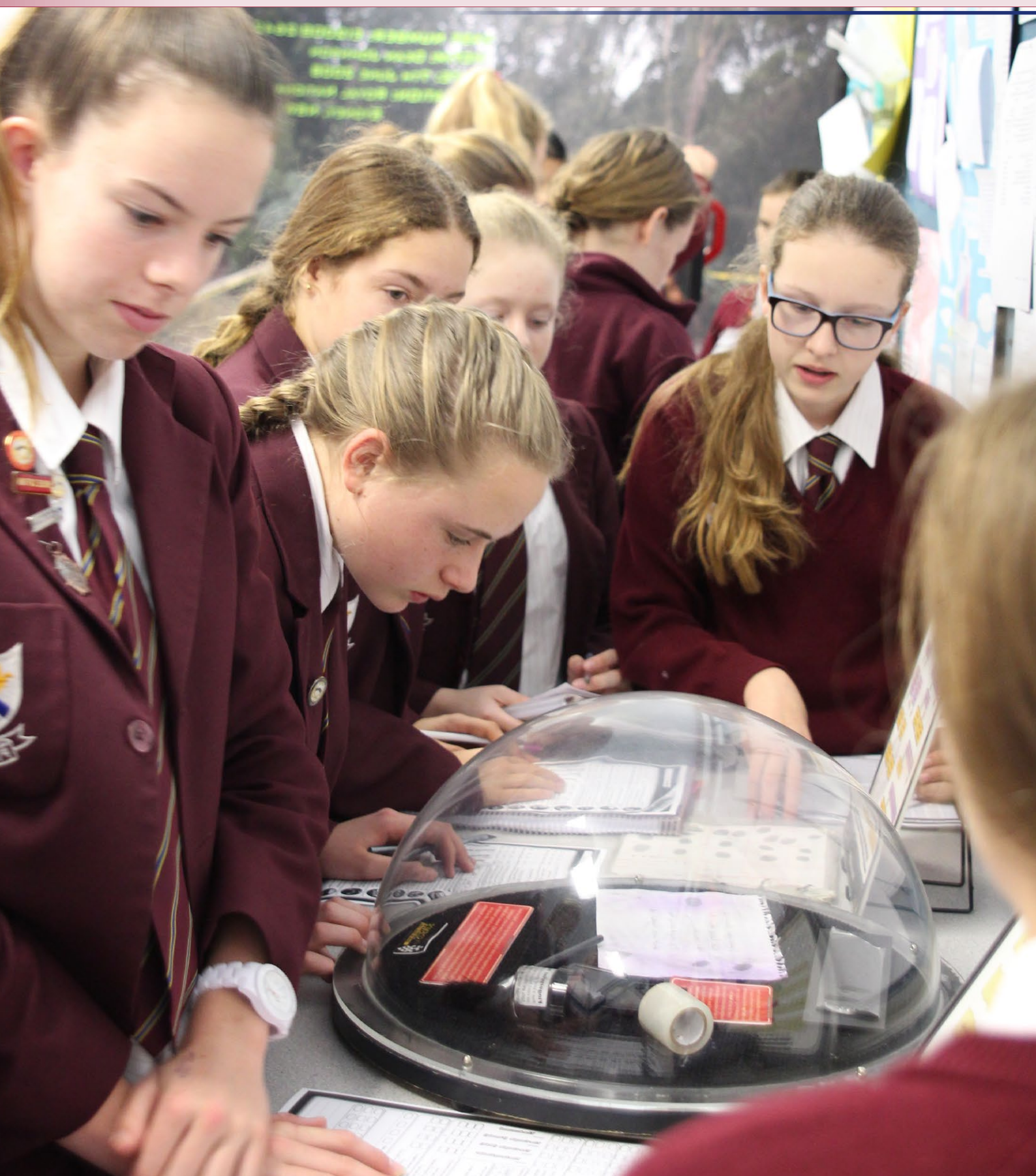




St Mary's
ANGLICAN GIRLS' SCHOOL
FOUNDED 1921

2015 SCHOOL PERFORMANCE INFORMATION MEASURES





CONTEXT

St Mary's Anglican Girls' School is an independent Kindergarten to Year 12 day and boarding school located in Karrinyup, Western Australia. In 2015, the school's student population was 1,415.

St Mary's has a strong tradition in boarding and, in 2015 there were 187 boarders. Six percent of students were indigenous and 6% had a language background other than English. The school's student population was as follows:

| | |
|----------------------------|---------------------------------|
| Junior School (K-6) | 408 |
| Day Girls | 408 (one of whom is indigenous) |

| | |
|----------------------|--|
| Senior School | 1007 |
| Day Girls | 820 (two of whom are indigenous and three of whom are overseas students) |
| Boarders | 187 (six of whom are indigenous and six of whom are overseas students) |

*Australian government legislation under the Schools Assistance
(Learning Together – Achievement through Choice and Opportunity) Act 2008 requires all schools
to publish an annual report of school performance information.
This document addresses the government's requirements.*

ACHIEVEMENTS AND OUTCOMES OF THE CLASS OF 2015



THE PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

Of the Class of 2015, 93% of students (165 students) completed Years 9 -12 at St Mary's Anglican Girls' School. Thirteen students moved to other metropolitan schools, interstate or overseas.

SENIOR SECONDARY OUTCOMES

Two students, Catherine Bock (ranked 11th) and Isabella Masi (ranked 33rdth), achieved General Exhibitions, placing them among the top 41 students in Western Australia, calculated across five subjects, with at least two humanities and two maths/science courses. Catherine also achieved the highest possible ATAR of 99.95.

Mary Jane Yang was awarded the General Exhibition (ESL) as the top student from a non-English speaking background. She arrived in Perth from China in the middle of 2010 and joined St Mary's in 2011 as a Year 8 student.

Isabella Masi, who attended St Mary's for five years, as a boarder from Broome, excelled by also being recognised as the top student in three courses: English, Geography and Visual Arts.

St Mary's Art Captain, Tessa Laing, a boarder from Karratha, received the Course Exhibition for Media Production and Analysis, a testament to the strong abilities of the school Media Studies Department. Tessa also won first prize in the external ACMI Screen It competition, in the live action secondary category, earlier in the year.

Jasmine Hancock topped the state with her result in Marine and Maritime Studies. As there were fewer than 100 students within the course, there was no exhibition awarded. This is the third year in a row that a St Mary's student has taken out the top spot for Marine and Maritime Studies.

The school was also pleased with the result of Rachel Geier, who achieved the top score in Stage 2 Business Management and Enterprise. Since it was a Stage 2 course, it, unfortunately, isn't recognised by an exhibition.

Eighteen Certificates of Distinction, for being in the top 0.5% of the state, were achieved by St Mary's students. They are:

- Biological Sciences – Kate McKenzie
- Chemistry – Catherine Bock
- Economics – Serena Russell
- English – Sarah Coopes, Alex Kay, Isabella Masi
- Geography – Kaila Dempsey, Isabella Masi, Holly Noble, Olivia Webb
- Human Biological Sciences – Olivia Keating, Kaitlyn Poon
- Media Production and Analysis – Tessa Laing
- Modern History – Julia DeLorenzo
- Physical Education Studies – Nicola Tate
- Politics and Law – Julia DeLorenzo
- Visual Arts – Tessa Laing, Isabella Masi

Madison Makrides was the winner of an AustralianSuper award for Excellence in VET.

In addition to the above awards, 23 Certificates of Commendation, for achieving at least 20 A grades over Years 11 and 12, were received by St Mary's students.

The overall strength as well as the hard work of the year group as a whole is reflected in the ATARs (Australian Tertiary Admission Ranks) achieved by the students. The median ATAR for 2015 was 91.85, compared to the state median of 78.95.

From the cohort of 151 students who achieved an ATAR in 2015, St Mary's had the following statistics:

- 17 students achieved an ATAR of 99.0 or above (11.3% of the cohort). These students are placed in the top 1% of all students in Western Australia to achieve an ATAR.
- 24 students achieved ATARS of 98 or above (15.9% of the cohort), placing them in the top 2% of students in Western Australia.
- 57 students achieved ATARS of 95 or above (37.8% of the cohort), which places them in the top 5% of students in Western Australia.
- 92 students achieved ATARS of 90 or above (60.9% of the cohort), which places them in the top 10% of students in Western Australia to achieve an ATAR.

These results, along with 100% achieving secondary graduation, indicate the overall strength and academic depth of the group. Of the group, 84% were eligible for places at the University of Western Australia.

SUBJECTS IN THE TOP SCHOOLS FOR STAGE 3 WACE COURSES

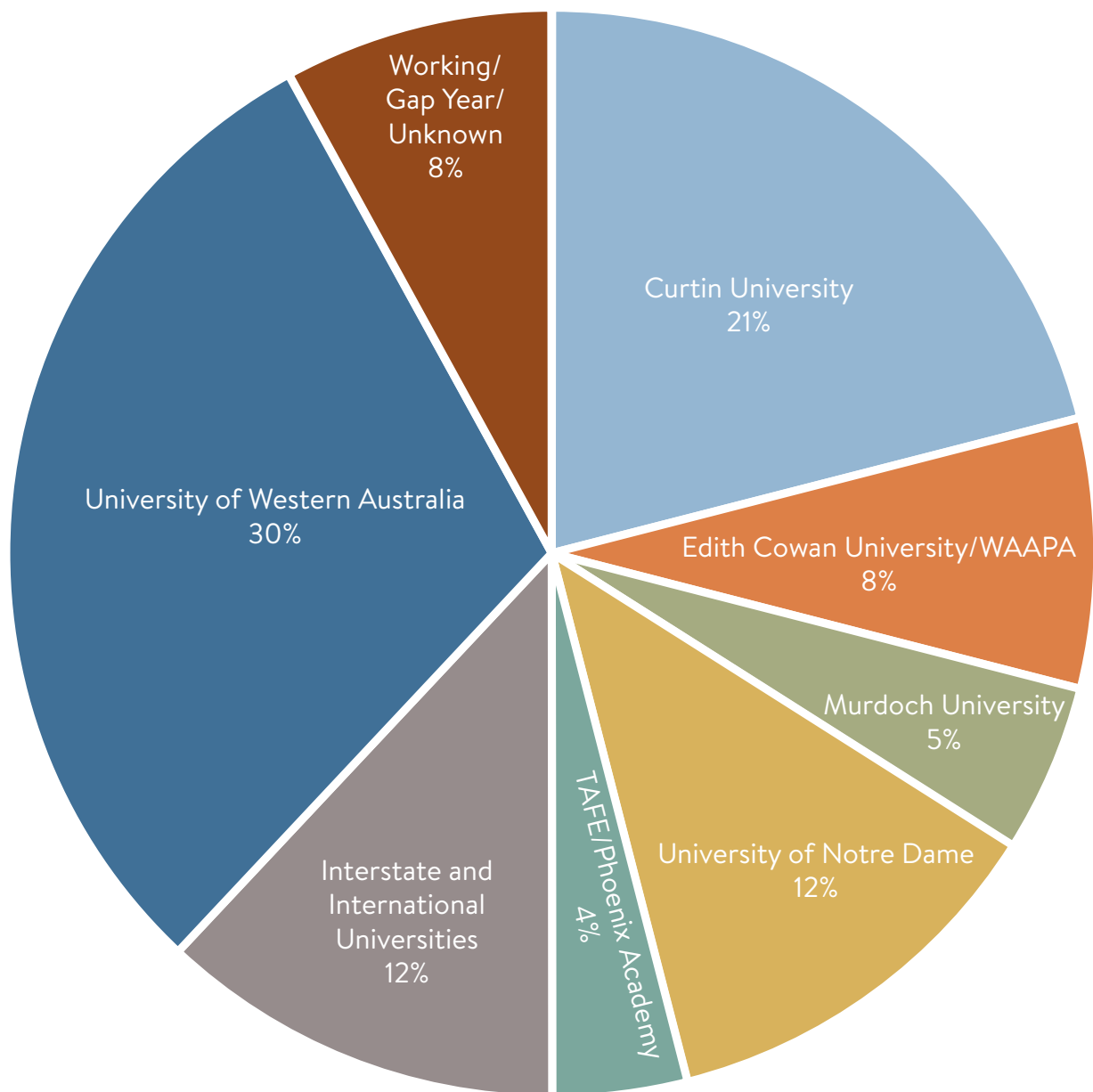
These are determined by the School Curriculum and Standards Authority (SCSA).

| | |
|---------------------|-----------------------------|
| Accounting | Literature |
| AIT | Marine and Maritime Studies |
| Biological Sciences | Mathematics 3AB |
| Chemistry | Mathematics 3CD |
| Dance | Media |
| Drama | Modern History |
| Economics | Music |
| English | Physical Education Studies |
| French | Physics |
| Geography | Visual Arts |
| Human Biology | |

COMPARISON OF SCHOOL AND STATE ATAR 2015

| ATAR | 2015 | | 2015 | | |
|---------------|--------|----------|-----------|-----|---------|
| | State | | St Mary's | | |
| | cf | % cum fr | f | cf | %cum fr |
| 99.90+ | 32 | 0.26 | 2 | 2 | 1.30 |
| 99.75 – 99.85 | 64 | 0.51 | 4 | 6 | 4.00 |
| 99.50 – 99.70 | 160 | 1.28 | 5 | 11 | 7.30 |
| 99.00 – 99.45 | 315 | 2.52 | 6 | 17 | 11.30 |
| 98.50 – 98.95 | 470 | 3.76 | 4 | 21 | 13.90 |
| 98.00 – 98.45 | 626 | 5.01 | 3 | 24 | 15.90 |
| 97.50 – 97.95 | 721 | 5.77 | 7 | 31 | 20.50 |
| 97.00 – 97.45 | 933 | 7.46 | 6 | 37 | 24.50 |
| 96.00 – 96.95 | 1,253 | 10.02 | 9 | 46 | 30.50 |
| 95.00 – 95.95 | 1,552 | 12.42 | 11 | 57 | 37.80 |
| 90.00 – 94.95 | 3,070 | 24.56 | 35 | 92 | 60.90 |
| 85.00 – 89.95 | 4,549 | 36.39 | 21 | 113 | 74.80 |
| 80.00 – 84.95 | 5,969 | 47.75 | 14 | 127 | 84.10 |
| 75.00 – 79.95 | 7,282 | 58.26 | 12 | 139 | 92.10 |
| 70.00 – 74.95 | 8,482 | 67.86 | 6 | 145 | 96.00 |
| 65.00 – 69.95 | 9,519 | 76.15 | 3 | 148 | 98.00 |
| 60.00 – 64.95 | 10,357 | 82.86 | 0 | 148 | 98.00 |
| 50.00 – 59.95 | 11,514 | 92.11 | 2 | 150 | 99.30 |
| 40.00 – 49.95 | 12,087 | 96.7 | 1 | 151 | 100 |
| TOTAL | 12,500 | | 123 | | |
| Median ATAR | 78.95 | | 91.85 | | |
| Mean ATAR | | | 88.32 | | |

POST SCHOOL STUDY DESTINATIONS



The leavers of 2015 made the following choices regarding their further education:

| | | |
|--|----|-----|
| Australian Maritime College (Launceston, Tasmania) | 1 | 1% |
| Bond University | 1 | 1% |
| Curtin University | 36 | 21% |
| Edith Cowan University/WAAPA | 14 | 8% |
| La Trobe University | 1 | 1% |
| Monash University | 1 | 1% |
| Murdoch University | 8 | 5% |
| Notre Dame University | 19 | 12% |
| Phoenix Academy | 1 | 1% |
| Royal College of Surgeons, Ireland | 1 | 1% |
| Royal Melbourne Institute of Technology | 2 | 1% |
| Savannah College of Art and Design (USA) | 1 | 1% |
| TAFE | 6 | 4% |
| University of Melbourne | 8 | 5% |
| University of NSW | 1 | 1% |
| University of Sydney | 2 | 1% |
| University of Western Australia | 50 | 30% |
| Working/Gap Year | 12 | 7% |
| Unknown | 1 | 1% |

Ten students were offered university or technical college placements and have deferred their studies until 2017. They are included in these results.

Curtin University

| | |
|---|----|
| Bachelor of Agribusiness | 2 |
| Bachelor of Applied Science | 2 |
| Bachelor of Arts | 9 |
| Bachelor of Arts and Bachelor of Commerce | 2 |
| Bachelor of Commerce | 6 |
| Bachelor of Pharmacy | 3 |
| Bachelor of Science | 12 |

Edith Cowan University/WAAPA

| | |
|---|---|
| Bachelor of Arts | 3 |
| Bachelor of Education | 3 |
| Bachelor of Media and Communications | 1 |
| Bachelor of Nursing | 1 |
| Bachelor of Science | 4 |
| Diploma of Live Production and Technical Services | 2 |

Murdoch University

| | |
|---|---|
| Bachelor of Arts | 2 |
| Bachelor of Laws and Bachelor of Science | 1 |
| Bachelor of Science | 4 |
| Bachelor of Science and Bachelor of Clinical Chiropractic | 1 |

University of Western Australia

| | |
|---|----|
| Bachelor of Architecture | 1 |
| Bachelor of Arts | 8 |
| Bachelor of Commerce | 11 |
| Bachelor of Commerce and Bachelor of Laws | 1 |
| Bachelor of Design | 3 |
| Bachelor of Philosophy (Hons) | 4 |
| Bachelor of Science | 20 |
| Bachelor of Science and Bachelor of Arts | 2 |

Assured Pathways at the University of WA

| | |
|------------------------------------|---|
| Engineering | 2 |
| Law | 3 |
| Master of Professional Engineering | 1 |
| Medicine | 4 |
| Psychology (Hons) | 2 |

University of Notre Dame

| | |
|---|---|
| Bachelor of Arts | 1 |
| Bachelor of Behavioural Science and Bachelor of Human Resource Management | 1 |
| Bachelor of Biomedical Science | 2 |
| Bachelor of Commerce and Bachelor of Laws | 1 |
| Bachelor of Education | 3 |
| Bachelor of Laws and Bachelor of Politics and International Relations | 1 |
| Bachelor of Nursing | 6 |
| Bachelor of Physiotherapy | 3 |
| Bachelor of Physiotherapy and Bachelor of Exercise and Sport Science | 1 |

Pre Medicine at University of Notre Dame

| | |
|--------------------------|---|
| Pre-Medicine Certificate | 5 |
|--------------------------|---|

Technical Colleges

| | |
|--|---|
| Certificate III in Business | 2 |
| Certificate III in Children's Education and Care | 1 |
| Certificate IV in Education Support | 1 |
| Certificate IV in Medical Administration | 1 |
| Diploma of Nursing | 1 |

Interstate and Overseas Universities

| | | |
|--|---|--|
| Australian Maritime College (Launceston, Tasmania) | 1 | Bachelor of Engineering |
| Bond University | 1 | Bachelor of Arts |
| La Trobe University | 1 | Bachelor of Outdoor Education |
| Monash University | 1 | Bachelor of Biomedicine and Bachelor of Commerce |
| Royal College of Surgeons, Ireland | 1 | Bachelor of Medicine, Surgery and Obstetrics |
| Royal Melbourne Institute of Technology | 2 | Bachelor of Business Bachelor of Information Technology |
| Savannah College of Art and Design (USA) | 1 | Undetermined undergraduate course |
| University of NSW | 1 | Bachelor of Commerce |
| University of Sydney | 2 | Bachelor of Arts and Bachelor of Laws Bachelor of International and Global Studies |
| University of Melbourne | 8 | Bachelor of Arts (4) Bachelor of Biomedicine Bachelor of Environments Bachelor of Science (2) |

SCHOLARSHIPS

Scholarships offered to our 2015 graduates include:

- ANU National Scholarship
- Curtin Academic Excellence Scholarship (5)
- Curtin University Principal's Recommendation Award (2)
- La Trobe University Hallmark Scholarship
- Melbourne National Scholarship
- Monash Excellence Scholarship
- Monash Scholarship for Outstanding Achievement
- Savannah College of Art and Design (Atlanta) Athletic Scholarship
- St George's College Argyle Award, UWA
- St John's College, University of Sydney, Academic Scholarship
- University of Melbourne Chancellor's Scholars Programme
- University of Queensland Excellence Scholarship
- University of Tasmania Academic Excellence Scholarship for AMC University
- UWA De Lano Scholarship
- UWA Engineering Pursuit Scholarship (2)
- UWA Fogarty Scholarship
- UWA Rural Pharmacy Scholarship
- UWA Winthrop Scholarship



PREPARING STUDENTS FOR LIFE AFTER ST MARY'S

St Mary's has a range of programmes that aims to educate students about post-school opportunities and prepare them for life after school.

Some of these programmes include:

All Year Levels

- Career information evenings, which focus on popular and specific career areas for St Mary's graduates, with current professionals
- The annual St Mary's Hale Career Night - an expo with stalls from all major universities and technical colleges, as well as other destinations such as the Australian Defence Force
- Individual assistance provided to all students as required with subject selection and career advice

Year 10

- Tours of university campuses
- Year 10 information evening, for both parents and students, to discuss study options and impact of subject selection
- Year 10 Financial Literacy programme
- Year 10 work experience to help students understand post-school employment and training options

Years 11 and 12

- A series of career investigation breakfasts for Years 11 and 12 students with graduates studying and working in a range of industries
- Year 12 Information Evening, for both parents and students, outlining how university selection takes place, and discussing the various opportunities available to St Mary's graduates
- Presentations by each of the universities, outlining opportunities and selection for their campuses
- Graduate profiles in the Year 12 common room, with essays written by graduates about their life and career after St Mary's
- Presentation to students by St Mary's staff on how to apply for university in WA and interstate
- Presentation by TISC to parents on how to apply for university
- External consultant available to have individual meetings with Year 12 students regarding careers advice
- Year 12 vocational programme, CareerLink, offers certificate training for Year 12 students
- Years 11 and 12 Workplace Learning offers endorsed units which count toward graduation and requires students to complete 110 hours in the workforce
- The annual production of a scholarship guide detailing some of the tertiary (and other) scholarships available to, and received in the past by, St Mary's students

IN THE CLASSROOM



STUDENT ATTENDANCE

Student attendance at St Mary's is very high each year, being 94.60% in the Junior School (Years 1 to 6) and 95.63% in the Senior School (Years 7 to 12). Absences are typically due to illness or approved leave. The percentages by year level for 2015 are listed below:

| | |
|-------------|--------|
| Pre-primary | 92.88% |
| Year 1 | 95.23% |
| Year 2 | 94.25% |
| Year 3 | 95.30% |
| Year 4 | 96.06% |
| Year 5 | 93.93% |
| Year 6 | 94.61% |
| Year 7 | 96.54% |
| Year 8 | 94.79% |
| Year 9 | 96.09% |
| Year 10 | 94.98% |
| Year 11 | 95.33% |
| Year 12 | 96.07% |

The school has a non-attendance management system for daily absentees. When there is an unexplained absence of a student, their parents are contacted directly by the school on the day of the absence. There is also a personalised and individual approach for students who have medium to long term absences.



YEARS 3, 5, 7 AND 9 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

In 2015 the following results were achieved in the Western Australian Literacy and Numeracy Assessments (NAPLAN). They indicate the percentages of St Mary's students achieving in the top, middle and bottom bands, defined by being the top 20%, middle 60% and bottom 20% levels of the national cohort results.

Reading

| Band | Year 3 | Year 5 | Year 7 | Year 9 |
|--------|--------|--------|--------|--------|
| Top | 55% | 33% | 40% | 50% |
| Middle | 43% | 63% | 57% | 49% |
| Bottom | 2% | 4% | 3% | 1% |

Persuasive Writing

| Band | Year 3 | Year 5 | Year 7 | Year 9 |
|--------|--------|--------|--------|--------|
| Top | 80% | 46% | 41% | 51% |
| Middle | 20% | 52% | 58% | 48% |
| Bottom | 0% | 2% | 1% | 1% |

Spelling

| Band | Year 3 | Year 5 | Year 7 | Year 9 |
|--------|--------|--------|--------|--------|
| Top | 43% | 41% | 41% | 43% |
| Middle | 57% | 52% | 55% | 52% |
| Bottom | 0% | 7% | 4% | 5% |

Grammar and Punctuation

| Band | Year 3 | Year 5 | Year 7 | Year 9 |
|--------|--------|--------|--------|--------|
| Top | 55% | 48% | 94% | 59% |
| Middle | 43% | 48% | 3% | 40% |
| Bottom | 2% | 4% | 3% | 1% |

Numeracy

| Band | Year 3 | Year 5 | Year 7 | Year 9 |
|--------|--------|--------|--------|--------|
| Top | 57% | 44% | 44% | 51% |
| Middle | 39% | 52% | 51% | 46% |
| Bottom | 4% | 4% | 5% | 3% |

PERCENTAGE OF STUDENTS ABOVE THE NATIONAL MINIMUM STANDARD

| | Year 3 | Year 5 | Year 7 | Year 9 |
|-------------------------|--------|--------|--------|--------|
| Reading | 100% | 98% | 100% | 100% |
| Persuasive Writing | 100% | 100% | 99.3% | 98.8% |
| Spelling | 100% | 98% | 98% | 99.4% |
| Grammar and Punctuation | 98% | 100% | 99.3% | 99.4% |
| Numeracy | 96% | 98% | 100% | 100% |



VALUE ADDED

There are numerous factors that contribute to and enrich our students' learning and broader education. St Mary's is an Anglican school and an integral part of the curriculum incorporates religious education and chapel services. Our philosophy is based on the education of the whole person. This involves extending students so that they aim to achieve their best in varied aspects of school life, as well as contributing to the betterment of society. Among the factors that contribute to this are the following:

1. qualified, enthusiastic and dedicated teachers who provide the girls with additional time and support
2. a gifted and talented programme in the Junior and Senior School
3. a learning support programme in the Junior and Senior School
4. a comprehensive pastoral care programme, incorporating assistance from counsellors
5. a large extra-curricular programme which extends students' knowledge, skills, understandings and experiences. The programme includes:

Performing Arts

- Music
- Drama
- Dance
- The Creative and Performing Arts Festival
- Wearable Art
- Debating and Public Speaking

Social Skills Development and Leadership Opportunities

- Year group activity days, sometimes with our brother school, Hale
- Year 9 Enlighten Education Day
- GirlPower Workshops
- Claire Eaton Workshops
- Year 8 Bully Busters
- Year 10 Community Service
- Year 9 Enterprise Day
- Year 10 and Year 11 Weeks
- Year 8 Social, Year 10 Social, Year 11 Dinner Dance, Year 12 Ball
- Year 10 Work Experience

Sport and Other Physical Activities

- Interhouse and Interschool Sport
- Outdoor Education
- The Duke of Edinburgh's Award Scheme
- Advanced Diving
- Marine Science
- Surfing
- Badminton
- Sailing
- After School Fitness

Clubs and Societies

- Chess Club
- Book Bash Club
- Robotics Club
- Creative Writing Club
- Computer Club for Girls
- Knit n Knatter for Anglicare
- Philosophy Club
- St Mary's Animal Right's Team
- Anime Club
- The Respect Group
- HOPE (Help our Planet Earth) Society
- Vision Generation
- Oaktree Foundation
- Community Service
- Chill Out Club

Positive Education

- Educational speakers and programmes
- Implementation of the Positive Education Philosophy

Tours and Camps

- Year 4 Mother Daughter Camp
- Year group camps for Years 5, 6, 7, 8, 9 and 11
- Year 12 Leadership camp
- Educational tours within the state, interstate and overseas
- Service tours to third world countries
- Year 10 International Exchange Programme
- Prefect Elect Leaders Camp



STUDENT WELL-BEING AND PASTORAL CARE

STUDENT WELL-BEING AND PASTORAL CARE

St Mary's places a high emphasis on the pastoral care of each student, based around caring for the individual and Anglican values.

Maintaining a positive self-image is paramount, as a student's emotional well-being has a direct influence on personal happiness, academic achievement and contribution to school and family life.

The Christian principles of trust, co-operation and concern for others are encouraged amongst the girls and are central to chapel services and the Religious Studies programme.

JUNIOR SCHOOL

St Mary's believes strongly in the well-being of the whole girl. Well-being encompasses physical, social, emotional, cognitive and spiritual states and is important to the development of all girls. The school has embedded programmes into the structure of the school that help to develop strong and resilient girls who embrace learning and challenges.

Pastoral care is a team approach involving all staff in the Junior School. The classroom teacher is the key provider of social and emotional support for students during their time in the Junior School. The primary focus is developing in all students the ability to manage their own emotional well-being and peer relationships.

Pastoral care and well-being programmes in the Junior School include:

- The Honour Code which helps all students develop into strong, independent and valued members of society. The five statements are values that are felt to be vital for St Mary's students to develop into strong, independent and valued members of society, and are
 - St Mary's students are kind
 - St Mary's students are hard-working
 - St Mary's students are honest
 - St Mary's students show respect
 - St Mary's students stand up for others.
- A dedicated Junior School counsellor
- Information sessions with the Head of the Junior School and parents
- A Positive Education Programme which focuses on developing specific skills to strengthen relationships and build positive emotions, enhance resilience and mindfulness, and encourage a healthy lifestyle
- GirlPower is a programme which teaches the girls to effectively manage their friendships and stand up for others

SENIOR SCHOOL

The Dean of Students is responsible for overseeing pastoral care in the Senior School. This includes maintaining close contact with home, helping new students settle in and monitoring students' welfare by liaising with teachers and counsellors.



SENIOR SCHOOL CONT...

When a student enters the Senior School in Year 7, she remains in her Year 7 class, with her class teacher as her primary pastoral carer. From Year 8, girls are placed in a small pastoral care group, known as her Link group, in the care of a Link teacher. These groups consist of girls from Years 8 to 12, so students remain in the same group, in the care of the same teacher, for the remainder of their time at St Mary's.

Other programmes and events that focus on the well-being of students in the Senior School include:

- Regular student and parent information sessions with experts on topics that include parenting, drugs and alcohol, cyber safety and positive education
- A dedicated counselling team in the Senior School who liaise not only with students, but also parents, staff and external professionals to enable an integrated approach to the well-being of students
- A detailed Year 7 Orientation Programme that includes a welcome day the year before joining the school, as well as a week on commencement at the school, followed by a team-building camp at St Mary's Metricup Campus
- A regular column in the school newsletter from the counselling team that focuses on building student well-being, life skills and resilience

BOARDING SCHOOL

With the increased time boarding students spend at the school, well-being is a key focus of the boarding house, which has a raft of additional programmes aimed at maintaining the well-being of students in its care.

These include:

- The Perth Pals Programme which pairs new Year 7 boarding students with day students, who have been at the school since Junior School, to assist in fostering friendships and welcoming students in their first year at St Mary's
- The annual boarders closed weekend, which promotes friendships and serves as an orientation weekend for boarding students
- Boarding sleepovers for students joining St Mary's in Years 7 - 10 in the months before they commence at St Mary's
- The Look Inside Programme which includes regular newsletters and an annual Look Inside Day, for students currently in Years 4 - 6 and enrolled to join St Mary's in Years 7 and 8, to help them get to know each other and become familiar with the school
- The Boarders' Brag, a quarterly newsletter sent to students joining the boarding house in Year 8 to familiarise them with the school and provide learning support for them so they are less disadvantaged when joining the school in Year 8
- The Big Sister: Little Sister programme which pairs new Year 7 and 8 students with a mentor in Year 10. This often results in close friendships that last beyond school
- An annual gratitude journal for each student
- Participation in the Armed for Life programme for all students
- Regular seminars on mindfulness, building resilience, and issues affecting students of that age group
- Regular regional lunches with the Principal and Head of Boarding to promote communication between boarding parents and the school

SATISFACTION WITH ST MARY'S



SATISFACTION WITH ST MARY'S

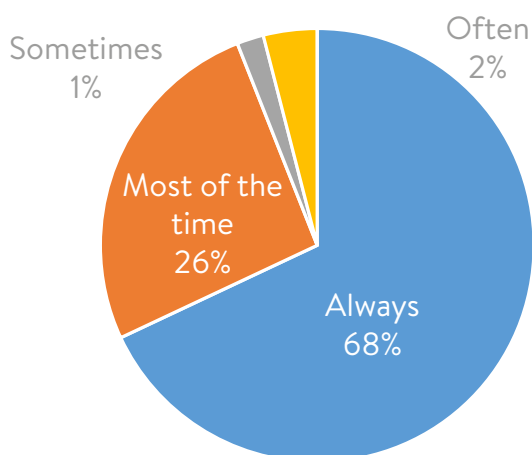
During the year, there are many opportunities for the school community to convey their views – at parent-teacher evenings, information evenings, new parent dinners, breakfasts, coffee mornings, St Mary's Auxiliary and Parents' Society meetings, a biannual boarding survey of both students and parents, feedback at school council meetings with prefects, staff briefings and meetings, direct contact with the school through the Principal, Executive or members of staff, and the open door policy of the Executive to facilitate communication.

We also receive positive feedback from the wider community including boarding families, Old Girls and the public with whom our girls interact when on excursions or tours.

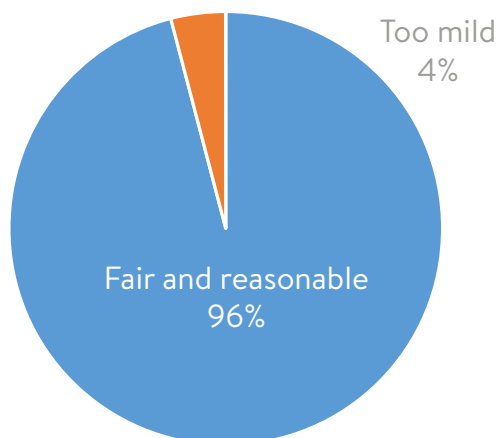
In our annual survey of the parents of Year 12 students, parents rated the school highly, indicating a culture of strong communication, care and assistance to the students. Ninety six percent of parents said the discipline at the school was fair and reasonable and a high proportion of parents indicated that they were aware of the various programmes on offer at the school, including the Year 12 Scholarship Guide and after-hours academic support provided at the library.

While it is very encouraging and affirming to receive positive feedback, the school is ever mindful that improvements can be made, and this remains an ongoing focus when reviewing our programmes and operations at St Mary's.

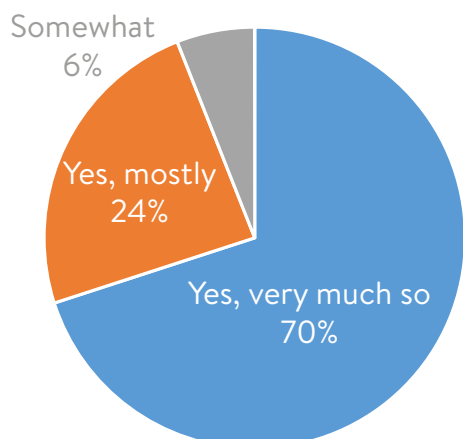
My daughter's teachers were always available when she needed them



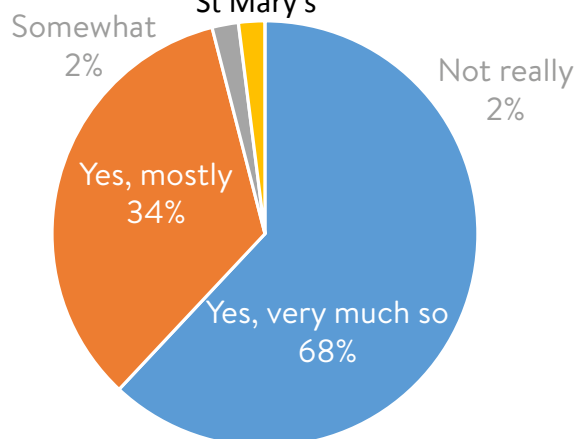
How do you feel about the level of discipline within the school?



My daughter was well-cared for at St Mary's



My daughter had opportunities to discover her talents and passions at St Mary's



A woman with reddish-brown hair, wearing a black long-sleeved dress with a black belt, is smiling and waving her right hand. She is standing in front of a large group of children, mostly girls, who are wearing maroon school uniforms with white collars and ties. The children are looking towards the woman. The background is dark, and the lighting is focused on the woman and the children in the foreground.

ST MARY'S STAFF

TEACHER STANDARDS AND QUALIFICATIONS

In 2015, the full-time equivalent teaching staff numbered 141.9, and full-time equivalent non-teaching staff numbered 104.54. Staff attendance was very high with a small percentage of absenteeism, 1.76%, due to illness, carers' leave or professional development. Staff retention continues to be very high, with resignations mainly occurring due to family commitments or retirement.

WORKFORCE DISTRIBUTION

| | No | Responsibility |
|----------------|-----|----------------|
| Teaching Staff | 176 | |
| Males | 28 | 15 |
| Females | 148 | 35 |

| | | |
|--------------------|-----|----|
| Non-teaching Staff | 100 | |
| Males | 25 | 7 |
| Females | 75 | 11 |



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2015, \$151,610 was spent on Professional Development courses, with a very high participation rate among the staff body. This does not include expenditure on relief teachers' costs.

A wide range of topics was addressed in Professional Development undertaken by staff throughout the year.

These include:

- 2015 National Coalition of Girls' Schools Conference
- ABSA 2015 Conference
- ABSA 2015 Leaders Symposium
- ABSA: Duty of Care Accreditation
- Armed for Life - Mock Transition Workshop for Year 7s
- Armed for Life - Mock Transition Workshop for Year 8s
- ASA Conference
- Australian Schools Workshop
- Being the Best We Can Be
- Building Learning Communities Conference
- CASE Conference - Bequests
- Configuring Windows Server
- Demystifying Adolescents
- Digital Copywriting Essentials
- Educating Girls Conference
- Edval Timetables
- First Aid Course
- First Aid Refresher Course
- Gratitude: A positive new approach to raising thankful kids
- Harvard Education Classroom
- ICPA State Conference
- Indesign Training
- ITSE Conference
- Learning and the Brain Conference
- Learning and the Brain Institute
- Learning and the Brain: The Power of Mindsets
- Making Caring Common Educational Course
- Microsoft 10747
- My Brilliant Reception
- Navigating Split Families
- Parenting from a Distance
- Standing Strong
- Strategic Marketing Workshop
- WA Chapter Conference - Educate Plus
- Youth Focus Seminar
- Youth Mental First Aid

ACADEMIC STAFF ATTENDANCE

Average attendance rate: 98.24%

STAFF RETENTION

Staff retention rate: 99.91%

TEACHER QUALIFICATIONS

PRINCIPAL

Mrs L Thomson, BA (Hons), DipEd,
Ed M, FACE

TEACHING STAFF - SENIOR SCHOOL

Ms J Karmelita, Deputy Principal, Dean of Students, BA, DipEd, TC MACE
Mrs C Haak, Deputy Principal, Dean of Curriculum, BSc, HEd (PG)

Mrs T Campbell, Head of Boarding, BA(Hons), PGCE, GCEDMan (Boarding)
 Mrs S Darby, Dean of Administration, BSc, GradDipEd, GradCertRE, Masters Coaching and Counselling
 Ms E Herron, Dean of Students, BPE, DipEd
 Mrs L Tyson, Dean of Teaching, BSc, DipEd, GradDipScEd
 The Revd G Nixon, Chaplain, GradDipEd, MEd, BTheol, BA(Hons), GradDip Loss and Grief Counselling, Dip Central School Speech and Drama (London), PostGradDipEd, Admin, MACE
 The Revd J Polson, Assistant to the Chaplain
 Mrs J Alderman, BSc, DipEd
 Mrs B Ashby, BPE, DipEd
 Mrs K Banting, DipHEC, DipEd
 Miss B Beckwith, BA GradDipEd, GradCert Human Rights
 Miss T Berman, BSc, DipEd
 Miss M Bilaloski, BComms, GradDip Bcasting, Post GradDipEd
 Mrs A Bivoltsis, BSc, DipEd
 Mr R Blatchford, BSc, DipEd, BB
 Ms S Botica, BPE, DipEd, PT, DipPilates SBV
 Ms B Brader, BSc(Bio), GradDipEd(Sec), GradDip (Edu Leadership)
 Ms C Brand, DipT
 Ms T Brindle, BMus
 Ms V Brockman, BMus
 Dr Z Brooks, BEd (Hons), PhD
 Mr D Brown, BAppSc, GradDipEd
 Mrs A Carpenter, BEd, AssocHomeEc
 Miss B Carter, BA (Hons) GradDipEd
 Ms D Casserly, BEcons, DipEd, GradDipAppEcons
 Mr E Clark, BSc, GradDipEd
 Mrs S Clarke, BSc, MSc, GradDipEd (Secondary) Adv Cert in Chemical Tech
 Ms L Clarko, BEd
 Miss K Cooper, BEd, DipEd
 Mr D Cromie, BA (Hons), PGCE
 Mrs I Cumming, BA, DipEd
 Mrs A D'Agostino, BA(Ed)
 Ms G Dalli Cani, Italian Academy of Fine Arts (Hons), BA (VisualArts), GradDipEd, CertIV in Training and Assess
 Ms A Davies, DipT
 Mrs E De Rooster, Med (EdPsych), BBibl Ed, BEd (Hons EdPsych)
 Miss J Detata, BCom, GradDipEd

Mr G Diamantopoulos, DipT
 Mr S Divich, DipEd, BEd
 Mrs K Dwyer, BSc (Hons), MBA, GradDipEd, GradCert (L&M, Ed)
 Miss M Evans, BA MTeach
 Mr P Evans, BA, DipEd
 Mrs L Ewing, BA (Hons), GradDipEd, DipMin
 Mrs M Fitzpatrick, BSC(Hons), PGCE
 Ms F Gairns, MExerSc, BSc, DipEd
 Ms C Gale, BAHons, GradDipEd
 Mrs H Garnett, BEd
 Miss J Garnett, BSc, GradDipEd
 Mrs J George, BSc (Hons), PGCE
 Ms E Gepp, BSc, GradDipEd
 Mrs D Godinho, BEd
 Mrs S Graves, BEd, DipT
 Mrs E Green, BSc, GCSE, DipTheol, PostGradDipFSc
 Ms E Grzyb, BA, GradDipEd
 Mrs A Harris, BA, DipEd
 Mr K Harrison, MusB (Hons), BMusEd (Hons), AMusA, CertArtSt
 Ms M Healy, MEd (EdPsych) BA (HonsPsych)
 Mrs L Hiller, BApp Sci (Psych), GradDipEd
 Ms E Howson, BA, DipEd
 Mrs A Hoyle, Dip Ed, Grad Cert Ed
 Miss J Iasky, BCom, DipEd
 Ms A Jauch, BA (Hons), GradDipEd
 Mrs C Jeffery, BA, BEd, ASDA
 Miss T Kelso, MPsy (AppDevPsych), GradDipEd, BA (Hons)
 Mrs D Kennedy, BEd
 Mrs J Lague, BEd, BA
 Ms S Lebbon, BEd, BA
 Mrs A Longley, BSc, GradDipEd
 Mrs T Lynch, BSc (Hons), PGCE
 Mrs L MacRae, BA (Hons)
 Mrs M Mansfield, AssocDipAppSc(Rec), DipEd, BEd
 Mrs L Manson, DipT
 Mrs K McAuliffe, BEnvSc, GradDipEd
 Mrs J McKenzie, BA, DipEd
 Mr S McLeod, BA (Com), GradDipEd, Cambridge CELTA
 Mrs J Mendano, BSc (Hons), GradDipEd
 Mrs B Miles, BA (Hons), PGCE
 Mr J Millimaci, BA, MA, DipEd
 Mrs J Modra, BA, DipT
 Mrs J Moore, BEd
 Mr J Moore, BEd

Mrs E Murray, BSc, DipEd
 Mrs A Nelson, BEd
 Ms K O'Halloran, BA, DipEd
 Mr L Palmero, BEd
 Mrs M Papadimitriou, BEd, DipT
 Mrs S Pell, BAppSc, GradDipEd
 Mrs J Pengelley, BEd, DipT, GradCert Library and
 Info Studies, MEd (Teacher Librarianship) Library
 and Information Studies
 Ms M Pepper, BA (Hons), Dance Theatre, DipEd
 Miss K Persse, BA, BEd
 Mr V Perrella, BA (Hons), GradDipEd
 Ms E Petrie, BEd (Mus), DipPerfArts (Mus)
 Mrs M Pugh, BSc, DipEd
 Mrs J Raphael, BPE, DipEd
 Mr D Redding, BSc (Hons), PGCE
 Mr R Reid, BA, BEd, PostGradDipEd, MEd, MACE
 Mrs A Ribbons, BAEd (Sec)
 Ms L Richards, BA, DipEd, THC
 Mr B Riemann-Stewart, BEd (Sec)
 Mr D Robertson, BBus, GradDipEd
 Ms L Robinson, BA, BSc, MBA
 Ms G Ross GradCertCareerStudies, BAppSc
 (SocWk)
 Ms J Sanders, BArch (Hons), GradDipEd (Visual
 Arts and Design), Cert IV Training & Assessment
 Mrs J Scott, BEd (Maths), CertEd MACE
 Mrs J Slattery, T.C, BEd, GradDipA, MEd, MEdRM
 Mr L Smith, BSc, DipEd, THC
 Mr M Staniforth, BEd, TC
 Miss N Sumner, BEd, PhysEd
 Mrs L Taylor, BMusEd (Hons)
 Mrs R Taylor, BSc, DipEd
 Mrs D Thomas, BEd
 Mr I Thompson, BSc (Hons), PGCE (SciEd)
 Mr M Turner, BEd (Sec), MACE
 Mrs K Underwood, BEd (Sec Maths)
 Ms P Underwood, DipT, BE,
 Mr R Walsh, BSc (Hons), GradDipEd
 Miss R Watts, BA, GradDipEd
 Mrs J Weston, BA (joint Hons), BEd,
 Mrs F Wilkins, BAppSc (HomeEc), GradDipEd,
 GradDipBus
 Mrs G Wilson, BEd, DipT
 Ms N Xouris, BA, DipEd LLB (Hons)
 Mrs G Zingales Botta, BA, DipEd

Mr L Chidgzy, Deputy Head of Junior School,
 DipT, BEd
 Mrs G Drabble, Deputy Head of Junior School,
 DipT, PostGradDipEd
 Miss R Allen-Williams, BEd (Early Childhood)
 Mrs J Barton, BA(Ed)
 Mrs C Bloomfield, BA, BEd, DipEd
 Mrs R Brades, BEd
 Mrs J Burnfield, BEd
 Ms L Cameron, BEd, DipT
 Mrs A Dingley, BASciEd(Hons)
 Mrs L Doheny, BMusEd(Hons)
 Mr R Freitag, BA, GradDipEd
 Mrs E Gerloff, BEd (Early Childhood)
 Mrs C Higgins, BEd
 Mrs R James, DipT ECE
 Mrs V Kennedy, BEd
 Mrs J Lamb, BEd
 Ms F Letch, BA, GradDipSocSc, GradDipSc
 Ms A Lewis, BEd
 Mrs S Martin, DipT
 Mrs M McNeil, BVisA(Ed Minor), DipGrD
 Mrs S Menogue, BSc(Hons), BMus, GradDipEd
 Mrs M Minshell, BEd(Hons)
 Mrs T Mitakos, H DipEd
 Mr D Morrison, BPrimEd, BEd(Hons)
 Miss R Mosel, BEd(Early Childhood)
 Mr D Murdoch, BA, GradDipBus,
 GradDipEd(Primary)
 Mrs R Newman, BEd(Hons) NPQH
 Mrs T Norton-Smith, BEd
 Miss V Page, BMusEd
 Mrs H Shaw, BA, BEd
 Mrs D Steinepreis, BA, DipT, BEd, THC
 Mrs J Wilkinson, BSc(Hons), PGCE

TEACHING STAFF - JUNIOR SCHOOL

Mrs H Adams, Head of Junior School, BEd,
 DipEd, Post Grad



FACILITIES

In 2015 the school commenced and completed development of a dedicated function space, The Polson Room, which can accommodate the ever-growing number of events held for the school community.

The other major development was the relocation and refurbishment of both the uniform shop and Marlene Carter Heritage Centre. The Marlene Carter Heritage Centre is now in a dedicated facility that has been built with the safety and preservation of the archives collection in mind.

Other developments and improvements made to the school campus in 2015 include:

- Two new Senior School classrooms.
- A nature-based playground for students in Years 1 - 3.
- Continuation of the school's traffic management and improvement programme.
- Refurbishment of the boarders dining room, with new furniture and fixtures, including the food service area.
- Completion of an extension to the boarding house accommodation, as well as a new boarding classroom, and cooking and craft area.





SCHOOL INCOME BY FUNDING SOURCE

Tuition Fees

| | | |
|----------|----|---------------|
| Local | \$ | 26,551,094.00 |
| Overseas | \$ | 310,935.00 |

Boarding Fees

| | | |
|----------|----|--------------|
| Local | \$ | 3,622,306.00 |
| Overseas | \$ | 142,773.00 |

Government Funding

| | | |
|---------|----|--------------|
| State | \$ | 3,063,176.00 |
| Federal | \$ | 5,409,943.00 |

| | | |
|-------|----|--------------|
| Other | \$ | 2,984,725.00 |
|-------|----|--------------|

| | | |
|--------------|-----------|----------------------|
| Total | \$ | 42,084,952.00 |
|--------------|-----------|----------------------|



St Mary's

ANGLICAN GIRLS' SCHOOL

FOUNDED 1921

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CRICOS Number: 00454C