



Stella Maris

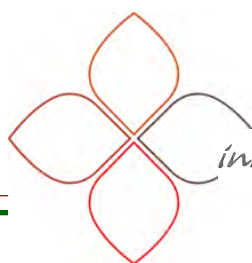
COLLEGE MANLY

2019 Annual Report

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innovative inspiring inclusive

1. A MESSAGE FROM KEY SCHOOL BODIES



Message from the Principal

Under the governance of *Good Samaritan Education (GSE)*, Stella Maris is a Catholic girls' college operating as an incorporated body with Members of the Company, who are selected by GSE and a Board of Directors, appointed by the Members. GSE was established to oversee the sustainability of the network of Good Samaritan Colleges and has oversight of ten colleges across Australia.

Stella Maris College is committed to providing an inclusive education for girls, through the provision of challenging learning experiences, opportunities to develop a deeper understanding of our Catholic tradition and encouragement to foster individual creativity and academic achievement. Whilst classified by government as an independent school, Stella Maris College is a GSE College, 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.

Our core values draw on the strength of the Good Samaritan Benedictine tradition. Catholic education in the Good Samaritan Benedictine tradition is committed to developing students who will engage with today's world as grounded, hope-filled young people. As a College we prepare our girls 'to lead wisely, to listen deeply and to treat their neighbour and their environment with justice, love and the compassion of Christ'. (*GSE Philosophy of Education 2019*)

During 2019 our Strategic Plan brought significant change to the College. The plan aimed to:

- Create a campus that is inspiring, inclusive and innovative, reflecting our Good Samaritan Benedictine identity;
- Build a school-wide culture of improvement and achievement for staff and students;
- Value all members of the Stella community and ensure they have an opportunity to speak and be heard.

Stella Maris College is blessed with dedicated, highly qualified and committed teachers and support staff, many of whom are recognised in the community for their expertise and professionalism. Our students are cooperative and engage actively in learning across all domains – physical, intellectual, spiritual and socioemotional. Our girls'

parents and carers are dependable and involved in their education and the College values their support. Stella Maris College is sustained by a capable and committed College Board whose members have a sound understanding of the mission of the Sisters of the Good Samaritan and the vision and mission of the College.

Elizabeth Carnegie
Principal 2019

Message from the Chair of the Board

Stella Maris College has been part of the Manly community since 1931 and is committed to providing quality and holistic education for young women, built on the foundations of the Good Samaritan Benedictine tradition at the centre of daily life.

The role of the College Board is overall governance oversight of the College and to offer guidance and support to the Principal and her Leadership Team who have overall responsibility for the operations of the College. The current Directors bring a great depth of knowledge and experience to the governance of the College with backgrounds in education and pastoral care, law, finance, media and marketing, property and project management, risk management and compliance, and general organisational administration and management. The Board and its Committees are guided by the Benedictine values, traditions and educational goals of the Sisters of the Good Samaritan who founded the College.

The Board is committed to effective planning and in the last three years has been working with the College Leadership Team to implement the 2017-2019 Strategic Plan, which is based on our Mission, Vision and Values, to recognise and respect the individuality of each person who forms part of the College community. Our Core Values of Stewardship, Community, Peace and Justice, and Hospitality are borne out in our Strategic Plan and continue to be embedded in every aspect of College life.

In late 2019, the Board, in partnership with the College Leadership Team and College Committee Members, commenced the process of reviewing the existing Strategic Plan and developing a new Strategic Plan for 2020 and beyond. The guiding principle of this review is to build on the positive achievements and themes from the existing Strategic Plan, but also establish new priorities relevant for the next phase of the College's development and reflecting and responding to the teaching and learning challenges, trends and opportunities that currently prevail in the Australian education environment or are anticipated in the next few years. The process of review and finalisation of the new Strategic Plan is expected to be completed in 2020, at which time the core principles and themes of the new Strategic Plan will be shared with the College community.

To ensure sustainable development and enriched learning opportunities, the Board is committed to developing and refurbishing parts of the College. The objective is to provide a contemporary learning environment whilst also ensuring student safety and wellbeing. There were no major building projects over the course of 2019, after Stage 1 of the Master Plan was completed in 2018 culminating with the opening of the new contemporary Scholastica building in June 2018. Minor maintenance and upgrade projects were completed during the year, primarily associated with improvements to the audio and aesthetics of the Star of the Sea Theatre.

In 2020, there are no major building projects currently contemplated, although the College will be undertaking a minor refurbishment of the Chapel, designed to create a more contemporary space but still in keeping with its historic sacred aesthetic. The Board is ever mindful of the need for renewal and continued improvement of the College facilities, but balanced by prudent financial management of the College resources.

The aim is to create a campus that is inspiring, inclusive and innovative, reflecting our Good Samaritan Benedictine identity; building a school-wide culture of improvement and achievement for staff and students; and creating a learning environment where students can flourish as creative and collaborative learners.

The Board is also well aware and ever mindful of the need to balance the continued upgrade and maintenance of the College facilities and provision of increased resources with empathy and consideration for the financial pressures on families in these challenging times, and accordingly approaches and moderates school fee decisions with this balance at the forefront of its thinking and planning.

The College modified its leadership structure in 2019, introducing two new Assistant Principal roles and five Director roles, for more effective planning, management and operation of the College. The objective of these management changes was to facilitate continued improvement in teaching and learning outcomes and innovation, whilst also fostering strong pastoral care and maintaining the wellbeing of students. I wish to congratulate and thank, on behalf of the Board, both Louise Yeates (Assistant Principal Learning and Teaching) and Amy Smith (Assistant Principal Wellbeing) who flourished and thrived in their first year in their respective Assistant Principal roles, and Elizabeth Carnegie for her continued strong and inspiring leadership as Principal of the College.

The success of the new College leadership model and the College's commitment to progressive, innovative and contemporary learning practices was best exemplified through the 2019 HSC result. The College was the 77th ranked school in NSW in 2019 and the highest-ranking girls' school on the Northern Beaches. Additionally, the College was the 16th highest ranked Catholic school in NSW and 13th highest ranked Catholic girls' school. 98% of the girls who completed the HSC in 2019 received an ATAR and 50% made the Distinguished Achievers List. 25% of the 2019 Year 12 cohort achieved an ATAR of 90 or above and 19% realised Band 6 results. This outstanding HSC result is testament to the hard work and resilience of the girls together with the commitment and passion of the College Leadership Team and teaching staff.

During 2019, the Board experienced a period of renewal and we were blessed to have four highly qualified and experienced new Directors join the Board, with a diversity of backgrounds, skill sets and professional experience. I would like to take this opportunity to thank the outgoing Directors, for their many years of support and service to the College, and welcome the new Directors and Committee Members who joined the Stella Maris community in 2019. In particular, I would like to express the thanks of the Board and wider Stella Maris community for the extraordinary service, commitment and loyalty of Edie Martin, who faithfully served the Stella Maris Board for nine years and completed her service at the end of 2019 with the last six months of her tenure as Chair of the Board. Edie generously imparted her wisdom and provided her full commitment to ensuring the College flourished and continued to grow and develop, whilst maintaining its core values and mission, and leaves the Board with the College in a strong position as a quality and inspiring faith based educational institution.

In closing, I would also like to acknowledge the loyal and passionate members of our broader community who contribute to the life of the College, including our Good Samaritan Sisters, Members of *Good Samaritan Education*, our Principal, the College Leadership Team, staff, parents and guardians, each of whom are committed to ensuring that the young women of Stella Maris College are given every opportunity to reach their full potential and stride into the wider world on completion of their education with pride, confidence and strong values.

Steve Zuckerman
Chair, Board of Directors

Message from College Captain

My role as the Stella Maris College Captain was an extremely enlightening and fulfilling experience for which I will be forever grateful. The 2019 Student Leadership Team united with organisation, passion and dedication to guide the community which has supported all of us during our education. As I have stated consistently throughout my time as a leader, I believe that every girl within this school has the potential to achieve in whatever path or role they may choose. The Student Leadership Team reflected an atmosphere of diversity in skills whilst providing cohesiveness in our teamwork. Many assume that being a leader is simply being confident, but it also involves consideration for those you work alongside or support in the role. Whether you wear a badge on your blazer or not, you have the ability to be a leader simply by being there for your peers or offering a smile to another student. Our team wanted to ensure that everyone in the school felt included and reminded that respecting your peers is reflective of a true leader who displays a compassion of heart. The leaders of each year prove that despite differences each individual is a valued member of the school and a potential leader for the future. Thank you for the opportunity and for my peers and teachers who supported me during my time at Stella Maris College.

Sophia Van Rooyen
College Captain 2019

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



Contextual Information about the School

Stella Maris College (the College) is an independent 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 2019, Stella Maris College celebrated 88 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 our staff challenge our students to be original, creative and collaborative learners. The College is committed to strong pastoral care, striving to ensure that our girls are provided with support and encouragement based on positive education principles.

The College does not have any academic prerequisites for entry. Academic scholarships are available to students 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.

Characteristics of the Student Body

In 2019, Stella Maris College had a total population of 906 students, of which:

- 864 were local students;
- 42 were international students;
- 56 were students with disabilities;
- 4 were Aboriginal/Torres Strait Islander (ATSI) students;
- 10 were local students with Language Background Other Than English (LBOTE);
- 43 were overseas students with LBOTE.

The majority of 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.

Year 7

In 2019, 187 students in Year 7 participated in NAPLAN. Their test results indicate that the cohort:

- Cumulatively, was above the state average in top three bands in Reading, Spelling, Writing, Numeracy and Grammar and Punctuation.
- Was significantly below the state in terms of the percentage of students in the bottom two bands in all domains.
- In Reading, Numeracy and Grammar & Punctuation over 80% of students achieved Band 7 or above.

Percentage Achievement Levels for Year 7 2019 compared to State

Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	SMC	State	SMC	State	SMC	State	SMC	State	SMC	State
Band 10	0	1.5	0	0.5	0	1.5	0	2.0	0	3.4
Band 9	13.8	10.2	4.3	3.8	12.8	12.1	22.5	13.6	19.3	14.6
Band 8	34.0	20.4	20.9	14.7	28.9	21.6	25.7	17.1	30.5	19.7
Band 7	33.0	29.9	38.0	23.4	36.9	29.4	33.2	26.6	30.5	26.2
Band 6	15.4	22.3	28.9	31.0	16.0	21.6	9.6	19.1	14.4	21.3
Band 5	2.7	11.3	7.5	18.4	4.3	8.9	7.5	14.5	5.3	10.9
Band 4	1.1	4.0	0.5	6.2	1.1	3.7	1.6	6.2	0	3.6

Year 9

In 2019, 150 students in Year 9 participated in NAPLAN. Their test results indicate that the cohort was:

- Well above the state average in the top two bands in Reading and Writing and significantly below the state in terms of the percentage of students in the bottom three bands;
- Above the state average in the top two bands in Spelling and Grammar & Punctuation and significantly below the state in terms of the percentage of students in the bottom two bands;
- Marginally below state average in the top two bands in Numeracy, above state average in Bands 7 & 8 and significantly well below the state in terms of the percentage of students in the bottom two bands.

Percentage Achievement Levels for Year 9 2018 compared to State										
Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	SMC	State	SMC	State	SMC	State	SMC	State	SMC	State
Band 10	15.3	7.1	9.3	4.4	4.7	7.8	8.0	7.5	10	11.5
Band 9	29.3	18.4	16.0	9.4	26.0	17.9	28.7	14.5	17.3	17.2
Band 8	32.0	29.4	43.3	24.7	42.0	30.2	30.7	24.6	41.3	27.3
Band 7	19.3	26.0	19.3	25.3	20.7	26.7	24.7	27.4	24.0	28.6
Band 6	3.3	12.7	9.3	21.4	5.3	10.6	7.3	17.3	7.3	14.1
Band 5	0.7	5.7	2.7	12.3	1.3	4.5	0.7	7.1	0	1.3



4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)



Record of School Achievement (RoSA)

In 2019, the College had three students who were awarded the formal Record of School Achievement credential by NESA. These students left at the end of Year 10 to pursue courses at TAFE.

Higher School Certificate (HSC)

Stella Maris College is a non-selective, all girls, Catholic high school, providing a broad range of courses to engage and challenge HSC students.

Percentage of Year 12 Students Attaining a Year 12 Certificate or Equivalent Vocational Education and Training Qualification		
Year 12	Qualification / Certificate	% of Students
2019	Higher School Certificate	100
2019	Participated in one or more VET courses as part of their HSC pattern of study	23

In 2019, 129 students completed Year 12 at Stella Maris College, of which:

- 120 were local students
- 9 were international students
- 5 students completed one of their HSC subjects at TAFE
- 2 students completed one or more subjects with the NSW School of Languages
- 1 external student studied both the VET courses: Certificate III Live Production and Services and Visual Arts

A summary of the results in 2019 is as follows:

- The College performed above the State mean in 34 of the 38 courses conducted
- 19% of exam results were in Band 6
- 91% of exam results were in the top 3 Bands
- Of the 23 candidates who sat for a 1-unit extension course, every student achieved a Band E3 or E4
- The VET courses of 27 of the 31 students contributed to their ATAR
- The VET courses studied were:
 - Certificate II in Hospitality - Kitchen Operations and Cookery – 20 students
 - Certificate III in Tourism, Travel and Events – 3 students
 - Certificate III in Live Production and Services – 7 students
 - Certificate II in Information and Digital Technology – 1 student

Individual Student Performance Data:

- Distinguished Achievers:
 - 63 students achieved a Band 6 in one course
 - 34 of these students achieved a Band 6 in more than one course
- Two students were 'All-Rounders'
- Three students appeared in the Top Achievers list for attaining:
 - 3rd place in Dance
 - 9th place in Design and Technology
 - 15th place in Personal Development, Health and Physical Education
- Highest ATAR achieved was 99.20
- Twelve students were nominated for Shape – exemplary Design and Technology projects
- One student exhibited at Textstyle – exemplary Textiles and Design projects
- Eleven students were nominated for Callback – exemplary Dance projects/performance

The following tables compare HSC results from 2013 to 2019. In general, student achievement was at or above State level. This has been a consistent trend over the past six years.



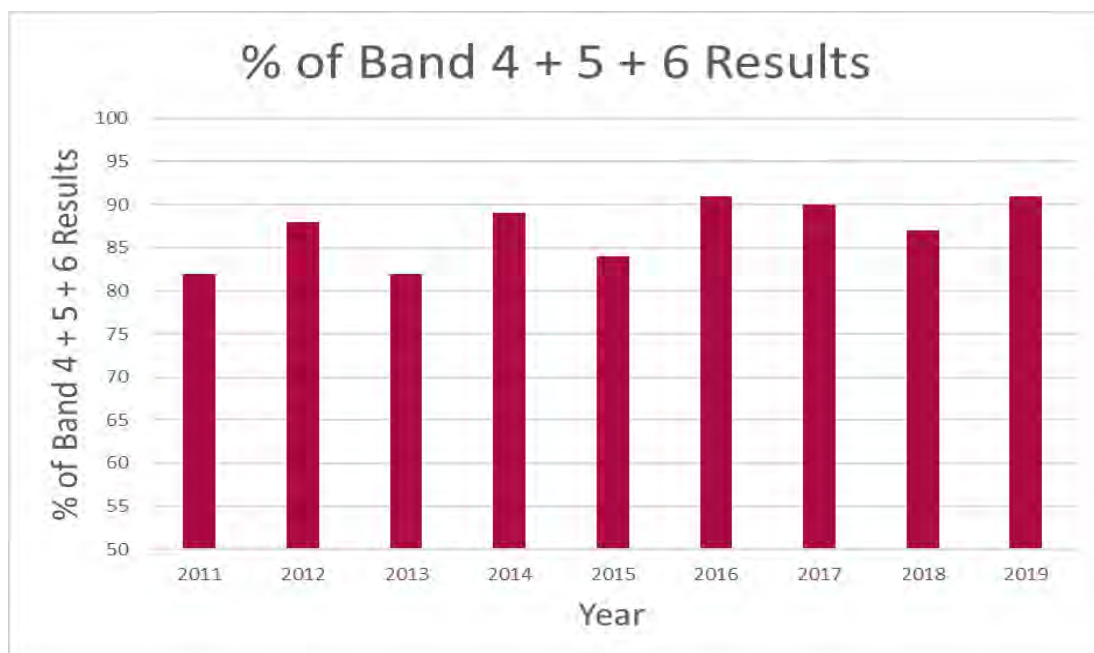
				2013-2017 Comparative Performance Over Time Course Results in Bands 4-6											
	College vs State Mean	2019 Course Results in Percentage Bands		2018 Course Results in Percentage Bands											
Course	2019	2019		2018		2017		2016		2015		2014		2013	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State	College	State	College	State
Aboriginal Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	46
Ancient History	+14.09	100	66	100	63	96	62	83	59	87	61	100	62	73	62
Biology	+8.55	93	60	88	70	88	69	100	65	88	60	88	62	84	68
Business Studies	+5.59	83	62	95	65	87	66	73	64	68	67	90	68	92	66
Chemistry	+8.99	100	67	76	70	100	71	100	74	100	74	76	76	96	74
Community and Family Studies	+5.37	96	70	86	63	83	68	86	65	84	66	84	71	44	67
Dance	+9.89	100	82	N/A	N/A	100	82	100	78	100	78	100	77	80	71
Design and Technology	+11.05	100	82	100	84	100	77	100	77	81	79	90	75	100	78
Drama	-3.54	86	84	100	82	100	84	100	83	100	82	88	84	65	84
Earth and Environmental Science	N/A	N/A	N/A	100	71	86	74	100	69	N/A	N/A	100	73	86	73
Economics	+6.74	100	75	N/A	N/A	80	74	100	74	50	75	80	73	100	68
English Studies	+18.43	100	4												
English (Standard)	+6.13	81	52	85	51	92	55	93	50	83	42	82	43	57	34
English (Advanced)	+3.59	100	92	94	91	96	92	100	91	96	91	100	92	99	86
English as an Additional Language or Dialect (ESL)	+8.85	100	59	82	57	73	56	92	59	57	61	57	66	70	60
Food Technology	+5.00	80	68	80	63	85	60	67	59	69	57	88	56	82	57
Geography	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	71	100	67	N/A	N/A	88	65
Information Processes and Technology	+2.74	100	63	71	68	N/A	N/A	100	64	100	66	100	68	100	69
Legal Studies	+14.27	100	66	100	73	80	75	100	71	88	69	83	66	82	70
Mathematics Standard 2 (General)	+6.19	76	57	82	53	78	51	94	52	75	51	92	51	68	43
Mathematics Advanced	+9.15	100	79	96	78	100	75	93	77	85	81	82	82	91	77
Modern History	+9.51	94	67	57	72	94	71	93	73	95	73	100	75	95	77
Music 1	+6.30	100	91	100	90	100	90	100	89	100	91	94	89	100	89
Music 2	-6.00	100	100	100	100	100	100	100	100	100	100	100	99	100	100
PD/H/PE	+7.72	88	62	58	61	90	60	87	63	95	63	79	63	79	59
Physics	+8.25	100	64	100	65	50	68	67	66	89	66	100	67	100	66

	College vs State Mean	2019 Course Results in Percentage Bands	2018 Course Results in Percentage Bands	2013-2017 Comparative Performance Over Time Course Results in Bands 4-6														
Course				2019	2019		2018		2017		2016		2015		2014		2013	
					Band 4-6		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	College	State
Senior Science	N/A	N/A	N/A	N/A	N/A	100	60	N/A	N/A	75	61	100	70	100	69			
Society and Culture	+6.50	89	79	100	78	79	79	100	79	100	81	100	78	80	79			
Studies of Religion I	+4.11	100	79	100	71	100	82	93	76	100	78	94	76	100	78			
Studies of Religion II	+2.43	85	80	55	71	81	78	80	71	70	71	75	74	71	75			
Textiles and Design	+7.81	100	81	92	76	100	77	100	78	100	80	94	72	100	66			
Visual Arts	+4.59	100	90	100	92	100	90	100	88	98	88	100	85	97	89			
Chinese and Literature	+5.46	100	97	100	96	100	96	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Chinese Background Speakers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	97	92	96	100	99	100	95			
Entertainment Industry	+4.68	86	78	77	75	77	76	100	80	100	57	100	60	50	53			
French Beginners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	72	100	71	N/A	N/A	N/A	N/A			
French Continuers	+4.21	100	88	100	89	100	90	100	89	100	87	100	89	100	90			
German Beginners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	87	N/A	N/A			
Hospitality	+9.34	95	65	83	68	91	70	96	67	80	77	74	73	93	76			
Indonesian Background Speakers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	94	N/A	N/A	N/A	N/A	N/A	N/A			
Italian Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	83	50	78	0	82	75	82			
Japanese Background Speakers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100			
Japanese Beginners	+12.73	100	66	100	72	100	66	88	65	80	61	43	67	86	59			
Japanese Continuers	N/A	N/A	N/A	N/A	N/A	50	82	100	80	N/A	N/A	N/A	N/A	100	77			
Modern Greek Beginners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	72			
Retail Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	69	N/A	N/A	N/A	N/A	N/A	N/A			
Spanish Continuers	-2.99	83	81	100	82	N/A	N/A	100	79	14	73	100	79	100	80			
Tourism	N/A	N/A	N/A	100	72	100	70	100	55	100	74	100	78	74	66			

	College vs State Mean	2019 Course Results in Percentage Bands		2018 Course Results in Percentage Bands		2013-2017 Comparative Performance Over Time Course Results in Bands 4-6									
Extension Course	2019	2019		2018		2017		2016		2015		2014		2013	
		Band E3-4		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	College	State
English Extension 1	+3.27	100	94	100	96	100	96	92	94	100	100	100	94	100	93
English Extension 2	N/A	N/A	N/A	100	71	100	71	100	78	N/A	N/A	100	83	100	78
Mathematics Extension 1	+2.38	100	80	93	80	93	80	71	82	100	97	100	84	84	85
Mathematics Extension 2	-7.66	100	86	89	86	89	86	58	84	100	98	63	86	20	86
Music Extension	N/A	N/A	N/A	100	96	100	96	100	95	100	100	25	93	100	99
History Extension	+4.85	100	77	75	79	75	79	60	80	100	99	100	78	89	78
French Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100	N/A	N/A	N/A	N/A
Spanish Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100



The percentage of Band 4+5+6 results in the College is consistent with previous years as shown below.



The 2019 band results comparison shown below shows significantly better results for Stella Maris College in the top two bands compared to the State.

2019 Band Results Comparison		
Band	State	Stella Maris College
6	12	19
5	29	44
4	30	28
3	19	7
2	8	2
1	2	0
5 + 6	41	63
4 + 5 + 6	70	91



5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS



Profile of Teachers and Qualifications

As at the close of 2019, there were 85 part-time and full-time teachers on permanent and temporary contracts (74.8 FTE) and 7 teachers on a Leave of Absence.

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	85
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
No qualifications as described above but have relevant successful teacher experience of appropriate knowledge relevant to the teaching context.	0

Teacher Professional Learning coordinated through the Learning and Teaching Committee

The Assistant Principal Teaching and Learning, 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 on from the inception of a dedicated professional learning program in 2017, teachers at the College have been engaged in action research on their practice guided by the [SCHMIC Learning Thinking SCOPE](#).

Teacher professional learning refers to the growth of expertise in teaching that includes, but is not limited to, discrete Professional Development (PD) activities recorded in the Maintenance of Teacher Accreditation section below.

Maintenance of Teacher Accreditation

As a Teacher Accreditation Authority (TAA), the College is responsible for maintaining records on all approved PD activity and overseeing the accreditation of teachers. The TAA recorded [Accreditation Level](#) of 92 teachers as at 2 Dec 2019, is shown in the table below.

Teacher Accreditation Status of Teaching Staff		
Recognised Accreditation Level	Membership Status	Number of Teachers
Conditional	Active	5
Provisional	Active	4
Proficient Teacher	Active	78
Proficient Teacher	Leave of Absence	5
Total Number of Teachers		92

The following tables include data captured from 1/1/2019 to 27/11/2019 for both [NESA Registered and Teacher Identified PD activities](#), showing the total number of hours for a specified count of teachers at the Accreditation level they are working towards. Teachers are able to generate their own individual reports from the College administration system for a specified timeframe to support their professional responsivity in recording their PD activities with NESA.

Teacher Participation and Hours of Professional Development Activity at different Accreditation Levels			
Working Towards Accreditation Level	PD Type	Count of Teacher Participation	Total Hours
Highly Accomplished	PD NESA Registered - External	2	11
	PD Teacher Identified - External	13	85
	PD Teacher Identified - Internal	18	10
Highly Accomplished Total		33	106
Lead Teacher	PD NESA Registered - External	13	18
	PD Teacher Identified - External	20	104
	PD Teacher Identified - Internal	32	62
Lead Teacher Total		65	184
Proficient	PD NESA Registered - External	323	800
	PD NESA Registered - Internal	12	12
	PD Teacher Identified - External	154	556
	PD Teacher Identified - Internal	563	800
Proficient Total		1052	2168
Number of Individual Teacher Participation across Total Hours		1150	2458

6. WORKFORCE COMPOSITION



Our Staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	85	74.8
Non-teaching staff	43	32.8

Of the 128 people on staff at the College in 2019, none are known as Aboriginal and/or Torres Strait Islander.

Performance Measures for 2019	
Category	Percentage
Average teacher attendance expressed as a percentage of the average number of teachers present each day	95.02%
Proportion of teaching staff retained from the previous year	96.47%

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



Student Attendance

On average, 93.6% of students attended school each school day in 2019 (similar to 2018 rate of 94.02%).

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	94.3
Year 8	94.2
Year 9	92.6
Year 10	91.3
Year 11	93.6
Year 12	95.4
Whole school	93.6

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, 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 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 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 to ensure 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. 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, the student, the Pastoral Care teacher, College Counsellor and the HOY.

Student Retention Rates of Year 10 to Year 12

Of the 168 students who completed Year 10 at the College in 2019, 132 (78.6%) remained to pursue their HSC in 2020 (similar to 2018 rate of 76.2%). 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

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

108 of 125 students (86%) received an ATAR high enough for entry to university. According to Universities Admissions Centre and the University of Notre Dame, 95 students (76%) eligible for an ATAR 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.

University destinations which have been released to the College by UAC and Notre Dame, as well as types of courses students are entering into are listed below:

Post School Destinations		Post School Studies	
University	Number of Students	Examples of types of courses	Number of Students
University of Technology Sydney	19	Business	21
University of New South Wales	16	Allied Health	16
Australian Catholic University	15	Creative	12
Macquarie University	15	Education	11
University of Sydney	13	Nursing	8
University of Notre Dame	6	Engineering	7
University of Newcastle	3	Medical Science	6
Australian National University	2	Law	3
Western Sydney University	2	Architecture	2
University of Canberra	1	Paramedicine	2
Griffith University	1	Pharmacy	1
International College of Management Sydney	1	Genetics	1
University of Wollongong	1		

8. ENROLMENT POLICIES

The College's Enrolment (Local Students) Policy and Enrolment (International Students) Policy have not been amended since 2018 and are due for review in 2021. A copy of each is included below:



Enrolment (Local Students) Policy

52 Eurobin Avenue, Manly NSW 2095 t +61 2 9977 5144 f +61 2 9976 2753 o 032806
e administration@stellamaris.nsw.edu.au www.stellamaris.nsw.edu.au abn 88 058 323 827

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.

While the College does not suit all girls, there is no reason in principle that girls with disabilities cannot be eligible to enrol. Indeed, the College has since its inception enrolled many students with disabilities.

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 may be obtained from the College or downloaded from the College website (www.stellamaris.nsw.edu.au). Parents are to return the Registration Form to the College with a non-refundable registration fee (as stated on the Registration Form). 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.

2. 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 may, in the Principal's discretion be made subject to the College's Provisional Enrolment (Local Students) Procedure.
3. 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.
4. 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.
5. At these interviews, among other things, the senior staff will:
 - (a) inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees;
 - (b) 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.
6. Enrolment interviews form part of a wider assessment process by the College, further details of which appear below.
7. At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child.
8. To accept the offer, the parents must within four weeks of receiving it deliver to the College:
 - (a) the Confirmation of Enrolment Form which includes acceptance by the parents of the then current Conditions of Enrolment; and
 - (b) the non-refundable Enrolment Fee.
9. 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.
10. Prior to the student commencing at the College, parents and their daughter will be requested to attend an Information Evening.
11. 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.
12. The College will hold induction days prior to commencement of the school year to familiarise the student with College life.

Assessment

The College will undertake an assessment process at some time decided by the College after receipt of a Registration 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 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.

VERSION 4
Policy Approved: December 2018
Date for Review: December 2021



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.

VERSION 1

Policy Approved: June 2018

Date for Review: June 2021

9. OTHER SCHOOL POLICIES

Summary of College Policies		
Student Welfare (Wellbeing Program) Policy	Changes in 2019	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 2019, Pastoral Care Teachers, who follow their PC class through from Year 7 to Year 12, had 2 planning / catch up periods in their load per cycle. This time was allocated to get to know their students well, communicate with parents 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: mindfulness, restorative practice, positive education principles and teenage mental health.</p> <p>The College Counsellor is an integral member of the Wellbeing Team and works closely with the Heads of Year, Head of Community and Social Justice and the Assistant Principal Wellbeing. The College Counsellor has been particularly supportive in working with Heads of Year and the families of girls who are finding anxiety and school attendance difficult. The College Counsellor is a leader in local school counselling networks and endeavours to work in a case management scenario with external psychologists/psychiatrists who are supporting Stella girls and their families. The College Counsellor supports the development of Pastoral Programming via counselling statistics which have clearly demonstrated trends and patterns in the girls' mental health and wellbeing concerns. These statistics have then been used as evidence in planning the College's pastoral care program.</p>	Current Policy (2018) is due for renewal March 2021.	This policy is available on the College website or by request to the Assistant Principal Wellbeing.
Anti-Bullying Policy	Changes in 2019	Access to full text
<p>The College acknowledges that all students have a right to an education that is free from discrimination, harassment and bullying. The Anti-Bullying Policy provides processes for responding and managing allegations of bullying including the contact information for the Police School Liaison Officer and Youth Liaison Officer.</p> <p>Anti-Bullying policies have been explicitly covered at College assemblies, Pastoral Care lessons and in Heads of Year Meetings throughout 2019. The College Student Leadership Team has also worked with students to ensure an understanding of what bullying is and is not. This information has been shared in the fortnightly updates sent out by Heads of Year, and was added to the Student Diary for 2019. The eSafety Commission has been consistently promoted to help parents and students understand the pitfalls of the online world and protection measures that are available to families.</p> <p>Counselling data continues to show the Wellbeing Team that friendship concerns are the number one issue for younger girls at the College and the Stella Sisters Program has successfully continued to deal with that, and bullying concerns. Stella Sisters mentors and supports Stella girls who are having a hard time with their friendship groups. Stella Sisters are always available to spend time with these girls as they either transition to a new group or have some time out from their friendship group. Stella Sisters are leaders and model good friendship behaviour. They are a sounding board</p>	Current Policy (2018) is due for review March 2021.	This policy is available on the College website or by request to the Assistant Principal Wellbeing.

for students in their year level about friendships and help them access teachers and the counsellor for help. Stella Sisters training continued in 2019 and will be an annual event in the College calendar.		
Discipline (Student Management and Engagement) Policy	Changes in 2019	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, to enforce discipline at school.</p> <p>The policy is based on principles of procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.</p>	Current Policy (2018) is due for review August 2021.	This policy is available on the College website or by request to the Assistant Principal Wellbeing.
Concerns and Complaints Policy	Changes in 2019	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>	A review was conducted and minor changes made relating to staff roles.	This policy was available on the College website or on request.



10. SCHOOL DETERMINED PRIORITIES AND IMPROVEMENT TARGETS



Priorities and Achievements

Facilities and Resources

2019 was a year of consolidation at the College. Buildings on Main Campus were renamed to reflect the Good Samaritan heritage of the College. Good Samaritan and Kelleher replaced C Block and E Block and students were encouraged to develop a deeper understanding of who we are as a school of *Good Samaritan Education*.

As part of the next Strategic Plan 2020-2022, the College will review Stage 2 of the Masterplan before proceeding with planned building works.

Staff Development

Teacher professional learning, using the Learning Thinking Scope program, focused on providing a high quality, learning environment with high expectations of students and teachers working towards providing significant learning experiences. Staff feedback on the professional learning was very positive.

Learning and Teaching

Comprehensive analysis of data and differentiation of learning is continuing to improve academic outcomes at the College. Whilst our NAPLAN results are good and improving each year, teachers are concentrating on lifting students' results into higher bands through a focus on rigour, intellectual quality and setting high expectations.

The learning outcomes of our HSC students in 2019 were commendable. The College was ranked 77th in New South Wales and was the highest-ranking girls' school on the northern beaches.

Priorities and Challenges

Facilities and Resources

The College Board concluded the Strategic Plan 2017-2019. The three-year plan to create a campus that is inspiring, inclusive and innovative, reflecting our Good Samaritan Benedictine identity; build a schoolwide culture of improvement and achievement for staff and students; value all members of the Stella community and ensure they have an opportunity to speak and be heard, was agreed to have been achieved to a significant extent. Planning for a new Strategic Plan 2020-2022 commenced late 2019.

Staff Development

Over the past four years focus has been directed at improving teachers professional learning through the implementation of the Learning Thinking Scope (SCHMIC) program. The staff are working in cross-curricular groups concentrating on Thinking Talk and Thinking Feedback. The program will continue in 2020.

Learning and Teaching

Teaching staff and preparing for the implementation of a new Learning Management System - SEQTA. Staff have been undergoing training and in 2019 commenced using the attendance profile on SEQTA. 2020 will see the rollout of our curriculum programming and student profiles in the SEQTA system.



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 to promote learning experiences that promote self-esteem, mutual respect and responsibility.

Initiatives Promoting Respect and Responsibility in 2019	
Area	Summary of Actions or Events
Positive Education Principles	<p>The Wellbeing Team, alongside the College Leadership Team, has continued to work in the area of Positive Education. The reviewed policies have been actively communicated to students, parents and staff. The Pastoral Care program is embedded in the year's programming and Pastoral Care teachers welcomed the two-period allocation to focus on relationship building with the students in their PC class. The program for the pastoral care lessons was clear and followed the overarching foci of Stella girls as Inclusive, Innovative and Inspiring young women.</p> <p>Justin Coulson worked with the staff in relation to specific scenarios where positive conversations would help reengage students. The staff reported back that they found the session useful in terms of the gentle reminders to allow students ownership of their actions and therefore their capability for positive change.</p>
Student Representative Council (SRC) and Year 12 Leadership Team	<p>These groups offer forums where student voice can contribute to the College community providing an opportunity to bring concerns to the College Leadership through these forums which have been useful in obtaining student feedback.</p> <p>Year 12 Leadership Team: approximately 50 Year 11 students applied for leadership training in Term 3, 2018. 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 students were elected into formal student leadership roles for 2019. These students met with the Principal, Assistant Principals, HOY and Head of Community & Social Justice on a fortnightly basis as part of their leadership formation. This allowed for prayer, self-reflection, discussion and planning.</p>

Initiatives Promoting Respect and Responsibility in 2019	
Area	Summary of Actions or Events
	<p>Eight House Representatives were also chosen as a 2nd tier leadership group, to assist at College Carnivals and whenever communication is needed to filter to younger year groups via the House system.</p> <p>The 17 College leaders actively participated in the planning of College Assemblies focused on cultivating respect amongst the community. Topics involved: RUOK? Day, Harmony Day and White Ribbon Day. These areas of focus always drew on the Benedictine/Good Samaritan perspective.</p> <p>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.</p>
Stella Sisters	<p>Stella Sister training was established at the end of 2018 in preparation for new roles in 2019. Stella Sisters are junior leaders of the College who are endorsed by their teachers and Head of Year. In 2018 (Term 4)-2019 they were mentored by the Head of Community and Social Justice and the College Counsellor in the areas of active listening, peer support, reporting students at risk, and self-care (half day training)</p> <p>They acted as role models of inclusion and Benedictine service.</p>
Retreats and Reflection Days	<p>Retreats ran in Years 8, 10 and 11. Each program intersected with the content established in the Wellbeing Programs. The program was designed to embed Positive Education practice with Catholic teachings and values. It provided students the space to reflect on their choices and equip them with the skills to practically live a meaningful life: one that respects differences and involves personal responsibility.</p> <p>Years 7 and 9 attended reflection days focused on Benedictine values. The aim of reflection days is to develop empathy and respect for others.</p>
Social Justice Initiatives and Volunteering	<p>Opportunities for training and service were provided for students throughout the year to develop their leadership skills and empower them as 'change-makers'.</p> <p>These included:</p> <ul style="list-style-type: none"> • 20+ students attended the Mount St Benedict Social Justice Forum. • MAD (Making a Difference) Social Justice Club continued to run on a fortnightly basis led by the senior prefects. Students developed initiatives to make a practical difference in the community. This included cake stalls and mufti days as fundraisers. • Students in Year 9 volunteered for the ongoing GIFT cooking program at St Kieran's, Manly Vale, providing meals for vulnerable people on the Northern Beaches. • Approximately 95 students volunteered to participate in the Sleep Out in August: an empathy task and fundraiser. This raised money for the Women's Inn in Melbourne and the Kinder School, Philippines. • Year 9 students partnered with Mater Dei School, Camden, in their annual school visit. • Year 12 students volunteered at the Manly Women's Shelter annual ball. • 51 hampers were created by PC classes for the Vinnies Christmas Appeal. • 1 tonne of second-hand clothing donated through the new Stella Maris SCRgroup clothing bin. • Hundreds of soft plastic deposits collected as part of a Year 12 students' sustainability project that was rolled out in our Year of Stewardship.

Initiatives Promoting Respect and Responsibility in 2019	
Area	Summary of Actions or Events
Co-curricular and Extra-curricular Activities	<p>Students are encouraged to be actively involved in the extra-curricular activities offered at the College in order to satisfy their interests, develop their talents and improve academic skills and build community spirit. The College offers an extensive range of activities which include:</p> <ul style="list-style-type: none"> • Dance, Drama and Music Ensembles • SPECTRA Science Club • Stellamatics Maths Club • Art Club • Writers' Group • MAD-Make a Difference Social Justice Club • Debating • Sport teams, sprint training, tennis, sailing, basketball, AFL, water polo, rugby • Faith Development • Animanga Club • Origami club • Book Club • Pilates
Duke of Edinburgh's Award	<p>The College offers the opportunity for students to be involved in the Duke of Edinburgh Award scheme with many students from Years 9-12 completing their Bronze, Silver and Gold Awards. Local and International experiences featured, with students hiking in our local national parks, travelling to New Zealand for the Silver Adventurous Journey Expedition. Students complete their service and skill components of the award with local services and charities and also by mentoring students from younger years. All award participants had the opportunity to participate in local fundraising and raise vital funds for a community funded secondary school in Cambodia, Legacy, Lifeline and Beyond Blue.</p>



12. PARENT, STUDENT AND TEACHER SATISFACTION



An opportunity for parents 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 have been consulted in the development and amendment of key policies such as the Student Management and Engagement Policy and the Responsible Digital Citizenship Policy.

Parents are consulted in the Professional Review process for the Principal. In this process parents 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 complaints, as well as complaints from other members of the public. This policy is located on the website and on the parent portal. Families are informed of this information in the Family Handbook and procedural fairness is explained to complainants in each case.

If a parent 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 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 are able to 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 a number of 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. 2019 was a year of review for the Director of Innovative Learning and there was feedback provided from staff surveys around the current programs in place with relation to the use of data to direct our Teaching and Learning.

In 2019, the entire College community was engaged in a *Your School in Focus* survey, run through the AIS. The overall College strengths were found in our commitment to Mission, Vision and Values (communicating priorities); Professional Learning (whole school values professional learning); Inclusivity and Equity (school values all cultures); Leading Teaching and Learning (leaders collaborate and plan for effective teaching and learning); and our Reputation (parent / guardian pride in child attending Stella Maris College). The areas of opportunity lie in the development of Student Wellbeing (students' social and emotional learning skills); School Environment (further develop knowledge and understanding of other faiths and religions); and Teaching and Learning (knowledge of students' lives and interests outside of the school).

Members of the Leadership Team and the Principal are prepared to meet with staff, students and parents regarding unresolved matters of concern.



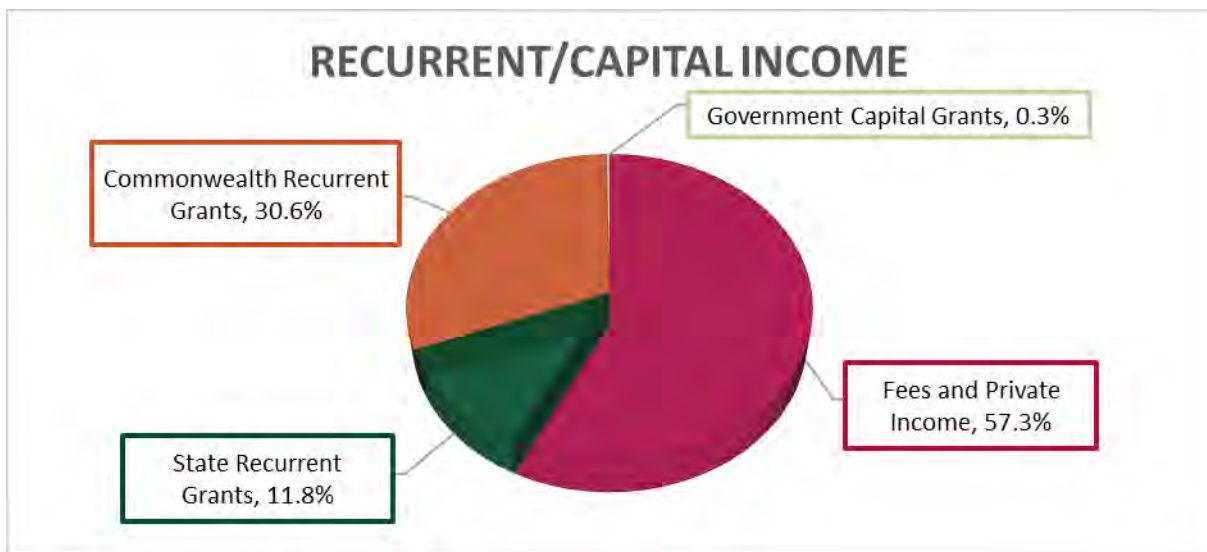
13. SUMMARY FINANCIAL INFORMATION

Financial income and expenditure for the College is shown below.

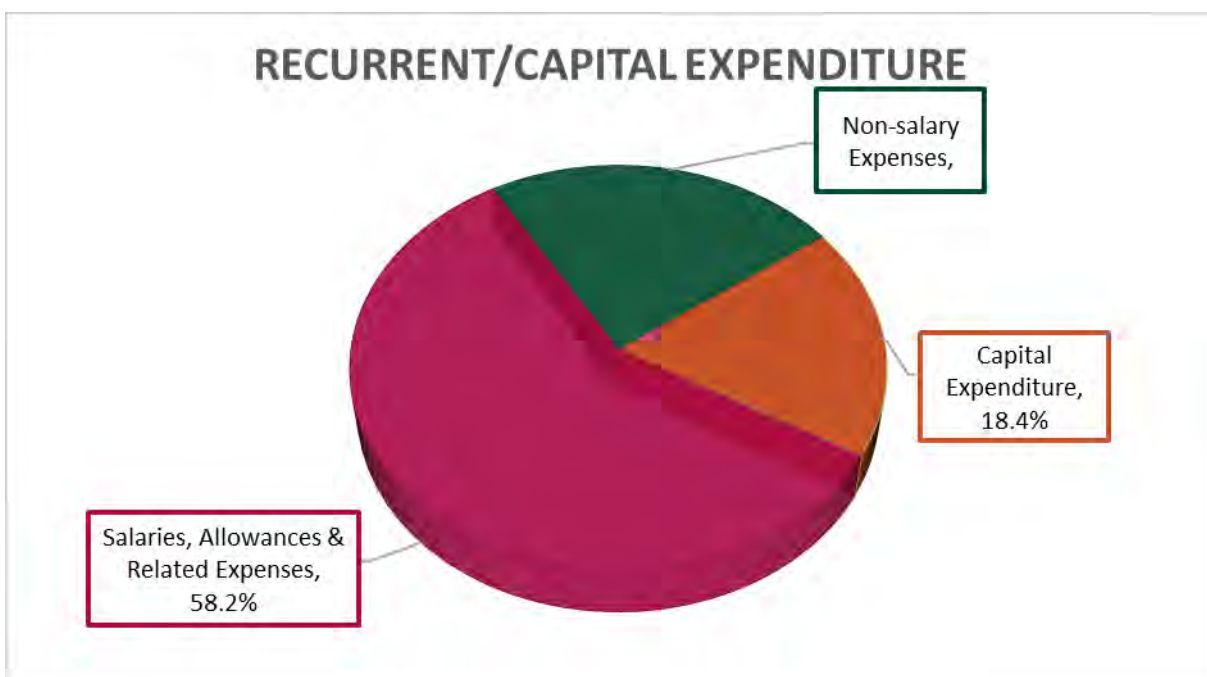
The following percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth's financial questionnaire:

Recurrent/Capital Income		Recurrent/Capital Expenditure	
Fees and Private Income	57.3%	Salaries, Allowances & Related Expenses	58.2%
State Recurrent Grants	11.8%	Non-salary Expenses	23.5%
Commonwealth Recurrent Grants	30.6%	Capital Expenditure	18.4%
Government Capital Grants	0.3%		
Other Capital Income	0.0%		

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](#).



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