



SANTA CLARA SCHOOL ANNUAL SCHOOL PERFORMANCE ~ 2025

Santa Clara School Compliance Data report is prepared as a requirement for the Federal Government and is available for your information.





Santa Clara School
91 Coolgardie Street, St James WA 6102
Ph: 08 9251-0400
Email: admin@santaclara.wa.edu.au
Website: www.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 222 students from Kindergarten to Year Six. 15% of our students have a language background other than English. Our ICSEA Value is 1057. We have 14 First Nations students. 26% of our students are Catholic. Our specialist staff teach in the Learning Areas of Physical Education, STEM, LOTE (Auslan) and Music.

At Santa Clara School, we honour the unique gifts and qualities of each child, nurturing them within a Christ-centred community grounded in God's Truth and the Gospel values. Inspired by our Dominican tradition, this commitment lies at the heart of all we do. Our vibrant and inclusive learning environment fosters a deep sense of belonging. The school is a reflection of the diverse community of Saint James and the surrounding suburbs. It is designed to be welcoming, adaptable, and responsive to the needs of our students. Organised and spacious, our classrooms and grounds promote student agency and independence, empowering children to take ownership of their learning and play.

We provide students with rich opportunities to be active and engaged learners. Through open-ended tasks, they are encouraged to make informed decisions, embrace challenges, and develop as risk-takers, problem solvers, and critical thinkers. We are dedicated to meeting the individual learning needs of every child, supporting them to achieve personal excellence and experience success. Through strong partnerships with families, staff, the parish, and wider community, we foster open communication and collaboration.

Together, we walk in the light of Christ, cultivating a school culture where every child is known, valued, and inspired to grow in faith and knowledge. At Santa Clara School, our vision is to nurture a Christ-centred learning community where all are blessed with God's Truth, growing in love and called to preach through prayer and action. Rooted in the Dominican tradition and guided by God's Truth (Veritas), we empower students to become creative, resilient, and courageous learners who care deeply for others and live with integrity.

Our Core Values

- Creativity - We encourage imaginative thinking, curiosity, and innovation in all aspects of learning.
- Truthfulness - We commit to honesty, integrity, and seeking truth in light of the Gospel and the teachings of Jesus.
- Caring - We nurture a compassionate school community where empathy and kindness guide our relationships and actions.

- Resiliency - We support students to embrace challenges with perseverance, learning from setbacks with hope and strength.
- Courage - We inspire confidence to speak and act with conviction, standing up for what is right with faith and determination.



Santa Clara School
ST JAMES



CATHOLIC SCHOOL IMPROVEMENT PLAN

2025-2028

**Santa Clara
School**

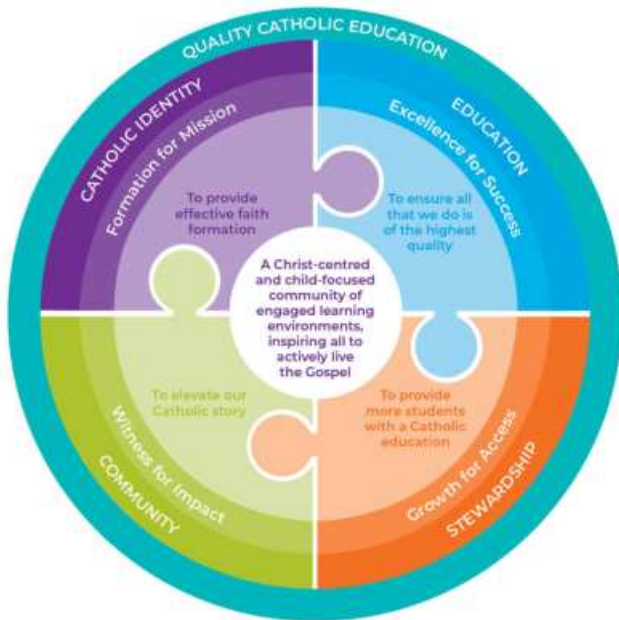


CEWA Context

Vision

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

CECWA Strategic Initiatives



Growth for Access

To provide more students with a Catholic education

By 2030, Catholic Education Western Australia will grow enrolments and prepare for future expansion, with parents recognising CEWA as the education provider of choice.

Quality Catholic Education (QCE)

QCE is a whole of system approach to addressing the important governance and improvement processes and structures, and thus is an elaboration on CEWA's vision of a quality Catholic education which is Christ-centred and child-focused.

Formation for Mission

To provide effective faith formation

By 2030, Catholic Education Western Australia will implement formation practices and programs to empower all staff to further the vision and mission of Catholic education.

Excellence for Success

To ensure all that we do is of the highest quality

By 2030, Catholic Education Western Australia's students and staff will thrive in their faith development, learning growth and wellbeing.

Witness for Impact

To elevate our Catholic story

By 2030, Catholic Education Western Australia will achieve impactful partnerships with our communities, to enable all to recognise the value and contribution of Catholic education.



QUALITY CATHOLIC EDUCATION		
<p>OUR VISION Catholic Education Western Australia is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.</p>		
<p>1. CATHOLIC IDENTITY</p> <p>Our vision is to ensure that all students and staff are empowered to live the Gospel through their faith formation and participation in the life of the Church.</p>	<p>2. EDUCATION</p> <p>Our vision is to ensure that all students and staff are empowered to thrive in their faith development, learning growth and wellbeing through high-quality, Christ-centred education.</p>	<p>3. COMMUNITY</p> <p>Our vision is to ensure that all students and staff are empowered to witness for the Gospel through their participation in the life of the Church and their engagement with the wider community.</p>
<p>4. STEWARDSHIP</p> <p>Our vision is to ensure that all students and staff are empowered to actively live the Gospel through their participation in the life of the Church and their engagement with the wider community.</p>	<p>REVIEW AND IMPROVEMENT</p> <p>Our vision is to ensure that all students and staff are empowered to actively live the Gospel through their participation in the life of the Church and their engagement with the wider community.</p>	

Catholic School Improvement Plan Purpose

Strategic Intentions

Strategic intents should be drawn from and complementary to CECWA's Strategic Initiatives Towards 2030 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 key improvement goals that can be articulated in more detail and actioned through the iterative School Improvement section of the CSIP.

Through the cycle of strategic planning, when CECWA's Strategic Initiatives 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.

Staff Formation for Mission Planning

In considering the school's Strategic Intentions 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 broad goals across a three-year period. The Staff Formation template is covered in more detail in Formation for Mission (Evangelisation) workshops facilitated by the Religious Education Directorate. It is primarily based on staff formation, as it relates to the school context, 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 alongside the Strategic Intentions section within a school's strategic planning cycle. However, it can be updated more regularly should this be required. 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, particularly setting more specific goals within the Improvement Goals section.

Improvement Goals Planning (current school priorities)

Identified Strategic Intentions and Staff Formation for Mission priorities are realised through Improvement Goals. The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. **Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy.** Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

Informed by evidence from

- Compliance review and governance requirements
- Staff Formation for Mission planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Initiatives towards 2030
- School Strategic Planning processes and data
- National Quality Standard (NQS) audit
- Aboriginal education / AEIM: Aboriginal Education Improvement Map
- Curriculum planning and requirements
- Student data analysis e.g. Learning Insights and other achievement data, attendance, wellbeing etc.
- QCE School Review (QCESR)
- School Climate Survey
- School improvement processes



School Mission, Vision and Values

School Mission

At Santa Clara School, we honour the unique gifts and qualities of each child, nurturing them within a Christ-centred community grounded in God's Truth and the Gospel values. Inspired by our Dominican tradition, this commitment lies at the heart of all we do.

Our vibrant and inclusive learning environment fosters a deep sense of belonging. It is designed to be welcoming, adaptable, and responsive to the diverse needs of our students. Organised and spacious, our classrooms promote student agency and independence, empowering children to take ownership of their learning.

We provide rich opportunities for students to be active, engaged learners. Through open-ended tasks, they are encouraged to make informed decisions, embrace challenges, and develop as risk-takers, problem solvers, and critical thinkers.

We are dedicated to meeting the individual learning needs of every child, supporting them to achieve personal excellence and experience success. Through strong partnerships with families, staff, the parish, and wider community, we foster open communication and collaboration—blessed with God's Truth, growing in love, preaching through prayer and action.

Together, we walk in the light of Christ, cultivating a school culture where every child is known, valued, and inspired to grow in faith and knowledge.

School Vision and Values

At Santa Clara School, our vision is to nurture a Christ-centred learning community where every child is inspired to grow in love, blessed with God's Truth, preaching through prayer and action. Rooted in the Dominican tradition and guided by God's Truth (Veritas), we empower students to become creative, resilient, and courageous learners who care deeply for others and live with integrity

Our Core Values

- **Creativity** – We encourage imaginative thinking, curiosity, and innovation in all aspects of learning.
- **Truthfulness** – We commit to honesty, integrity, and seeking truth in light of the Gospel and the teachings of Jesus.
- **Caring** – We nurture a compassionate school community where empathy and kindness guide our relationships and actions.
- **Resiliency** – We support students to embrace challenges with perseverance, learning from setbacks with hope and strength.
- **Courage** – We inspire confidence to speak and act with conviction, standing up for what is right with faith and determination.



Principal's Statement

At Santa Clara School, we are guided by the Dominican charism of Veritas—God's truth and love—grounded in the pillars of Prayer, Blessing and Preach. Our mission is to nurture the whole child in a Christ-centred learning environment where every student is known, valued, and supported to reach their full potential.

We are a vibrant, inclusive school that celebrates the richness of our cultural diversity and partners with families—recognising them as the first and most important educators of their children. Together, we create a safe, welcoming community that upholds the dignity, safety, and wellbeing of all.

At the heart of our vision is a commitment to excellence in learning and teaching. We are dedicated to building teacher capacity through evidence-based, differentiated professional learning in Literacy, Numeracy, and contemporary pedagogies. Our staff are empowered to be faith-filled educators, equipped to meet the diverse needs of learners and nurture students as critical thinkers, problem solvers, and courageous contributors to society.

We strive for continuous improvement and growth—in student outcomes, staff development, and community engagement. By fostering strong relationships, celebrating our Dominican identity, and investing in innovation and inclusion, we aim to sustain enrolment growth and ensure every learner flourishes in faith, learning, and life. Santa Clara is a place where faith, learning, and community come together—shaping young people ready to make a difference in the world.

Julie Southwell

In Truth, we flourish.



Catholic Identity - Formation for Mission

Strategic Intent	Improvement Goals	Key Actions / Measures of Success Focused on within the Planning Cycle	Year 1			Year 2			Year 3		
<p>At Santa Clara School, we provide meaningful opportunities for staff to grow in faith, deepen their relationship with Christ, and actively contribute to the mission of Catholic Education. Rooted in Veritas and the Dominican pillars of Prayer, Preach, Blessing and Service, our staff are empowered to be authentic witnesses of the Gospel in a Christ-centered learning environment.</p> <p>Outcomes We Seek</p> <ul style="list-style-type: none"> • A staff culture rich in faith, truth, and mission • Visible Dominican identity in teaching and learning • Strong connections with parish and broader Catholic community 	<p>1. Enhance Faith Formation Opportunities</p> <ul style="list-style-type: none"> ○ Develop and implement a staff faith formation plan aligned with the liturgical year and the celebrations of significant people associated with the school's Charism ○ Facilitate regular opportunities for personal and collective spiritual development, including retreats, prayer, reflection, and professional learning. 	<ul style="list-style-type: none"> • A documented staff faith formation plan is attached and embedded in the school calendar and reviewed annually. • Increased participation in school and parish liturgical events, staff prayer, and retreat/professional learning experiences. 	N	P	A	N	P	A	N	P	A
	<p>2. Deepen understanding of Catholic Identity</p> <ul style="list-style-type: none"> ○ Deepen staff understanding of the theological and philosophical foundations of Catholic Education through targeted professional development. E.g. greater insight into the celebration of the Eucharist through the Mass ○ Promote active staff involvement in the spiritual and liturgical life of the school and parish community. 	<ul style="list-style-type: none"> • Staff surveys to first identify areas for growth and secondly to reflect growth in confidence and engagement in faith formation and Catholic identity. • Evidence of classroom practices and learning programs reflecting Catholic Social Teaching and Dominican values. • Growth in the number of staff undertaking further study or leadership in religious education or Catholic mission. • The Dominican charisms are recognised, celebrated and embedded into Santa Clara School's faith story. Staff assigned to one of the faction namesakes to further understand their story and celebration day. 	N	P	A	N	P	A	N	P	A
	<p>3. Build Faith Leadership</p> <ul style="list-style-type: none"> ○ Identify and support faith leaders among staff to mentor and lead others in faith-based practices. ○ Encourage formal RE study through Accreditation units or university study 	<ul style="list-style-type: none"> • Staff self-assign to the Catholic Pillar to increase staff in faith roles • Uptake of RE courses and leadership 	N	P	A	N	P	A	N	P	A



Strategic Intent | 2025 – 2028

Stewardship – Growth for Access											
Strategic Intent	Improvement Goals	Key Actions / Measures of Success Focused on within the Planning Cycle	Year 1			Year 2			Year 3		
<p>At Santa Clara School, we are committed to growing a high-performing, faith-filled staff through targeted, differentiated professional learning. By investing in our people, we build capacity, enhance student outcomes, and strengthen the school's reputation—supporting sustainable enrolment growth in a vibrant, welcoming community.</p> <p>Outcomes we seek:</p> <ul style="list-style-type: none"> • A confident, capable, and continually developing staff team • Professional learning that directly enhances student outcomes • A strong school profile in the local community • Steady enrolment growth aligned with school capacity and vision 	<p>1. Provide professional learning aligned to staff needs</p>	<ul style="list-style-type: none"> • Conduct annual PL needs audits • Embed goal setting in staff growth plans • Offer differentiated PL opportunities (internal and external) aligned to staff growth plans • PLC and PL days aligned to School strategic intents. 	N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
	<p>2. Build instructional leadership across the school</p>	<ul style="list-style-type: none"> • Develop coaching and mentoring structures • Identify and support aspiring leaders 	N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
	<p>3. Strengthen the school's identity and reputation</p>	<ul style="list-style-type: none"> • Showcase school strengths through digital media and community engagement • Plan for future growth through capital development works to ensure structures are contemporary and fit for purpose • Communicate achievements, values, and enrolment opportunities consistently • Update currency of school website • Positive feedback from prospective families gathered at enrolment interviews. 	N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
	<p>4. Grow and sustain enrolments</p>	<ul style="list-style-type: none"> • Offer high-quality learning spaces/experiences and pastoral care and promote this. • Conduct targeted enrolment campaigns, including personalised tours and connections to boarder community organisations. • Year-on-year enrolment growth • Increased inquiries and enrolments from school tours and word-of-mouth referrals 	N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A
			N	P	A	N	P	A	N	P	A

TEACHER QUALIFICATIONS

Teacher standards and highest qualifications

Bachelor of Education – 7
Bachelor of Education (Early Childhood) - 2
Master of Education - 4
Other degrees – 1

Workforce composition

Male 3% Female 97%
Teachers: 15 Non-Teachers: 19
Indigenous Staff: 2
Total Staff: 36

STUDENT ATTENDANCE

This data is as of 31 December 2024.

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

Average student attendance was 92%

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 **\$8,602** on Professional Development (average per staff member \$238.96)

In 2025, staff completed the Berry Street training. Initial training commenced in 2024, with staff attending full day professional learning sessions broken into the five key domains. This evidence-based training provides educators with practical strategies to support the

social-emotional wellbeing and engagement of all students, particularly those who have experienced adversity or trauma.

The Berry Street model focuses on five key domains: *Body, Stamina, Engagement, Character, and Relationships*. These areas are designed to build students' capacity for self-regulation, resilience, and academic achievement within a safe and supportive learning environment.

By investing in this training, our school is strengthening its commitment to whole-child development focussing on every student is met with compassion, consistency, and high expectations. The strategies learned through BSEM are now being embedded into daily classroom practice across all year levels.

INCURSION & EXCURSION EXPERIENCES

Year 6 Camp to Busselton
Book Week Assembly
Lifelink Day Launch
NAIDOC Incursion
Footsteps Dance

POST SCHOOL DESTINATIONS

St Norbert College: 36%
Ursula Frayne College: 20%
Other Catholic Schools: 8%
Government Schools: 28%
Independent Private Schools: 8%

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 2025

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	409	468	408	479	417	506	407	473	402	475
Nation	402	492	414	480	405	487	408	497	405	492

NAPLAN 2025 Performance Summary

Our 2025 NAPLAN results reflect the dedication and hard work of our students, teachers, and wider school community.

In Year 3, our students outperformed the national average in Reading, Spelling, and Numeracy. A particular highlight was our Year 3 Spelling result, where our students achieved a school average of 417, compared to the national average of 393 a remarkable 24-point difference that speaks to the strength of our literacy program.

Reading and Numeracy also showed pleasing results, with our students sitting comfortably above the national average in both domains.

Our Year 3 Writing and Grammar scores were marginally below the national average, and these areas remain a focus as we continue to refine and strengthen our teaching approaches.

In Year 5, our students demonstrated continued growth across all domains, with results that reflect both their resilience and the quality of learning happening in our classrooms. Writing was a standout area, with our Year 5 students achieving a score of 479, essentially in line with the national average of 480. Spelling also remained strong, with our students scoring 506 against a national average of 510.

We acknowledge that our Year 5 Reading, Grammar, and Numeracy results fell below national averages, and we are committed to using these insights to further target and enrich our teaching programs in these areas in the year ahead.

Looking across both year levels, it is encouraging to see the strong foundation being built in our junior years, particularly in Spelling, which remains a consistent strength of our

school. We view our NAPLAN data as a valuable tool for understanding our students' progress and shaping the support we provide

