



# Stella Maris

COLLEGE MANLY

## 2022 Annual Report



**a:** 52 Eurobin Avenue, Manly NSW 2095

**t:** +61 2 9977 5144

**f:** +61 2 9976 2753

**e:** [administration@stellamaris.nsw.edu.au](mailto:administration@stellamaris.nsw.edu.au)

**w:** <http://www.stellamaris.nsw.edu.au>

**abn:** 88 058 323 827

**cricos:** 03290E

# Contents

<b>1. A MESSAGE FROM KEY SCHOOL BODIES</b>	<b>3</b>
Message from the Principal	3
Message from the Chair of the Board	5
Message from the College Captain	7
<b>2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY</b>	<b>8</b>
Contextual Information about the School	8
Characteristics of the Student Body	8
<b>3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING</b>	<b>9</b>
National Assessment Program: Literacy and Numeracy (NAPLAN)	9
<b>4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)</b>	<b>10</b>
Record of School Achievement (RoSA)	10
Higher School Certificate (HSC)	10
<b>5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS</b>	<b>16</b>
Professional Learning	16
Teacher Accreditation	17
Teacher Qualifications	17
<b>6. WORKFORCE COMPOSITION</b>	<b>18</b>
Our Staff	18
<b>7. STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS</b>	<b>19</b>
Student Attendance	19
Management of Non-attendance	19
Student Retention Rates of Year 10 to Year 12	20
Post School Destinations	20
<b>8. ENROLMENT POLICIES</b>	<b>21</b>
<b>9. OTHER SCHOOL POLICIES</b>	<b>26</b>
<b>10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT</b>	<b>28</b>
<b>11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY</b>	<b>31</b>
<b>12. PARENT, STUDENT AND TEACHER SATISFACTION</b>	<b>36</b>
<b>13. SUMMARY FINANCIAL INFORMATION</b>	<b>37</b>
Recurrent/Capital Income	37
Recurrent/Capital Expenditure	37
<b>14. PUBLICATION REQUIREMENTS</b>	<b>38</b>

## 1. A MESSAGE FROM KEY SCHOOL BODIES

---

### Message from the Principal



Stella Maris College is a *Good Samaritan Education (GSE)* secondary girls' school, operating as an incorporated body under the guidance of the Members of the Company, who are selected by *GSE*, and a Board of Directors, who are appointed by the Members of the Company. *Good Samaritan Education*, established in 2011, oversees the sustainability of the network of Good Samaritan Colleges and has oversight of ten schools across Australia.

Stella Maris College is committed to providing a Catholic education for girls in the Good Samaritan Benedictine tradition, working with students to enable them to *'engage with today's world as grounded, hope-filled young people, equipped to lead wisely, to listen deeply and treat their neighbour and the environment with justice, love and the compassion of Christ'* (GSE Philosophy of Education 2019).

Whilst classified by government as an independent school, Stella Maris College is a College of *Good Samaritan Education*, part of the Broken Bay Diocese and, as such, works in partnership with other Catholic schools to further the evangelising mission of the Catholic Church.

In 2020, the College Leadership and College Board developed a new Strategic Plan for the College which will run until 2024. The plan aims to:

- Express and embed our identity,
- Offer our best learning and best teaching,
- Build our community and relationships,
- Be adaptable and sustainable.

In 2022, the focus of the Strategic Plan was to build the Stella community by developing resilience in our parent body and engaging with the Catholic community of Broken Bay.

Stella Maris College has dedicated, highly qualified, and committed staff, many of whom are recognised in the community for their expertise, professionalism, and community engagement. Our students are supportive of others and engage actively in learning across all domains – physical, intellectual, spiritual, and socioemotional. Our girls' parents and carers are supportive of the College and involved in their daughter's education.

Our students engage in the community by supporting social justice initiatives locally and overseas. The College values parental feedback through the Parents and Friends Committee.

Stella Maris College is sustained by a capable and committed College Board who have a sound understanding of the mission of the Sisters of the Good Samaritan who established the school, and the vision and mission of the College.

Elizabeth Carnegie  
Principal



## Message from the Chair of the Board

Thankfully in 2022 there was less of an impact from COVID-19 and associated restrictions on schools in NSW. This enabled our girls', teachers and College leadership to return to a sense of normality in focusing on delivering and receiving a quality on campus education experience.

On behalf of the Board, I would like to express our gratitude to Mrs Carnegie, the College Leadership Team, teachers and staff for their professionalism and adaptability. Their commitment to continue to provide a seamless and quality education experience for the girls over the last three years has been remarkable.

We wish to acknowledge the resilience and patience demonstrated by the students and the ongoing support received from parents, guardians, carers and wider Stella community. The support given to Mrs Carnegie and her team, to create a sense of calm and confidence for our school community, is invaluable.

During 2022, the Board was able to apply a greater focus on the future and framework of the College along with how to continue to provide a quality education, inspire innovation, nurture student wellbeing and overall governance.

Accordingly, the Board commenced a master planning process in late 2022 to upgrade and refresh the College facilities over the next 5-10 years, whilst maintaining appropriate financial controls and stewardship. We hope to provide further details to parents/carers and the broader Stella community in the near future.

The Board was particularly proud of the 2022 HSC results and the Year 12 cohort which delivered the best ever HSC result in Stella's history. Immense credit must also go to the teachers, Mrs Carnegie, and her team as this result would not have been possible without their dedication and the strong educational platform they created for the girls to flourish.

Stella was ranked 63<sup>rd</sup> in NSW in the 2022 HSC results and the leading Catholic school on the Northern Beaches. All Year 12 girls received their HSC with Band 6 results, 10.4% above the NSW State average. One of our outstanding students ranked 5<sup>th</sup> in the State for Mathematics Standard 2, and another talented student ranked 9<sup>th</sup> in the State for Textiles and Design. Overall, 21% of the girls achieved an ATAR above 90 and there were 71 Distinguished Achievers.

With master planning underway, the Board and College Leadership Team continues to devote attention to, and action the 2021-2025 Strategic Plan (*'Towards 2025'*) with various initiatives focusing on the key themes and goals underpinning the Strategic Plan encompassing:

1. Clearly expressing and embedding our identity
2. Best learning and best teaching
3. Building community and relationships
4. Being adaptable and sustainable

Our vision remains to 'inspire young women to create a better world' by educating and empowering our girls to fulfil their potential as future leaders and therein, make a positive difference in their world.

We look forward with optimism for 2023 and remain committed to the provision of a quality education for young woman who can confidently stride into the wider world and fulfil their true potential.

In closing, on behalf of the Board, I would like to again thank and acknowledge the support and contributions of the broader Stella community, including our Good Samaritan Sisters, Members of *Good Samaritan Education*, our Principal Mrs Carnegie, the College Leadership Team, staff, parents and carers. Without this unwavering support we could not perform our role, and together, make Stella a wonderful and inspiring Catholic education facility and the leading girls' school on the Northern Beaches.

Steve Zuckerman  
Chair, Board of Directors

## Message from the College Captain

Stella Maris is like no other community I have ever been part of. It is rare a day goes by where you are not met with a smile, a fist bump, words of encouragement, positive affirmations and of course, many laughs.

At Stella, our differences are celebrated, and each student is encouraged to come exactly as they are. There is something incredibly special about an environment where mistakes are encouraged, and failure is seen only as a stepping stone to success. This ensures Stella becomes a safe space for students to learn, grow, reach their potential and ultimately feel a deep sense of belonging.



Our core values of hospitality, stewardship, peace, justice and community radiate throughout the College and are put at the forefront of everything we do. Every student is provided with an abundance of opportunities to flourish academically, socially and in the many extra-curricular activities offered at the College. More importantly, each student is nurtured and encouraged to become the highest version of themselves and make a positive difference to the lives around them.

This year, many great memories have been made across our multiple sports carnivals, iconic Stella Day, assemblies, leadership initiatives, festive celebrations, excursions, creative and performing arts nights, community events and on our regular school days being our first full face-to-face year since COVID began. I have noticed such strength in the connections and relationships that have been made this year between both teachers and students. The camaraderie that has been created across the student body has been phenomenal. It felt so right that this year was our year of hospitality, as a huge effort has been made by the community to ensure all students and staff members feel welcomed, included and valued as their authentic selves.

The journey from Year 7 to 12 is a transformative and remarkable one, in which one grows to become a true 'Stella girl', a young woman who is committed to serving those around her. I will forever be inspired by the kind actions and unwavering passion of all students, the sheer effort and unconditional care of our outstanding teaching staff, as well as the humility, determination and skills of our incredible support staff.

Stella is more than a school; it is a family – an environment I will never forget and a community that has forever changed my life.

Paris Downs  
2022 College Captain

## 2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

---

### Contextual Information about the School

Stella Maris College (the College) is a non-systemic Catholic girls' high school registered and accredited by the NSW Education Standards Authority (NESA). Under the governance of *Good Samaritan Education (GSE)*, it operates as an incorporated body with Members of the Company, who are chosen by GSE and a Board of Directors, appointed by the Members.

In 2021, Stella Maris College celebrated 90 years as a secondary school providing a Catholic education for girls on the Northern Beaches of Sydney. The College is located in Manly and has two campuses. Main Campus is located at 52 Eurobin Avenue, Manly and the Benedict Campus, which opened in 2012, is located at 270 Pittwater Road, Manly.

The College has an extensive choice of subjects available for students to study and staff challenge our students to be original, creative and collaborative learners. The College is committed to strong wellbeing practices, striving to ensure that our students are provided with support and encouragement, based on positive education principles.

The College does not have any academic pre-requisites for entry. Academic scholarships are available to students currently in Year 7 based on their performance in the ACER Scholarship test.

More information about the College can be found on the Australian Curriculum, Assessment and Reporting Authority (ACARA) My School website: [www.myschool.edu.au](http://www.myschool.edu.au).

### Characteristics of the Student Body

In 2022, Stella Maris College had a total population of 940 students, comprising of:

- 928 were local students;
- 12 were international students;
- 81 were students with disabilities;
- 4 were Aboriginal/Torres Strait Islander (ATSI) students;
- 5 were local students with Language Background Other Than English (LBOTE);
- 12 were overseas students with LBOTE.

Most students live within a radius of 15 kilometres of the College and come from Catholic, government and independent schools.





### 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

#### National Assessment Program: Literacy and Numeracy (NAPLAN)

The annual NAPLAN tests assess Years 3, 5, 7 and 9 students' skills in reading, writing, spelling, grammar and punctuation and numeracy. For the first time, NAPLAN was conducted online.

##### Year 7

In 2022, 181 students in Year 7 participated in NAPLAN. Their test results indicated:

- Strong performance in Writing with big ideas clearly expressed and our students narrowly outperforming the Nation and SSSG in bands 7, 8 and 9.
- Grammar, punctuation, spelling and numeracy achievement is strong around the middle bands.

Percentage Achievement Levels for Year 7 2022 compared to State										
Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	SMC	State	SMC	State	SMC	State	SMC	State	SMC	State
Band 10	1.6	2.4	1.1	2.3	.6	2.8	1.7	4.1	1.6	6.9
Band 9	7.7	8.8	9.3	6.5	5.5	10.4	8.8	7.5	8.2	10.8
Band 8	27.9	19.7	29.1	21	29.3	26.6	22.1	17.5	29.5	19.3
Band 7	33.9	29.5	35.7	26.2	35.4	26.5	34.8	26.3	30.1	25.4
Band 6	23.5	24.5	18.7	25	19.9	19.2	21.5	25.4	23	20.4
Band 5	5.5	10.2	4.9	13	8.8	9.2	10.5	12.3	6.6	11.1
Band 4	0	4	0	3.7	.6	3.5	0	4.8	1.1	5

##### Year 9

In 2022, 162 students in Year 9 participated in NAPLAN. Their test results indicated:

- In Writing, Year 9 cumulatively outperformed the State across bands 8, 9 and 10. With 70% of the cohort achieving in these bands
- In Numeracy, Year 9 has improved markedly over previous cohorts with 26% in band 9 and 10, outperforming the state average that is made up of both boys and girls.
- In Numeracy, Year 9 have no students in lower bands showing the effectiveness of our Mathematics and Inclusive Learning teams' engagement with students who find Mathematics challenging.

Percentage Achievement Levels for Year 9 2022 compared to State										
Band	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	SMC	State	SMC	State	SMC	State	SMC	State	SMC	State
Band 10	6.2	7.3	11.1	6.5	2.5	4.9	10.5	11.1	3.7	9.3
Band 9	27.8	18.2	16.7	12.5	10.5	17.3	21	15.6	22.8	16.1
Band 8	40.1	28.3	42	27.5	46.3	32.3	31.5	23.9	43.2	28.1
Band 7	22.8	24.6	21.6	24.5	34.6	27.8	28.4	24.4	27.2	29.9
Band 6	3.1	12.7	8	17.4	5.6	11.3	6.8	14.3	3.1	14.1
Band 5	0	6.1	.6	7.4	0	4.4	1.9	6.8	0	2.3
Band 4	0	2.4	0	2	.6	1.1	0	2.8	0	.1

## 4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

### Record of School Achievement (RoSA)

The RoSA is a cumulative credential for Year 10, 11 and 12 students leaving school prior to attaining the Higher School Certificate. In 2022, the College had six students who were eligible for the RoSA credential awarded by NESA. Four students left to pursue courses at TAFE and two students went into the workforce.

### Higher School Certificate (HSC)

Stella Maris College is a non-selective, all girls, catholic high school, providing a broad range of courses.

Percentage of Year 12 Students Attaining a Year 12 Certificate or Equivalent Vocational Education and Training Qualification		
Year 12	Qualification / Certificate	% of Students
2022	Higher School Certificate	100
2022	Attained one or more VET qualification as part of their HSC pattern of study	28

In 2022, 116 students completed Year 12 at Stella Maris College, of which:

- 116 students received a Higher School Certificate
- Most students satisfied the requirements of 'Minimum Standards Testing' by the completion of Year 10, with the few remaining, completing the requirement by their HSC
- 4 students were non-ATAR candidates
- 112 students were local students, 4 were international students
- 32 students completed one VET course, 3 students completed two VET courses.
- 8 students completed a VET course at TAFE
- 3 students completed a language course with the NSW School of Languages, an additional 8 students completed a language course at the College
- 1 external student joined the HSC cohort to study the VET course: Certificate III Live Production and Services

A summary of the results in 2022 is as follows:

- The College performed above the State mean in 34 of the 36 courses conducted
- 21% of exam results were in Band 6, with 61% of the cohort achieving at least one Band 6 result
- 90% of exam results were in the top three bands
- 12 students in Year 11 completed the HSC Design and Technology course
- The VET courses undertaken were:
  - Certificate II in Hospitality - Kitchen Operations and Cookery – 17 students
  - Certificate III in Travel, Tourism and Events – 2 students
  - Certificate III in Live Production and Services – 10 students
  - Certificate III in Beauty Services (Makeup) – 4 students
  - Certificate II in Information and Digital Technology (Animation) – 1 student
  - Certificate II in Human Services Allied Health – 1 student

#### Individual Student Performance Data:

- Distinguished Achievers:
  - 71 students achieved a Band 6 in one or more courses
- Two students were 'All-Rounders'
- Two students appeared in the Top Achievers list for attaining:
  - 5<sup>th</sup> place in Mathematics Standard 2
  - 9<sup>th</sup> place in Textiles and Design
- Highest ATAR achieved was 98.65
- One student's major work was selected for exhibition in Texstyle (Textiles and Design)
- Four students were nominated for InTech (Industrial Technology Multimedia)
- Nine students were nominated for Shape (Design and Technology) with one student's major work selected for exhibition.
- Four students were nominated for ArtExpress (Visual Arts) with one student's major work selected for exhibition.
- Four students were nominated for OnStage (Drama) with one student's major work selected for exhibition.



The following tables compare HSC results from 2017 to 2022. Student Band 6, Band 5 and Band 4 achievement was above State level. This has been a consistent trend.

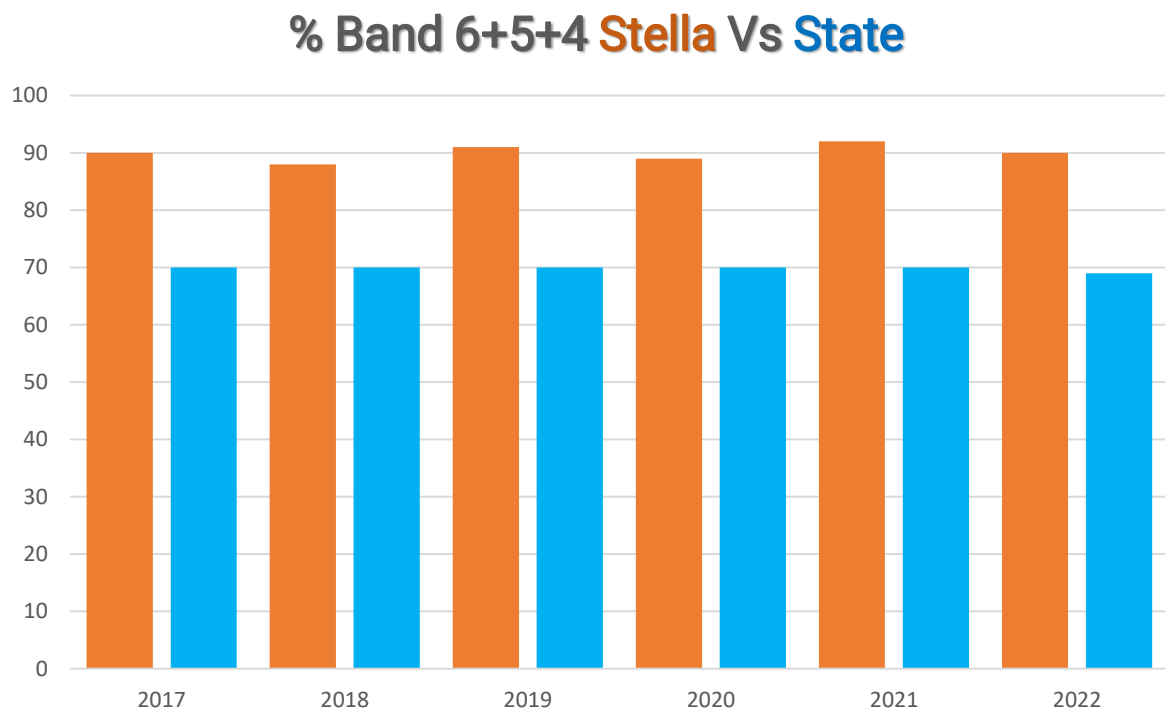
Course	College vs State Mean	Course Results (%) Performance Over Time									
		2021		2020		2019		2018		2017	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State
Ancient History	+14.22	N/A	N/A	90	62	100	66	100	63	96	62
Biology	+6.91	95	66	88	62	93	60	88	70	88	69
Business Studies	+6.76	96	66	94	62	83	62	95	65	87	66
Chemistry	+1.75	90	66	67	69	100	67	76	70	100	71
Community and Family Studies	+5.15	100	71	74	69	96	70	86	63	83	68
Dance	+4.71	100	85	100	87	100	82	N/A	N/A	100	82
Design and Technology	+13.17	100	82	100	83	100	82	100	84	100	77
Drama	+10.49	100	83	100	90	86	84	100	82	100	84
Earth and Environmental Science	+10.43	N/A	N/A	N/A	N/A	N/A	N/A	100	71	86	74
Economics	N/A	100	77	N/A	N/A	100	75	N/A	N/A	80	74
English Studies	N/A	N/A	N/A	N/A	N/A	100	4				
English (Standard)	+4.75	85	57	92	57	81	52	85	51	92	55
English (Advanced)	+0.65	100	93	100	95	100	92	94	91	96	92
English as an Additional Language or Dialect	+10.57	83	58	100	57	100	59	82	57	73	56
Food Technology	+7.79	93	61	N/A	N/A	80	68	80	63	85	60
Industrial Technology - Multimedia	+14.31	100	53	100	52	N/A	N/A	N/A	N/A	N/A	N/A
Information Processes and Technology	+6.60	0	57	100	58	100	63	71	68	N/A	N/A
Legal Studies	+6.53	93	68	70	67	100	66	100	73	80	75
Mathematics Standard 2	+12.39	92	51	77	50	76	57	82	53	78	51
Mathematics Advanced	+5.87	93	79	73	81	100	79	96	78	100	75
Modern History	+6.85	92	64	93	66	94	67	57	72	94	71
Music 1	+10.25	100	89	100	90	100	91	100	90	100	90
Music 2	N/A	100	99	N/A	N/A	100	100	100	100	100	100
PDHPE	+6.54	86	60	70	61	88	62	58	61	90	60
Physics	-7.45	63	71	100	67	100	64	100	65	50	68
Society and Culture	+7.58	100	80	100	80	89	79	100	78	79	79
Studies of Religion I	+2.27	100	69	100	77	100	79	100	71	100	82
Studies of Religion II	+0.22	80	72	85	74	85	80	55	71	81	78
Textiles and Design	+10.03	93	81	100	85	100	81	92	76	100	77
Visual Arts	+5.99	92	91	100	90	100	90	100	92	100	90
Chinese and Literature	+3.79	100	92	100	92	100	97	100	96	100	96

Course	College vs State Mean	Course Results (%) Performance Over Time									
		2021		2020		2019		2018		2017	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State
Entertainment Industry	+7.20	100	75	86	73	86	78	77	75	77	76
French Continuers	N/A	N/A	N/A	N/A	N/A	100	88	100	89	100	90
Hospitality	+4.21	100	59	89	64	95	65	83	68	91	70
Japanese Beginners	+10.13	75	56	80	59	100	66	100	72	100	66
Japanese Continuers	N/A	N/A	N/A	50	79	N/A	N/A	N/A	N/A	50	82
Spanish Continuers	+7.39	75	80	N/A	N/A	83	81	100	82	N/A	N/A

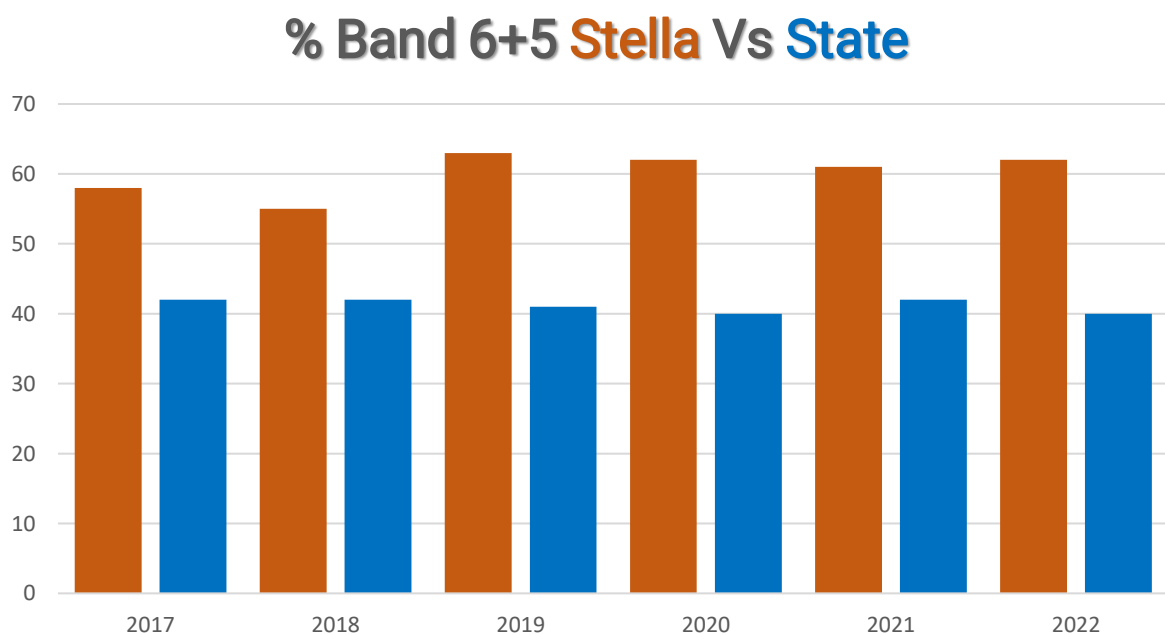
Extension Course	College vs State Mean	Course Results (%) Performance Over Time									
		2021		2020		2019		2018		2017	
		Band E3-4		Band E3-4		Band E3-4		Band E3-4		Band E3-4	
		College	State	College	State	College	State	College	State	College	State
English Extension 1	-0.21	100	94	N/A	N/A	100	94	100	96	100	96
English Extension 2	N/A	100	84	N/A	N/A	N/A	N/A	100	71	100	71
Mathematics Extension 1	+1.98	73	74	64	74	100	80	93	80	93	80
Mathematics Extension 2	+10.37	86	86	80	84	100	86	89	86	89	86
History Extension	+2.17	67	77	100	76	100	77	75	79	75	79



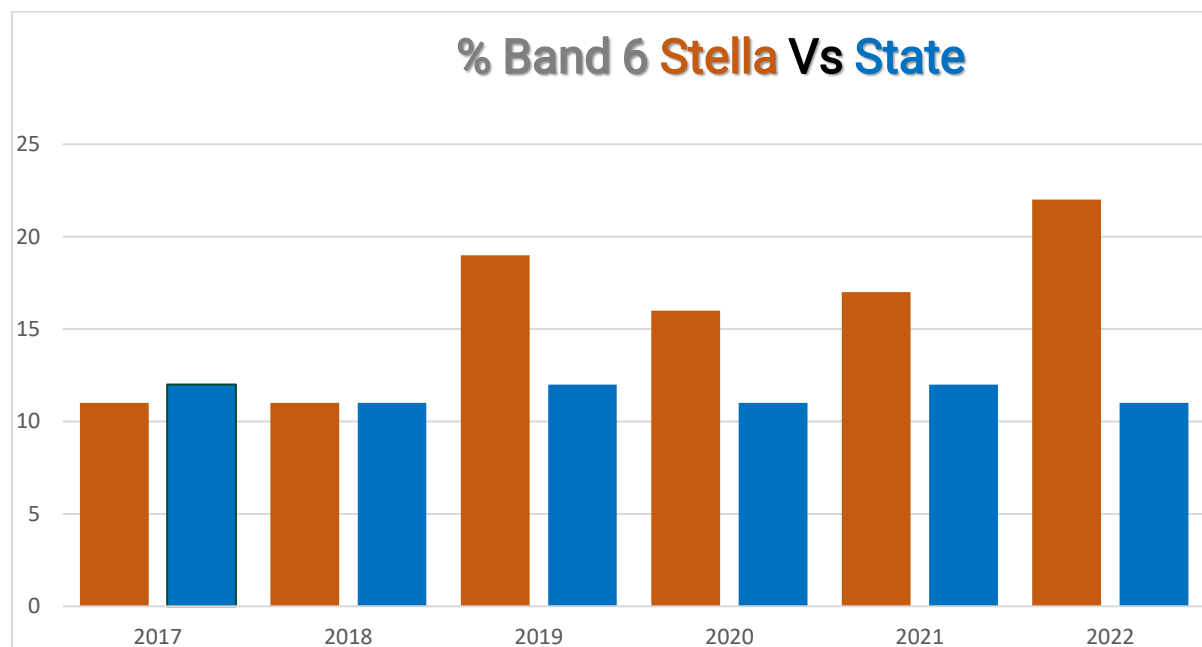
The percentage of Band 4+5+6 results in the 2022 College HSC data is consistent with previous years as shown below and significantly better than State.



The 2022 band results comparison shown below shows significantly better results for Stella Maris College in the top two bands compared to the State. The pattern over the last four years shows an increase in the margin above State.



The 2022 band results comparison shown below shows Stella Maris College with almost double the number of Band 6 results compared to the State. The pattern over the last four years shows a shift toward results in this area being significantly above State.



2022 Band Results Comparison		
Band	State	Stella Maris College
6	11	22
5	29	40
4	29	29
3	20	9
2	8	1
1	2	0
5 + 6	40	62
4 + 5 + 6	69	90

## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Professional Learning

The Assistant Principal Learning and Teaching, the Director of Professional Learning and Pedagogy and the Director of Innovative Learning collaborate on the Learning and Teaching Committee to lead and model teaching practice for sustainable school improvement through pedagogical leadership that supports teachers to develop their practice. Continuing from the inception of a dedicated professional learning program in 2017, teachers have been engaged in action research on their practice guided by the [SCHMIC Learning Thinking SCOPE](#). Teachers engage in analysis of data from standardised and diagnostic test results and student survey results, and collaborative discussions on evidence-based research on pedagogical practice, including the specialised requirements for inclusive learning. This collectively efficacious approach continues to develop a schoolwide pedagogy.

Teacher professional learning refers to the growth of expertise in teaching including, but not limited to, discrete Professional Development (PD) activities. Teachers continue to meet the new [NESA requirements](#) for the maintenance of accreditation that became effective from 30 November 2020. NESA accredited PD hours have been completed through some of the internal Professional Learning sessions and others using the PD application process for completion through an external provider. Onsite PD activities that qualify as Elective PD continue to be recorded in the College's iWise system. Teachers can generate an individual PD report from iWise that contains both the NESA Accredited and Elective PD event records.

The following table includes data captured in 2022 for both [NESA Accredited and Elective PD activities](#), showing the total number of hours for a specified count of teachers at the Accreditation level they are working towards.

Teacher Participation and Hours of Professional Development Activity at different Accreditation Levels			
Working Towards Accreditation Level	PD Type	Count of Teacher Names as Participation	Total Hours
Proficient	NESA Accredited PD – External	113	362
	NESA Accredited PD - Internal	186	457
	Elective PD - External	199	868
	Elective PD - Internal	687	1292.5
Highly Accomplished	Elective PD – External	17	94
	NESA Accredited PD - External	14	77.5
Lead Teacher	NESA Accredited PD – External	2	12
	Elective PD – External	13	79
Number of Individual Teacher Names as Participation across Total Hours		1231	3227

## Teacher Accreditation

Teacher Accreditation Status of Teaching Staff	
Recognised Accreditation Level	Number of Teachers
Conditional	2
Provisional	1
Proficient Teacher	92
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

## Teacher Qualifications

Qualifications of Staff	
Teaching Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	95 (including 1 on leave of absence)
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
<i>*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the Accreditation Table as some teachers with Conditional accreditation may not be included.</i>	



## 6. WORKFORCE COMPOSITION

### Our Staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	94	83.1
Non-teaching staff	47	35.0

Of the 135 people on staff at the College in 2021, none are known as Aboriginal and/or Torres Strait Islander.

Performance Measures	
Category	Percentage
Average teacher attendance expressed as a percentage of the average number of teachers present each day	92.84%
Proportion of teaching staff retained from the previous year	97.85%





## 7. STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

### Student Attendance

On average, 90.2% of students attended school each school day in 2022.

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	91.20
Year 8	89.50
Year 9	88.90
Year 10	87.70
Year 11	92.10
Year 12	92.00
Whole school	90.23

### Management of Non-attendance

The College acknowledges that regular attendance at school is essential in order to maximise the potential of students. In partnership with parents/carers, it is a core responsibility of the College to promote the regular attendance of students. The College procedure to manage non-attendance is:

- Clear information is made available to both students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.
- An electronic roll is marked at the start of each day. In addition, a roll is taken during each lesson in order to capture any partial absence. Teachers simply mark students as absent. This absence remains as unexplained until an explanation is received by Student Services at which point the appropriate absence code is entered against this student. The codes used are those designated by the government.
- All reasonable measures are taken to contact parents/carers promptly of an unexplained absence occurring (via SMS by 10:30am on the day of absence).
- Families are encouraged to holiday or travel during school holidays.
- Exemption from the compulsory education requirements of the Education Act may be granted by the principal when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered. Procedural fairness is accorded to an applicant for an exemption. Exemptions are granted for students engaged in employment in approved entertainment industry activities and in elite arts or sporting events (national and international).
- Records are kept ensuring that 'leave granted' does not exceed that which is allowable.

It is the responsibility of the Head of Year (HOY) to check period absences of students on a daily basis and consecutive absences weekly. For students who are repeatedly late to school, HOYs check in with the Pastoral Care teacher that there hasn't been an explanation given and then speaks with the student. HOYs take note of students who are absent for more than 2-3 days or on set weekdays, without explanation. Letters may be sent home when attendance percentages become a concern, or the HOY makes contact with the family if there is a pattern building of student absence. From there, the family may disclose that they are having difficulty getting the student to school, in which case the HOY will arrange a meeting with the parents/carers, the student, the Pastoral Care teacher, College Counsellor and the HOY.

## Student Retention Rates of Year 10 to Year 12

Of the 163 students who completed Year 10 at the College in 2020, 116 (71%) completed their HSC in 2022 (remaining stable with the 2021 rate of 72.6%). Based on information provided when students leave, they do so because of family circumstances or to complete vocational training, engage in employment or to pursue their HSC in a different educational setting.

## Post School Destinations - 2022

Following completion of the HSC, most students continued to further study.

Of the 112 Year 12 students who received an ATAR, 92 students (82%) according to the Universities Admissions Centre were offered a place at university. This does not include those who may have deferred the offered place as well as those students who were offered a place at university interstate or internationally. 66 students out of 92 (72%) were offered their first preference.

There were 56 early offers released to 45 students before the main rounds.

University destinations which have been released to the College by UAC, as well as Study areas of courses students are entering are listed below:

Post School Destinations		Post School Studies	
University	Number of Students	Study Area of Courses	Number of Students
Macquarie University	18	Society and Culture	20
University of Sydney (USYD)	13	Health	14
University of Technology Sydney (UTS)	18	Mgt and Commerce (Business)	13
University of New South Wales (UNSW)	11	Creative Arts	16
Australian Catholic University (ACU)	12	Engineering & Related Technologies	2
University of Newcastle	8	Natural and Physical Sciences	6
International College of Management Sydney (ICMS)	4	Education	12
Torrens University	2	Architecture and Building	3
Western Sydney University (WSU)	1	Information Technology	4
University of Wollongong	1	Agriculture, environmental & related studies	1
Australian National University (ANU)	1	Food, Hospitality Tourism Personal Services	1
Creative Media Institute (SAE)	1		
AIE	1		
Griffith	1		

## 8. ENROLMENT POLICIES

The College's Enrolment (Local Students) Policy was updated in February 2022. The College's Enrolment (International Students) Policy is currently under review.



### Enrolment (Local Students) Policy

52 Eumbla Avenue, Manly NSW 2095 | t +61 2 9977 5544 | f +61 2 9976 2753 | [office@stellamaris.nsw.edu.au](mailto:office@stellamaris.nsw.edu.au)  
[administration@stellamaris.nsw.edu.au](mailto:administration@stellamaris.nsw.edu.au) | [www.stellamaris.nsw.edu.au](http://www.stellamaris.nsw.edu.au) | <tel:+612958323827>

#### INTRODUCTION

Stella Maris College is a school of Good Samaritan Education established in 1931 in the Benedictine tradition. The policies of the College give expression to its values and ethos and/or reflect the legal requirements of a school registered and accredited by the NSW Education Standards Authority (NESA).

The College provides a Catholic education that promotes Benedictine values with particular emphasis on Justice, Peace, Hospitality, Stewardship and Community. In accordance with the Good Samaritan ethos, the College is committed to the development of the whole person, recognising their unique dignity. The College provides a comprehensive education for, and strives to meet the learning needs of, its students. The College recognises its role in supporting parents as the primary educators of their children.

In fulfilling its Mission, the College seeks to nurture the spiritual, intellectual, physical, social and emotional growth of all students. The College encourages the development of students' personal Christian values and the establishment of a firm foundation for on-going learning throughout life.

This policy gives guidance to those within the College community and those who join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

#### RELEVANT LEGISLATION

*Disability Discrimination Act 1992 (Cth) Sex  
Discrimination Act 1984 (Cth)  
Racial Discrimination Act 1975 (Cth) Anti-  
Discrimination Act 1977 (NSW)*

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sexual orientation, gender identity or race by refusing to enrol them at the College. The College is committed to fulfilling its obligations under the law in this Enrolment Policy.

#### DEFINITIONS

Throughout this policy, unless the context requires otherwise:

**parents** includes guardians or any other person who has applied to have a child entered on the register or enrolled at the College and, where the child has only one parent, means that parent.

#### ENROLMENT PROCESS

1. Registration Forms can be completed online via the College website ([www.stellamaris.nsw.edu.au](http://www.stellamaris.nsw.edu.au)). Parents complete the online Registration Form and pay a non-refundable registration fee. Parents declare they have read and acknowledge/understand the following which appears on the College website:
  - Enrolment Policy (Local Students) Policy

- Enrolment Conditions
  - Standard Collection Notice
2. Failure to provide all required information may result in the College declining to consider the child for admission to the College or delaying such consideration and may also result in the College declining or delaying the child's enrolment.
  3. Entrance to the College is normally in Year 7. Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances. Entrance other than at the beginning of Year 7 is at the discretion of the Principal.
  4. Normally, the Principal and senior staff will conduct enrolment interviews for children whose parents have applied to have them commence at the College in Year 7 during Term 1 of the year in which they are in Year 5.
  5. Normally, the Principal will conduct enrolment interviews for children whose parents have applied to have them commence at other times as places become available in the relevant student year group.
  6. At these interviews, among other things, the senior staff will seek to establish that the expectations and commitments of the parents are consistent with the College Mission and Vision Statement and the values, goals, policies and resources of the College.
  7. Enrolment interviews form part of a wider assessment process by the College, further details of which appear below.
  8. At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child.
  9. To accept the offer, the parents must within four weeks of receiving it:
    - (a) submit online to the College Registrar the signed Enrolment Conditions form;
    - and (b) pay the non-refundable Enrolment Fee.
  10. Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the College.
  11. Prior to the student commencing at the College, parents and their daughter will be requested to participate in an information session
  12. The College will provide to parents a Family Handbook giving details of uniform, curriculum, pastoral care, fees and any additional costs that may be incurred.
  13. The College will hold induction events prior to commencement of the school year to familiarise the student with College life.

### **Assessment**

The College will undertake an academic assessment of students prior to starting Year 7, after receipt of the Enrolment Form. As part of the assessment process, the College may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the College may ask parents to authorise the Principal or his/her delegate to contact:

- (a) the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the College suggests:

- (a) a profile of willful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College; or (b) the parents may not be able to meet the financial commitment required by having a child at the College, notwithstanding that the child otherwise satisfies the enrolment criteria, the Principal may decline to proceed any further with the enrolment process.

#### **College Reserves Rights**

The College reserves the right not to offer any child a place at the College or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The College also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

#### **College's Considerations and Preference Criteria**

When considering making offers of a place at the College, the College gives preference to:

- (a) students from local Catholic primary schools
- (b) sisters of students already at the College
- (c) daughters or granddaughters of former students of the College
- (d) students who are committed to the Catholic faith.

The College may also consider:

- (a) the commitment of the parents to enrolment of their daughter until the completion of her education in Year 12
- (b) evidence of a place at a similar Catholic school elsewhere in Australia if a family relocates from interstate or overseas
- (c) the pastoral needs of the student or her family
- (d) a student's and her family's willingness and ability to contribute to the wider life of the College
- (e) evidence of the student's leadership abilities and good character; and
- (f) the date of lodgment of the Registration Form.

#### **Continuing Enrolment**

Continued enrolment at the College is dependent on a student's academic progress, consistent attendance, receipt of fees and any other charges by the due date, adherence to the enrolment conditions and the College Community Code of Conduct as well as any other expectations of the student and her parents as set out in various College publications and policies from time to time.

#### **Pathways**



Students undertaking a Pathways program will study less subjects in any one school year and may, at the discretion of the Principal, be entitled to a reduction in **student fees**. The discount only applies to the general student fees. The family maintenance levy will remain payable in full.

#### **Deferral of Enrolment**

The College may hold a place for commencing students to defer their start date and current students to defer their enrolment for a maximum of 12 months. It is expected that during a deferral period, students are continuing their education elsewhere, in keeping with the NSW Education Act (1990).

Approval of the deferral request is at the discretion of the Principal, taking into account the reasons for the request. If the deferral request is granted by the College, it will hold the student's enrolment for the granted period (up to 12 months). A deferral period may be shortened or extended (up to the maximum of 12 months total deferral) by contacting the College Registrar at any time throughout the approved deferral period. If the intention to take up the place at the College changes during the deferral period, the College Registrar must be informed as soon as possible.

If a student does not return by the end of the granted deferral period, commencing students will be withdrawn from the College and their Letter of Offer revoked. Current students will be classified by the College as an inactive student and their enrolment classified as a 'past' student.

Fees apply for all deferrals. The College reviews these fees annually.

#### **Deferral Fees**

If at least one term's notice has been provided, a standard fee of \$1500 per term is to be charged to hold the student's place.

If less than a term's notice has been provided, the full fees will be charged for the first term of absence and \$1,500 per term thereafter.

#### **Related Documents:**

- Enrolment Conditions
- Standard Collection Notice
- Privacy Policy
- College Community Code of Conduct

#### **VERSION 5**

**Policy Approved:** February 2021

**Date for Review:** February 2024

## PREAMBLE

Stella Maris College (the College) is a school of Good Samaritan Education established in 1931 in the Benedictine tradition. The policies of the College give expression to its values and ethos and/or reflect the legal requirements of a school registered and accredited by the NSW Education Standards Authority (NESA).

## POLICY

Stella Maris College, in fulfilment of its Mission and Vision, welcomes international students at all year levels. The College provides a safe and caring environment where students can strive for academic excellence and become confident young women, ready to contribute to and rise to the challenges of our world. The presence of students from across the globe enriches the culture and diversity of the College and builds ties that last a lifetime.

## PROCEDURE

### Enrolment Numbers

The College is, first and foremost, an Australian Catholic girls' school and seeks to maintain its integrity as such. International students have special language, learning and social needs. Resources available to cope with these needs are limited, therefore the College limits international student numbers to 8% of the total student population.

### Proficiency in English

All instruction at Stella Maris College is in English, therefore, students must possess an adequate level of proficiency in the English language to enable them to participate in class and meet written and oral class requirements. English language proficiency must be demonstrated and the College reserves the right to seek evidence of English ability, or an arrangement to acquire it, prior to commencement at the College. If further instruction in English is considered necessary, the College reserves the right to alter the student's entry level to satisfy those instructional needs.

### Student Visa

It is the intention of the Australian Government Student Visa Program that students achieve their best educational outcome in a safe, enjoyable and rewarding place of study. The Student Visa 500 includes certain conditions requiring progress to be satisfactory, therefore it is a requirement of the College that international students will:

- Demonstrate satisfactory course progression (as per the Student Reporting Policy).
- Submit assessments and diligently complete homework.
- Maintain satisfactory course attendance (at least 85%). A Doctor's certificate is required if more than one sick day is taken at one time.
- Abide by the Enrolment (International Students) Policy.

### Student Wellbeing

The wellbeing of our international students is a priority for the College and is overseen by our Wellbeing Team.

## 9. OTHER SCHOOL POLICIES

Summary of College Policies		
Wellbeing Program (Pastoral) Policy	Changes in 2021	Access to full text
<p>The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students as outlined in the College Wellbeing Program (Pastoral) Policy.</p> <p>In 2022, Pastoral Care teachers followed their PC class through from Year 7 to Year 12, and have 2 planning / catch up periods in their load per cycle to get to know their students, communicate with parents/carers and plan PC lessons in line with the programming led by Heads of Year. Pastoral Care teachers continued their professional learning in areas such as: conflict resolution, healthy relationships, restorative practice, positive education principles and youth mental health.</p> <p>The Wellbeing Team has made significant achievements this year in promoting mental health and supporting students at our college. Led by the Head of Counselling and the College Counsellor, the team has implemented several initiatives to address the growing mental health concerns among youth. According to the latest data trends, there has been a noticeable increase in the number of students seeking mental health support, which can be attributed to the team's efforts in promoting awareness and reducing the stigma around mental health issues. The team has also worked to provide support structures for parents/carers, recognising the critical role they play in their child's wellbeing. The team facilitated a P&amp;F session to help parents/carers better understand and support their children's mental health needs. Overall, the Wellbeing Team's hard work and dedication have helped to create a positive and supportive environment for our students, enabling them to thrive both academically and personally.</p>	<p>Current Policy is due for renewal February 2024 (shall be replaced sooner with Complispace equivalent).</p>	<p>This policy is available by request to the Assistant Principal Wellbeing.</p>
Concerns and Complaints Policy	Changes in 2022	Access to full text
<p>The College uses procedural fairness in all aspects of complaint handling.</p> <p>Initially, issues should be directed verbally or in writing to the relevant staff member. If the issue remains unresolved then either party may make a complaint to the next level of management, detailed within the Communications Structure noted in the policy, until the issue is resolved.</p> <p>Issues are to be dealt with as swiftly as possible, in a courteous and respectful manner. Some issues require mediation or an interview and parties must be open to resolution, dismissal of the complaint or an apology given. A support person may be offered to the respondent to a complaint.</p>	<p>No changes in 2022.</p>	<p>This policy is available on the College website or on request.</p>

Anti-Bullying Policy	Changes in 2020	Access to full text
<p>The College's anti-bullying policy provides processes for responding to and managing allegations of bullying including the contact information for the Police School Liaison Officer and Youth Liaison Officer. This policy was disseminated by Heads of Year and was again included in the Student Diary for 2022. The eSafety Commissioner was consistently promoted to help parents/carers and students understand the pitfalls of the online world and protection measures that are available to families.</p> <p>The anti-bullying policy at Stella Maris College was a point of focus for all year groups in 2022. Thanks also to the initiatives led by the student leaders to promote kindness and an authentic sense of community, the College's zero-tolerance approach to bullying was evident for all year levels, via positive dialogue from the leaders as well as close monitoring by the Wellbeing Team.</p> <p>The student-led initiative of the College's first 'Operation Wellbeing' was a resounding success. The session, managed by the student leaders, included workshops and activities aimed at creating a safe and inclusive environment for all students. The College's anti-bullying policy clearly states that bullying behaviour is not tolerated and that the school will take a proactive approach to address and prevent such behaviour.</p> <p>Through the efforts of the wellbeing Team, anecdotally students feel more comfortable speaking out and seeking support if they experience or witness bullying behaviour. The success of the anti-bullying policy is a testament to the dedication of our student leaders and the school's commitment to creating a safe and nurturing learning environment.</p>	<p>Current Policy (February 2022) is due for renewal February 2025.</p>	<p>This policy is available on the College website or by request to the Assistant Principal Wellbeing.</p>
Discipline (Student Management and Engagement) Policy	Changes in 2021	Access to full text
<p>The College Student Management and Engagement Policy clearly specifies that use of any form of corporal punishment is never permitted. In addition, Stella Maris College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at school.</p> <p>The policy is based on principles of procedural fairness and involves parents/carers in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.</p>	<p>Current Policy (May 2020) is due for review May 2023.</p>	<p>This policy is available on the College website or by request to the Assistant Principal Wellbeing.</p>

## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT



### STRATEGIC PLAN *Towards 2025*

#### Strategic Priorities

1. Clearly expressing and embedding our identity
2. Best learning and best teaching
3. Building community and relationships
4. Being adaptable and sustainable



#### Achievement of Priorities Identified

Area	Priorities	Achievements
Facilities and Resources	Embed the goals of the College Strategic Plan	During 2020 the College Leadership and College Board developed a new Strategic Plan for the College which runs until 2024. The plan's focus is to: <ul style="list-style-type: none"> <li>Express and embed our identity;</li> <li>Offer our best learning and best teaching;</li> <li>Build our community and relationships;</li> <li>Be adaptable and sustainable.</li> </ul>
	Building Works	As part of the Strategic Plan the College has reviewed Stage 2 of the Masterplan and commenced detailed design phase during 2022, including plans for temporary facilities at 48-50 Eurobin Avenue during construction works. Works are expected to commence December 2023, with the new Creative Arts facility expected to open early in 2025.
	Develop deeper understanding of who we are as a school of <i>Good Samaritan Education</i>	Chapel works continued following the guidance of Sacred Space Architects in relation to how best to conserve the Chapel. Interior repainting continued with all walls and ceiling now painted, and improved lighting installed. Planned works in 2023 include re-leading of more stained glass windows.



		Staff were invited to apply for the NESLI Future Leaders program run by GSE to support the development of leadership skills of our middle leaders.
	Enhance support staff roles and expand opportunities for non-teaching staff professional development.	An Administration staff review led to some changes in support staff roles. An additional support staff member has been added to the Student Services Team and the Community Engagement and Marketing Team. During the review, staff were provided opportunity to take up additional professional development programs.

Achievement of Priorities Identified		
Area	Priorities	Achievements
Teacher Professional Learning	Embed the teacher professional learning sessions as essential to improving collective professional practice.	Teacher Professional Learning (TPL) during online remote learning focussed on adaptations to routines to address mental health and wellbeing issues for students and teachers, and utilisation of various IT options in their teaching practice.
	Embed systems and pedagogical practices that offer efficiencies in teaching and learning.	When TPL was conducted onsite, teachers worked in cross-curricular groups to re-connect with the concepts and strategies of the Learning Thinking Scope Program. Teachers collected and analysed data from lesson observations and compared this to student survey data on feedback in their learning, to reinforce practices across the schoolwide pedagogy. The TPL program will continue in future years.
Learning and Teaching	To embed the goals of the College Strategic Plan – “Best learning and best teaching”	<p>‘Best teaching’ practices are developed through the College’s professional learning plan focus on current evidence-based pedagogies. Staff continue to develop collaborative practices using dedicated PL sessions and the lesson and resource sharing features of SEQTA.</p> <p>‘Best learning’ is aided by the interrogation of data and consequent strategies for improvement. NAPLAN data shows growth in all areas, between Year 7 and 9, with average scores above State. Students requiring extra assistance are identified using school-based data and after the analysis of NAPLAN data.</p> <p>Most students satisfy the requirements of ‘Minimum Standards Testing’ by the completion of Year 10, with only a few, mainly new students, still to qualify in their HSC year.</p> <p>2022 HSC data showed a continuation in the trend to enhance student learning outcomes. All eligible</p>

		<p>students attained their HSC, most qualifying for an ATAR and gaining university entry.</p> <p>The College was ranked 63<sup>rd</sup> overall and 8<sup>th</sup> compared to catholic girls' schools in the State.</p>
	<p>To continue training staff, students and parents/carers in the use of our online learning platform SEQTA and implement new functions to support learning</p>	<p>The feedback functionality of the online learning management platform, SEQTA, will continue to be explored. Staff began training on the use of digital rubrics for marking and feedback in 2022 to make assessment feedback more consistent and informative, with clear improvement criteria for students.</p> <p>Stage 2 of the implementation of SEQTA in the Curriculum domain continues and training in new pastoral care features of SEQTA begins. Stage 2 features of SEQTA enhance communication between the College, students and parents/carers about both learning and wellbeing.</p>
	<p>To support students to demonstrate achievement in the highest bands/levels</p>	<p>Consecutive years' NAPLAN results suggest writing develops as a strength between Years 7 and 9 at Stella Maris College. Teachers continue the focus on lifting Year 7 -12 students' results through this strength in writing. Coupled with a professional learning focus on feedback, staff employ a variety of forms of feedback to enhance sophistication, structure and analytical skills in student writing.</p>



## 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

---

The College endeavours to ensure that all students recognise that they are a valuable part of the College community. The College works with staff, students and parents/carers to promote learning experiences that promote self-esteem, mutual respect and responsibility.

### Positive Education Principles

The past year at Stella Maris College has been marked by a range of positive education initiatives aimed at fostering the wellbeing and growth of our students. One of the key highlights has been the newly designed wellbeing program, which featured a series of engaging and thought-provoking themes designed to help students develop their self-awareness, resilience, and positive relationships as they progress from Year 7 to 12. The key themes of the program included Stella and Me in Year 7, My Stella Sisters in 8, Finding My Voice in 9, The Future Me for Year 10, Dare To Be Me in Year 11, and lastly Walking The Tightrope for Year 12. Each of these themes provided students with opportunities to reflect on their personal strengths and challenges, and to explore new ways of thinking and behaving that could help them achieve their goals.

Another major achievement in the area of wellbeing was the completion of the Youth Mental Health First Aid course by six of our dedicated staff members. This course provided these staff members with a comprehensive understanding of youth mental health, including how to recognize and respond to the early warning signs of mental health issues in young people. By equipping our staff with these important skills, we have been able to enhance our overall capacity to support the wellbeing of our students, and to promote a more positive and inclusive school culture.

Overall, we are proud of the progress that we have made in positive education over the past year. Through our various initiatives and programs, we have been able to help our students to develop a range of important social and emotional skills, and to build more positive and resilient mindsets. Looking ahead, we remain committed to continuing our efforts in this area, and to finding new and innovative ways to support the wellbeing and growth of our students, staff, and wider community.

### Stella Sisters

Stella Sister training was established at the end of 2019. Stella Sisters are junior leaders of the College who are endorsed by their teachers and Head of Year. In 2022 they continued to be mentored through a half day training session organised by the Head of Counselling and the College Counsellor. The Stella Sisters focused on the areas of active listening, peer support, reporting students at risk, and self-care. They acted as role models of inclusion and Benedictine service.

### Year 12 Leadership Team and Student Representative Council (SRC)

These groups offer forums where student voice can contribute to the College community providing an opportunity to bring concerns to the College Leadership which has been useful in obtaining student feedback.

Approximately 50 Year 11 students applied for leadership training in Term 3, 2021. These students had a record of demonstrated service to the College in a variety of areas and were endorsed by a staff member. They were trained in servant leadership, shaped by Benedictine tradition and biblical principles. Seventeen of these students were elected to formal student leadership roles as the 2022 Year 12 Leadership Team. These students meet with the Principal, Assistant Principal Wellbeing,

HOY, and Student Leadership Coordinator on a fortnightly basis as part of their leadership formation. This allowed for prayer, self-reflection, discussion and planning.

Eight House Representatives were also chosen as a second-tier leadership group, to assist at College Carnivals and whenever communication is needed to filter to younger year groups via the House system.

The Year 12 Leadership Team actively participated in the planning of College Assemblies which focused on cultivating respect amongst the community. Topics involved: RUOK? Day, Harmony Day, White Ribbon Day and The International Day for the Elimination of Violence Against Women. They also sought out ways to connect to the rest of the student body including running a school handball competition and running 'Fun Fridays' to get the school community moving every Friday lunch time.

The Student Representative Council is led by two students from the Year 12 Leadership Team and provides feedback to the College about the student experience through their regular meetings. The SRC raised funds for Santa Teresa on Stella Day. Other fundraising initiatives are to support the local community.

### **Retreats and Reflection Days**

Retreats in Years 8 and 10 ran for two days and one night, giving students the opportunity to reflect on our Catholic faith, our Good Samaritan Benedictine heritage, the journey ahead and to bond with the Year group. Year 11 Retreat was postponed until Term 1 2023, due to circumstances beyond our control.

Year 7 Benedictine Day was held in Term 3, introducing Year 7 to our Catholic Benedictine Good Samaritan culture, heritage and identity, including the history of our association with the Sisters of the Good Samaritan.

Each program provided students with the space to reflect on their choices and equip them with the skills to practically live their best life by following Jesus Christ and serving neighbour.

### **Social Justice Initiatives and Volunteering**

Stella Maris College shows commitment and service with our Good Samaritan partners and local community organisations through fundraising, practical service, and environmental initiatives. In 2022 the College raised \$25,740.

In 2022, the College has been creative in ensuring students are encouraged by our Catholic message of hope in these difficult times and detriment due to the impact of the pandemic, rising cost of living, inflation, and adverse weather effects, and has provided opportunities to reach out to the vulnerable in our community via:

- Prayer – in Year group meetings, daily prayer online, the Pastoral Care program, newsletter, student emails, student leadership meeting and assemblies.
- Assemblies run by the students – these centred around the Catholic, Benedictine value of Hospitality (the College theme for 2022) and how we can be welcome to all, especially to those in our community that are unfamiliar and seek to connect with all.
- Social Media – ensuring our Facebook message aligned with our Catholic identity and Mission – voicing hope and a sense of community and inclusion of all.

Opportunities for training and service were provided for students to develop their leadership skills and empower them as 'change-makers'.

We focused upon education, connection, and donated goods. We ran mufti days but were highly aware and sensitive to families impacted financially in our own community and had price points as options for contribution.

Throughout 2022 Social Justice activities included:

- Students attending and facilitating workshops at the online Catholic Youth Earth Care Summit. Subsequent instigation of environmental and sustainable practices and work on the Prophetic Voices Ecological Conversion pitch with an alignment to Pope Francis' recent Encyclical Laudato Si, calling on a Catholic response to the critical issue of caring for our Earth.
- Students fundraised for the St Vincent de Paul Flood Appeal and weekly prayers held for the people of Ukraine and others in our local and international community adversely affected by natural disasters and armed conflict.
- Social Justice students from years 9 to 12 launched their Prophetic Voices Pitch regarding ecological conversion at the SGS Foundation's Triennial Conference and were able to propose several sustainable practices at Stella that could also be adopted by other schools and transferrable in their nature. For example, the bin system at Stella is targeted to be more ecological and to help change the culture in the College. In addition, the pitch focused upon the importance of *"caring for country"* and the inclusion of an Indigenous voice by consulting with elders about native flora to be planted in our Stella gardens.
- Students being involved in the MAD (Making a Difference) Social Justice Club led by the senior prefects. They developed initiatives to make a practical difference in the community. A focus for the year was looming beanies for rough sleepers, which were donated to St Vincent de Paul's Winter Appeal. In addition, students fundraised for the purchase of gift vouchers, and these were donated to The Good Samaritan Inn and The Northern Beaches Women's Shelter.
- Year 9 volunteers cooked meals for vulnerable people on the Northern Beaches as part of the GIFT cooking program at St Kieran's, Manly Vale Parish. This occurred twice each term.
- Pastoral Care classes creating 61 hampers for donation to the St Vincent de Paul Christmas Appeal.
- Over 1 tonne of second-hand clothing was donated through the SRC group clothing bin located on the Stella Maris main campus.
- Stella Day focused on connecting with our Good Samaritan partners with an emphasis upon raising money for Santa Teresa. A shift in focus upon the importance of environmental sustainability also emerged on this key day. Stella Day changed to align with the emerging concern amongst the staff and students about the issue of Climate Change. Social Justice began work to foster more education regarding sustainable and environmental practices in our community. The Making a Difference Social Justice group launched their "eco stall" and shone a light on practical strategies that the Stella community could adopt in their everyday lives.
- Mufti days were held to fundraise for the Good Samaritan Foundation. A prime focus in Term 1 was to raise funds for Mater Dei.
- College support of local Hospice Bear Cottage by raising funds through student volunteering at the Christmas Gift Wrapping stalls.



## Co-Curricular and Extra-Curricular Activities

Students are encouraged to be actively involved in the extra-curricular activities offered at the College in order to develop their interests and talents, improve academic skills and build community spirit. The College offers an extensive range of activities which include:

- Animanga Club
- Art Club
- Book Club
- Dance, Drama and Music Ensembles
- Debating
- Duke of Edinburgh
- Environmental Club
- Faith Development Youth Group
- Free After School tutoring
- MAD (Make a Difference) Social Justice Club
- Meditation group
- Music Groups
- Origami Club
- Pilates
- Prayer Group
- Sailing
- SPECTRA Science Club
- Sports Teams
- Stellamatics Maths Club
- Writers' Group
- New signage at both campuses explaining Benedictine values
- New artwork installed at strategic locations around campuses promoting our Catholic Good Samaritan Benedictine charism and values
- New values logos and banners designed for use by the marketing team.
- Participation in Interfaith Dialogue excursions - promoting respect, understanding and acceptance of other religions
- Participation in Good Samaritan Education network conferences for students which promote dialogue respect and responsibility amongst students

## Duke of Edinburgh's Award

The College offers the opportunity for students to be involved in the Duke of Edinburgh Award scheme with students from Years 9 to 12 completing their Bronze, Silver and Gold Awards. Despite Covid-19 restrictions continuing to limit what the students could take part in during 2022, a large number of Year 9 students joined the Award and a record number of Year 10 students managed to complete their Bronze award and move onto silver. Ten students completed the requirements for their Gold award.

Local and Interstate experiences featured in 2022, with students completing day hikes in our local area – Royal National Park, Lane Cove National Park and Ku-ring-gai National parks. A large group of Year 10 girls and 5 staff completed a Snowy Mountains adventure including a three-day alpine hike, rock climbing, abseiling and survival skills. Thirteen gold participants completed an adventure tour of Tasmania and completed the Three Capes Walk accompanied by three college staff. These hikes were run by Stella staff, K7 adventures and Southbound adventures.



Students complete their service, physical recreation, and skill components of the Award with local sporting teams, surf lifesaving and volunteering in local businesses.

All participants had the opportunity during the year to participate in raising vital funds for Happy Days, a community funded secondary school in Cambodia, Lifeline, Capes 4 Kids, Legacy and Bear Cottage. Year 12 Duke of Ed participants organised and ran the Stella Sleep out and for the ninth year in a row and the Stella Duke of Edinburgh team won the largest group in the Beach 2 Beach charity fun run.

In 2022, there were more than 40 volunteers from the College staff to assist with supervising hikes and assessing students in their award components.



## 12. PARENT/CARER, STUDENT AND TEACHER SATISFACTION

---

An opportunity for parents/carers to express opinions in relation to decisions of the College Principal, management of students and College programs is given in the General Business agenda item of each Parents and Friends Association Meeting. These are held once each term.

Parents/carers have been consulted in the development and amendment of key documents such as the 'acceptable use protocols of mobile phones', as well as the functionality of the College's online learning system SEQTA.

Parents/carers are consulted in the Professional Review process for the Principal. In this process parents/carers have an opportunity to express issues of concern, areas of satisfaction and areas for development.

The College has a Complaints and Concerns Policy for handling parental/carer complaints, as well as complaints from other members of the public. This policy is located on the website and on the parent/carer portal. Families are informed of this information in the Family Handbook and procedural fairness is explained to complainants in each case.

If a parent/carer decides to withdraw a student from the College, an Exit Interview is generally conducted with the family to determine whether there are issues related to parent/carer satisfaction. Feedback from students assist in determining the level of satisfaction of students with College programs.

Students are represented by the Student Representative Council and Senior Student Leaders and have an opportunity to present concerns to the College Leadership Team at regular meetings each fortnight.

Exit interviews are usually conducted with teachers and other staff who leave the College to determine whether there are areas of dissatisfaction for staff. Also, there is a General Business agenda item at each staff meeting and staff can raise issues of concern. Staff are also able to place items on the agenda prior to the meeting.

There is a high level of satisfaction expressed by teachers at the College. Teachers have several avenues to raise issues with the Principal and Leadership Team, including faculty meetings, Pastoral Team meetings and a direct approach. The staff members of the Independent Education Union bring matters of staff concern to the attention of the Principal. All members of the Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.

In 2022, we continued our response to the results of the 2019 *Perspectives: Your School in Focus* survey, implemented through the AIS. The focus in 2022 was to engage with parents and carers in a more authentic and timely manner through emails and notifications, so that parents/carers felt more confident that they were being heard.

In terms of ad hoc community satisfaction feedback, members of the Leadership Team and the Principal are prepared to meet with staff, students and parents/carers regarding unresolved matters of concern.

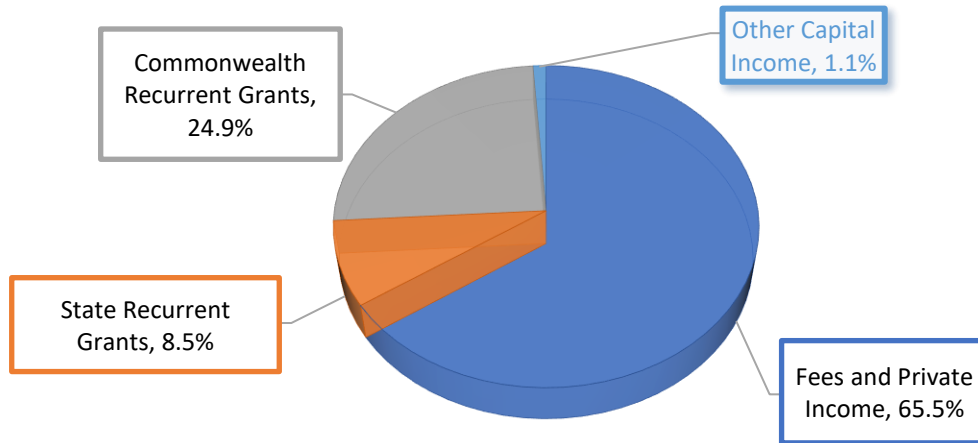
### 13. SUMMARY FINANCIAL INFORMATION

Financial income and expenditure for the College is shown below.

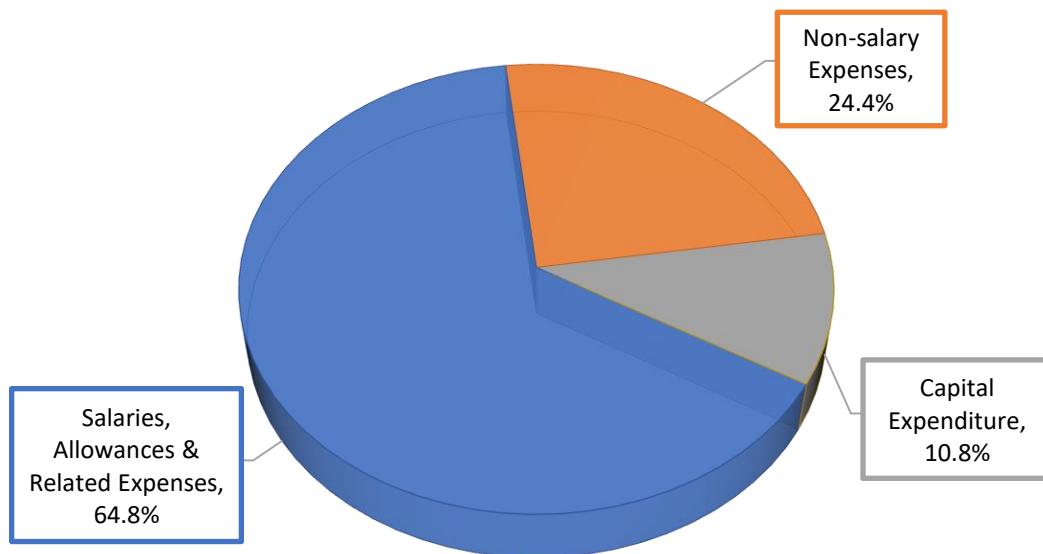
The following percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth's financial questionnaire:

Recurrent/Capital Income		Recurrent/Capital Expenditure	
Fees and Private Income	65.5%	Salaries, Allowances & Related Expenses	64.8%
State Recurrent Grants	8.5%	Non-salary Expenses	24.4%
Commonwealth Recurrent Grants	24.9%	Capital Expenditure	10.8%
Other Capital Income	1.1%		

#### RECURRENT/CAPITAL INCOME



#### RECURRENT/CAPITAL EXPENDITURE



## 14. PUBLICATION REQUIREMENTS

---

The Annual Report provides reliable and objective information to the College community about school performance measures and policies as determined by the NSW Government and Australian Government legislation.

The Annual Report is provided to NESA and made available on the [College website](#) by 30 June in the year following the reporting year. Printed versions are also available, on request, to persons who are responsible for a student and are unable to access it online.

Further information about the contents of this report may be obtained by contacting the College, visiting the [College website](#) or visiting the [MySchool website](#).



**a:** 52 Eurobin Avenue, Manly NSW 2095

**t:** +61 2 9977 5144

**f:** +61 2 9976 2753

**e:** [administration@stellamaris.nsw.edu.au](mailto:administration@stellamaris.nsw.edu.au)

**w:** <http://www.stellamaris.nsw.edu.au>

**abn:** 88 058 323 827 **cricos:** 03290E