



Stella Maris

COLLEGE MANLY

2025 ANNUAL REPORT



A Good Samaritan College for girls in Years 7 – 12

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1. A MESSAGE FROM KEY SCHOOL BODIES

1.1 A message from the College Principal

To walk through Stella Maris College is to encounter a community shaped by the Good Samaritan Benedictine tradition and animated by the belief that every young woman is created with the capacity to learn, to lead, and to flourish. Since our founding in 1931 by the Sisters of the Good Samaritan, we have remained steadfast in our mission: to form young people who listen with the ear of the heart, act with compassion, and engage with their world with wisdom, courage, and hope.

As one of ten Good Samaritan Education colleges across Australia, Stella Maris operates under the governance of the Members of the Company and the College Board, whose stewardship ensures strong governance, long-term sustainability, and fidelity to our mission. In partnership with the Diocese of Broken Bay, we contribute to the evangelising mission of the Catholic Church and serve as a contemporary Catholic school committed to excellence in girls' education.



At the centre of our work is the distinctively Benedictine conviction that learning is formation. Our calling is not only to teach, but to cultivate dispositions of curiosity, resilience, ethical reasoning, listening, and service. Our students are invited to develop Strong Minds and Open Hearts – to know themselves deeply, to learn with purpose, to act with integrity, and to contribute to the common good.

This vision is expressed with renewed clarity in our new strategic plan, Flourish: Our Journey Towards 2030. Flourish articulates four community commitments that guide every decision and every aspiration of the College:

Community & Culture – nurturing belonging, respect, hospitality, and relationships grounded in dignity.

Learning & Wellbeing – ensuring that each student experiences challenge, support, and growth through excellent teaching and a culture of care.

Staff & Teaching – investing in our people, recognising that the formation of young women is sustained by the formation of the adults who guide them.

Stewardship & Sustainability – acting wisely and courageously in the management of our resources, campus, and future direction.

Flourish is not simply a plan; it is our shared promise. It invites us to think courageously, act ethically, and shape learning and community experiences that move every student toward greater capacity and deeper belonging. It reminds us that each decision – in the classroom, in leadership, in community initiatives – is part of forming young women who will lead with compassion and clarity in a rapidly changing world.

The strength of Stella Maris lies in its people. Our staff are committed, talented, and deeply dedicated to the intellectual, spiritual, emotional, and social growth of every student. Our students bring enthusiasm, creativity, and generosity to all aspects of College life – from academic achievement to the arts, sport, social justice, and community engagement. Our parents and carers partner with us wholeheartedly, contributing to the lively, supportive culture that defines Stella. And our Board, guided by the mission of Good Samaritan Education, ensures strong governance and strategic vision.

As we reflect on 2025, we do so with gratitude for the achievements of our students, the professionalism of our staff, and the trust of our families. As we look forward, we are guided by the commitments of Flourish and inspired by the belief that education, grounded in Benedictine wisdom, is transformative.

Stella Maris College remains a place where young women are known, challenged, supported, and invited to flourish – intellectually, spiritually, emotionally, socially, and ethically. It is a privilege to lead this community as we journey toward 2030 with hope, purpose, and a deep sense of shared responsibility.

Sharyn Quirk
Principal

1.2 A message from the Chair of the Board



Stella Maris College remains a centre of educational excellence and spiritual development in New South Wales. Embracing a changing educational landscape, we boast a wealth of dedicated and focused leaders amongst our teaching and professional staff who challenge and enable our students to get the most out of their abilities as they become people of significance in their young adult lives. The Board, Committees, Leadership Team and student body, has each achieved excellent results in this endeavour.

The school remains in the top 100 schools in New South Wales with aspirations to push towards the top 50 schools by academic achievement. Our dedication remains to provide access to high achievement for all, with our demonstrated longstanding ability to lift lower to middling academics to solid results, opening up aspirations and opportunities where there were once doubts. We believe that all of our students can and should do their best and that their best will lay the platform to further success in young adult life. The 2025 cohort of students enjoyed many successes. We look forward to seeing them make their mark on the world.

The building of the Polding Centre was achieved swiftly with minimal disruption in 2025; on time and within budget. It promises to be a place that enables members of the Stella community to achieve their academic, professional and spiritual goals.

Our new principal, Sharyn Quirk, commenced in 2025 with a fantastic commissioning service and has been welcomed warmly by the Stella community. As Stella celebrates its 95th year in 2026, we aspire to further academic success and spiritual development pursuing outcomes spelt out in a strategic plan resolved under the guidance of Mrs Quirk.

2026 commences with our new Dean of Mission and Identity, Anna Nasr, joining Stella from Marist College, Ashgrove, in Queensland. Our historic chapel has recommenced regular mass for the Stella community on Fridays each week.

We have full enrolment, waiting lists for a number of years, high performance in sports and dramatic and artistic pursuits by the student cohort, and a stable staff body, many progressing their professional development, including marking HSC papers in a number of subjects. On behalf of the Board, I congratulate and thank each of them for their contributions, their professionalism, their unity as a group and their resoluteness. We are fortunate that they continue their dedication to develop young minds and souls.

We look forward with optimism and hope for 2026, with Mrs Quirk leading the community. We will no doubt see some new developments as we remain steadfast in providing quality education for young women.

Our vision remains to 'inspire young women to create a better world'. There remains fidelity to this vision in our development of young women academically and spiritually, providing a platform for their future significant contributions to Australian society.

James Mitchell
Chair, Board of Directors

1.2 A message from the College School Captain

There have been so many iconic graduation speeches, yet, my great epiphany was this; Stella community and Class of 2025, the very best things I've learnt, I've learnt from you.

After much study, my four lessons I've taken from the Stella community are:

1 - See your life not as a novel, but a collection of poetry. Starting school in Covid, we were able to come together and focus not on the world shutting down around us but the everyday golden moments that made it all worth it.

From making friends over Microsoft Teams chat and building Minecraft worlds to tuning in to chaotic history kahoots over Zoom, your relentless resilience has taught me to stop worrying about the things we can't control looming out beyond the horizon. It reminded me to take a breath, to look around and consciously see the blessings and beauty that surround you.

2 - Support each other relentlessly. This is one of my very favourite things about this community. Stella girls are always there to cheer each other on and lift each other up. I remember how nervous I was to give my first speech as captain, how grateful I was for the lectern so you wouldn't see my knees wobbling, and how much that changed when I saw smiling and thumbs up from my peers.

3 - To be heard is the greatest form of friendship. My goal as captain has always been to make just one person feel more included, more welcomed, more happy, more themselves. As much as I deeply hope I have achieved that, I know that I have also been the very lucky recipient of it. The truth is that at Stella I feel safe, I feel welcome, I feel myself.

4 - I see all the beautiful, creative and strong women who I have had the privilege to go through my school life with.

I don't say these things as empty affirmations, I say them as the proven conclusions of the last six years, of what I have seen all of you achieve and push through to be here today. You are strong. You are intelligent, and creative and powerful and that is an indisputable fact that you have shown me every day.

You deserve all the love in the world. You deserve to be surrounded by people who know your worth and tell it to you. You deserve to be seen for every part of yourself, and to be celebrated for that.

Please remember, if nothing else, that no matter the paths you pursue, no matter where you are in your life or who tells you, you can be there, your voice, and what you can give to the world always need to be heard.

Thank you for the greatest honour and privilege of being your school captain for 2025, I will cherish this always.

I am the way I am because you are the way you are. So please, be fully, loudly, messily, inconveniently, you.

Róisín Thompson
2025 College Captain



(L-R) Destiny Juul (College Vice Captain), Róisín Thomson (College Captain) and Violette Russel (College Vice Captain)

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

2.1 Contextual information about the school

Stella Maris College, Manly, is a vibrant Catholic secondary school for girls, proudly shaped by the Good Samaritan Benedictine tradition and governed by Good Samaritan Education (GSE). Registered and accredited by the NSW Education Standards Authority (NESA), the College operates as an incorporated body with the guidance of Company Members who ensure strong governance, mission integrity, and long-term sustainability.

Established in 1931, Stella Maris stands as one of the Northern Beaches' most enduring educational communities. In 2025, the College celebrates 94 years of empowering young women, with anticipation building toward our 95th anniversary in 2026—a milestone that honours the legacy of the Sisters of the Good Samaritan, whose vision for compassion, wisdom, and hospitality remains central to our identity today.

Our two campuses in Manly—Main Campus on Eurobin Avenue and the Benedict Campus on Pittwater Road—bring together history, innovation, and contemporary learning design. Each space invites students into a dynamic environment where rigorous learning, creativity, and connection thrive.

Stella Maris offers an extensive and future-focused curriculum that encourages young women to be original, critical, and collaborative thinkers. Our educators are highly skilled, passionate, and deeply committed to igniting curiosity, supporting wellbeing, and nurturing each student's unique capacity to flourish. Grounded in positive education principles, our wellbeing framework ensures that students are known, supported, and empowered to thrive academically, socially, emotionally, and spiritually.

As a comprehensive and inclusive school, Stella Maris welcomes students without academic pre-requisites for entry. Academic scholarships are offered to candidates entering Year 7, based on the ACER Scholarship Test.

More than a school, Stella Maris is a community where tradition and innovation meet—where young women are formed to act with integrity, lead with courage, and engage with the world with compassion. This rich heritage continues to inspire the College as we look confidently to our 95th anniversary and to the years beyond.

Further information about Stella Maris College, including enrolment and performance data, can be found on the Australian Curriculum, Assessment and Reporting Authority (ACARA) My School website: www.myschool.edu.au

2.2 Characteristics of the student body

In 2025, Stella Maris College had a total population of 1005 students, comprising of:

- 983 local students;
- 22 international students;
- 187 students with disabilities;
- 5 Aboriginal/Torres Strait Islander (ATSI) students;

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

3.1 National Assessment Program: Literacy and Numeracy (NAPLAN)

The table below shows the average student results at Stella Maris College for 2025.

Using the coloured key, results are shown to be above or well above those of all students nationally.

	2023	2024	2025		
				<<	>>
Compare to	<input type="radio"/>	Students with similar background	<input checked="" type="radio"/>	All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	578	581	568	593	573
Year 9	602	624	586	600	591

NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Scores comparing Stella Maris College averages to national averages in each domain are shown below for the 2025 Year 7 cohort: Results are significantly and consistently above the National average for each domain

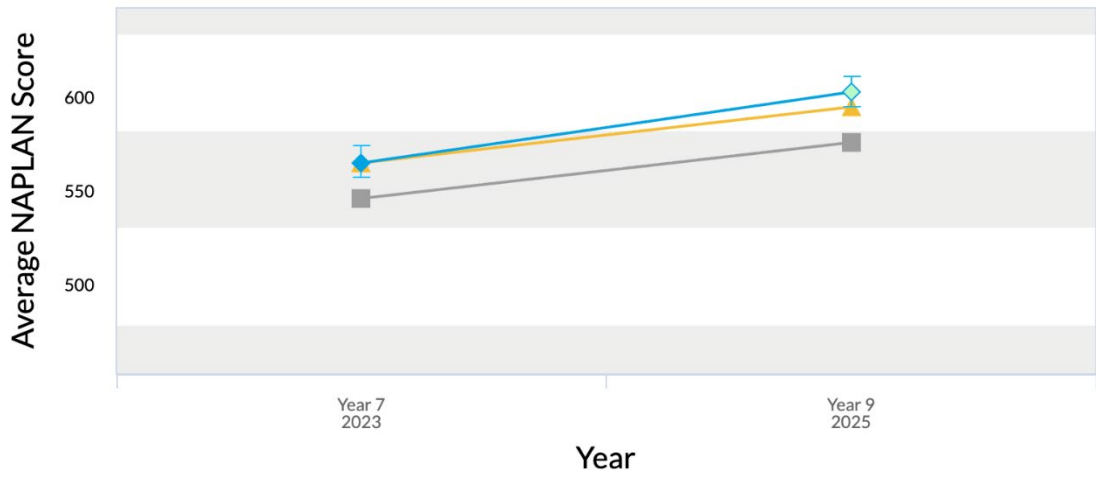
Students	DOMAIN				
	Reading	Writing	Spelling	Grammar	Numeracy
Stella Maris	578	581	568	593	573
National	538	538	542	539	545

Scores comparing Stella Maris College averages to national averages, in each domain, are shown below for the 2025 Year 9 cohort: Results are significantly and consistently above the National average for each domain.

Students	DOMAIN				
	Reading	Writing	Spelling	Grammar	Numeracy
Stella Maris	602	624	586	600	591
National	568	575	569	559	573

Student learning growth between Year 7 and Year 9 is shown in the graphs below for each domain. Comparative data is only available in the domains of Reading, Writing and Numeracy.

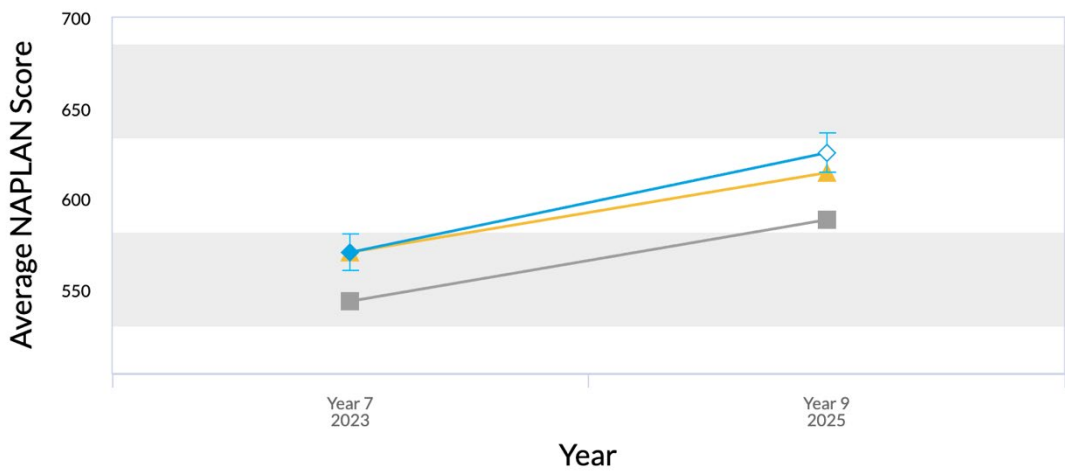
Year 7-9 Reading 2023-2025



Select Categories:

- Selected School
- Students with the same starting score and similar background (i)
- All Australian students

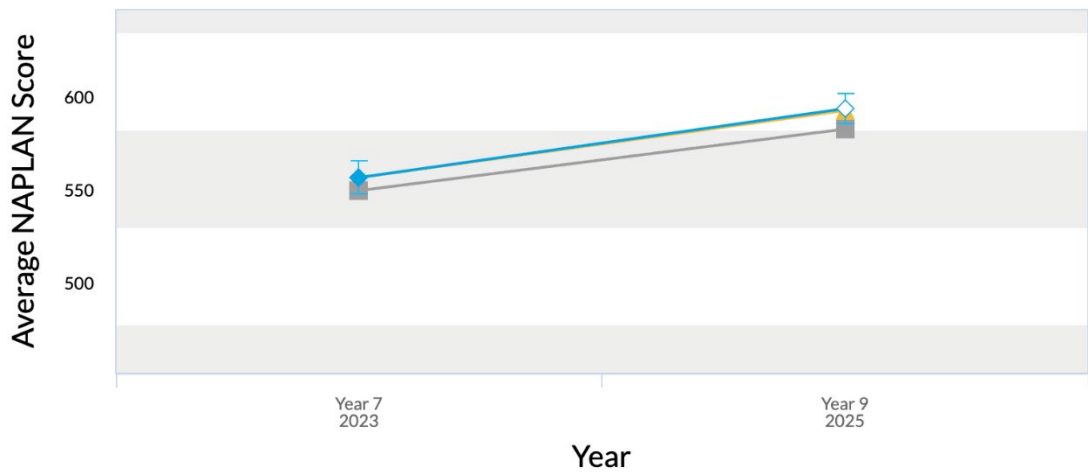
Year 7-9 Writing 2023-2025



Select Categories:

- Selected School
- Students with the same starting score and similar background (i)
- All Australian students

Year 7-9 Numeracy 2023-2025



Select Categories:

- Selected School Students with the same starting score and similar background ⓘ All Australian students

The graphs show Stella Maris students recording learning growth between Year 7 and Year 9, that is higher than that of similar students with the same starting score and similar background, and higher than the average growth for all Australian students.

4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

4.1 Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential for students in Years 10, 11, and 12 who leave school before attaining the Higher School Certificate (HSC). In 2025, the College had one student who was eligible for and awarded the RoSA by NESA after leaving the College prior to completing the requirements for the HSC. She subsequently progressed to further education through TAFE NSW.

4.2 Higher School Certificate (HSC)

Stella Maris College is a non-selective, all-girls Catholic secondary school that offers a broad range of courses to cater for the diverse interests and abilities of its students.

All students who were eligible for the Higher School Certificate successfully attained the credential.

The 2025 HSC Cohort

The 2025 Higher School Certificate (HSC) cohort comprised 118 full-time students eligible for the award of the HSC, along with one Pathways student who will complete her HSC in 2026.

Of these students, 118 were awarded the Higher School Certificate and 114 were eligible for an Australian Tertiary Admission Rank (ATAR). The cohort included 114 local students and five international students. Vocational Education and Training (VET) pathways remained a strong feature of the cohort, with 40 students completing one VET course and a further five completing two courses. Qualifications were attained across a diverse range of industries, including Hospitality, Tourism, Travel and Events, Human Services, Electrotechnology, Entertainment Services and Real Estate Practice. Seven students undertook VET courses through TAFE, while the remainder studied VET courses at the College. Academic enrichment opportunities were also well represented, with ten Year 11 students accelerated in the HSC Mathematics Advanced course, completing it in 2025. Language studies continued to be a priority, with five students studying through the NSW School of Languages, including three accelerated in French, and an additional seven students completing a language course at the College. The majority of students met the Minimum Standards Testing requirements by the end of Year 10, with the remaining students completing these requirements during Year 11.

HSC Results and Distinguished Achievements

The College achieved strong academic outcomes in the 2024 HSC examinations, performing above the State mean in 32 of the 36 courses offered. The four courses that performed below the State mean had enrolments of between one and four students. Overall, 19.3% of examination results were awarded a Band 6 (scores above 90), with 56% of students achieving at least one Band 6 result. In 97% of HSC examinations, students achieved marks at or above 70%. A Stella student placed first in the State in English as an Additional Language or Dialect (EAL/D). ATAR outcomes were similarly impressive, with 80% of ATARs above 70, 47% above 80 and 23% above 90. Sixty-six students were recognised as Distinguished Achievers, attaining a Band 6 in one or more courses, and the College Dux achieved an ATAR of 97.95. In addition, 35 students had major works nominated for their exemplary standard across multiple disciplines, including Design and Technology (five), Textiles and Design (nine), Drama (nine), Visual Arts (two), Music 1 (one) and Dance (nine).



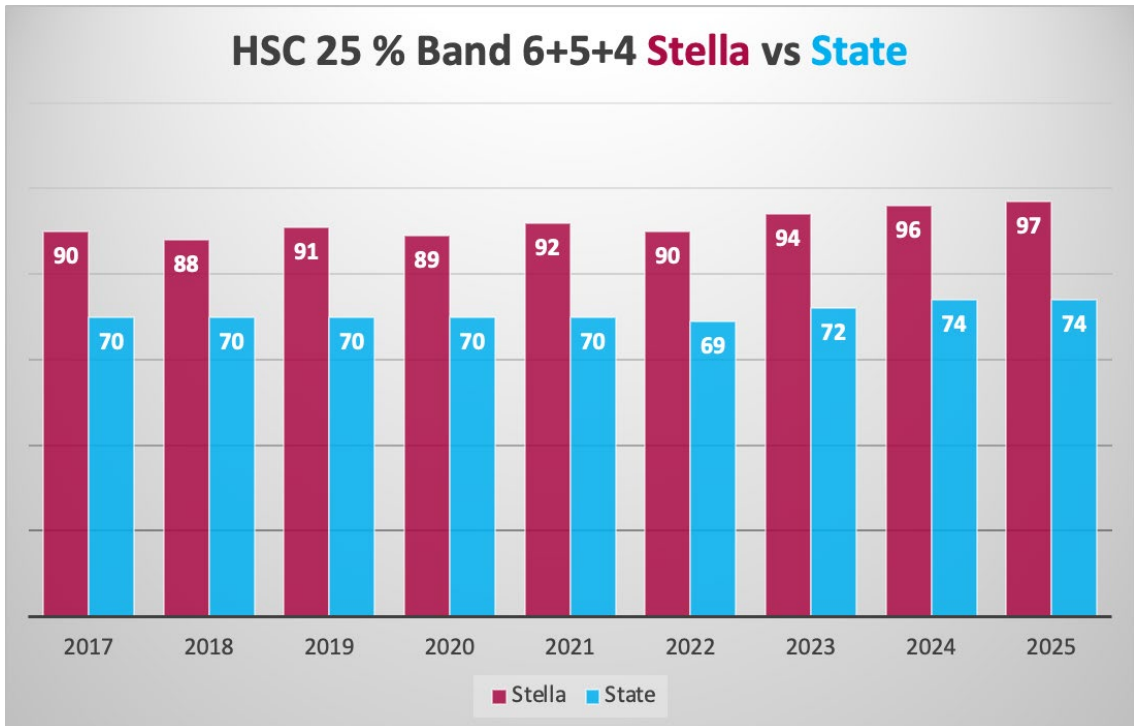
The following table presents a comparison of HSC results from 2020 to 2025. As a non-selective school, the combined results for Bands 6, 5 and 4 provide an appropriate and meaningful comparative index of student achievement. In 2025, student performance in the combined Band 6–5–4 category was above the State average, continuing a positive trend that has been evident since 2020. In addition, course mean results in 89% of courses were above the corresponding State means.

Course	College vs State Mean	Course Results (%) Performance Over Time											
		2025		2024		2023		2022		2021		2020	
		Band 4-6		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	College	State
Ancient History	+8.3	100	65	88	65	100	60	100	63	N/A	N/A	90	62
Biology	+10.6	100	65	100	70	97	64	75	53	95	66	88	62
Business Studies	+9.4	100	66	98	64	85	64	95	64	96	66	94	62
Chemistry	+1.9	92	71	79	67	100	66	60	64	90	66	67	69
Community and Family Studies	+7.1	96	70	97	71	88	71	100	73	100	71	74	69
Dance	+3.8	100	92	100	89	100	92	100	92	100	85	100	87
Design and Technology	+6.4	100	84	100	77	100	78	100	82	100	82	100	83
Drama	+2.7	100	89	100	92	100	88	100	88	100	83	100	90
Earth and Environmental Science	+7.8	100	69	100	63	67	60	100	68	N/A	N/A	N/A	N/A
Economics	-1.1	100	78	100	78	100	76	N/A	N/A	100	77	N/A	N/A
English (Standard)	+6.2	95	68	97	67	93	59	79	55	85	57	92	57
English (Advanced)	+4.1	100	97	100	96	100	95	98	93	100	93	100	95
EAL/D	+16.3	100	56	100	53	75	53	100	46	83	58	100	57
Food Technology	+10.6	100	62	100	60	100	64	100	56	93	61	N/A	N/A
Geography	N/A	N/A	N/A	100	73	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Industrial Technology Multimedia	N/A	N/A	N/A	82	55	67	54	100	51	100	53	100	52
Enterprise Computing (formerly IPT)	+7.2	100	71	N/A	N/A	N/A	N/A	100	64	0	57	100	58

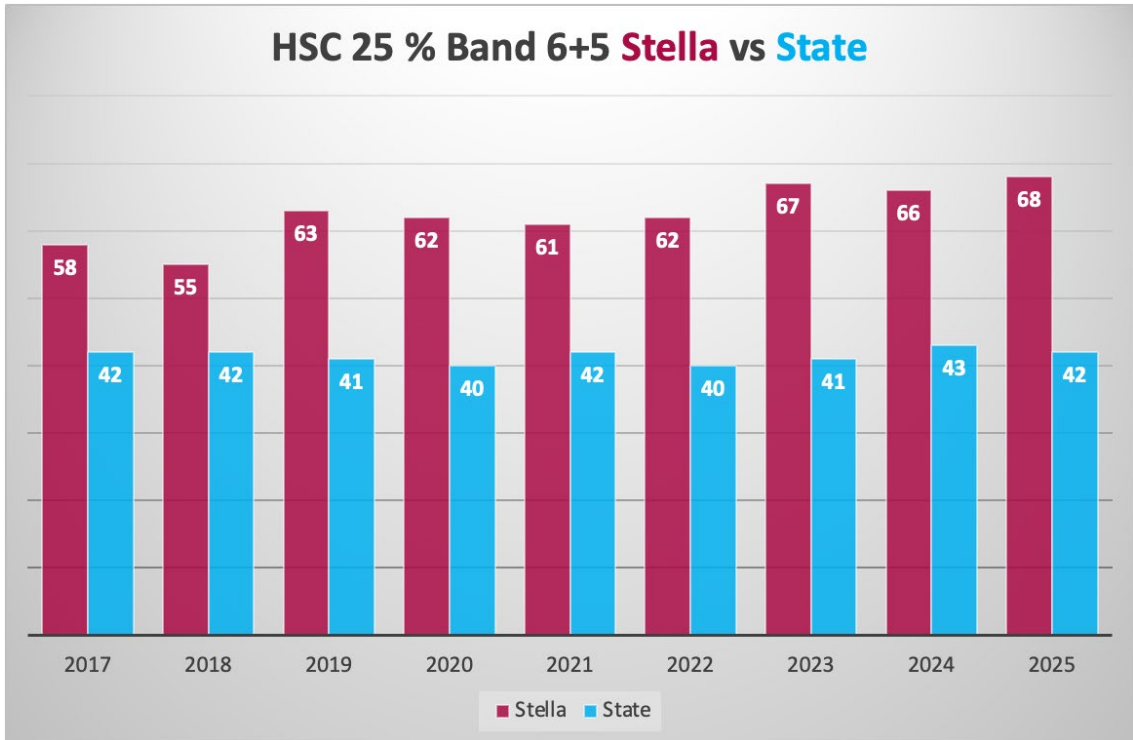
Course	College vs State Mean	Course Results (%) Performance Over Time											
		2025		2024		2023		2022		2021		2020	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State	College	State
Legal Studies	+10.6	100	68	91	69	100	69	81	66	93	68	70	67
Mathematics Standard 2	+11.9	96	60	95	59	89	57	90	54	92	51	77	50
Mathematics Advanced	+10.1	100	80	100	77	100	75	89	76	93	79	73	81
Modern History	+4.2	90	69	95	71	90	64	89	67	92	64	93	66
Music 1	+6.1	100	87	100	89	100	89	100	89	100	89	100	90
Music 2	-6.6	100	100	50	98	100	99	N/A	N/A	100	99	N/A	N/A
PDHPE	+10.25	96	68	100	67	95	63	64	50	86	60	70	61
Physics	N/A	N/A	N/A	83	65	N/A	N/A	40	68	63	71	100	67
Society and Culture	+6.2	88	82	86	79	100	80	100	75	100	80	100	80
Studies of Religion I	+1.7	100	80	100	80	100	84	100	80	100	69	100	77
Studies of Religion II	+2.4	100	80	91	81	90	82	83	79	80	72	85	74
Textiles and Design	+14.8	100	77	100	76	100	78	100	79	93	81	100	85
Visual Arts	+6.9	100	92	100	94	100	91	100	92	92	91	100	90
Chinese and Literature	+7.1	100	96	100	96	100	97	100	92	100	92	100	92
Entertainment Industry	+7.4	100	74	N/A	N/A	83	68	100	72	100	75	86	73
Hospitality	+6.0	100	74	90	78	86	70	100	72	100	59	89	64
Japanese Beginners	+12.6	100	60	100	67	N/A	N/A	100	55	75	56	80	59

Extension Courses	College vs State Mean	Course Results (%) Performance Over Time											
		2025		2024		2023		2022		2021		2020	
		Band E3-4		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	College	State
English Extension 1	+0.1	100	95	100	95	N/A	N/A	88	92	100	94	N/A	N/A
English Extension 2	-3.4	100	88	100	87	N/A	N/A	N/A	N/A	100	84	N/A	N/A
Mathematics Extension 1	+6.2	100	77	75	80	100	72	86	73	73	74	64	74
Mathematics Extension 2	+0.2	100	84	67	86	100	86	100	85	86	86	80	84
History Extension	-1.5	100	87	100	86	88	85	100	84	67	77	100	76

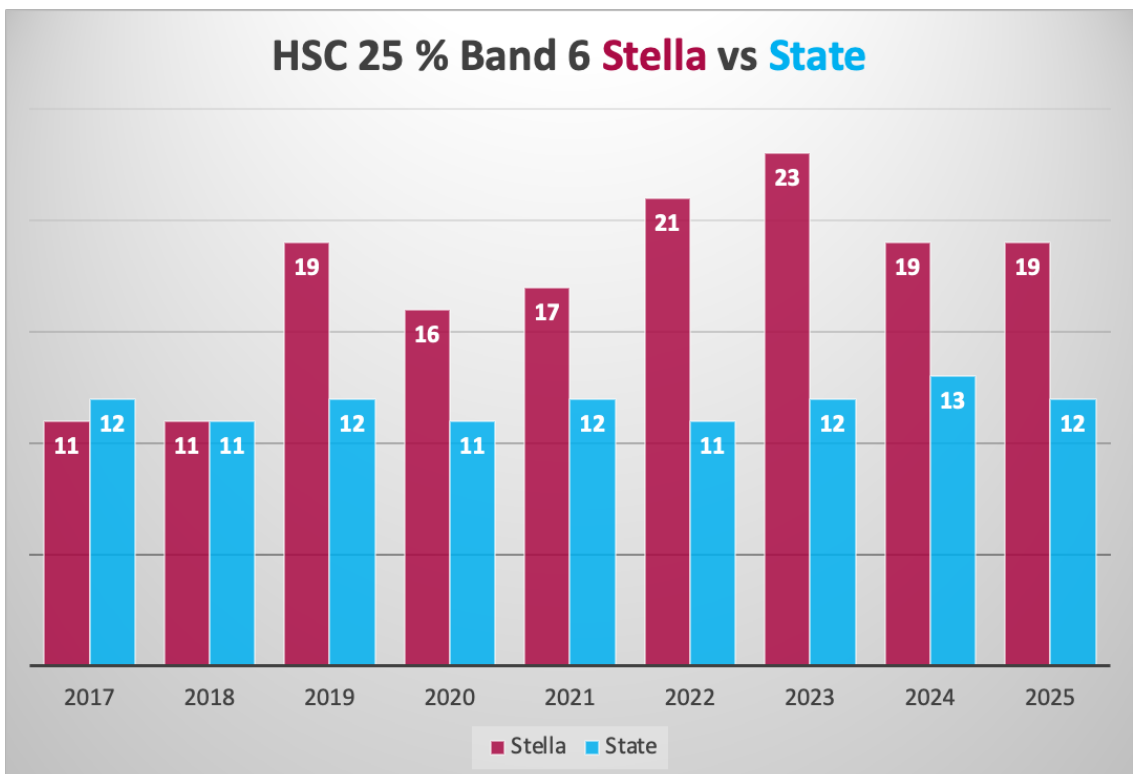
The percentage of combined Band 6, 5 and 4 results in the College's 2025 HSC data shows a clear increase on previous years and remains significantly above the corresponding State results, as illustrated below. The State data used for comparison includes only those courses offered at the College when reporting Band 6 outcomes. If all HSC courses were included in the State data set, the overall State rate of Band 6 results would be considerably lower.



The 2025 band results comparison presented below demonstrates significantly stronger performance by Stella Maris College in the top two bands when compared with the State. The data indicates a marked improvement since 2023, with results stepping up to a higher level and continuing on a sustained upward trajectory.



The 2025 band results comparison presented below shows that Stella Maris College achieved a significantly higher percentage of Band 6 results than the State. The longitudinal data since 2019 indicates a clear shift, with Band 6 outcomes consistently remaining well above State levels.



The table below gives a comparison of Stella Maris College HSC results for 2025 across all bands.

2025 Band Results Comparison		
Band	State	Stella Maris College
6	12.3	19.3
5	30	48.4
4	32	29.2
3	16	2.5
2	6.5	0.7
1	1.7	0
5 + 6	42.3	67.7
4 + 5 + 6	74.3	96.9

5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

5.1 Professional Learning

The focus of this year's integrated Professional Learning program has been 'Using Data' - analysing a range of internal and external data sets to target specific evidence-based strategies to support and extend learning.

The Teaching and Learning Team, consisting of the Assistant Principal Learning and Teaching, the Director of Professional Learning and Pedagogy, the Director of Studies and the Director of Information and Learning Technologies, collaborated to program Professional Learning (PL), prioritising the needs of students and staff according to ongoing data analysis. Evaluation of RAP data, NAPLAN, ACER and PAT testing as well as grade tracking across the different Stages, informed which strategies to develop further according to current research. The impact of these strategies was continually measured through student and teacher surveys, classroom observations, student focus groups, and ongoing data tracking.

Building on our 2024 focus on 'Explicit Teaching,' our PL program targeted effective feedback, differentiation, the use of questioning to promote deeper critical thinking, integrating metacognitive strategies such as verbalisation and checklists, as well as creating safe learning environments where students are encouraged to struggle ('The Learning Pit' - Nottingham, 2020). According to our PL Staff Survey, teachers across subject areas provided qualitative evidence of rigorous learning in the classroom, and an increase in student agency. The use of a gradual release of responsibility through visible learning and evaluation has become routine practice across our school.

This year's NAPLAN data measured the learning growth in writing and grammar skills which we targeted in 2023 and 2024. SCOUT data verified a +12 effect in learning growth, in comparison to expected skill development between Year 7 and Year 9. This has affirmed the impact of a whole-school approach to the explicit teaching of literacy.

Teacher professional learning is valued at the College and continues to be a priority investment. Teachers have been encouraged to pursue subject/role-specific learning through external providers and their professional networks, in consultation with their line managers and/or Head of Department. With many new Syllabi coming into effect in 2026, teachers across departments have completed PD with their associations and the AIS to inform program decisions for our student context.

This year, our Learning Support Officers consistently joined Professional Learning Groups to ensure continuity between classroom and intervention strategies, as well as a shared language across learning forums.

Teachers continue to meet the [NESA requirements](#) for the Maintenance of Accreditation (100 hours over 5 FTE hours or 7 PTE). The Director of Professional Learning and Pedagogy logs all internal PL in our Learning Management System (iWise) and can generate an individual report as an official learning log which is mandated by NESA.

All approved external PL is also automatically added to a staff member's personal learning log, so the College can track compliance requirements.

The following table includes data captured for internal and external professional learning following the NESA's retirement of the mandated categories in 2025:

Internal and External Professional Learning		
PD Type	Number of teachers	Total Hours
Internal (PL & Staff Days)	104 (incl. Casual blocks) and 8 x LSOs	2270
External (College approved PD)	123 (inc. all Casuals - compliance training)	1659
Total		3929

5.2 Teacher Accreditation

Teacher Accreditation Status of Teaching Staff	
Recognised Accreditation Level by end of 2025	Number of Teachers
Conditional	3
Provisional	3
Proficient Teacher	93 + 8 regular Casuals
Accomplished Teacher (AIS)	67
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total	99 (+8 Casual Teachers)

5.3 Teacher Qualifications

Qualifications of Staff	
Teaching Category by the end of 2025	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.	107
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

**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.*

6. WORKFORCE COMPOSITION

6.1 Our staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	101	90.6
Non-teaching staff	61	44

Of the 162 people on staff at the College in 2025, 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	94.71
Proportion of teaching staff retained end of 2025	87.25



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

7.1 Student attendance

On average, 91.07% of students attended school each school day in 2025.

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	93.24
Year 8	91.25
Year 9	89.59
Year 10	87.80
Year 11	92.44
Year 12	92.87
Whole school	91.07

7.2 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 and/or College Counsellor and/or Director of Students, and the HOY.

7.3 Student retention rates of Year 10 to Year 12

Of the 161 students who completed Year 10 at the College in 2023, 119 (74%) completed their HSC in 2025. Based on information provided when students leave, the reasons given for these departures were to pursue their HSC in a different educational setting, to go to TAFE, to go overseas, or to start an apprenticeship.

7.4 Post school destinations

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

Of the 114 Year 12 students who were eligible for an ATAR, 93 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.

There was a total of 174 offers released to the 2025 cohort with Macquarie University being the most popular university, followed closely by UTS. The most popular area of study was Society and Culture.

A total of 70 early offers were distributed to 51 students ahead of the UAC main offer rounds. This count is based on data from student communications and official figures provided by UAC. It's probable that additional offers were also made. 41% of students who applied for the Schools Recommendation Scheme (SRS) received an offer.

A breakdown of the offers and fields of study released to the College by UAC are listed below.

Post School Destinations		Post School Studies	
University	Offers	Field of Study	Offers
Macquarie University	39	Society and Culture	32
University of Technology Sydney (UTS)	37	Management & Commerce	30
Australian Catholic University (ACU)	25	Health	30
University of Sydney (USYD)	18	Creative Arts	23
University of New South Wales (UNSW)	15	Natural and Physical Sciences	18
University of Newcastle	10	Education	16
Western Sydney University (WSU)	6	Architecture and Building	12
International College of Management Sydney (ICMS)	4	Information Technology	8
University of Canberra	3	Engineering and related Technologies	5

Charles Sturt University	3
University of Notre Dame	3
University of Wollongong	3
Torrens University	2
ACPE	1
Southern Cross University	1
UNE	1
CQ University	1
ANU	1
ACAP	1

8. ENROLMENT POLICIES

The following policies are available publicly on the College website:

8.1 [Enrolment \(Local Students\) Policy](#) Next review date March 2026

8.2 Enrolment (International Students) Policy Next review date March 2026

9. OTHER SCHOOL POLICIES

Summary of College Policies		
<p>9.1 Child Safeguarding Policy</p>	<p>Next review date</p>	<p>Access to full text</p>
<p>The aim of this policy is to ensure child safeguarding legislation is adhered to and that safeguarding policies and procedures arising from these legislative obligations support the College community in building a culture of safety for all our students. The protection and wellbeing of our students is of fundamental importance to the College. The College embraces the personal and educational necessity of a safe environment, properly understood as the responsibility of the whole school community.</p>	<p>February 2026</p>	<p>This policy is available on the College website or on request.</p>
<p>9.2 Wellbeing Program (Pastoral) Policy</p>	<p>Next review date</p>	<p>Access to full text</p>
<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 2025, Pastoral Care teachers followed their PC class through from Year 7 to Year 12 and have two 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.</p> <p>The Wellbeing Team continued to engage with Elephant Education for their Years 7 – 9 Sexual Health incursions. For Years 10-12, we engaged with <i>Tomorrow Woman</i>, a program that aspires to reignite girls and women around Australia with their voice, empowering them to confidently express their needs and opinions in the moments that matter.</p> <p>In 2025, the Director of Students spent their wellbeing allocation focusing on continuing to mentor new Heads of Year, and planning strategic procedures with Inclusive Learning, so that those students who require extra support, feel seen and heard, and that teachers feel equipped and resourced to help.</p>	<p>January 2028</p>	<p>This policy is available on request from the Assistant Principal Wellbeing.</p>

9.3 Anti-Bullying Policy	Next review date	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 various online support networks. This policy was disseminated by Heads of Year and was again included in the Student Diary for 2025.</p> <p>The anti-bullying policy at Stella Maris College was a point of focus for all year groups in 2025. The Wellbeing Collective met with their Heads of Year and took charge in championing what concerns their year were having. The student-led initiative of the College’s fourth ‘Operation Wellbeing’ was another success. The session, managed by the incoming Year 11 leaders, included workshops and activities aimed at promoting communication and open dialogue.</p> <p>The continued 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>	February 2028.	This policy is available on the College website or on request from the Assistant Principal Wellbeing.
9.4 Discipline (Student Management and Engagement) Policy	Next review date	Access to full text
<p>The Student Engagement and Management Policy at Stella Maris College provides a clear framework for promoting positive behaviour, respectful relationships and active participation in learning. It reflects the College’s commitment to Gospel values and Benedictine ideals, and emphasises wellbeing, consistency and clarity of expectations as the foundation for a safe, inclusive and supportive learning environment.</p> <p>The policy outlines a shared approach to student engagement and behaviour management, beginning in the classroom and supported through pastoral and wellbeing structures. Classroom teachers, Pastoral Care Teachers and Heads of Year work collaboratively, with additional guidance from the Wellbeing Team and senior leaders where required, to respond to student needs in a fair, restorative and procedurally just manner. Corporal punishment is not permitted, and all behaviour matters are managed with dignity, care and respect.</p>	January 2027	This policy is available on the College website or on request from the Assistant Principal Wellbeing.
9.5 Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct	Next review date	Access to full text
<p>The School requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct, and staff</p>	August 2026	This policy is available on the College website

9.6 Concerns and Complaints Policy	Next review date	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.</p>	January 2027	This policy is available on the College website or on request.
<p>are encouraged to report any breaches of the Code or standards. It is also critical that the broader School community reports staff misconduct and reportable conduct (both defined below) to ensure the safety and wellbeing of students, and that the School complies with its legislative reporting obligations. The School has a legal obligation to investigate and report to the NSW Children's Guardian all allegations of reportable conduct made against staff at the School as defined by the Children's Guardian Act 2019 (Children's Guardian Act).</p>		

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

10.1 Strategic Development

Priority:

Complete and Implement the new Strategic Plan – Flourish: Our Journey Towards 2030.



Achievements:

In 2025, the College commenced the foundational implementation of Flourish: Our Journey Towards 2030, a strategic plan that defines four core Commitments shaping our future direction:

- Community & Culture – strengthening belonging, hospitality, and shared purpose.
- Sustainability & Stewardship – ensuring wise, responsible, and future-focused resource management.
- Staff & Teaching – enhancing professional excellence and the ongoing formation of staff.
- Learning & Wellbeing – supporting academic growth, resilience, and holistic development.

Across the year, detailed goals and measurable milestones were developed for each Commitment, establishing a clear roadmap for implementation from 2026. This work ensures Flourish is not merely a strategic document, but a lived and guiding framework for community and school improvement.

10.2 Capital Development

Priority:

Completion of Major Building Works.



Achievements:

The College successfully completed The Polding Centre, a significant addition to the campus that enhances contemporary learning opportunities. This state-of-the-art facility includes:

- 14 specialised classrooms for Textiles, Visual Arts, Multimedia, Photographic darkroom, and Design & Technology
- Contemporary general learning spaces
- A landscaped outdoor area designed for collaborative learning and community gatherings

The Polding Centre was officially opened on 29 July 2025 by Most Reverend Bishop Anthony Randazzo, marking an important milestone in the College's ongoing commitment to excellence in educational facilities.

10.3 Mission and Identity (Good Samaritan Education)

Priority:

Develop a deeper understanding of our identity as a school of Good Samaritan Education

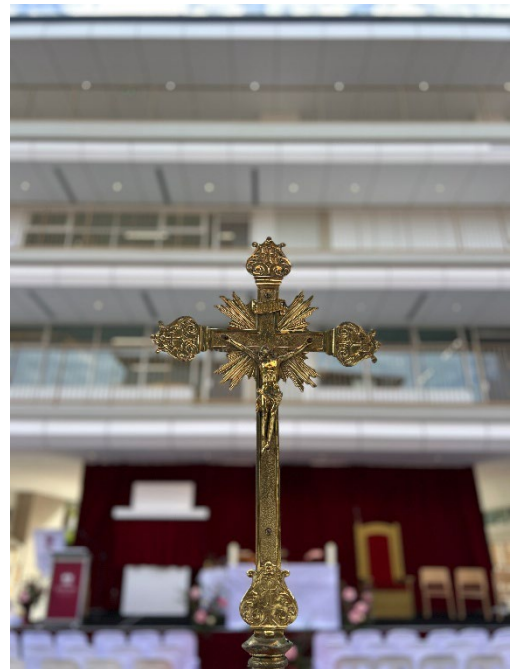
Achievements:

In 2025, the College continued to deepen its identity as a Good Samaritan Education community, strengthening our grounding in the Benedictine values of community, stewardship, justice and peace, and hospitality. Both teaching and support staff participated in formation and immersion programs, locally and overseas, facilitated by Good Samaritan Education (GSE). These experiences enriched staff understanding of our mission heritage and strengthened the way Benedictine spirituality is expressed through relationships, decision-making, and the daily life of the College.

A key priority this year was renewing our connection to the mission and legacy of the Sisters of the Good Samaritan. This included a stronger focus on understanding their pioneering commitment to education, justice, and service, and on recognising our responsibility to continue this work with integrity and courage. Staff formation and community initiatives emphasised our shared call to act in solidarity with those who are vulnerable, marginalised, or experiencing disadvantage—core to the heart of Good Samaritan mission.

Students also engaged deeply with this mission focus through participation in GSE immersion experiences and the Prophetic Voices program. These opportunities invited young women to explore themes of justice, advocacy, leadership, and compassionate action. Through encounters with communities and stories beyond their own, students developed a richer understanding of their role in contributing to the common good and living out the values of the Good Samaritan in contemporary contexts.

These programs and partnerships will continue into 2026, ensuring that the charism, values, and educational philosophy of Good Samaritan Education remain alive and influential in shaping the culture, relationships, and formation of the Stella Maris community.



10.4 Staff Professional Learning

Priority:

Embed evidence-informed pedagogical systems, using data to foster a culture of continual growth.



Achievements:

Over the course of 2025, Professional Learning continued to play a central role in strengthening collective practice across the school. Embedded Professional Learning sessions aligned pedagogical approaches, routines, shared language and resources, contributing to greater consistency and coherence across classrooms and learning spaces, and supporting improved student efficacy.

The 2025 Professional Learning Program was intentionally designed by the Teaching and Learning Team in response to ongoing analysis of student learning and engagement data. Emerging patterns were used to identify priority areas for development, ensuring that Professional Learning remained purposeful, responsive and grounded in current, evidence-based practice.

Through this shared Professional Learning focus, teachers and Learning Support Officers deepened their capacity to interpret and respond to student data in order to inform targeted teaching decisions. There was a deliberate emphasis on extending learners through the development of resilience in cognitive struggle and the use of metacognitive strategies that progressively shifted responsibility for learning to students, strengthening agency. Professional Learning also supported inclusive classroom practice through a sustained focus on effective differentiation, explicit instruction, verbalisation, modelling and scaffolding.

The consistent and strategic use of data was further strengthened by improving access to student information and providing structured time and support for teachers to interpret insights and translate them into practice. This approach embedded data-informed decision-making into everyday classroom routines, reinforcing its role as a core component of effective teaching and learning.

Cross-curricular Professional Learning groups supported purposeful mentoring of early-career and Conditionally Accredited teachers. These groups were intentionally structured to include experienced staff from within faculties, fostering professional dialogue, shared leadership, and a collective responsibility for growth.

Professional Learning also extended beyond teachers, enhancing the roles and capabilities of Learning Support Officers, affirming their vital contribution to student learning growth. It fostered a collaborative and consistent approach to student intervention and support.

Together, these initiatives strengthened a culture of rigour, reflection and collaboration, affirming Professional Learning as a shared responsibility and a key driver of flourishing – for staff and students.

10.5 Teaching and Learning

Priority:

Connect the teaching and learning objectives from the former strategic plan, encapsulated in the tagline, “Best Teaching Best Learning”, to “Flourish”, the new strategic plan.



Achievements:

Over recent years, our school's improvement journey has been guided by the strategic directions of *Best Teaching Best Learning*, which established a strong foundation of high expectations, reflective practice and a shared commitment to continuous improvement. This plan sharpened our collective focus on evidence-based teaching, professional learning and the use of data to inform classroom practice, ensuring that quality teaching remained at the centre of all decision-making.

During 2025, we moved into our new strategic plan, *Flourish*, and this strong foundation has been deliberately carried forward and extended. *Flourish* builds on the principles of *Best Teaching Best Learning* by broadening the lens beyond academic growth alone to encompass student wellbeing, engagement and belonging. The emphasis on high-quality teaching remains unchanged; however, it is now more explicitly connected to nurturing confident, agile thinkers who are supported to thrive both academically and personally.

In this way, *Flourish* represents an evolution rather than a departure. The effective practices, shared language and culture of professional collaboration established under *Best Teaching Best Learning* continue to inform our work, while the new plan provides a more holistic framework that aligns teaching excellence with student wellbeing and future-focused learning. Together, these strategic plans reflect our ongoing commitment to growth, continuity and sustained improvement across our school community.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College continues to foster a strong sense of belonging, ensuring every student understands that they are a valued member of the Stella Maris community. Working in partnership with staff, students and parents/carers, the College promotes learning experiences that nurture self-esteem, mutual respect and a shared sense of responsibility.

11.1 Positive Education Principles

Throughout 2025, students continued to flourish through the consistent application of positive education principles, supported by staff who engage wholeheartedly in this approach. The Wellbeing Program was further embedded across the College, with the role of the Pastoral Care Teacher as a key point of support for students. The program's core themes remained: Stella and Me (Year 7), My Stella Sisters (Year 8), Finding My Voice (Year 9), The Future Me (Year 10), Dare to Be Me (Year 11) and Walking the Tightrope (Year 12). Each stage encouraged students to reflect on their strengths, navigate challenges and develop the skills needed for personal and academic growth.

Professional learning in neurodiversity and student wellbeing was strongly supported by staff. Teachers increasingly reported greater confidence and capacity in supporting students experiencing emotional dysregulation and anxiety, contributing to a more responsive, supportive and mentally healthy learning environment.

In 2025, the College introduced the Wellbeing Collective as a new student-voice initiative designed to strengthen engagement and inform ongoing wellbeing practices. The Collective brings together a representative group of students from each year group for one structured touchpoint per term, providing an authentic platform for students to share feedback, insights and ideas pertaining to the College's Wellbeing program. This initiative ensures student perspectives meaningfully inform wellbeing planning and reinforces the College's commitment to listening to students and responding thoughtfully to their lived experience.

11.2 Stella Sisters

The Stella Sisters Junior Leadership Program was revitalised this year, with more than 50 students from Years 9 and 10 volunteering to participate. Throughout 2025, these students showed strong leadership by supporting key College events, including Year 7 Orientation Week, Benedictine Day and Open Evening. They also gave their time at lunchtimes to run games, activities and study groups, ensuring that all students had a welcoming place to go. In recognition of their service, 23 students achieved the Bronze level of the program (13 hours of leadership) and two students attained the Silver level (26 hours of leadership).

11.3 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.

Over 50 Year 11 students applied for leadership training in Term 2, 2025. 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. Vice-Captain of 2012, Rachel Nunn, was a guest presenter sharing her vast array of leadership experiences. Twenty of these students were elected to formal student leadership roles as the 2026 Year 12 Leadership Team. Two extra leadership positions were created this year due to the outstanding quality of applicants, and some roles were formally changed. Mission Prefects replaced the Liturgy title and Community Prefect the Stewardship and Sustainability title. An extra Sports and Creative and Performing Arts Prefect were added. 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.

Ten House Representatives were also chosen to assist at College Carnivals and to connect with younger year groups in their houses. This year, the House Representatives for 2026 were elected in Term 4 2025 and began an initiative to set up a House sport competition at lunchtimes, with the help of the SRC. They will continue these competitions in 2026, aiming to foster greater House unity and pride.

The Year 12 Leadership Team actively participated in the planning of College Assemblies which focused on cultivating connectedness amongst the community. Topics involved RUOK? Day, ANZAC Day, Harmony Day, World Tolerance Day and The International Day for the Eradication of Poverty. The assembly highlight of the year was organising 100-year-old WW2 veteran John McKew to address our ANZAC Day ceremony. This leadership team continued a focus of “Community through Clubs” as they enhanced Leaders Lounge, Breakfast, and Homework Clubs. They also continued to connect to the rest of the student body during ‘Fun Fridays’ to get the school community moving every Friday lunch time. They have already been an active part of the community attending forums such as ‘Have your Say Day’, St Luke’s Wellbeing afternoon’, community masses and a vast array of neighbouring school afternoon tea’s. The student leaders plan to hold their own Stella Maris afternoon tea early in 2026.

The Student Representative Council (SRC) is led by two students from the Year 12 Leadership Team and contains one elected student per Pastoral Care class. They provide feedback to the College about the student experience through their regular meetings. The SRC planned and set up multiple activities for Stella Day, and Loving Me, Loving You Week. Their focus was fundraising for the Good Samaritan Foundation, for funds to then be dispersed to the Sisters’ ministry work with Aboriginal and Torres Strait Islander People in Santa Teresa and to Kiribati. These two initiatives raised over \$14000 for these ministries.

11.4 Catholic Identity and Mission

At the heart of Stella Maris College lies a vibrant Catholic identity shaped by the Good Samaritan Benedictine tradition. Our mission calls us to form young women who listen with the “ear of the heart,” act with compassion, and engage in the world with wisdom, justice, and hope. This identity is woven through every dimension of College life—our learning, our relationships, our worship, and our commitment to service in the wider community.

Religious Education stands as a central expression of this mission. From Years 7–12, students encounter a rich and rigorous curriculum that invites them to explore Scripture, engage in personal and communal prayer, and grapple with the moral, ethical, and social teachings of the Catholic tradition. In doing so, they are encouraged to deepen their relationship with God, develop critical and reflective thinking, and recognise faith as something lived, dynamic, and transformative. This holistic approach nurtures curiosity, shapes conscience, and fosters lifelong discipleship grounded in the Gospel.

Rooted in the legacy of the Sisters of the Good Samaritan, the College nurtures a community where faith is explored with openness, expressed with integrity, and embodied through acts of justice, stewardship, and compassionate service. Students and staff alike are invited to recognise Christ in one another and to respond to the needs of the world—especially those who are vulnerable or marginalised—with hope-filled action.

Throughout the year, the College offers a wide range of opportunities for spiritual growth, ethical reflection, and Christian leadership. These include liturgical celebrations, retreats and reflection days, immersion experiences, ministry events, staff formation programs, and social justice partnerships across the Good Samaritan network. Together, these experiences deepen our understanding of who we are as a Catholic community and strengthen our commitment to forming young women who lead with courage, serve with compassion, and contribute meaningfully to the common good.

11.5 Faith Formation

College liturgies and masses were important events that brought our community together. The Opening Mass at St Mary's Manly included the commissioning of our new Principal, Mrs Sharyn Quirk, by The Most Reverend Bishop Anthony Randazzo. The Bishop also joined us for the Opening and Blessing of the Polding Centre. This was a momentous occasion that saw students, staff, Stella alumni and members of the Good Samaritan community come together to celebrate a new space of learning and innovation. Other feasts celebrated as a community included Ash Wednesday, Easter, Stella Day, Graduation and Advent.

We also strengthened our connection with local parishes this year. Father Chima Ofor from Manly Freshwater Parish officiated our College masses at St Mary's Manly, and Father Sam French led weekly mass in the Chapel every Friday morning. Weekly mass was an excellent opportunity for students to regularly engage with the structure of the liturgy and the Eucharist. Students also attended Youth Mass at St Kieran's Manly Vale twice a term, and participated by reading, singing and socialising with students from other schools. Lunch time faith groups also ran in 2025, including a weekly Year 10 Prayer Group.

11.6 Retreats and Reflection Days

Retreats and reflection days are core to fostering our Catholic identity through storytelling, immersive activities, play, and prayer. The program has been cultivated to ensure students from diverse backgrounds can access the heart of our faith. By intentionally using accessible language and practical implications, the message offers hope, and a way of life that is meaningful and outward focused.

Year 7 Benedictine Day was held in Term 2, deepening our Year 7 students' understanding of our College culture: our mission and identity as a Catholic Benedictine, Good Samaritan school. It lays the foundation of empathy, compassion, deep listening, and practical service.

Retreats are a significant formation experience that allows cohorts to spend time away (two days and one night) to explore faith, our Benedictine/Good Sam charism, and life purpose in a reflective and meaningful way. It also affords opportunities for cohorts to connect on a deeper level and forge friendships with different students and with their Pastoral Care teachers.

Retreat is a technology-free experience that is intentionally structured to allow students to remain present with one another. This results in group bonding, laughter, discussion, authentic sharing, liturgy, and individual reflection.

The program is structured around age-appropriate topics:

Year 8: *My Stella Community*.

Year 10: *The Choices We Make*

Year 11/12: *Walking the Tightrope*

Within these topics, we focus on the Gospel message, the lived-reality of Benedictine values, and the personal experiences of staff to facilitate a culture of vulnerability and openness. These experiences can be life-changing for our students.

11.7 Ministry Events

Four students attended the Good Samaritan Education Prophetic Voices camp for three days at Mary Mackillop Spirituality Centre, Baulkham Hills. Students were able to connect with students from across our network. At the conclusion of the camp, the students then attended the GSE Triennial Conference and got the chance to convey their professional statements to the GSE wider community at the Australian Catholic University campus in North Sydney.

Students across all year groups participated in Good Samaritan Education network conferences each term for students which promote social justice initiatives and showcase the amazing work of the Sisters.

In the Spring holidays, three senior students travelled to Bacolod, the Philippines to visit the kinder school and Ministry Outreach Centre. Here they gained first-hand experience of the community the Sisters of the Good Samaritan work within and deepened their knowledge of complex issues that contribute to disadvantage in the developing world.

11.8 Staff Formation

Throughout 2025, staff engaged in a range of formation opportunities designed to deepen understanding of Benedictine spirituality, the mission of the Sisters of the Good Samaritan and the values that underpin the life of the College. Many of these experiences were facilitated through Good Samaritan Education and encouraged staff to reflect on their role in fostering communities grounded in peace, justice, hospitality and service.

New staff participated in Received, an induction program introducing them to the history, charism and ministries of the Sisters of the Good Samaritan, while also attending the Broken Bay Diocesan Staff Mass alongside members of the Mission Team. Staff were

also invited to participate in immersive formation experiences including the Sydney Pilgrimage, Oil and Wine Staff Retreat and Milestones Retreat. These opportunities provided time for reflection, renewal and connection, supporting staff at varying stages of their journey within Good Samaritan education.

The Director of Mission attended the annual Mission Leaders Conference, and one staff member participated in the Good Samaritan Education immersion to Timor-Leste. This experience offered powerful insight into the ministries of the Sisters and strengthened understanding of service, solidarity and accompaniment within the wider Good Samaritan community.

These formation experiences enriched the spiritual life of staff and strengthened the shared mission and identity of the College community.

The Staff Spirituality Day provided staff with a meaningful opportunity to engage deeply with the 2025 Benedictine values of Peace and Justice through reflection, connection and shared experience. Rather than focusing solely on discussion, the day intentionally invited staff into practices that foster stillness, mindfulness and renewal – recognising that peace begins with the capacity to pause, listen and be fully present to self, others and the world around us.

Through activities such as baking, artmaking, journalling and walking in nature, staff explored different ways of cultivating inner calm, creativity, gratitude and community. These experiences highlighted the Benedictine understanding that peace is not passive, but something actively nurtured through balance, hospitality, attentiveness and care for wellbeing. The activities also encouraged staff to reflect on how these values shape their relationships, leadership and daily interactions within the College community.

A significant component of the day was a presentation on the Timor-Leste Staff Immersion experience, which offered a powerful witness to the lived expression of justice through service, education and accompaniment. Staff gained insight into the work of the Sisters and local communities in supporting the people of Timor-Leste, particularly through initiatives that promote dignity, opportunity and hope. This presentation challenged and inspired staff to consider how the Benedictine call to justice can be lived authentically through compassion, advocacy and solidarity with others.

Collectively, the day strengthened staff understanding of Benedictine spirituality as both contemplative and active – grounded in peace, yet always calling individuals toward justice, service and meaningful human connection.

11.9 Social Justice Initiatives and Volunteering

In 2025, Social Justice and Mission at Stella Maris remained a vibrant expression of our Good Samaritan identity, empowering students to put compassion into action. Throughout the year, our community worked shoulder-to-shoulder with local partners, First Nations organisations, women's shelters, and global ministries, responding to real need with generosity, creativity, and courage.

Anchored in the Benedictine values of Community, Hospitality, and Stewardship, students were invited not just to serve, but to understand; to recognise the challenges facing families amid rising cost-of-living pressures, increasing social isolation, environmental uncertainty, and to respond with hope and practical action.

Across 2025, the College raised \$36,578 for Social Justice initiatives, with a further \$11,692 contributed through the Duke of Edinburgh Program. These funds supported a broad range of outreach efforts, from Good Samaritan ministries and international partnerships to hands-on local programs that directly uplift those most vulnerable in our community.

11.10 Mission Integration

Students were regularly invited to ground their Social Justice engagement in the College's Catholic identity:

- **Daily prayer** on the portal, Pastoral Care prayer experiences, weekly lunchtime chapel prayer, and Year Group liturgies reinforced a message of hope, compassion and shared responsibility.
- **Student-led assemblies** focused on the 2025 theme of *Peace and Justice*, highlighting practical ways to accompany those in need.
- **Social media communications** ensured that the College publicly articulated a message consistent with our Catholic identity, celebrating inclusion, connection and the dignity of every person.

These experiences supported students in developing a reflective foundation for their service, enabling them to act as informed, faith-filled young people.

11.11 Leadership and Change-Making Opportunities

Students were offered a variety of training and service experiences designed to develop leadership skills and empower them as change-makers. In 2025, the College prioritised acts of education, connection, advocacy and practical generosity.

Highlights included:

Prophetic Voices: Good Samaritan Education (GSE) Network

Students collaborated with peers from all 10 GSE schools through online symposiums in Term 1 and a three-day camp at St Mary Mackillop Spirituality Centre, Baulkham Hills. The result of the camp was inclusion at the Good Samaritan Triennial Conference at the Australian Catholic University where students were able to convey their collective key statements on a wider public platform. Themes centred on:

- *Inclusion of rural and remote communities to socially valued resources*
- *Understanding and addressing mental health as a complex social issue*

This program enabled students to engage in meaningful dialogue, advocacy and problem-solving in a shared Good Samaritan context.

Making a Difference (MAD) Social Justice Club

Led by senior prefects, the MAD Club facilitated a range of practical and creative initiatives, including:

- **Looming beanies** for rough sleepers, donated to the **St Vincent de Paul Winter Appeal**
- Fundraising for **the purchase of toys** distributed to the **Vinnies Christmas Appeal** for children
- Crafting sustainable items for sale at the **Stella Day MAD Eco Stall**
- Ongoing creation of posters and educational resources promoting sustainability

These activities fostered student agency and ongoing environmental stewardship.

Local Food and Support Programs

- **Year 9's participation in St Kieran's GIFT Program**, cooking meals twice a term for vulnerable families.
- **Volunteering with One Meal**, where students cooked, packed and served meals to individuals experiencing hardship.
- **Baking and sharing scones** through **Kids Giving Back** to challenge loneliness in the elderly and to foster inter-generational connections.

St Vincent de Paul Initiatives

- Support for the **Vinnies Winter Appeal** with the knitting of beanies and blankets and fund raising
- **Pastoral Care students created 63 Christmas hampers**, including nutritious food, toys and vouchers, for families supported by the **Vinnies Christmas Appeal**. In addition, the extra donated items were curated into separate hampers that were donated to the **Jesuit Refugee Service**.

Stella Day: Mission and Environmental Stewardship

Stella Day continued to serve as a significant expression of the College's Benedictine identity, providing students with opportunities to deepen their understanding of justice, stewardship and global responsibility. Grounded in the values of compassion, hospitality and service, the day highlighted the College's ongoing partnership with Good Samaritan communities in Kiribati while also strengthening awareness of reconciliation and the spiritual and cultural richness of Indigenous Australia.

In 2025, Stella Day evolved to reflect the growing concern among young people regarding climate change and environmental sustainability. Through workshops, discussions and educational activities, students were encouraged to consider their responsibility as stewards of creation and to recognise the interconnectedness between environmental justice, human dignity and the wellbeing of vulnerable communities. This focus reinforced the Benedictine call to live with respect for the Earth and to act with integrity and hope in response to contemporary global challenges.

The day also provided an important platform to highlight the ministries of the Sisters of the Good Samaritan working alongside Indigenous Australians and communities in need. Students engaged in meaningful learning about reconciliation, truth-telling and Aboriginal spirituality, developing a deeper appreciation of Australia's First Nations peoples and the importance of walking together in understanding and respect.

A highlight of the day was the address by Aboriginal Christian Leader, Brooke Prentis, whose powerful presentation invited students and staff to reflect on reconciliation as an ongoing shared journey grounded in listening, courage, justice and hope. Her message challenged the community to continue building relationships that honour dignity, foster understanding and contribute to a more compassionate and united future.

Good Samaritan Foundation and Mater Dei Support

A dedicated Mufti Day raised funds for the Good Samaritan Foundation, with support directed to **Mater Dei**.

Community Connections and Local Service

- Students and Staff supported **Bear Cottage** by volunteering at Christmas Gift Wrapping stalls.
- Students contributed volunteer work in support of the AYA Hospice through the *Tour de Cure* inaugural event.
- **Refugee Week** was marked by an address from Jesuit Refugee Service, deepening Year 9's understanding of refugee and asylum seeker challenges.

Women and Children First and Homework Assistance Program

Senior students provided weekly tutoring and play-based socialisation for children at the **Women and Children First Domestic Violence Refuge**. This program gave mothers practical support and provided children with positive peer interactions, contributing to a sense of normality and belonging during a period of transition.

11.12 Co-Curricular and Extra-Curricular Activities

All teaching staff generously volunteer thirty hours of their time each year to create a strong vibrant College community through extra-curricular participation. Students are encouraged to be actively involved in the extra-curricular activities offered at the College 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
- Anything English
- Art Club
- Book Club
- Breakfast Club
- Chapel Group
- Dance, Drama and Music Ensembles
- Debating
- Duke of Edinburgh

- After School tutoring (free)
- Make a Difference (MAD) Social Justice Club
- Music Groups
- Origami Club
- Pilates
- Run Club
- Sailing
- SPECTRA Science Club
- Sports Teams
- Stellamatics Maths Club
- Sustainability Club
- Writers' Group

11.13 Duke of Edinburgh's Award

The College offers students in Years 9–12 the opportunity to participate in the Duke of Edinburgh Award Scheme, completing Bronze, Silver and Gold Awards. This year, 110 Year 9 students joined the program, while a record number of Year 10 students completed their Silver Award and progressed to Gold. Seventeen students successfully achieved their Gold Award.

2025 Active award participants:

- Year 9 = 110
- Year 10 = 60
- Year 11 = 55
- Year 12 = 20

The Duke of Edinburgh program in 2025 provided students with rich opportunities for challenge, service and personal growth through local, interstate and overseas experiences. Students completed day hikes across Royal National Park, Lane Cove and Ku-ring-gai National Parks, while 110 Year 9 Bronze participants began their Award journey with a three-day “pack and paddle” adventure in Berowra Waters.

Thirty-seven Year 10 students, accompanied by four staff, undertook a Snowy Mountains expedition featuring alpine hiking, rock climbing, abseiling and survival skills, while a further 16 students completed a five-day adventurous canoe journey in Kangaroo Valley. In June, forty students and eight staff travelled to Cambodia, immersing themselves in the rural life of Happy Days Primary School and supporting English language learning. Later in the year, 15 students completed a three-day hike through Ku-ring-gai National Park. These experiences were facilitated by Stella Maris staff in partnership with K7 Adventures and Southbound Ventures.

Service and community engagement remained at the heart of the Award. Students contributed through local sporting teams, surf lifesaving, volunteering and fundraising initiatives supporting organisations including Happy Days Cambodia, Lifeline, Legacy, Timor Leste and Bear Cottage. Year 12 participants led an online auction, organised a

large-scale sanitary and stationery drive, and, for the eleventh consecutive year, Stella Maris won the largest group category in the Beach2Beach Fun Run, securing \$5,000 for Happy Days Cambodia. These efforts contributed to new classrooms, school uniforms, bicycles and university sponsorships for Cambodian students.

More than 40 staff volunteers generously supported the program throughout the year, supervising hikes and assessing award components. Together, staff and students embodied the spirit of the Duke of Edinburgh Award through courage, compassion, resilience and service to others.



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 (P&F) Association Meeting. These are held once each term.

The College has a Complaints and Concerns Policy for handling parental/carer complaints and complaints from other members of the public. This policy is 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 assists in determining the level of satisfaction of students with College programs.

Students are represented by the Student Representative Council (SRC) and Senior Student Leaders and can present concerns to the College Leadership Team at regular meetings each fortnight. Students are also represented by the Wellbeing Collective, where a group representing each cohort, meet their Head of Year and the Assistant Principal Wellbeing termly, to provide feedback on the wellbeing program.

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

Staff Wellbeing Pulse survey was conducted in August. Over 85% of respondents agree or strongly agree that they feel a sense of belonging within the College and their team. Over 90% feel supported by their colleagues. The overall wellbeing score of the staff was 7.17 and 7.44 out of 10 for teaching staff and PAOS respectively.

Staff have several avenues to raise issues with the Principal and Leadership Team, including faculty meetings, Pastoral Team meetings and staff briefings. The staff members of the Independent Education Union (IEU) 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 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

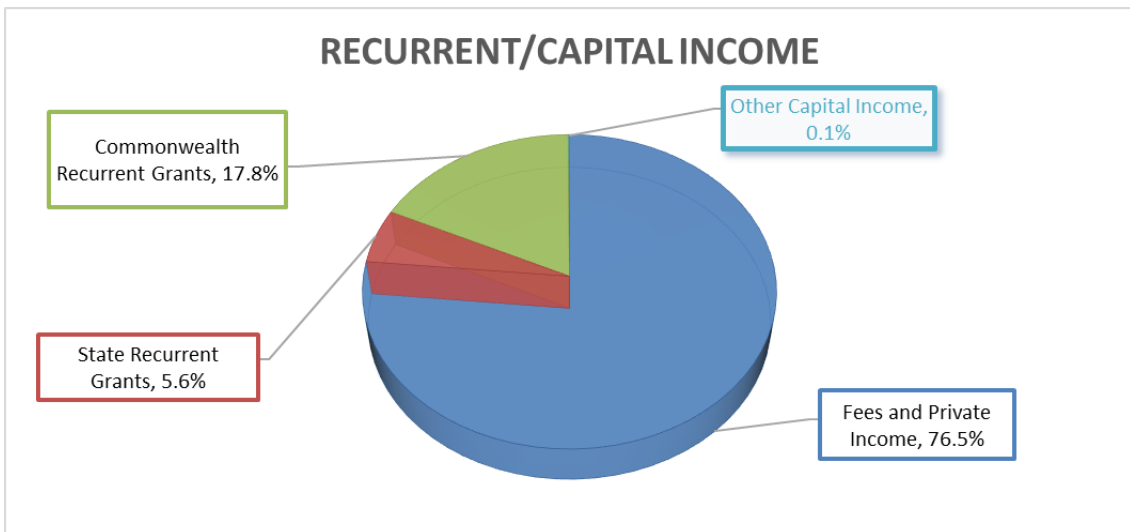
Financial income and expenditure for the College is shown below.

The percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth’s financial questionnaire.

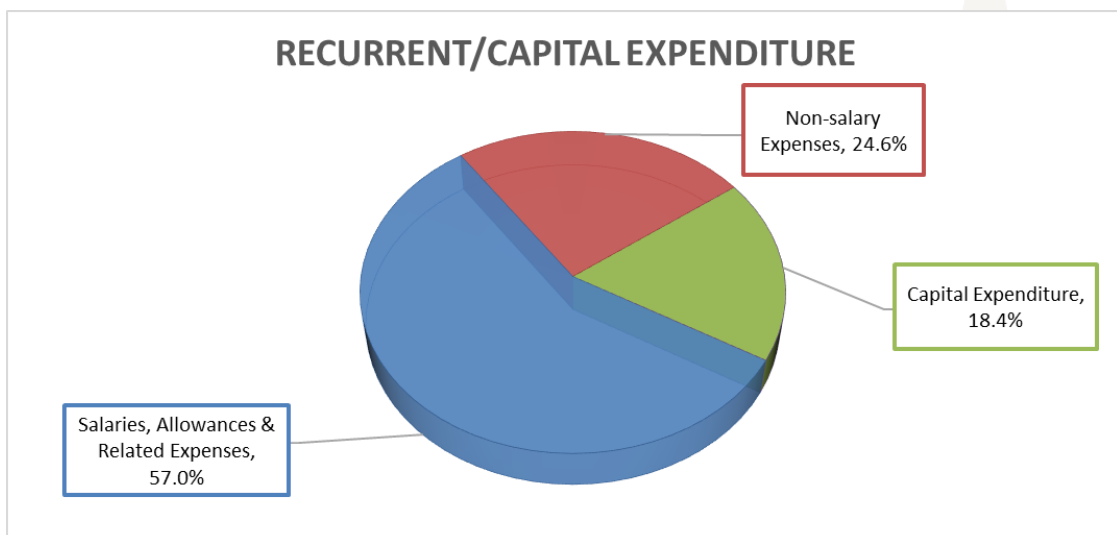
Non-salary expenses include expenditure on all purposes other than employee related expenses, such as teaching and learning, administration and financing costs.

RECURRENT/CAPITAL INCOME		RECURRENT/CAPITAL EXPENDITURE	
Fees and Private Income	76.5%	Salaries, Allowances & Related Expenses	57%
State Recurrent Grants	5.6%	Non-salary Expenses	24.6%
Commonwealth Recurrent Grants	17.8%	Capital Expenditure	18.4%
Other Capital Income	0.1%		

13.1 Recurrent/Capital Income



13.2 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 or visiting the [College website](#).



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