



# Santa Clara School

## School Performance Data 2023

Santa Clara School  
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### 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 224 students from Kindergarten to Year Six. 67% of our students have a language background other than English. Our ICSEA Value is 1072. We have 12 Aboriginal students. 30% 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.





# Santa Clara School

## CATHOLIC SCHOOL IMPROVEMENT PLAN | 2023

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

# Improvement Goals



School: **Santa Clara School, St James**

Year: **2023**

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

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

**ONGOING EVALUATION**

**FOCUSING**

What does our focus need to be?

**SCANNING**

What's going on for our learners?

**DEVELOPING A HUNCH**

What is leading to this situation?

**CHECKING**

Have we made enough of a difference?

**LEARNING**

How and where can we learn more about what to do?

**TAKING ACTION**

What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)



## CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; 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>
For staff to develop a deeper understanding of our Dominican Charisms in line with their calling to serve as a way of living out their personal faith.	APRE to contact Sr Mary Ryan to discuss Dominican Charisms PD day organised by APRE in the area of "Why we are called to serve" and the link between Dominican Charisms and service Leadership to plan meaningful opportunities for the and staff to serve	Term 1 - Leadership Team meet to discuss service opportunities  Term 1 - APRE to contact and meet with Sr Mary Ryan  Term 3 - 6 hour PD for staff on 'Service'  By end of 2023, 75% of staff will have participated in service activities	Leadership Team  APRE - Fiona Messer  CEWA RE Team  Dominican Sisters - Sr Mary Ryan	APRE has organised a PD on Service and organised service activities for staff  75% of staff have participated in at least 1 act of service for the year  Staff will understand the Dominican Charisms and how they link to service  Dominican service component added to Teacher Handbook	T1 - APRE to liaise with agencies to organise the service PD T2 - APRE to reach out to agencies for service opportunities T3 - Service PD Ongoing - staff involved in acts of service throughout the year
Improve the standard of Masses at the school to help staff deepen their personal connection to their faith.	APRE - checklist for relevant tasks when organising Mass APRE - develop network with other APREs and CEWA RE Consultants APRE - at least 2 weeks prior to the Mass, meet with staff involved in the Mass to support them through the process. Continue regular check in opportunities Music to be organised by APRE at the start of the term and provide release time to staff involved in Music ministry APRE to send out Mass readings to staff with discussion points Liaise with RE Team to organise a PL based around the parts of the Mass	Semester One 2023	APRE - Fiona Messer  APRE Network Days  CEWA RE Team  Mass Planning Checklist	Staff are more prepared and confident in their Class Masses  Increased staff understanding of parts of the Mass	APRE to meet with teachers 2 weeks prior to mass  APRE will support teachers in Mass rehearsal  APRE to meet with Leadership to discuss Masses  APRE to liaise with Alyssa at the start of each term to select relevant music for the Masses

## EDUCATION

Improvement Goals <i>Performance &amp; 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 functional language support program across Kindy to Year 2 that caters for EAL/D students working on Progress Maps 1-3.	AP Curriculum and Key Teacher EAL/D to meet with CEWA EAL/D Consultants to investigate appropriate programs Identify EAL/D students fitting the criteria Allocation of appropriate funds from EAL/D Funding Purchasing and implementation of the program	By the end of 2023	CEWA EAL/D Consultant  Santa Clara School Key Teacher EAL/D: Lia Partington  AP Curriculum - Denise Grech  EAL/D funding	Implementation of a functional language program  Students achieving goals from their EAL/D learning plan	Key Teacher EAL/D and AP Curriculum meet at least once a term  AP Curriculum to provide feedback to teachers once a term regarding progress  Case Management meetings at least once a term between AP, Key Teacher and Classroom Teacher
For teachers to develop their own professional judgment in discerning how and when to apply the five teacher practices in the area of Numeracy.	Analysis of school data including NAPLAN and PAT and classroom level. Maintain Pedagogical Practice Coach Allocate time in 2023 for the Pedagogical Practice Coach to support and mentor staff. AP Curriculum to liaise with CEWA Numeracy Consultant and SSC to organise PD Numeracy PD with Ben Saulsman - Term 1 Assign PLC Time (2 per term) - Ben Saulsman Arrange for CEWA Numeracy Consultant to observe and provide feedback to teachers once per Term.	By the end of 2023	AP Curriculum - Denise Grech  SIA & SSC  CEWA Numeracy Consultant (Ben Saulsman)  Pedagogical Practice Coach: Renae Armstrong	Teacher Program & Assessment Meetings: Evidence of Learning Design and Instructional Range in Numeracy  Increased teacher confidence in planning and teaching of Numeracy  Student Growth: NAPLAN & PAT	Leadership Team: Program & Assessment Meetings each term  Classroom observation with Ben Saulsman once per term followed by meeting with Leadership  2 x Numeracy PLC with Ben  Pedagogical Practice Coach: Fortnightly check in with staff & fortnightly updates to leadership team.

## COMMUNITY

Improvement Goals <i>Performance &amp; 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.	Continue employment of Transforming Lives Engagement Officer in 2023 Leadership to review each Year levels programs to ensure cross-curricular links to Aboriginal perspectives is included NAIDOC celebrations Continue Aboriginal Bursaries for our Aboriginal students	End of 2023	Aboriginal Education Team CEWA  TLEO: Karen Morich  Relevant SCSA documentation  APRE	Teacher Program & Assessment Meetings: Aboriginal perspective evident in programs.  Recognise and acknowledge significant historical events throughout the year	Leadership Team: Program & Assessment Meetings each term  Leadership to meet once a term to discuss significant events and ensure that is covered in memos and newsletters  Leadership Team to meet twice a term with TLEO, Karen Morich
For staff and students to recognise the 24 character strengths in themselves and others.	Analysis of Climate Survey Data Gather assessment data from selected students in Year One to Five Link 24 strengths to our Santa Clara Core Values 10 minutes of Character Strength learning on Fridays after lunch (discussions, shared stories, videos etc) All staff posting Character Strength posters on Seesaw to update parents Character Strengths promoted through newsletters and on FB Wellness Day to be organised by APRE and Wellbeing Strategic Team	End of 2023	CEWA Wellbeing Consultants  Wellbeing Strategic Team (Ellen Fitzpatrick and Renae Armstrong)  Leadership Team	Climate Survey Data will show an increase in Wellbeing domain  Students and staff will be able to identify character strengths in themselves  Wellbeing Measure	Wellbeing Team to meet with Leadership at least once a term  Leadership Team: Update Teachers Handbook with Wellbeing times and character strengths

## STEWARDSHIP

Improvement Goals <i>Performance &amp; 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>
Embed our Santa Clara Professional Growth model for Teachers and the CEWA Leadership Framework.	Final review of our draft process to gather feedback from teachers Run the process in Term 1 with relevant APs Teachers to develop individual growth plan and discuss with Principal Provide support access based on goals	Full implementation by the end of 2023	CEWA Leadership Framework  Santa Clara Growth Process  AITSL resources  SIA  Leadership Team	All teachers have participated in the Professional Growth Process annually	APs to lead process with staff  Staff to meet with AP's regularly throughout the term  Meet with Principal once a term
Review all relevant school documentation to ensure we are meeting all legislative requirements and are compliant.	AP to work through compliance documents and amend where necessary  Access supports from CEWA and other schools  Update all executive directives and school handbooks	By Semester 1 2023	CEWA  Other schools  Extended Leadership Team	School is compliant with legislative requirements	Regular weekly check ins with Leadership  June 2023 Compliance Audit



## TEACHER QUALIFICATIONS

### Teacher standards and highest qualifications

Bachelor of Education – 13

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 97%

## STUDENT ATTENDANCE

This data is as of 31 December 2023.

- Kindergarten student attendance was 92%
- Pre-Primary student attendance was 86%
- Year One student attendance was 92%
- Year Two student attendance was 96%
- Year Three student attendance was 90%
- Year Four student attendance was 92%
- Year Five student attendance was 93%
- Year Six student attendance was 95%

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 **\$26,062** on Professional Development (average per staff member \$230)

## INCURSION & EXCURSION EXPERIENCES

Year 6 Camp to Busselton  
Book Week Assembly  
Lifelink Day Launch  
Michael Mangan Concert

## POST SCHOOL DESTINATIONS

St Norbert College: 9%  
Ursula Frayne College: 13%  
Other Catholic Schools: 0%  
Government Schools: 21%  
Independent Private Schools: 0%

## 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 2023

<b>Score Comparisons across Domains</b>										
<b>Year</b>	<b>Reading</b>		<b>Writing</b>		<b>Spelling</b>		<b>Grammar</b>		<b>Numeracy</b>	
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
School	396	478	401	474	411	504	395	490	399	480
Nation	405	496	416	483	404	489	411	497	407	488

2023 has been a successful year for Santa Clara in relation to our NAPLAN data. We have maintained expected range of achievement in all strands, however there is a slight decrease in results in reading which will become an area of focus moving forward.