



Santa Clara School

School Performance Data 2022

Santa Clara School
91 Coolgardie Street, St James WA 6102
Ph: 08 9251-0400
Email: admin@santaclara.wa.edu.au
Website: <http://web.santaclara.wa.edu.au>

SCHOOL INFORMATION

School Context

Santa Clara School is a Catholic single stream primary school located in St James, Perth. The school is made up of 207 students from Kindergarten to Year Six. Our school is unique in the fact that our students are from eighteen different nationalities. 42% of our students have a language background other than English. Our ICSEA Value is 1054. We have eight Aboriginal students. 36% of our students are Catholic. Our specialist staff teach in the Learning Areas of Physical Education, STEM, LOTE (Italian) and Music.

Our Mission

The mission of the school is to provide a well-balanced education for each child so they can strive for excellence and their full potential in all they do.

Our school community strives to provide a sense of belonging to a valued and respected professional learning environment, providing financial support with resources, buildings and equipment and moral support through friendship and community inclusiveness professional learning environment, providing financial support with resources, buildings and equipment and moral support through friendship and community inclusiveness.

Our school community also seeks to provide a welcoming, safe, aesthetically pleasing, well maintained school environment with clean, modern facilities which are conducive to learning, and to strive for constant improvement.

Our Vision for Learning

At Santa Clara School, we nurture the individual qualities of each child within our school community with the teachings of truth and the Gospel values. This is at the core of what we do.

The learning environment for the students of Santa Clara School is welcoming and gives them a sense of belonging. It is vibrant, flexible and responsive to the children and their needs. The learning environment is organised, spacious and provides our students with a sense of agency and independence.

The students at Santa Clara School are provided with opportunities to be active learners; capable of making informed decisions and choices to become risk takers, problem solvers and critical thinkers through open-ended tasks. We cater for the individual needs

of all students and we support them in achieving their full learning potential and experience success.

We believe that open communication is the key to successful relationships, and we nurture and develop great partnerships between the students, families, parish, community and staff.

Santa Clara Core Values

The Santa Clara Core Values underpin the values that our school community feel are essential for our students to exhibit. Our students are the next generation of thinkers and innovators, we believe that by instilling these values into the core of what they do they will contribute to our society in a positive way. They will be able to overcome challenges and lead happy lives with Jesus at the centre of who they are.



TRUTHFUL THOMAS

Tells and expresses the truth by being honest.

CREATIVE CHRISTINA
Uses imagination or original ideas to create, solve or fix something.



CARING CAMERON

Displays kindness and concern for others.



COURAGEOUS COURTNEY

Is brave and willing to give things a go.



RESILIENT RICKY

Bounces back from challenging situations.





Santa Clara School

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2022

CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

SCHOOL'S VISION

We seek to nurture the individual qualities of each person within our school community in a caring and accepting atmosphere.

Our Vision for Learning: At Santa Clara School, we nurture the individual qualities of each child within our school community with the teachings of truth and the Gospel values. This is at the core of what we do. The learning environment for the students of Santa Clara School is welcoming and gives them a sense of belonging. It is vibrant, flexible and responsive to the children and their needs. Santa Clara's learning environment is organised, spacious and provides our students with a sense of agency and independence. The students at Santa Clara School are provided with opportunities to be active learners; capable of making informed decisions and choices to become risk takers, problem solvers and critical thinkers through open-ended tasks. We cater for the individual needs of all students and we support them in achieving their full learning potential and experience success. We believe that open communication is the key to successful relationships and we nurture and develop great partnerships between the students, families, parish, community and staff.

STRATEGIC INTENTS | 2022-2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
The staff are provided meaningful opportunities to further develop and form their faith so as to contribute and continue the mission of Catholic Education at Santa Clara School.	Opportunities for staff to participate in worship, prayer, relevant professional learning. Opportunities for staff to witness their faith through service to the Santa Clara community.	1.1 4.1
To reinvigorate the Dominican traditions and charisms at Santa Clara School.	The Dominican charisms are recognised, celebrated and embedded into Santa Clara School's faith story.	1.1



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Develop and enhance the contemporary pedagogy and support our teachers in their learning and development to enable them to make their own professional judgment in discerning how and when to apply effective teacher practices.	Implement high impact strategies that cater for individual performance. Cater for learning design and instructional range for all students.	2.3



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Through acceptance and celebration of our community's cultural diversity, we partner with and support our parents and carers as the first educators of their children.	Implement effective communication practices that enhance partnerships with our parent body e.g. translators.	3.1 3.2



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Provide our staff with opportunities to engage with their faith formation, professional learning and development that is targeted at their personal level of need.	Development and implementation of a staff growth and development process. Development and implementation of two Pedagogical Practice Coaches to mentor and support teachers.	4.1



In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning 2022-2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS <ul style="list-style-type: none"> Examples of expressing the divine within Raising awareness of the presence of Jesus 	The history and charisms of Santa Clara School are reinvigorated through: <ul style="list-style-type: none"> Developing an awareness of significant figures in the school Background and history of the school are uncovered and shared with school community The Dominican charisms become more prominent in school life. 	Investigation into the significant figures (St Clare, St Dominic, St Catherine of Siena and Sister Larney) of Santa Clara School and how their mission contributes to the charisms of the school. Research into the accurate history of the school and formally documenting it. The Dominican charisms to be researched and embedded into school practices and traditions. Faith PD- 'How the Dominican Charisms, history of our school and the Significant Figures in our school's history guide our mission.'	Research to be completed by the end of 2022: <ul style="list-style-type: none"> Significant figures History of the the school Dominican charisms Celebration of Significant figures to occur in 2022, with the intention of it becoming a Santa Clara tradition. All research to be documented in the schools FSW document and on the school website by the end of 2022.	Leadership Team Santa Clara Priest – Fr Chris Santa Clara Parish Council Dominican Sisters Archdiocese Archives office	The significant figures of Santa Clara school and their mission is known and celebrated by the school community. The history of Santa Clara School is formally documented and shared with the school community. The Dominican charisms to become more prominent and well understood by the community and embedded into school life.	Leadership Team and Parish council meet twice a year to share information. APRE to organise Faith PD Leadership Team dedicate time each month for research. APRE to update the website and FSW document. Leadership Team to formally create official documentation of Santa Clara's history and charism.
CALL TO FAITH <ul style="list-style-type: none"> Themes Beliefs 	Staff and students participate in meaningful acts of service to live out their faith and mission in line with our Dominican charism.	Service Committee is formed The service committee work with the Leadership Team to plan meaningful opportunities for the students and staff to serve PD day organised in the area of "Why we are called to serve" Dominican Service awards are established to highlight students and staff that live out the Dominican charism in their daily life.	End of 2023, a Service Committee is established. Leadership Team and Service Committee met to discuss and plan meaningful service opportunities that the students and staff can undertake in 2024. 2024- 6 hour PD for staff on 'Service' 2024- Opportunities for students and staff to participate End of 2024, reflection of Service Opportunities given to staff and student for feedback.	Leadership Team Santa Clara Priest – Fr Chris CEWA – Diana Alteri	Students and staff have been provided opportunities to serve the community. Staff can make the connection of Christ's mission and the act of service. Staff and student's feedback of relevance and meaningfulness or service opportunities is positive.	Leadership team and Service Committee meet once a term to update on logistics, meaningfulness and impact of Service opportunities. Once the end of year feedback has been given, review for following year by Leadership Team. APRE to organise Faith PD
CALL TO GROW IN DISCIPLESHIP <ul style="list-style-type: none"> Apostle's Creed Sacraments Life in Christ Christian Prayer 	Staff have an increased knowledge on the following focus areas: <ul style="list-style-type: none"> Mass rituals Symbolism of the Mass and Liturgy Catholic symbols 	APRE to lead a PLC each term on the focus areas Relevant information to be circulated to staff in the weekly memo (eg.prayer table cloth colour) Prayer scope and sequence to be reinforce and showcased. (eg. students recite their year level prayer at their class assembly) Faith 6hr PD- The significance and meaning of Catholic symbols and rituals	One PLC each term lead by APRE on the focus areas. Prayer Scope and Sequence circulated to staff at the start of Term 1 2023 Faith PD- Term 3 2023	Leadership Team Santa Clara Priest – Fr Chris CEWA – Diana Alteri	- BRLA results demonstrate student knowledge and understanding of symbols, etiquette and rituals -Increased reverence and active participation in prayer and liturgy by staff and students -Increased confidence in staff understanding of practices and expectations within Catholic practices and the RE Curriculum	APRE to brief the leadership team with content that will be covered in each term's PLC. APRE to organise Faith PD with CEWA. APRE to unpack BRLA results, report back to the leadership team and share with the rest of the staff. Leadership Team to check in during 10 minute rounds with staff of their confidence in teaching the RE content.

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
The history and charisms of Santa Clara School are reinvigorated through developing an awareness of significant figures in the school (eg. Significant people that the factions are named after)	<p>Faction Coordinator are nomination and selected by the Leadership Team.</p> <p>Research to be undertaken on Significant Figures</p> <p>Research to be published formally (website, FSW etc)</p> <p>Significant Figures to have a feast/special day that is celebrated with the school community</p> <p>Santa Clara School's History Pamphlet to be created featuring information about the Significance Figures and given to school community</p>	<p>Faction Coordinators selected Tm 4 2021</p> <p>Term 1 2022- Faction Coordinators Meeting to plan consistency of events</p> <p>Significant Figures Celebration days occur on feast/special days</p> <p>Research published on website and in FSW by end of Term 3 2021</p> <p>Santa Clara Schools History Pamphlet publish Term 4 2022</p>	<p>Leadership Team</p> <p>Santa Clara Priest – Fr Chris</p> <p>Dominican Sisters</p> <p>Archdiocese Archives office</p> <p>Faction Coordinators</p>	<p>Significant Figures and their mission is communicated to the school community</p> <p>Significant Figures are celebrated</p> <p>The Significant Figures and their mission is documented in the Santa Clara School's History Pamphlet.</p> <p>Staff and students are able to name the Significant Figures and recall relevant information about them.</p>	<p>Faction Coordinators get half a day release each term.</p> <p>Faction Coordinator to work with Leadership to research Significant Figure and plan celebrations on feast/special day each term.</p> <p>Term 4 2022, review of faction days with discussed on how to further embed this into</p>
The background and history of Santa Clara school are uncovered and aligned with the Dominican Charisms which will be embedded into school life.	<p>Research the history of the school and publish the information for the community on the website and update FSW.</p> <p>Create a Santa Clara School's History Pamphlet containing information.</p> <p>Faith PD- 'How the Dominican Charisms, history of our school and the Significant Figures in our school's history</p> <p>Dominican Service awards are established to highlight students and staff that live out the Dominican charisms in their daily life.</p>	<p>Research published on website and in FSW by end of Term 3 2021</p> <p>Santa Clara Schools History Pamphlet publish Term 4 2022</p> <p>Dominican Award be introduced in Term 3 and given out by the Principal at assemblies.</p> <p>Faith PD Term 4 2022</p>	<p>Leadership Team</p> <p>Santa Clara Priest – Fr Chris</p> <p>CEWA – Diana Alteri</p> <p>Dominican Sisters</p> <p>Archdiocese Archives office</p>	<p>Dominican charism are celebrated at assemblies and discussed in school life.</p> <p>History of Santa Clara School is uncovered and is formally published and archived.</p> <p>The school community has an understanding of the history of the school and how the Dominican Charisms play a role in our history.</p>	<p>Leadership Team to dedicate one day a month to carry out the research of the history of the school</p> <p>Leadership to create Santa Clara Schools History Pamphlet.</p> <p>APRE to organise the Faith PD</p> <p>Leadership team to create the Dominican Award and Principal to recognise students and staff displaying these charisms.</p>

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Early Years: To investigate and implement an effective vocabulary program across Kindy to Year 2 that enriches all our students, in particular our EAL/D students.	<p>Early Years teachers and Key Teacher EAL/D to meet with CEWA EAL/D and Early Years Consultants to discuss best practice.</p> <p>Investigation of various vocabulary programs for EAL/D students.</p> <p>Purchasing and implementation of the program.</p> <p>PLC Meetings for staff to share progress and best practice.</p>	<p>Term Four 2021: Meeting with CEWA EAL/D and Early Years Consultants.</p> <p>Term Four 2021: Allocation of EAL/D funding for Key Teacher EAL/D release time and purchasing of the program.</p> <p>Term One: Professional Learning for implementation.</p> <p>Ongoing: PLC Meetings and Key Teacher EAL/D release time to meet with staff.</p>	<p>CEWA EAL/D and Early Years Consultants</p> <p>Santa Clara School Key Teacher EAL/D: Lia Partington</p> <p>Leadership: Budgeting</p>	<p>Students demonstrate an enhanced use of vocabulary.</p> <p>Teacher confidence increase in implementing the vocabulary program</p>	<p>Key Teacher EAL/D to meet with K-2 staff during release time.</p> <p>Tracking of students' vocabulary growth.</p>
For teachers to develop their own professional judgement in discerning how and when to apply the five teacher practices to enact our Santa Clara School Vision for Learning.	<p>Analysis of school data including NAPLAN and PAT and classroom level.</p> <p>Appointment of two Pedagogical Practice Coaches, and a Inclusion Support Teacher (0.1FTE)</p> <p>Allocate time in 2022 for the Pedagogical Practice Coaches to support and mentor staff.</p> <p>Staff to set goals on their Growth Plan with their PPC each term in the area of growth using the five teacher practices.</p>	<p>Term Four 2021: Analysis of student growth using NAPLAN and PAT data.</p> <p>Term Four 2021: Nominations and interviews for Pedagogical Practice Coaches</p> <p>Ongoing: Release time for Pedagogical Practice Coaches and PLC Meetings</p> <p>Term One & Two: PD Days on area of teacher need (TBC)</p>	<p>SIA & SSC</p> <p>CEWA Teaching and Learning Consultants</p> <p>Pedagogical Practice Coaches: Denise Grech & Renae Armstrong</p> <p>Key Teacher EAL/D: Lia Partington</p> <p>Special Needs Teacher (TBC)</p>	<p>Teacher Program & Assessment Meetings: Evidence of Learning Design and Instructional Range.</p> <p>Student Growth: NAPLAN & PAT</p> <p>Teachers have shown growth on their Growth Plan</p>	<p>Leadership Team: Program & Assessment Meetings each term</p> <p>Key Teacher EAL/D: Weekly check ins with staff/Special Needs Teacher: Fortnightly check ins with staff</p> <p>Pedagogical Practice Coaches: Fortnightly check in with staff</p> <p>Pedagogical Practice Coaches: Fortnightly updates to leadership team.</p>

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Aboriginal Education: To raise the profile of Aboriginal perspectives within the curriculum and the local and wider community of St James.	Consolidation of our Santa Clara School Noongar Language Program in Pre-Primary to Year Six. Employment of a Transforming Lives Engagement Officer in Term One, 2022.	Term One to Four: Noongar Language Program scheduled for Pre-Primary to Year Six. Term One: Liaise with the Aboriginal Education Team to advertise and employ a TLEO. Term Two: Audit of Aboriginal perspectives within each year levels' curriculum.	Education Department Noongar Language Consultants Aboriginal Education Team CEWA Santa Clara Aboriginal Education Team Noongar Language Teacher: Miss Maddie Smith	Teacher Program & Assessment Meetings: Aboriginal perspective evident in programs. Audit of Aboriginal perspective in each Year Level Community Engagement: TLEO Student Engagement: Noongar Language Program	Leadership Team: Program & Assessment Meetings each term Santa Clara School Aboriginal Education Team and TLEO to meet each term and provide staff professional learning as needed during PLC meetings Miss Maddie Smith to assess students each semester
To enhance communication with our culturally diverse community.	Analysis of our demographic in relation to our main languages of our families. Seek advice from our CEWA EAL/D consultants on how to improve communication. Investigate translators available to assist in meetings and workshops as needed. Investigate options to translate school communication e.g. Newsletter.	Term Four 2021: Meet with CEWA EAL/D and Early Years consultants. Term Four 2021: Liaise with Early Years Staff to adjust Kindy Transition and Parent Information Night in attempt to enhance communication. Term One: Analysis of demographic and options for translation of our Newsletter.	CEWA Consultants for Early Years and EAL/D CEWA Marketing Team Santa Clara School Key Teacher EAL/D	Community Engagement: Newsletter and attendance and school key events. Feedback from staff and parents/carers regarding our modified Kindy transition and Parent Workshops.	Leadership Teams: Community Engagement Key Teacher EAL/D to liaise with staff for translators when they are required

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
To provide our staff with opportunities for feedback, professional learning and development that is targeted at their personal level of need.	Appointment of two Pedagogical Practice Coaches Development of a Staff Growth & Development Process Implementation of a Staff Growth & Development Process Scheduled release time for our PPC, Key Teacher EAL/D and Special Needs Teacher Appointment of a new Assistant Principal	Term Four 2021: Appointment of new AP and two PPCs and Inclusion Support Teacher Term One: Investigation and development of a Staff Growth & Development Process Term One: Training of new AP to run the process Term Two: Trial of the Staff Growth & Development Process with two teachers	SIA & SSC PD Budget for targeted Professional Learning CEWA Consultants Key Teacher EAL/D, PPCs and Special Needs Teacher	Full implementation by Term Three Improved levels of accountability and confidence of teachers Improved teacher practice Targeted Professional Learning	New AP: Development and implementation of the Staff Growth & Development Process Principal: Approval of teacher growth plans based on the Staff Growth & Development Process

TEACHER QUALIFICATIONS

Teacher standards and highest qualifications

Diploma of Teaching – 1
Bachelor of Education – 12
Master of Education - 6
Other Bachelor degrees – 5

Workforce composition

Males 9% Females 91%
Teachers: 16 Non-Teachers: 18
Indigenous Staff: 1
Total Staff: 34

Rate of Staff Attendance

Average staff attendance was 82%

STUDENT ATTENDANCE

This data is as of 31 December 2022.

- Kindergarten student attendance was 87%
- Pre-Primary student attendance was 90%
- Year One student attendance was 88%
- Year Two student attendance was 90%
- Year Three student attendance was 91%
- Year Four student attendance was 93%
- Year Five student attendance was 92%
- Year Six student attendance was 94%

Average student attendance was 91%

Late Attendance by Students Procedure

Parents are required to send in a letter or an email outlining the dates their children are absent from school. These letters & emails are kept in the school's archiving. SEQTA is used daily to record attendance for each class.

EXPENDITURE & TEACHER PARTICATION IN PROFESSIONAL LEARNING

Santa Clara spent approximately **\$7, 344** on Professional Development (average per staff member of \$212)

INCURSION & EXCURSION EXPERIENCES

Year 5 & 6 Growth and Development Workshop
Year 6 Camp to Busselton
Book Week Assembly
Lifelink Day Launch
Year 3 & 5 excursion to Art Gallery of WA
Year 1 & Year 2 excursion to Swan Valley Cuddly Farm
Kindy, Pre-Primary and Year 4 excursion to the Perth Zoo
PP-6 Science Week Incursion
SciTEAM Game Changer Awards
SciTEAM STEM Showcase

POST SCHOOL DESTINATIONS

St Norbert College: 38%
Ursula Frayne College: 25%
Other Catholic Schools: 13%
Government Schools: 18%
Independent Private Schools: 6%

PARENT, TEACHER, STUDENT SATISFACTION

The areas that parents commented on positively most frequently were:

- A healthy multicultural school community aspect
- All staff most welcoming to students, parents and visitors
- Teachers are caring
- Focus on individual needs of the children
- Very happy with the quality of staff at school
- Children were happy coming to school
- School grounds look amazing
- School appearance is welcoming and vibrant
- There is a good energy and buzz around the school

SCHOOL INCOME

Santa Clara School's income details are provided on the My School website. The link to this document is: <https://myschool.edu.au/school/48870>

CURRICULUM INFORMATION

NAPLAN 2022

Percentage at or above minimum standard										
Year	Reading		Writing		Spelling		Grammar		Numeracy	
	No.	%	No.	%	No.	%	No.	%	No.	%
3	24	100	23	96	24	100	23	96	23	96
5	22	100	20	91	22	100	22	100	22	100

Score Comparisons across Domains										
Year	Reading		Writing		Spelling		Grammar		Numeracy	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School	478	539	459	501	466	542	472	518	436	516
CEWA	437	513	427	490	419	509	431	500	397	490
State	428	505	419	480	411	505	424	496	395	487
Nation	439	510	423	485	421	505	433	499	400	489

2022 has been a successful year for us in relation to our NAPLAN data. In all areas of testing, Santa Clara School has achieved an average greater than the National and State average. Strategies and accountability measures throughout the school has seen positive results across the curriculum. The percentage of students working above the minimum national standard has also seen an increase in in all areas of testing, with a particular spike in students working in the top bands in Year 3 and Year 5.