

2024

Annual Report to the School Community



Santa Maria College

50 Separation Street, NORTHCOTE 3070

Principal: Joanne Rock

Web: santamaria.vic.edu.au

Registration: 1386, E Number: E1138

Principal's Attestation

I, Joanne Rock, attest that Santa Maria College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2025

About this report

Santa Maria College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

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 provide the governance of the College and set the strategic direction. All operational matters and internal administration are delegated to the Principal.

Directors and new Directors are immersed in the Good Samaritan philosophy and traditions and Benedictine values formally at Good Samaritan Education formation days, Stewardship meetings, and regular visits and presentations from Directors and staff of Good Samaritan Education. Ongoing formation is also nurtured at Board meetings through reflection, prayer and sharing of story.

Vision and Mission

Santa Maria College is a Catholic School in the Benedictine tradition. Our students are encouraged to 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. 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 by doing their best.

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

College Overview

Santa Maria College is a girl's Catholic school situated on a 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 tradition. The student population is 785.

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 enable 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. In recognising the importance of working in partnership with parents, the College endeavours 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 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 of our College is the enrolment of a small number of Aboriginal students and a growing intake of students of refugee backgrounds (South Sudan, Iraq and Syria). This provides a wonderful learning opportunity for considered dialogue, and growing relationships leading to the development of mutual understanding and respect.

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 student's story, so that she can learn in community is our intent.

Santa Maria College is conveniently located in Northcote and well serviced by public transport. Our student population is often drawn in by transport services with many students coming from areas north on the Mernda train line. Our intake also includes students from local suburbs (Northcote, Fairfield, Thornbury, Preston) as well as students coming from Brunswick and Brunswick West (which is well serviced by transport networks).

Principal's Report

Santa Maria College commenced the 2024 school year with our Academic Excellence Assembly, where we celebrated the outstanding results from the 2023 Year 12 cohort and heard an inspiring address from our College Dux, Zoe Hammond, who achieved an outstanding ATAR score of 98.85. We also came together as a community to experience a beautiful Opening Mass where we introduced the 2024 theme: Kindness transforms Community. This message reminded our community of the importance of being kind to all, and demonstrated the power that is generated from many people working together for the common good.

130 students formed the 2024 Year 7 cohort, and the census enrolment figure was 785.

2024 began with the announcement of the 2024-2028 Strategic plan, outlining Santa Maria's vision:

"The 'Santa Spirit' embraces all in the community, encouraging partnerships with the Good Samaritan Sisters, families, and alumnae to continue to build upon the lively and treasured story of Santa Maria. Our progressive educational endeavours guide a search for truth, a spirit of inquiry and a deep love of learning. We celebrate our diversity by developing critical social awareness, reverence for and responsibility towards all of creation. We strive to create an atmosphere of trust and hope where all are accepted, affirmed, encouraged, and challenged to flourish and grow to their full potential."

Over the year, the Santa community embraced this vision with pride, resulting in strengthened bonds and a deeper appreciation of the college's Good Samaritan tradition.

In 2024, Santa Maria College celebrated 120 years of providing a Catholic, high quality education to girls. One of the most significant events of the 120th-anniversary celebrations was the grand opening and blessing of the newly extended Chapel. As the cornerstone of spiritual life at Santa, the chapel's design pays homage to the original architecture while embracing modern elements. The chapel's refurbishment was not only a restoration of its physical beauty but also a renewal of commitment to the spiritual growth and well-being of students and staff.

The annual Santa Maria Day festivities were another joyous occasion for the community, featuring a moving mass ceremony and an afternoon carnival that raised funds for the Good Samaritan Foundation.

I had the pleasure of weekly meetings with the College Captains, where we discussed all sorts of topics, from leadership strategies to coping with the demands of Year 12. These students took their roles very seriously and did a fantastic job planning and leading College

Assemblies, organising various activities for Santa Maria Day, communicated regularly with the student cohort and were strong role models for our junior students.

We ran a hugely successful Leadership Conference in October, where the recently inducted 2025 student leaders spent invaluable time together and with their staff mentors, looking at Leadership styles, their goals for the year and then finalised an outline of the different activities they wanted to schedule for their year in leadership.

Our College Leadership team commenced a growth coaching program, and this was rolled out to our middle managers and leaders. Feedback from all involved was that the program has enhanced their communication skills, which in turn has assisted with team building and relationships.

2024 also saw the commencement of construction for Stage 2 of the 9/10 Learning Village, aiming to provide state-of-the-art facilities to enhance the learning environment for current and future students. In September, key community members came together to kick off this exciting project with a sod-turning ceremony.

Catholic Identity and Mission

Goals & Intended Outcomes

- To enhance and encourage the spiritual and religious development of students and staff
- To provide opportunities for formation in the Catholic tradition.
- Provide a sound and vital prayer life for all.
- Enhance communication with the College community.
- Encourage connections linkages the College and the local Church communities.
- To grow and strengthen connections with the other Good Samaritan schools that share our heritage and traditions.
- Our Catholic community invites us to be people who live in life-giving relationships built on Scriptural values.
- Our Benedictine heritage encourages us to listen, adapt and mentor our students to become just, compassionate, discerning learners and reflective young women for today and tomorrow.

Achievements

- Santa Maria College's dedication to living the Good Samaritan Schools Mission in order to be a vibrant faith community ensured that all members had the opportunity to grow in their spiritual lives. Through the implementation of the Good Samaritan Education Mission Framework, the school fosters a vibrant Catholic learning environment that prepares students to be compassionate and discerning young women for the future.
- Santa Maria College's 2024 Faith and Mission activities exemplified the importance of integrating faith into action. Through a variety of initiatives, the school fosters intercultural understanding, social justice awareness, and opportunities for students to live out their faith in service to others. The focus on community prayer and spiritual growth further strengthens the Catholic identity of the school. 2024 has seen the foundation laid in ensuring a strong platform for continued growth in faith formation and social responsibility.
- In 2024, the student leaders set the goal of raising \$20k for the Good Sam Kinder in the Philippines that relies solely on financial support from philanthropic means. The school community worked tirelessly on a number of fundraising initiatives and was extremely generous, in the end raising over \$27K for the kinder, the largest single donation the College has made and the kinder has received.

- As part of our ongoing work to engage young people in current issues within a Catholic context, our year included the development of an Inclusion Policy to put into words our deep desire that all community members be welcomed as Christ. This process involved consultation with students, staff, parents and other schools; whilst also utilising key documents developed by Good Samaritan Education, such as their Schools of Welcome Statement. The key areas of conversation involved education, empowerment, barriers to inclusion and partnership with families.

Value Added

- In 2024, Santa Maria College continued to deepen its Catholic identity through vibrant faith formation, theological engagement, and community-building, all inspired by the Gospel of John 10:10 and the Benedictine tradition of the Good Samaritan Sisters and Good Samaritan Education (GSE). The year's theme, 'Kindness Transforms Community,' directly followed on from the 2023 theme, 'Stronger Together,' creating a narrative of spiritual resilience and communal renewal.
- The spiritual heart of Santa Maria beat stronger than ever in 2024, thanks to a renewed focus on theological depth, Benedictine spirituality, and recontextualised expressions of Catholic identity. One of the most profound moments was the blessing and reopening of the College Chapel after a significant refurbishment project, a sacred space made new through beauty and purpose. The ceremony, presided over by Bishop Terence Curtin.
- Faith was celebrated daily through communal prayer, classroom meditation and liturgies, seasonal reflections, and key moments of the liturgical calendar.
- Retreats, a key part of our Faith formation program, expanded in 2024. The Year 11 Street Retreat incorporated not only service learning but also reflection and Benedictine Lectio and Visual Divina, inviting students to reflect deeply on Matthew 25: 'Whatever you did for the least of these... you did for me.'
- The Year 8 Darebin Indigenous Healing Trail and the Year 10 Faith in Action Day became a springboard for ethical discussion around Laudato Si', ecological justice, and the preferential option for the poor.
- Students explored the theology of transformation of others through acts of Kindness, as inspired by Pope Francis and the parable of the Good Samaritan. Drawing from Justin O'Brien's newly installed decal in the refurbished College Chapel, students reflected on the Good Samaritan as a symbol of divine compassion—an image of God whose arms of kindness and mercy are ever open.
- The Prophetic Voices Program invited Year 11 students to craft and deliver theological responses to pressing global issues: Integral Ecology: In a Culture of Consumerism, Towards a Culture of Non-Violence: Family and Domestic Violence and Reconciliation Beyond the 'No' Vote.

- The annual Santa Maria Day featured the Circle of Solidarity—a silent witness for refugee rights—rooted in the Gospel call: “Who is my neighbour?”
- Our Reconciliation Week liturgy wove together Aboriginal spirituality and Catholic theology, reflecting Pope Francis’s call to be a synodal Church of listening.
- Faith in Action initiatives such as Dine with Heart and the Soup Night for Sacred Heart Mission brought theological reflection into practice. These events were not mere charity—they were catechetical moments, drawing on the theology of accompaniment and the incarnation of love through action.

Learning and Teaching

Goals & Intended Outcomes

- To provide a flourishing learning environment for all as we actively participate in a global educational platform as an authorised provider of the International Baccalaureate Middle Years Program.
- To provide a challenging and caring academic environment that fosters independent, collaborative, confident, resilient learners and community builders, whose individual learning needs are met.
- Build individual and communal capacity through a culture of learning that exudes rigour, generates enthusiasm, engagement and develops independent learners.
- Make use of digital platforms to enhance engagement and prepare students for a dynamic and changing world.
- Promote contemporary pedagogy that facilitates student learning.

Achievements

- Staff revisited the AITSL standards in a well designed Professional Learning program, focusing on the importance of Instructional teaching.
- Staff revisited and adjusted their curriculum and units of work in preparation for the change in the structure of the day being implemented in 2025, whereby the school day would be broken into 5 one hour periods of learning, as opposed to 4 X 75 minute periods.
- Staff received Professional Learning on analysing data that showed student growth in their classes, and how to use that data to enhance the learning outcomes for all students. A variety of data sets were used - PAT - R/ PAT - N, NAPLAN and VCE and discussions around the data were held, with staff sharing strategies in a collegial and informative way.
- Staff received further training in the online platform, SIMON, which enabled staff to better track the learning journey of each student.
- Professional Learning on differentiation and teaching strategies for students with additional needs continued.

Student Learning Outcomes

- In 2024 Santa Maria College once again acted upon the student learning needs and provided an extensive Tutoring Programme fostering Literacy and Numeracy skills through the International Baccalaureate Middle Years Programme framework of standards and practices of the four overarching categories of purpose, environment,

culture and learning, whereby all teachers analyse data to embed intervention strategies.

- The 2024 NAPLAN data also allows the school to measure growth for these respective cohorts in future years and the College shall rely on improved internal standardised data and analysis to inform intervention strategies at a point of need. The data also demonstrates a significant sub-section of the cohorts achieving at the highest levels of achievement.
- Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands. Students' results will show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:
 - **Exceeding:** The student's result exceeds expectations at the time of testing.
 - **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.
 - **Developing:** The student's result indicates that they are working towards expectations at the time of testing.
 - **Needs Additional Support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	574	75%
	Year 9	574	71%
Numeracy	Year 7	543	71%
	Year 9	568	71%
Reading	Year 7	578	88%
	Year 9	593	79%
Spelling	Year 7	563	84%
	Year 9	572	80%
Writing	Year 7	585	84%
	Year 9	611	78%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Comparing 2023 NAPLAN data

Year 7 and Year 9 2023 NAPLAN Results

In comparison, the 2023 academic year marked the commencement of student achievement levels in NAPLAN reflective of 4 proficiency levels. This replaced the previous numerical NAPLAN bands and national minimum standards. Thus, the results from the 2023 Year 7 and Year 9 cohort cannot be compared to results from 2008 to 2022.

Education ministers have agreed that NAPLAN test results will be reported using proficiency standards from 2023. Together with the move to an earlier NAPLAN in March, these changes meet an initiative of the 2019 National School Reform Agreement. The proficiency standards represent a challenging but reasonable expectation of student achievement at the time of testing to deliver better information for teachers, parents and carers. Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands. Students' results will show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meets challenging but reasonable expectations at the time of testing.

- **Developing:** The student's result indicates that they are working towards expectations at the time of testing.

- **Needs Additional Support:** The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The proficiency standards are reported on a new NAPLAN measurement scale that makes better use of the online adaptive tests. This will be used in national reporting, as well as on the individual student reports received by parents and carers.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	570	79%
	Year 9	588	73%
Numeracy	Year 7	539	72%
	Year 9	563	65%
Reading	Year 7	567	79%
	Year 9	596	83%
Spelling	Year 7	555	82%
	Year 9	585	85%
Writing	Year 7	578	80%
	Year 9	612	87%

VCE Median Score	30

VCE Completion Rate	100%
VCE VM Completion Rate	I/D
VPC Completion Rate	*

Senior Secondary Outcomes

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Building a Just and Caring Community indicating:

- That the College is an inclusive community that fosters right relationship and gives evidence of solidarity with marginalised peoples.
- A learning community attuned to the well-being needs of all members, especially through the numerous remote learning episodes.
- A commitment to the principles and practices of participative decision-making, subsidiarity and delegation.

Achievements

In 2024, achievements and strategies implemented which improved student wellbeing and engaging were numerous and varied, and include:

- The adoption of the Wellio Learning platform, which provides an expansive array of cutting-edge sessions related to social emotional learning at age appropriate levels on topics such as: managing anxiety, proactive wellbeing strategies, skills for building and maintaining healthy relationships, social media and phone addiction, resilience, emotional regulation, to name a few.
- A Student Alert system was introduced whereby staff alert the wellbeing team when a student hasn't appeared in their class, or has not returned after requesting an exit. This has allowed us to meet our duty of care more effectively, as well as become aware of which students might require further support
- Co-constructed Safety and Support Plans have continued to be an important element of duty of care for students who are experiencing more acute mental health challenges.
- A Child Safety Standards Committee was established, with Terms of Reference directing the implementation and monitoring of Ministerial Order 1359 in the College. This group consists of both staff and students and will expand to include parents/carers in 2025.
- All staff achieved the Mandatory Reporting certificate.
- Child Safe Standards and Reportable Conduct training was included as part of staff briefing at the beginning of the year and as part of the induction of new staff members.

Value Added

- Year 7 and 8 Camps
- Year 11 Street retreats
- Year 12 Retreat
- Various House Activities - Swimming Sports, House Athletics Carnival, House Dance, House Cook Off
- Extensive Music Program, including evening soirees and performances
- The College Production of 'Mary Poppins'
- Duke of Edinburgh Camps - at Bronze, Silver and Gold award levels
- Student led College assemblies
- GCSAV Inter school Sporting competitions
- Debating
- Lunchtime Student led activities, including student run clubs
- Partnerships with local external health providers such as *Austin Child and Youth Mental Health Service* and *Be You* to ensure we are getting the right support for our young people navigating more complex mental health and learning challenges.
- Numerous guest speakers attended the College at different forums to provide insightful presentations on topics such as refugees, First Nations issues, differently abled and neuro-divergent experiences as well as diverse cultural and ethnic backgrounds.

Student Satisfaction

At Santa Maria College, we are committed to continuous improvement in all areas of College life. By undertaking surveys and collecting data, we can focus on specific areas in our annual action plan and measure improvement year on year.

MACSSIS is a key dataset, but not the only dataset that will be used to continue our work in school improvement.

Our students responded positively to:

- Perceptions of student physical and psychological safety while at school.
- How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- The strength of the social connection between teachers and students, within and beyond the school.
- Student perceptions about the Catholic identity of the school.

Students responses indicate opportunities in the areas of:

- How attentive and invested students are in school.

- Students' mindset about themselves as learners.

Student Attendance

Normal management of student attendance was undertaken in 2024.

If a student is unable to attend school then a 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.

Written communication must also follow the student's return to school stating full name, year level and reason for the absence. At times, a medical certificate is required/ requested.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.72

Average Student Attendance Rate by Year Level	
Y07	91.2
Y08	87.7
Y09	87.6
Y10	85.9
Overall average attendance	88.1

Leadership

Goals & Intended Outcomes

- To empower staff to individually grow professionally as a way to build collective capacity.
- To 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.
- To promote leadership opportunities for individuals to grow and thereby transform the community.
- To provide opportunities for staff to undertake Professional Learning that is relevant to their field and area of expertise in order to improve and develop skills and ultimately flourish.
- To strengthen, monitor and improve leadership that has a direct positive impact on students as learners.
- To focus on strategic planning, leadership and management through the development of human resourcing process for recruitment, induction and management of staff.
- To ensure that all activities were aligned with the Strategic Plan of the College.
- To work with pre-service and graduate teachers.
- To develop leadership amongst our students at all Year levels.

Achievements

- Ongoing opportunities for professional development were sought and selected to increase staff capacity to lead, with an increased number of leadership opportunities at the College.
- In 2024, the College Leadership Team worked consistently to build upon the successes of the previous year and plan for improvement wherever required. We continued to seek feedback after all events as we continually endeavoured to improve in all our undertakings. Student and staff voice is valued and respected at Santa Maria College. We worked with compassion and kindness in order to build a stronger sense of community and unity.
- In September 2024 staff, students and parents participated in the MACS School Improvement Survey (MACSSIS). 600 students completed the survey, 100 staff completed the survey and 56 families completed the survey.
- Staff wellbeing was a focus again in 2024, as we held weekly gatherings and social activities at the end of each term. In August we held an extremely well-received Staff Wellbeing day.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
In 2024, our aim was to continue to build upon and strengthen a college-wide professional learning community. Part of this included a Professional Learning Plan that is aligned to the strategic directions of the college. Staff were asked to undertake professional learning related to their areas of expertise but also encouraged to undertake professional learning in areas of leadership and team building. Staff were encouraged to take part in online and also face to face professional learning. Professional Learning also occurred when staff prepared and presented to their colleagues and peers in staff meetings, team meetings or via our Pop-up PL sessions which have been extremely effective and well-attended, at lunchtimes or after school sessions. Staff professional learning goals for 2024 were 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 formation and development of leadership, particularly in middle leadership. With the continued roll out of the SIMON platform, all teaching staff participated in training sessions to assist their skill development and confidence in this area, to further increase and make full use of the program. Ongoing engagement with Catholic Identity formation continued with staff PL and Enrichment, with an emphasis on assisting teachers to accrue accreditation hours. A snapshot of Professional Learning undertaken in 2024: • First aid • Catholic Formation and Development • Coaching for Middle Leaders

Expenditure And Teacher Participation in Professional Learning
• Subject specific conferences and sessions • Student Wellbeing • Whole-school wellbeing • VCAA assessor training • VCAA new study designs • Library skills and displays • Mental health • Learning diversity • Leadership • Marketing • Instructional Practice • VIT Mentoring • Careers • Child Safe • Staff Code of Conduct • Timetabling • Language acquisition • VCE development • NAPLAN Training • SIMON training • AI Education • Digital Technology • IB/MYP Training and Development • Lab Technician Conferences

Expenditure And Teacher Participation in Professional Learning	
• E-safety • Adolescent Health Education • Reportable conduct • Diverse Learning • Mandatory Reporting	
Number of teachers who participated in PL in 2024	120
Average expenditure per teacher for PL	\$160.00

Teacher Satisfaction

At Santa Maria College, we are committed to continuous improvement in all areas of College life. By undertaking surveys and collecting data, we can focus on specific areas in our annual action plan and measure improvement year on year.

MACSSIS is a key dataset, but not the only dataset that will be used to continue our work in school improvement.

In 2024, our staff responded positively to:

- Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.
- Perceptions of staff safety in the school.
- Perceptions of student physical and psychological safety while at school.
- The extent to which the school leaders set the conditions for improving teaching and learning at the school.

Staff responses indicate opportunities in the areas of:

- Perceptions of the amount and quality of feedback staff receive.
- Perceptions of the quality and coherence of professional learning opportunities.

Teacher Qualifications	
Doctorate	0
Masters	15
Graduate	27
Graduate Certificate	4
Bachelor Degree	58
Advanced Diploma	10
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	83
Teaching Staff (FTE)	73.3
Non-Teaching Staff (Headcount)	43
Non-Teaching Staff (FTE)	33.54
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- To encourage Santa Maria students, staff, parents, alumnae and the wider community to work in partnership to build stronger connections.
- To enhance our visibility in the local community.
- To increase our engagement with the wider local community through volunteering and community service.
- To showcase College life to the parent and wider community as a way to build connection and understanding of who we are and what we do as a faith based learning community.

Achievements

- Continued to build partnerships with local community groups, such as Exodus, Good Samaritan Inn and the Sacred Heart Mission in a way that encouraged our students to volunteer and act justly.
- Provided opportunities and workshops for potential students and families to engage in over the year, such as music, writing, sport, language and drama workshops for local grade 5 students.
- Committed to building a strong partnership with Parade College, with the first combined Musical Production of Mary Poppins - a wonderful success!
- Increased engagement with our local government primary schools.
- Our parent group SantaLink continued to provide vibrant and welcoming events for our parents to get involved in the life of the College, such as a Mother's Day afternoon tea, father's day BBQ gathering, and a welcome to Santa parent evening.

Parent Satisfaction

At Santa Maria College, we are committed to continuous improvement in all areas of College life. By undertaking surveys and collecting data, we can focus on specific areas in our annual action plan and measure improvement year on year.

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Our families responded positively to:

- Perceptions of student physical and psychological safety while at school.
- Families' perceptions of the social and learning climate of the school.

- Families' perceptions of and engagement with the overall Catholic identity of the school.

Family responses that indicate opportunities in the areas of:

- The degree to which families are partners with their child's school.
- The timeliness, frequency, and quality of communication between the school and families.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at santamaria.vic.edu.au