking, exploration and technological innovation all within a spirit of innovation and enjoyment
- Women of character, a sense of self-worth, awareness of other and outward facing
- Informed by our Catholic, Benedictine/Good Samaritan story as a way to live and develop holistically in community

This happens within an environment where the following framework is embedded in the culture:

- ▶ **Respectful Relationships** - knowing our students as they learn, working collaboratively with our colleagues and working in partnership with our families and organisations that support our mission
- ▶ **Continuing to enhance a flourishing learning environment** - where all students can access learning and achieve their potential whilst supporting and nurturing their wellbeing
- ▶ **Empower members of the community to learn and lead** - within the framework of collaboration, empowerment, kindness and service supported by innovative educational structures, policies, processes and professional relationships within a learning community for all.

In developing our vision, we considered 5 key pillars for growth within our College Strategic Plan. These pillars (below) reflect our long tradition of educating young women to do and be more, as inspired by our College motto: Dare to do as much as you are able.

Pillar 1: Our Catholic community invites us to be people who live in life-giving relationships built on Scriptural values.

Pillar 2: We aim to provide a flourishing learning environment for all as we actively participate in a global educational platform.

Pillar 3: Our Benedictine heritage encourages us to listen, adapt and mentor the students to become just, compassionate, discerning learners and reflective young women for today and tomorrow.

Pillar 4: We aim to build individual and communal capacity

Pillar 5: We ensure good governance, environmental responsibility, sustainability and financial strength within a framework open to innovation.

Education in Faith

Drawing inspiration from the religious sculpture unveiled and blessed in 2018, our college theme for 2019 was: *One Community – Creating Connections*. Throughout the year, our theme invited us to deepen the spirit of welcome that we offered to each other, and encouraged us to expand the boundaries of our relationships with self, others and God so that all felt a sense of belonging. Our theme also served to remind us that, as one community of learners, we shared the rhythms of life together: in times of joy we celebrated as one; and in times of sorrow we offered consolation to each other. Part of life is to be stretched, so that growth can occur not only academically, but also socially, emotionally, physically and spiritually. This of course is part of the makeup of a Christian, Benedictine community.

Using data from the Enhancing Catholic School Identity Project (ECSIP) coming from the Catholic University in Leuven, Belgium (Leuven), it is pleasing to note that students clearly identify Santa Maria as:

- A contemporary Catholic school that is inclusive and welcoming of the multicultural world in which we live.
- A Catholic school committed to social justice.
- A Catholic school committed to the study of Religious Education.

Students also comment on the reflective and contemplative opportunities provided, including the daily practice of silence that is rich in the Benedictine tradition, yet mirroring mindfulness programs promoted in today's world.

Learning and Teaching

At Santa Maria College in 2019 learning and teaching has been further consolidated upon an existing foundation that has, at its core, the belief that all students can be engaged in their learning within the International Baccalaureate: Middle Years Program for Years 7-10 (Year 7/8 Village and 9/10 Village) and the VCE, VET, VCAL pathways for the senior years (Year 11/12 Village).

Learning is active and not passive, aware and not insular and outward focussed, not solely egocentric. As global citizens, students are encouraged to move out of their comfort zone and be risk takers through a collaborative approach to their learning, a sense of engagement in the process and a growing confidence in their ability to become independent thinkers and resilient students. At the College we aim to offer a rich academic environment that enables:

- Student centred learning founded on engagement in relevant, meaningful activities and tasks that appeal
- Further embedding G Suite tools such as; Google classrooms, docs, sheets, meets, jam board, slides, flip grids) to support learning, communication and collaboration

- Differentiated learning within the MYP framework
- Opportunity for interdisciplinary and integrated approaches through the MYP framework using STEM as an example
- Developing the skillset for higher order thinking

- Building resilience in our students by allowing them to take responsibility in their learning
- Exploring problem solving strategies
- Engaging students in authentic, rich tasks
- Exploring global, local and personal dimensions of topics, with emphasis on global citizenship
- Equipped to manage their own device within the College platform

Student Wellbeing

In continuing to grow the distinctive 'Three Villages, One Community' model established in 2016 at Santa Maria College, avenues for student's flourishing; providing opportunities for students to nourish their intellectual, social, emotional, spiritual and physical health were promoted. Focus on student engagement and student voice continues to be a key driver in all areas for student growth. This holistic approach to education ensured that Student Wellbeing was a vital component of College life.

In 2019 we recognised over 600 students across the College who participated in a co-curricular activity offered throughout the school year. Across the six year levels 100 positions of leadership were available in 2019 that included general leadership (House), Village leadership (reflective of the Village Leader position of faith, wellbeing and learning) and specific to areas of school life (Debating, Sport, Music, Environment, Arts). The rigorous process for application, which saw over 250 students apply for positions highlights both the willingness of students to be involved and a deep belief that their input is valued and can contribute to real change.

We continued to offer programs such as the Duke of Edinburg at Bronze, Silver and Gold level, and once again acknowledged by the organisation as the highest participating school in Victoria. The Green Team thrived in 2019 highlighting the need for Climate change both inside and outside of the school and two new initiatives were introduced.

- **No Lights, No Lycra** with its aim to support both physical and mental wellbeing of students
- **Trust Mapping**, a tool allowing students to reflect upon their relationships with other students in their class and year level and the staff at the College.

Both provided opportunities for the College to deepen understanding of students and their needs which in turn informs College decision making in ways to best support the growth and learning of young people.



Leadership and Management

Much of the 2019 year for the College Leadership Team was to review, deepen and enhance the One Community, Three Villages model, through the strategic plan. The aim of each Village is to provide a deeper understanding of student learning, wellbeing and faith by creating an environment to enable each student to flourish within a model of guardianship.

The aim of each of the Villages (Years 7/8, 9/10, 11/12 Villages) and reflective of the Guiding Principles is to:

- To strengthen student voice/place in community
- To engage students in their learning through effective pedagogy
- To enhance leadership development

Another significant work for 2019 was the opening of the 7/8 Village Learning Centre situated on Separation Street. The building has allowed for the marrying of the contemporary learning style with the innovative design and village model.

Community Engagement

Partnerships with community such as: International Baccalaureate (Middle Years Program), Duke of Edinburgh (Bronze, Silver and Gold), Collingwood Cottage, Street Retreats, Red Earth and Bacolod, Philippines continue to enrich and add value to authentic learning for students and the wider College community.

The Parents' Association, SantaLink, provides a genuine pathway to strengthen relationships between home and school through varied innovations and activities. Coupled with this is the increased number of parents attending Family interviews (Parent/Teacher), Information nights, VIP Day and school presentations, including our very successful Productions each year.

Concluding Comments

Santa Maria College strives to be a learning community of sound teaching practices, innovation and creativity. It is a pastoral community that fosters healthy relationships, resilience and the importance of connectedness to the community. With sound managerial skills, innovative leadership and professional practice, Santa Maria moves forward with a strong sense of purpose and future orientation, participatory leadership, strengthening partnerships and a vision to build a community that celebrates the gift of learning, faith and life within a holistic framework. Education in Faith



Education in Faith

Goals & Intended Outcomes

To embed Gospel values and Catholic identity in a way that is lived out and celebrated in College life and practices.

Continue to foster connections with our Catholic heritage, Good Samaritan traditions and experiences through outreach projects, liturgies, rigorous Religious programs and staff professional learning.

Achievements

Continued work on the Religious Education curriculum was strengthened gaining strong enrolment in both VCE Religious Education subjects and rigor in Years 7-10. The work of the Faith in Action Village Leaders for students in each of the Villages provides increased involvement for both students and staff through initiatives and developing programs.

VALUE ADDED

- Facilitate meaningful liturgies for staff and students
- Involvement of students in planning and leading liturgies with Village Leaders
- Continued with Street Retreats for all Year 11 students
- Continued forum for key issues of justice (i.e. Asylum seekers)
- Inaugural Interfaith Dialogue Forums with Christian, Jewish and Muslim schools
- Strengthening work of the Green Team (Climate Change a significant action)
- Continue to deepen the Religious Education program from Years 7-12



Learning & Teaching

Goals & Intended Outcomes

- To provide a flourishing learning environment for all as we actively participate in a global educational platform through the delivery of the International Baccalaureate: MYP as an authorised provider.
- To provide a challenging and caring academic environment that fosters independent, collaborative, confident, resilient learners and community builders, whose individual learning needs are met.
- To develop a culture of learning that exudes rigor, enthusiasm, engagement and independent learners.

Achievements

- **The Google suite**, “G Suite” (a suite of cloud based applications) to support learning, communication and collaboration continues to enhance learning.
- **Physics without Borders** - To promote **STEM** within the College, an ongoing integrated unity within the context of MYP continued at Year 10 with focus on aviation.
- **Inter-disciplinary** unit development (i.e.: Psychology and Literature).
- The development of **data collection / data walls** continued in each Village facilitated by the Village Leaders: Learning.
- **Partnership** continues with Joshibi High School (Japan) including Homestay.
- **IBMYP Evaluation** - Preparation for International Baccalaureate (Middle Years Program) evaluation visit by international reviewers in 2020.

STUDENT LEARNING OUTCOMES

The vast majority of students in Years 7 & 9 have met the National Minimum Standard in all test areas.

As per the intent of the **NAPLAN testing**, all students in Years 7 & 9 are offered the opportunity to complete all tests.

From Year 7 to 9 there has been significant value adding in writing and grammar.
From Year 7 to 9 value-adding has occurred in Mathematics.

STUDENT LEARNING OUTCOMES

Whereas spelling is slightly above the benchmark, there is a slight drop in reading from Year 7 to 9. This is not evident in previous data, so increased focus in this area will be targeted.

- The College continues to provide opportunities for improvement as highlighted below:
- The increased partnering of the Numeracy and Literature leaders at the Year 7/8 Village
- Renewal and resourcing of Learning support with additional funding from NCCD
- Targeted collection of a wide range of novels designed for Dyslexic students
- Introduction of new App called *Read and Write*, assistive technology
- iRead, Debating and Public Speaking workshops continue
- Targeted approach to students of Year 7 in Mathematics with data collection from testing, analysis and differentiation in work.
- Ongoing assessment of literacy for Year 7 students through testing allowing for further identification of student's ability and therefore differentiated learning
- Continued development of Coding club housed permanently in the library
- On-going support through peer teaching and Math Help (Homework club)
- Strengthening data collection to assist in building student profiles and targeted funding

Below gives an indication of 2019 results and Post- school destinations:

Median VCE Score	31 (State: 30)	Catholic Schools Ranking	In top 20 in the State
Median ATAR Score	75.1% (State 67.74%)	Study score over 40+	9.3%
90+	19.44 %	DUX	98.65
80 - 89	17.36% (Combined 36.8% above 80+)	Score of 50	Biology and Product Design and Technology

Top Arts

Top Arts (VCE Seasons of Excellence) have selected three of our students to be showcased. The learning areas are from **Visual Communication and Design, Dance and Drama**.

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	72.0%
TAFE / VET	14.0%
Apprenticeship / Traineeship	3.0%
Deferred	9.0%
Employment	1.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

Student Wellbeing

Goals & Intended Outcomes

To enhance a culture where the uniqueness of each student is known as a person and catered for as a learner.

To listen, adapt and mentor the students to become just, compassionate, discerning learners and reflective young women for today and tomorrow as guided by our Benedictine tradition.

Achievements

- Continued development of the 'Three Villages, One Community' demonstrated the strong belief that Learning, Faith and Wellbeing are of equal importance in the holistic development of a young person.
- The College engaged in highlighting respectful behaviour and making expectations increasingly transparent through the ongoing implementation of a Code of Conduct with its foundations in Restorative Practices and respectful relationships within community.

- Further refined student wellbeing practices were embedded with significant contributions to the development of the Child Safe practices, Social Media responses and developing the Case Management model with a team based approach for working with some cases.
- Avenues to listen to student voice were explored and acted upon with increased opportunities for forums and student led initiatives leading to increased decision making opportunities for students in the College.
- Expansion of the student leadership model with increased opportunity for students to participate in leadership opportunities from Year 7-12.
- Village TV - which showcased images of students engaged in College life and provided a medium for communication for all students.
- Anime Club - a very well receive activity for many younger students interested in this genre.
- Talk Boards - spaces for students to put suggestions, ideas and feedback that Student Leaders can deliberate on and work towards achieving.
- Subscription to School TV for Families to access as a means to educate.
- On-going partnerships with outside agencies continued to provide specialised support.

VALUE ADDED

In 2019:

600 students across the College who participated in a co-curricular activity offered throughout the school year.

Across the six year levels 100 positions of leadership were appointed.

The Green Team thrived prompting the need for Climate change both inside the school (installation of solar panels) and outside of the school.

Two new initiatives were introduced;

- **No Lights, No Lycra** with its aim to support both physical and mental wellbeing of students
- **Trust Mapping**, a tool allowing students to reflect upon their relationships with other students in their class and year level and the staff at the College.

In addition:

- Year 7 and 8 camps
- Extensive co-curricular Music program

- Duke of Edinburgh Award (Bronze, Silver and Gold) - camps
- Immersion programs (interstate and internationally)
- Street Retreats (Year 11)
- SCSA Sport Program
- Extensive Volleyball program and competition to State and National level
- Student-led College Assemblies (including a significant Sorry Day assembly)
- College celebrations (Sports carnivals, Santa Maria Day, House Events)
- College Production (Production: Hairspray)
- Benedict's Café
- Debating (Years 8-12)

STUDENT SATISFACTION

Data from CEMSIS (School Improvement Survey) suggests at Santa Maria students rate the following highly. These results are ABOVE the secondary Catholic schools average:

School Engagement

School Climate (positive, connection)

School Belonging

School Safety

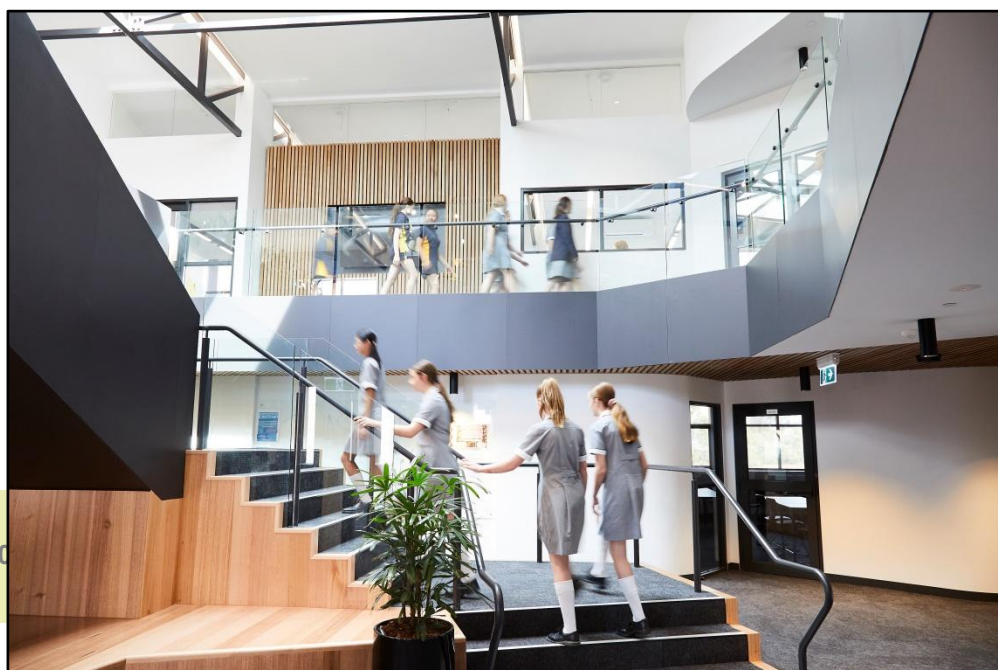
Catholic Identity (social justice, climate change, Gospel values expressed, reflection/ prayer)

STUDENT ATTENDANCE

If a student is unable to attend school, then the Parent/Guardian must call the College by 9:30am to report the absence.

If no communication has occurred, the College will send an SMS to the family notifying of their daughter's absence.

A written note must also follow on the student's return to school stating student's full name, Year Level and reason for the absence. Often a medical certificate is required.



Child Safe Standards

Goals and Intended Outcomes

- Santa Maria College is committed to providing a safe and friendly school where there is zero tolerance of child abuse. We are committed to the safety, participation and empowerment of all students and the ongoing education of staff on child abuse risks.
- Each of the 7 Child Safe Standards are embedded in the organisation and practices of the College with the goal to embed each standard into the culture of the organisation.
- Ongoing work in 2018 has been in educating all staff (especially new staff) and implementing programs for students.
- Aware of the reporting expectations, the College Board receives regular reports as a response to any issues arising and also a progress report of the current work and how it progresses Child Safe practices.

Achievements

- The College continues to implement best practice in all matters of Child Safe. Zero tolerance is the key message and measures to ensure this is embedded in policy and continued everyday practice.
- In 2019 the following occurred:
- Continued Professional Learning for all staff via College sessions and online modules
- The Principal also ensures attendance and up to date knowledge of Child Safe expectations and practices
- A special induction on Child Safe matters for all staff employed at the College including CRT, non-teaching staff, volunteers
- Special provision was made to check WWCC via the Compliance leader whilst we were completing the build of the Year 7/8 Village
- Our Student voice initiatives and Trust Mapping data has further enhanced student empowerment strategies
- Child Safe expectations is part of our on-going risk management assessment
- Two staff are appointed as key leaders to facilitate on-going Child Safe practices and the nine Village Leaders are a key response team to any complaint
- Child Safe practices are adhered to in recruitment and employment of staff
- Information is communicated to all stakeholders including reporting to the College Board at minimum 6 times per year
- Delivery of the Resilience, Rights and Respectful Relationships curriculum with a focus on protection and empowerment, meeting standard 7
- Physical improvements to offices and classrooms (increased visibility) continue. This strengthens duty of care practices and meets standard 1 of Child Safety standards
- Professional learning relating to matters of Child Safe incorporating Reportable Conduct Scheme (RCS) has occurred for all staff meeting standard 5 and 6

- Key staff have attended and developed expertise around RCS meeting standard 1

Leadership & Management

Goals & Intended Outcomes

- To empower staff to individually grow professionally as a way to build collective capacity.
- To carefully monitor and plan of financial matters
- Provide oversight to the 7/8 Village building
- Explore the development of a new Masterplan and website

Achievements

Much was achieved in 2019 in the area of Leadership and Management:

- Selecting ongoing opportunities for professional development to increase staff capacity to lead
- Providing 6 in-house sessions for Professional Learning for all leaders
- Providing staff to fully immerse in the new launched Good Samaritan Educational Philosophy and The Voice and Experience of Women
- The ongoing development of a new and innovative organisational structure that places students at the centre of the organisation through the 'One Community, Three Villages' model
- The ongoing commitment to enhancing collaborative and contemporary learning spaces through the completion of the building of the Year 7/8 Village Learning Centre
- Ongoing development of Google (G-Suite) as a medium to enhance learning
- On-going online reporting using SIMON as the platform

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of PL undertaken in 2019

Staff professional learning goals for 2019 were again aligned to the AITSL Standards for Professional Development. This allowed staff to be strategic in their selection of and participation in professional learning. It also allowed the College to be purposeful in the support of professional learning for staff on both an individual level and to build the capacity of the community as part of the overall strategic plan.

Professional Learning for staff continued, with a focus on the leadership formation, with the appointment of a new leadership structure. Outcomes of this process was a deepening awareness and active work around the Village model and key consultation points toward the on-going delivery of the Strategic Plan.

With the continued roll out of G suite, all teaching staff participated in training sessions to assist their skill development and confidence in a new technological platform. Added to this was a review and renewal of the International Baccalaureate: Middle Years program in preparation for the evaluation in 2020.

An ongoing engagement with Catholic Identity formation continued with staff PL and enrichment.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	122
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$750

TEACHER SATISFACTION

Data from CEMSIS (School Improvement Survey) suggests at Santa Maria staff rate the following highly. These results are ABOVE the secondary Catholic schools average.

School Climate (positive, connection)

Staff Leadership

Professional Learning Opportunities

Catholic Identity (*social justice, climate change, Gospel values expressed, reflection/prayer*)



College Community

Goals & Intended Outcomes

Encourage Santa Maria students, staff, parents, alumnae and the wider community to work in partnership to build connectedness.

Achievements

- The Village model has been well supported by parents as a structure that makes them feel connected with the College.
- The Parents' Association group named SantaLink, continued to grow again in 2019 with increased membership and strength in family support for functions. Their mission as "promoting a strong, compassionate college community" provides a positive avenue for parent voice to be heard and the fermentation of a shared partnership in their daughter's learning journey at the College.
- Google Suite has provided parents with a greater insight and partnership with their daughters learning through the various G-Suite platforms, on-line reporting and PAM (Parent portal).
- The continued subscription to School TV in partnership with SantaLink has provided another resource for parents to access. School TV is an excellent, well reviewed website with outstanding resources designed to support parents in supporting their daughters through adolescence.
- A new look and extended Alumnae publication has received positive feedback.

VALUE ADDED

- Visitation to all the Catholic primary priority parishes
- Increased number of families attending Open Day, Family Interviews, Parent Information Nights, Mother's Day High Tea, Father's Day Breakfast and School Tours
- Increased membership of Parents' Association – SantaLink and varied activities
- Increased involvement in the learning program (especially through on-line reporting)
- The provision of Open Day, Discovery Tours, Q and A with the Principal were further opportunities for the community to view the College



PARENT SATISFACTION

Data from CEMSIS (School Improvement Survey) suggests at Santa Maria teachers rate the following highly. These results are ABOVE the secondary Catholic schools average.

School Engagement

School Climate (positive, connection)

Student Safety

Catholic Identity (social justice, climate change, Gospel values expressed, reflection/prayer)



Future Directions

SANTA MARIA COLLEGE STRATEGIC PLAN 2018–2022

DARE TO IMAGINE

We are pleased to present the Santa Maria College Strategic Plan 2018 - 2022.

As Educators governed by Good Samaritan Education, in the Order of St Benedict, we at Santa Maria College are a community of learners committed to professional dialogue and capacity building for all. We are charged with the responsibility to lead in matters of Faith, Learning and Wellbeing through the framework of the 'One Community, Three Villages' model.

As a College committed to holistic learning, we aim to foster respectful relationships for all by nurturing an optimal learning environment. This occurs within partnerships where every student can flourish within the context of our Catholic community and imagine her life and those around her in new ways.

Recognised as a global school authorised to teach the International Baccalaureate: Middle Years Program (Years 7–10), we commit ourselves to best contemporary practice within a framework of inquiry and collaboration. The offering of senior pathways through the delivery of VCE/VET/VCAL programs encourages students to reach their aspirational goals becoming young women who strive to live a balanced, informed holistic and full life with a strong commitment and energy to care for the needs of the other and the world they live in.

In developing our strategy, we consider 5 key pillars for growth within our rich heritage and tradition as an all-girls Catholic school here in Northcote. These pillars reflect our long tradition of educating young women to do and be more, as inspired by our College motto: Dare to do as much as you are able.

PILLARS

1. Our Catholic community invites us to be people who live in life-giving relationships built on Scriptural values. We are called to:

- Build respectful relationships, underpinned by dignity and respect which are key to our partnerships between students, staff, families and all those with whom we work.
- Be an authentic Christ-centred community in word and action, philosophical framework and identity.

- Nurture opportunities for all members of our community to find their voice as a means to enter into respectful dialogue.



2. We aim to provide a flourishing learning environment for all as we actively participate in a global educational platform. We are called to:

- Know our students' stories so all can learn and grow.
- Embed a culture of inquiry, curiosity and imagination.
- Make use of digital platform to enhance engagement and prepare students for a dynamic and changing world.
- Promote contemporary pedagogy that facilitates student learning.

3. Our Benedictine heritage encourages us to listen, adapt and mentor the students to become just, compassionate, discerning learners and reflective young women for today and tomorrow. We are called to:

- Develop the 'One Community, Three Villages' model of living in a learning community.
- Encourage guardianship of all and by all.
- Foster restorative practice by taking responsibility, forgiving, healing, learning and moving forward.
- Promote student voice.
- Value resilience as a core personal trait.

4. We aim to build individual and communal capacity through the call to:

- Promote leadership opportunities for individuals to grow and thereby transform the community.
- Practise the principle of subsidiarity allowing decisions to be made at the appropriate levels within the organisation.
- Engage with partners including students, staff, parents, carers and educational and community stakeholders.
- Promote and maintain connections with the Alumni.
- Strive for continuous improvement to flourish.

5. We ensure good governance, environmental responsibility, sustainability and financial strength within a framework open to innovation. We are called to:

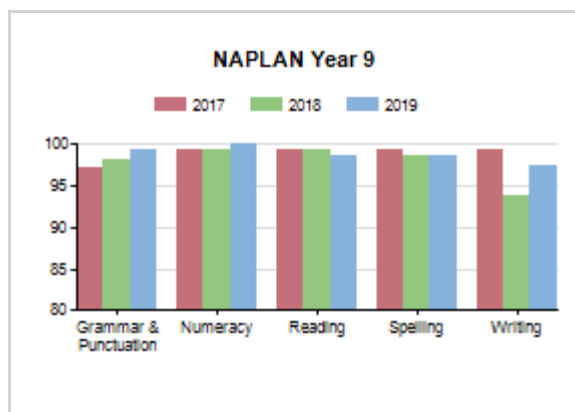
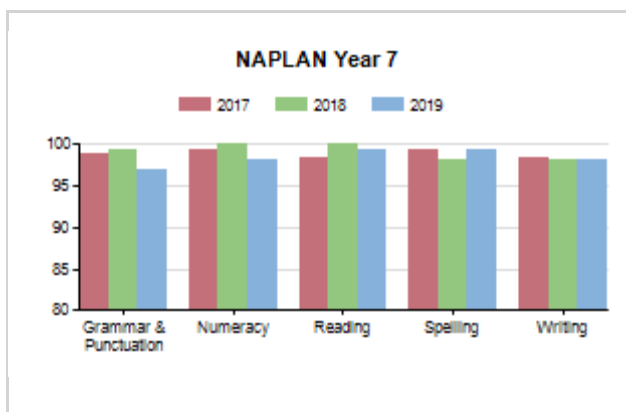
- Establish a rigorous governance structure.
- Govern ethically and in accordance with our legal obligations.
- To be responsible stewards of all resources, inclusive of the environment.



School Performance Data Summary

E1138
SANTA MARIA COLLEGE, NORTHCOTE

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
Year 07 Grammar & Punctuation	98.9	99.3	0.4	96.8	-2.5
Year 07 Numeracy	99.4	100.0	0.6	98.1	-1.9
Year 07 Reading	98.3	100.0	1.7	99.4	-0.6
Year 07 Spelling	99.4	98.0	-1.4	99.4	1.4
Year 07 Writing	98.3	98.0	-0.3	98.1	0.1
Year 09 Grammar & Punctuation	97.2	98.0	0.8	99.4	1.5
Year 09 Numeracy	99.3	99.3	0.0	100.0	0.7
Year 09 Reading	99.3	99.3	0.0	98.7	-0.6
Year 09 Spelling	99.3	98.6	-0.7	98.7	0.1
Year 09 Writing	99.3	93.8	-5.5	97.4	3.6



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	89.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 07	93.3
Year 08	91.6
Year 09	90.7
Year 10	88.8
Overall average attendance	91.1

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.4%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	86.1%
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TEACHER QUALIFICATIONS

Doctorate	2.9%
Masters	13.0%
Graduate	47.8%
Graduate Certificate	4.3%

Bachelor Degree	82.6%
Advanced Diploma	18.8%
No Qualifications Listed	7.2%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	84
Teaching Staff (FTE)	71.2
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	37.8
Indigenous Teaching Staff (Headcount)	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	596.3
Year 9 Numeracy	592.4
Year 9 Reading	613.3
Year 9 Spelling	598.6
Year 9 Writing	597.5

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	95%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	72.0%
TAFE / VET	14.0%
Apprenticeship / Traineeship	3.0%
Deferred	9.0%
Employment	1.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%