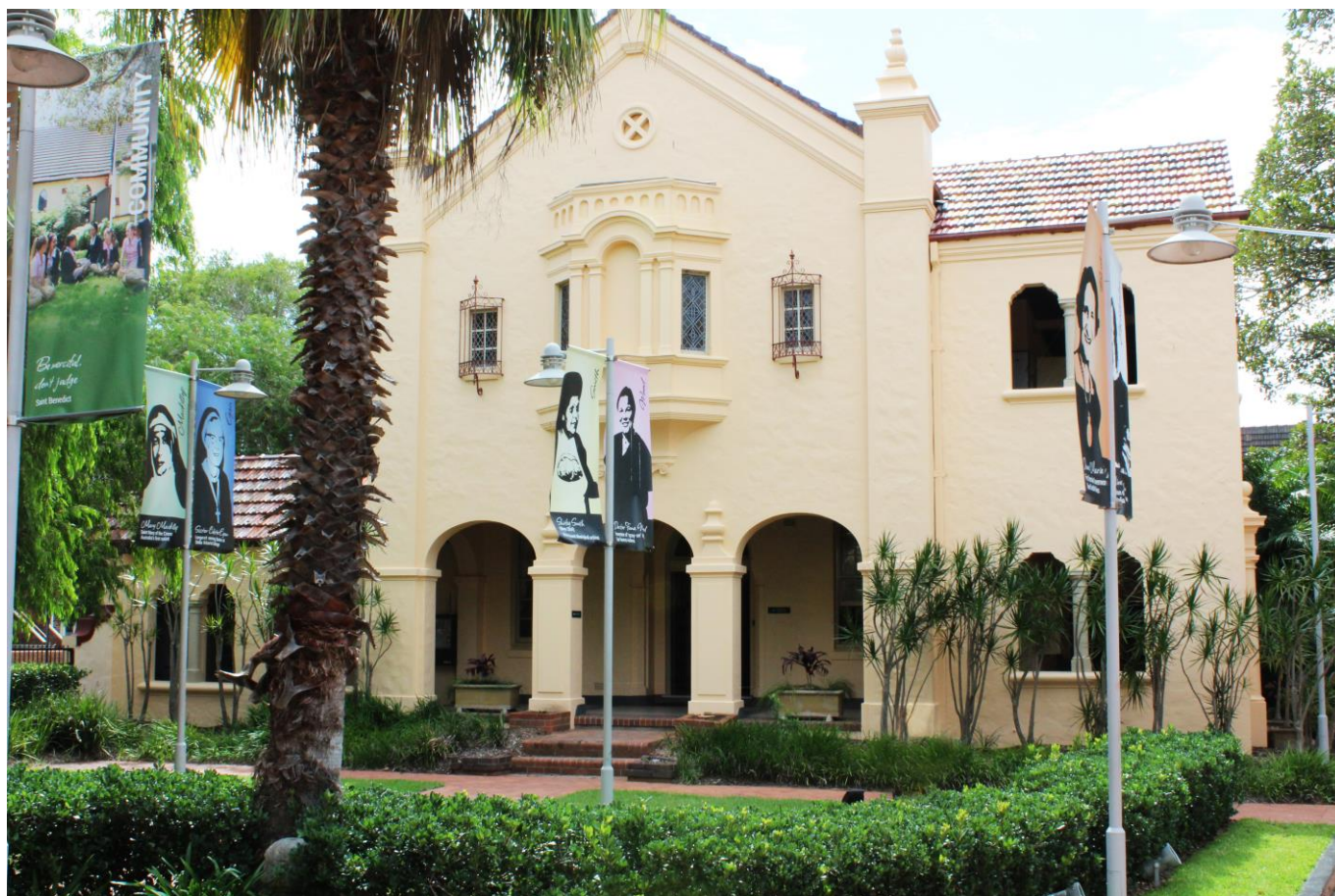




2020 Annual Report

Stella Maris College



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Contents

1. A MESSAGE FROM KEY SCHOOL BODIES	3
Message from the Principal	3
Message from the Chair of the Board	4
Message from the College Captain	5
2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY	6
Contextual Information about the School	6
Characteristics of the Student Body	6
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING	7
National Assessment Program: Literacy and Numeracy (NAPLAN)	7
4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)	8
Record of School Achievement (RoSA)	8
Higher School Certificate (HSC)	8
5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS	13
Profile of Teachers and Qualifications	13
Teacher Professional Learning coordinated through the Learning and Teaching Committee	13
Maintenance of Teacher Accreditation	13
6. WORKFORCE COMPOSITION	15
Our Staff	15
7. STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS	16
Student Attendance	16
Management of Non-attendance	16
Student Retention Rates of Year 10 to Year 12	16
Post School Destinations	17
8. ENROLMENT POLICIES	18
9. OTHER SCHOOL POLICIES	22
10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT	24
11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	25
12. PARENT, STUDENT AND TEACHER SATISFACTION	28
13. SUMMARY FINANCIAL INFORMATION	29
Recurrent/Capital Income	29
Recurrent/Capital Expenditure	29
14. PUBLICATION REQUIREMENTS	30

1. A MESSAGE FROM KEY SCHOOL BODIES

Message from the Principal



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

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

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

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

Stella Maris College is blessed with dedicated, highly qualified and committed teachers and support staff, many of whom are recognised in the local community for their expertise and professionalism. Our students are supportive of others and engage actively in learning across all domains – physical, intellectual, spiritual and socioemotional. Our girls' parents and carers are steadfast in their support of the College and involved in their daughter's education. The College values parental feedback and support through the Parents and Friends Committee and volunteering.

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

Elizabeth Carnegie
Principal

Message from the Chair of the Board

It would be a complete understatement to say 2020 was a challenging year for the community and for the College in delivering a quality education for the girls. Arguably, it was the most challenging year in the College's history since it commenced its involvement in the Manly community in 1931, as we move into our 90th year in 2021.

It therefore gives me great pride, on behalf of the Board, in commending and thanking Mrs Carnegie and her leadership team and all teachers and staff for the professional, proactive and adaptable manner in which they managed the impact of COVID on the College over the course of 2020, seamlessly moving from on site to remote learning and back to on site learning with minimal disruption to the education experience for the girls.

Gratitude also needs to be expressed for the maturity and resilience displayed by the students during this difficult period, and a big thank you to all the parents and wider Stella community for the support and co-operation they provided, which greatly assisted Mrs Carnegie and her team in navigating the challenging management task.

Given the external challenges in 2020, the focus of the Board during the year was to support Mrs Carnegie and her team in ensuring the health, safety and wellbeing of the students and staff, and provide assistance to ensure the continued delivery of a quality education, whilst maintaining overall governance oversight of the College.

The HSC results of the 2020 Year 12s are testament to the successful management of the COVID disruption by Mrs Carnegie and her team and the resilience of the Stella girls. We placed 100th in the State in 2020 and ranked 21st among all NSW Catholic schools and 16th compared to all NSW Catholic girls' schools. All the 2020 graduating students received an HSC and 50% of the students received at least one Band 6 result, whilst 89% received a Band 4, 5 or 6 result. In addition, 19% of the students received an ATAR higher than 90. Congratulations to the 2020 graduating girls and all the teachers and staff that supported and assisted them.

Despite the impact of COVID and the immediate challenges that required governance oversight over 2020, the Board also recognised it needed to maintain a forward looking focus. Accordingly, after a thorough consultation and engagement process with the College Leadership team, all staff, College Committees and wider Stella community, the Board finalised the new College Strategic Plan for 2021-2025 at the end of 2020.

Alongside our core Benedictine values of Stewardship, Community, Peace and Justice, and Hospitality, the key themes of the Strategic Plan for the next four years is a continued focus on best learning and best teaching, further developing our sense of community and fostering community relationships, and expressing and embedding our identity. We have listened to our community and have adapted our Vision to 'Inspiring young women to create a better world'. We are proud of our Stella girls and know they are capable of making a difference once they leave us in Year 12.

The Board is also conscious of and committed to re-investing in and upgrading the College facilities over the four-year Strategic Plan, balancing the need to upgrade and expand whilst prudently managing the College finances and stewarding its resources. Accordingly, we will be reviewing the existing Master Plan in 2021 and updating the plan to develop a property and infrastructure program of upgrading facilities over the course of the 2021-2025 Strategic Plan and beyond.

We look forward with optimism for 2021 and the future, and remain committed to the provision of a quality education for young woman who can confidently stride into the wider world and fulfil their true potential.

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

Steve Zuckerman
Chair, Board of Directors

Message from the College Captain



The year 2020 brought many obstacles and opportunities to students and staff at Stella Maris College. Within my role of College Captain, I have witnessed firsthand how the incredible community at Stella Maris has overcome these challenges and embraced these opportunities, particularly through upholding our Benedictine values of Community, Hospitality, Peace and Justice, and Stewardship during an unprecedented time. The focus on our values is what has provided Stella Maris with the framework to build a loving, trusting and supportive community.

The 2020 Student Leadership Team's goal this year was to ultimately capture the personal and positive experiences of our fellow students, to continue to develop these values within the Benedictine framework, and to keep alive the values that made our Stella journey such an amazing experience.

Stella Girls live the value of Community. The Year of Community in 2020 has ultimately allowed Stella Maris to stay connected and become more united than ever and has ensured each student felt supported and a sense of belonging during a time of uncertainty. There was not a day where I was not greeted by a fellow classmate or teacher with a smile. The College is filled with the most passionate and considerate people you will ever meet.

The Stella Maris community cherishes the value of Hospitality. It has created an environment at the College where girls constantly feel welcomed and appreciated for all the gifts and talents they bring to the school. This value has fostered a supportive culture in which every girl felt comfortable to reach their full potential whether that is academically or in extra-curricular activities.

Stewardship has developed a strong sense of gratitude for the privileges, opportunities, friendships and sense of belonging that every girl is fortunate to enjoy throughout their years at Stella. The value of Stewardship has challenged us as a school to respect, appreciate and share our gifts and resources for the benefit of others. Stewardship teaches that the ultimate expression of gratitude is the ability and desire to 'give back'.

This desire to 'give back' is exemplified within the value of Peace and Justice, where so many of our Stella experiences emphasised the importance and ability to put others first. Our ability to think of others, and to express this in our actions and words, has truly put this year into perspective of how lucky and privileged we are as a community. As Stella girls we are constantly reminded to put others before ourselves.

These values and experiences have developed the student and staff body at the College into considerate and passionate people who have taken responsibility for each other's growth and development.

I reflect upon this year in awe and with pride of our Stella community and the way they have tackled such an unpredictable 2020 in a positive and adaptable manner. I commend all students and staff for continuing to strive to create a loving and nurturing culture and environment at the College that has allowed for every Stella girl to enjoy walking in our gates each day.

Ella McMahon
2020 College Captain

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

Contextual Information about the School

Stella Maris College (the College) is 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 2020, Stella Maris College celebrated 89 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 2020, Stella Maris College had a total population of 893 students, of which:

- 852 were local students;
- 41 were international students;
- 76 were students with disabilities;
- 2 were Aboriginal/Torres Strait Islander (ATSI) students;
- 7 were local students with Language Background Other Than English (LBOTE);
- 41 were overseas students with LBOTE.

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



3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

National Assessment Program: Literacy and Numeracy (NAPLAN)

The annual NAPLAN tests assess Years 3, 5, 7 and 9 students' skills in reading, writing, spelling, grammar and punctuation, and numeracy.

The NAPLAN tests were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are summarised below.

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 and 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 and 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)

The RoSA is a cumulative credential for Year 10, 11 and 12 students leaving school prior to attaining the Higher School Certificate. In 2020, the College had five students who were awarded the formal RoSA 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.

Percentage of Year 12 Students Attaining a Year 12 Certificate or Equivalent Vocational Education and Training Qualification		
Year 12	Qualification / Certificate	% of Students
2020	Higher School Certificate	100
2020	Attained one or more VET qualification as part of their HSC pattern of study	19

In 2020, 90 students completed Year 12 at Stella Maris College, of which:

- 90 received a Higher School Certificate
- 5 students were non-ATAR candidates
- 84 were local students
- 6 were international students (1 completed her HSC remotely due to COVID-19 restrictions)
- 6 students completed one of their HSC subjects at TAFE
- 1 student completed a language course with the NSW School of Languages
- 1 Year 11 student was accelerated in Swedish and completed the HSC course with a private tutor
- 2 external students joined the HSC cohort to study the VET course: Certificate III Live Production and Services

A summary of the results in 2020 is as follows:

- The College performed above the State mean in 30 of the 33 courses conducted
- 16% of exam results were in Band 6, with 50% of the cohort achieving at least one Band 6 result
- 89% of exam results were in the top three bands
- The VET qualifications attained were:
 - Certificate II in Hospitality - Kitchen Operations and Cookery – 9 students
 - Certificate III in Tourism, Travel and Events – 3 students
 - Certificate III in Live Production and Services – 5 students
 - Certificate II in Animal Studies – 2 students

Individual Student Performance Data:

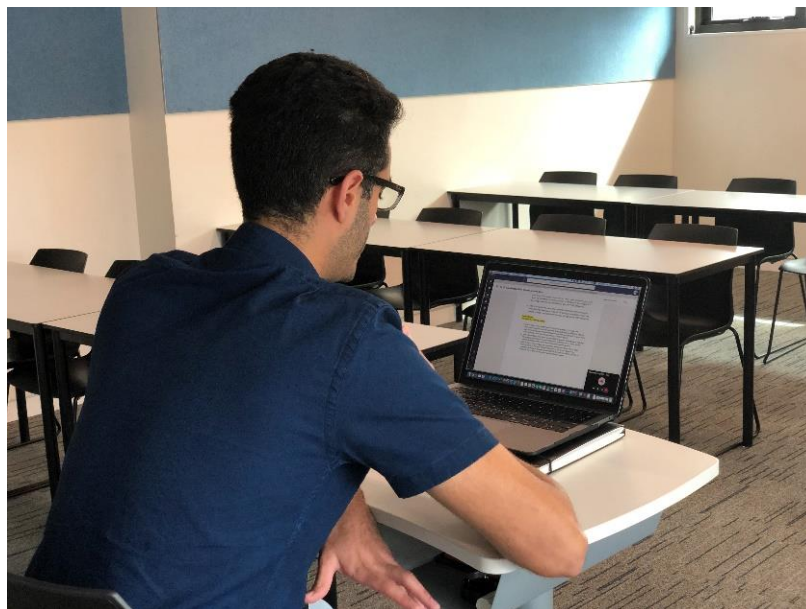
- Distinguished Achievers:
 - 46 students achieved a Band 6 in one course
 - 18 of these students achieved a Band 6 in more than one course
- No students were 'All-Rounders'
- Three students appeared in the Top Achievers list for attaining:
 - 2nd place in the Entertainment Industry examination
 - 9th place in Textiles and Design
- Highest ATAR achieved was 98.75
- 6 students from a class of 13 were nominated for Shape (exemplary Design and Technology projects) and one was selected to exhibit
- One student was nominated for Textstyle – for her exemplary Textiles and Design project
- 4 students from a class of 7 were nominated for Callback – exemplary Dance projects/performances
- One student was nominated for Art Express – exemplary Visual Arts major work

The following tables compare HSC results from 2014 to 2020. In general, student achievement was at or above State level. This has been a consistent trend over the past six years.

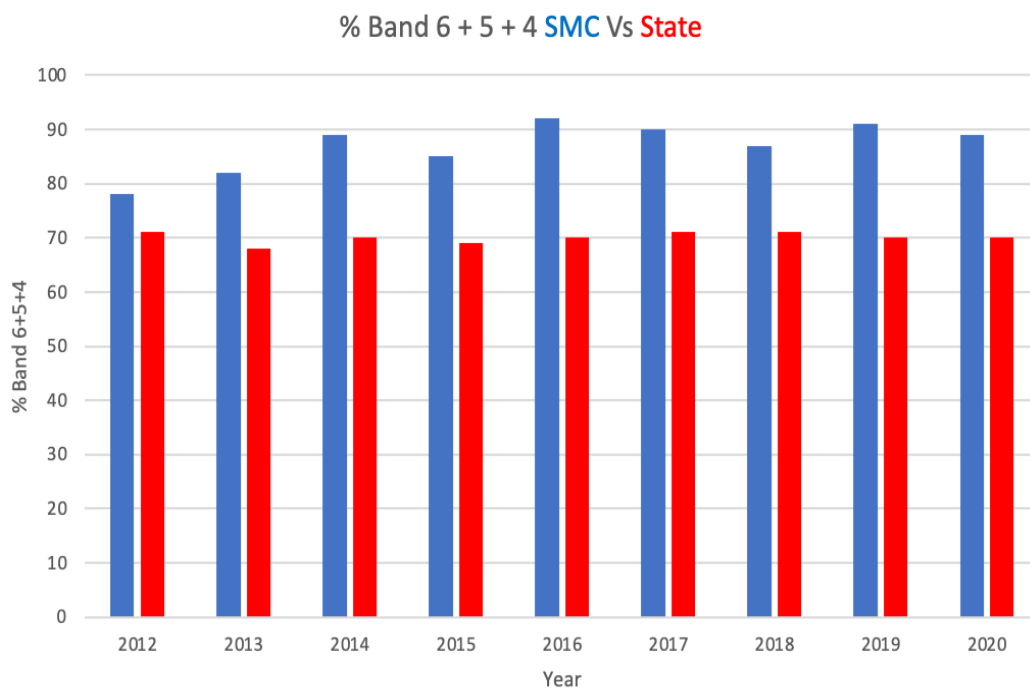
	College vs State Mean	2020 Course Results in Percentage Bands	2019 Course Results in Percentage Bands	2014-2018 Comparative Performance Over Time Course Results in Bands 4-6											
Course	2020	2020	2019	2018		2017		2016		2015		2014			
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6			
		College	State	College	State	College	State	College	State	College	State	College	State		
Ancient History	+14.26	90	62	100	66	100	63	96	62	83	59	87	61	100	62
Biology	+7.35	88	62	93	60	88	70	88	69	100	65	88	60	88	62
Business Studies	+10.20	94	62	83	62	95	65	87	66	73	64	68	67	90	68
Chemistry	-1.82	67	69	100	67	76	70	100	71	100	74	100	74	76	76
Community and Family Studies	+0.95	74	69	96	70	86	63	83	68	86	65	84	66	84	71
Dance	+6.78	100	87	100	82	N/A	N/A	100	82	100	78	100	78	100	77
Design and Technology	+11.75	100	83	100	82	100	84	100	77	100	77	81	79	90	75
Drama	+1.00	100	90	86	84	100	82	100	84	100	83	100	82	88	84
Earth and Environmental Science	N/A	N/A	N/A	N/A	N/A	100	71	86	74	100	69	N/A	N/A	100	73
Economics	N/A	N/A	N/A	100	75	N/A	N/A	80	74	100	74	50	75	80	73
English Studies	N/A	N/A	N/A	100	4										
English (Standard)	+7.12	92	57	81	52	85	51	92	55	93	50	83	42	82	43
English (Advanced)	+0.90	100	95	100	92	94	91	96	92	100	91	96	91	100	92
English as an Additional Language or Dialect (formerly ESL)	+12.06	100	57	100	59	82	57	73	56	92	59	57	61	57	66
Food Technology	N/A	N/A	N/A	80	68	80	63	85	60	67	59	69	57	88	56
Geography	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	71	100	67	N/A	N/A
Industrial Technology - Multimedia	+12.51	100	52	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Information Processes and Technology	+12.43	100	58	100	63	71	68	N/A	N/A	100	64	100	66	100	68
Legal Studies	+5.45	70	67	100	66	100	73	80	75	100	71	88	69	83	66
Mathematics Standard 2 (formerly General)	+10.15	77	50	76	57	82	53	78	51	94	52	75	51	92	51
Mathematics Advanced	+3.62	73	81	100	79	96	78	100	75	93	77	85	81	82	82

	College vs State Mean	2020 Course Results in Percentage Bands		2019 Course Results in Percentage Bands		2014-2018 Comparative Performance Over Time Course Results in Bands 4-6									
Course	2020	2020		2019		2018		2017		2016		2015		2014	
		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
Modern History	+9.18	93	66	94	67	57	72	94	71	93	73	95	73	100	75
Music 1	+2.57	100	90	100	91	100	90	100	90	100	89	100	91	94	89
Music 2	N/A	N/A	N/A	100	100	100	100	100	100	100	100	100	100	100	99
PDHPE	+1.86	70	61	88	62	58	61	90	60	87	63	95	63	79	63
Physics	+1.45	100	67	100	64	100	65	50	68	67	66	89	66	100	67
Senior Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	60	N/A	N/A	75	61	100	70
Society and Culture	+9.49	100	80	89	79	100	78	79	79	100	79	100	81	100	78
Studies of Religion I	+1.98	100	77	100	79	100	71	100	82	93	76	100	78	94	76
Studies of Religion II	+3.14	85	74	85	80	55	71	81	78	80	71	70	71	75	74
Textiles and Design	+6.26	100	85	100	81	92	76	100	77	100	78	100	80	94	72
Visual Arts	+6.50	100	90	100	90	100	92	100	90	100	88	98	88	100	85
Chinese and Literature (formerly Background Speakers)	+4.85	100	92	100	97	100	96	100	96	100	97	92	96	100	99
Entertainment Industry	+3.64	86	73	86	78	77	75	77	76	100	80	100	57	100	60
French Beginners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	72	100	71	N/A	N/A
French Continuers	N/A	N/A	N/A	100	88	100	89	100	90	100	89	100	87	100	89
German 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	87
Hospitality	+1.24	89	64	95	65	83	68	91	70	96	67	80	77	74	73
Indonesian Background Speakers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	94	N/A	N/A	N/A	N/A
Italian Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	83	50	78	0	82
Japanese Beginners	+4.04	80	59	100	66	100	72	100	66	88	65	80	61	43	67
Japanese Continuers	-10.54	50	79	N/A	N/A	N/A	N/A	50	82	100	80	N/A	N/A	N/A	N/A
Retail Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	69	N/A	N/A	N/A	N/A
Spanish Continuers	N/A	N/A	N/A	83	81	100	82	N/A	N/A	100	79	14	73	100	79
Tourism	TAFE	TAFE	TAFE	N/A	N/A	100	72	100	70	100	55	100	74	100	78

	College vs State Mean	2020 Course Results in Percentage Bands		2019 Course Results in Percentage Bands		2014-2018 Comparative Performance Over Time Course Results in Bands 4-6									
Extension Course	2020	2020		2019		2018		2017		2016		2015		2014	
		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	N/A	N/A	N/A	100	94	100	96	100	96	92	94	100	100	100	94
English Extension 2	N/A	N/A	N/A	N/A	N/A	100	71	100	71	100	78	N/A	N/A	100	83
Mathematics Extension 1	+1.26	64	74	100	80	93	80	93	80	71	82	100	97	100	84
Mathematics Extension 2	-0.66	80	84	100	86	89	86	89	86	58	84	100	98	63	86
Music Extension	N/A	N/A	N/A	N/A	N/A	100	96	100	96	100	95	100	100	25	93
History Extension	+4.61	100	76	100	77	75	79	75	79	60	80	100	99	100	78
French Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	100	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	N/A	N/A



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



The 2020 band results comparison shown below shows significantly better results for Stella Maris College in the top two bands compared to the State.

2020 Band Results Comparison		
Band	State	Stella Maris College
6	11	16
5	28	46
4	31	27
3	19	10
2	8	1
1	3	0
5 + 6	39	62
4 + 5 + 6	70	89



5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS



Profile of Teachers and Qualifications

As at the close of 2020, there were 91 part-time and full-time teachers on permanent and temporary contracts (80.6 FTE) and 4 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	91
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 94 teachers as at 19 Mar 2021, as shown in the following table.

Teacher Accreditation Status of Teaching Staff		
Recognised Accreditation Level	Membership Status	Number of Teachers
Conditional	Active	5
Provisional	Active	3
Proficient Teacher	Active	86
Proficient Teacher	Leave of Absence	0
Total Number of Teachers		94

The following tables include data captured from 1/1/2020 to 27/11/2020 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 responsibility 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	1	5.5
	PD Teacher Identified - External	1	2
	PD Teacher Identified - Internal	4	16
Highly Accomplished Total		6	23.5
Lead Teacher	PD NESA Registered - External	5	181
	PD Teacher Identified - External	5	46
	PD Teacher Identified - Internal	5	18
Lead Teacher Total		15	245
Proficient	PD NESA Registered - External	193	973.6
	PD Teacher Identified - External	44	187.5
	PD Teacher Identified - Internal	928	1099
Proficient Total		1165	2260.1
Number of Individual Teacher Participation across Total Hours		1186	2528.6



6. WORKFORCE COMPOSITION

Our Staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	91	80.6
Non-teaching staff	47	35.3

Of the 138 people on staff at the College in 2020, 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	95.42%
Proportion of teaching staff retained from the previous year	97.80%



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

Student Attendance

On average, 93.67% of students attended school each school day in 2020 (similar to 2019 rate of 93.6%).

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	95.04
Year 8	93.65
Year 9	92.54
Year 10	93.57
Year 11	94.05
Year 12	94.06
Whole school	93.67

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 partial absences. 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 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 to 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 143 students who completed Year 10 at the College in 2018, 90 (62.9%) remained to pursue their HSC in 2020 (less than the 2019 rate of 78.6%). Based on information provided when students leave, they do so because of family circumstances or to complete vocational training, engage in employment or to pursue their HSC in a different educational setting.

Post School Destinations

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

Of the 85 Year 12 students who were eligible for an ATAR, 79 students (93%) were according to the Universities Admissions Centre and the University of Notre Dame, 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. It is interesting to note that 52 students out of 79 (66%) were offered their first preference.

There were 6 non-ATAR students.

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

Post School Destinations		Post School Studies	
University	Number of Students	Study Area of Courses	Number of Students
University of Technology Sydney (UTS)	14	Society and Culture	19
Australian Catholic University (ACU)	13	Health	17
Macquarie University	13	Creative Arts	12
University of Sydney	13	Education	9
University of New South Wales	9	Management and Commerce (Business)	8
University of Notre Dame	5	Natural and Physical Sciences	6
University of Newcastle	3	Architecture and Building	3
International College of Management Sydney (ICMS)	3	Engineering	2
Torrens University	3	Information Technology	2
Charles Sturt University	2	Food, Hospitality and Personal Services	1
Australian National University (ANU)	1		



8. ENROLMENT POLICIES

The College's Enrolment (Local Students) Policy was updated in September 2020. The College's Enrolment (International Students) Policy has not been amended since 2018 and is due for review in 2021.



Enrolment (Local Students) Policy

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INTRODUCTION

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

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

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

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

RELEVANT LEGISLATION

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

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

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

ENROLMENT PROCESS

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

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

Assessment

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

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

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

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

Where information obtained by the College suggests:

- (a) a profile of willful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College; or
- (b) the parents may not be able to meet the financial commitment required by having a child at the College,

notwithstanding that the child otherwise satisfies the enrolment criteria, the Principal may decline to proceed any further with the enrolment process.

College Reserves Rights

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

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

College's Considerations and Preference Criteria

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

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

The College may also consider:

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

Continuing Enrolment

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

Related Documents:

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

VERSION 5

Policy Approved: September 2020

Date for Review: September 2023



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 2020	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>Pastoral Care teachers follow their PC class through from Year 7 to Year 12, and in 2020 had two 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 Head of Counselling and the College Counsellor are integral members of the Wellbeing Team and work closely with the Heads of Year, International Student Program Coordinator, and the Assistant Principal Wellbeing. The counselling team have been particularly supportive in working with Heads of Year and the families of girls who are finding anxiety and school attendance difficult. The Head of Counselling 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 counselling team 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 2020	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 2020. 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 again included in the Student Diary for 2020. The eSafety Commissioner was consistently promoted to help parents and students understand the pitfalls of the online world and protection measures 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 mentor and support Stella girls having a hard time with their friendship groups. They are always available to spend time with these girls as they 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 for students in their Year level about friendships and help them access teachers and the counsellor for help. Stella Sisters training continued in 2020 and is an annual event.</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.

Discipline (Student Management and Engagement) Policy	Changes in 2020	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>	<p>Current Policy (May 2020) is due for review May 2023.</p>	<p>This policy is available on the College website or by request to the Assistant Principal Wellbeing.</p>
Concerns and Complaints Policy	Changes in 2020	Access to full text
<p>The College uses procedural fairness in all aspects of complaint handling.</p> <p>Initially, issues should be directed verbally or in writing to the relevant staff member. If the issue remains unresolved then either party may make a complaint to the next level of management, detailed within the Communications Structure noted in the policy, until the issue is resolved.</p> <p>Issues are to be dealt with as swiftly as possible, in a courteous and respectful manner. Some issues require mediation or an interview and parties must be open to resolution, dismissal of the complaint or an apology given. A support person may be offered to the respondent to a complaint.</p>	<p>A review was conducted and minor changes made relating to staff roles.</p>	<p>This policy is available on the College website or by request to the Assistant Principal Wellbeing.</p>



10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of Priorities Identified for Achievement in 2020		
Area	Priorities	Achievements
Facilities and Resources	Develop new College Strategic Plan	During 2020 the College Leadership and College Board developed a new Strategic Plan for the College which will run until 2024. The plan aims to: <ul style="list-style-type: none"> Express and embed our identity; Offer our best learning and best teaching; Build our community and relationships ; Be adaptable and sustainable.
	Building Works	The 2021-2024 Strategic Plan was conceived in 2020. As part of the Strategic Plan the College will review Stage 2 of the Masterplan before proceeding with planned building works. In 2021 architects will be consulted regarding the Masterplan.
	Develop deeper understanding of who we are as a school of <i>Good Samaritan Education</i>	During 2020 the Chapel was considered and Sacred Space Architects were consulted. A disability access ramp was installed.
Staff Development	Improve teacher professional learning through the Learning Thinking Scope (SCHMIC) Program	Teacher professional learning focused on providing a high quality learning environment with high expectations of students and teachers working towards providing significant learning experiences. Staff worked in cross-curricular groups concentrating on the Learning Thinking Scope Program. Staff feedback on professional learning was very positive. The program will continue in 2021.
Learning and Teaching	Comprehensive analysis of data and differentiation of learning	Academic outcomes at the College continue to improve. Teachers concentrated on lifting students' results into higher bands through a focus on rigour, intellectual quality and setting high expectations. Feedback was explored further in 2020. All students satisfied the requirements of 'Minimum Standards Testing' by the completion of their HSC. Students requiring extra assistance were targeted early to lessen the impact in the HSC year. The learning outcomes of our HSC students in 2020 were commendable. The College was ranked 100 th in New South Wales and 16 th compared to catholic girls' schools in the State.
	Training and implementation of SEQTA	Following training in 2019, the Attendance section of the new Learning Management System, SEQTA, was rolled out in 2020. Teaching staff are at Stage 2 of the implementation of SEQTA and have been undergoing training in the curriculum domain. 2021 will see the rollout of our curriculum and student profiles to parents via SEQTA Engage and to students via SEQTA Learn.
	Online Learning and Covid-19	The College transitioned to remote learning smoothly using Microsoft Teams to deliver 'live' lessons. The same technology allowed parent/teacher interviews and new student interviews to occur as well as teacher professional learning and collaboration to continue. The experiences of 2020 in these areas have offered insights into new applications and directions for exploration in 2021.

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 2020 included:

Positive Education Principles

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.

In 2020, the College staff worked with Equi Energy Youth to gain further insight into the areas of acute child and adolescent mental health. The professionals from Equi Energy Youth were passionate about the health and wellbeing of young people and invited the staff to consider the impacts of trauma, separation anxiety and mental health disorders on our students. The staff learnt strategies for connecting further with students who may be suffering with mental health concerns.

Stella Sisters

Stella Sisters training was established at the end of 2019 in preparation for new roles in 2020. Stella Sisters are junior leaders of the College who are endorsed by their teachers and Head of Year. In 2019 (Term 4) - 2020 they were mentored by the Head of Community and Social Justice and the Head of Counselling in the areas of active listening, peer support, reporting students at risk, and self-care (half day training).

They acted as role models of inclusion and Benedictine service.

Year 12 Leadership Team and Student Representative Council (SRC)

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

Approximately fifty Year 11 students applied for leadership training in Term 3, 2020. These students had a record of demonstrated service to the College in a variety of areas and were endorsed by a staff member. They were trained in servant leadership, shaped by Benedictine tradition and biblical principles. Seventeen of these students were elected to formal student leadership roles as the 2021 Year 12 Leadership Team. 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.

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

The Year 12 Leadership Team actively participated in the planning of College Assemblies 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, focusing on 'Community' in 2020.

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

Retreats and Reflection Days

Retreats ran an alternative 1-day retreat program in Years 10 and 11 due to Covid-19 restrictions. An overnight Year 12 retreat has been programmed for 2021 as it is a highly beneficial formation experience and their final overnight experience at the College.

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 with 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.

Year 7 attended their Benedictine Reflection Day with the aim of understanding our Benedictine, Good Samaritan history and ethos more deeply. Students explored how to live out the Benedictine values to grow in empathy and respect for others.

Social Justice Initiatives and Volunteering

Opportunities for training and service were provided for students throughout 2020 to develop their leadership skills and empower them as 'changemakers'.

Due to the financial impact of Covid-19, we focused on education, connection and donated goods. We ran some mufti days but were highly aware and sensitive to families impacted financially in our own community.

Throughout 2020:

- Students attended the online Mount St Benedict Social Justice Forum.
- Students were involved in the MAD (Making a Difference) Social Justice Club led by the senior prefects. They developed initiatives to make a practical difference in the community. The focus for the year was looming beanies for rough sleepers, which were donated to St Vincent de Paul's Winter Appeal.
- Year 9 volunteers cooked meals for vulnerable people on the Northern Beaches as part of the GIFT cooking program at St Kieran's, Manly Vale. This only occurred in Term 1, prior to the official lockdown.
- Pastoral Care classes created 49 hampers for donation to the St Vincent de Paul Christmas Appeal.
- Over 1 tonne of second-hand clothing was donated through the Stella Maris SCRgroup clothing bin.
- Hundreds of soft plastic deposits were collected.
- Several drives were run throughout the year for the Jesuit Refugee Service (JRS), St Vincent de Paul Society and Northern Beaches Women's Shelter for food and hygiene goods required due to Covid.
- Stella Day focused on connecting with our Good Samaritan partners. Video messages were collated and shared in Pastoral Care classes to raise awareness of the impact of Covid on Santa Teresa, the Philippines, Mater Dei and The Women's Inn. Pastoral Care classes wrote letters to each partner community with a blessing/prayer. These were shared with the Sisters/leaders.
- Mufti days were held to fundraise for the Good Samaritan Foundation.



Co-Curricular and Extra-Curricular Activities

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

- 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, water polo, rugby, touch football, many others
- Faith Development Youth Groups
- Sacrament Group
- Animanga Club
- Origami Club
- Book Club
- Pilates
- Free After School tutoring

Duke of Edinburgh's Award

The College offers the opportunity for students to be involved in the Duke of Edinburgh Award scheme with many students from Years 9 to 12 completing their Bronze, Silver and Gold Awards. In 2020 local experiences featured, with students hiking day walks in our local national parks and completing the Lifeline Fun Run in Manly. Students complete their service and skill components of the Award with local services and charities and by mentoring students from younger years. During 2020 all Award participants had the opportunity to participate in local fundraising to raise vital funds for a community funded secondary school in Cambodia, Lifeline and Capes for Kids. In 2020, despite restrictions limiting what the students could take part in, a record number of Year 9 students joined the Award at the College.



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. 2020 was a year of review for the Director of Mission and there was feedback provided from staff surveys around the current programs in place with relation to the way the mission of the Sisters of the Good Samaritan is embedded into College life and the role that strong and authentic interactions between all members of the College community plays.

In 2020 the Assistant Principal Wellbeing reviewed the *Perspectives: Your School in Focus* survey from 2019, run through the AIS. In order to explore ways to improve the development of Student Wellbeing (students' social and emotional learning skills); the students were invited to participate in another survey focusing on their interactions in pastoral care classes. The results of this survey were triangulated with the 2019 results and from this data, pastoral care teachers were invited to adopt approaches and strategies in line with the view of the students.

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 regarding unresolved matters of concern.

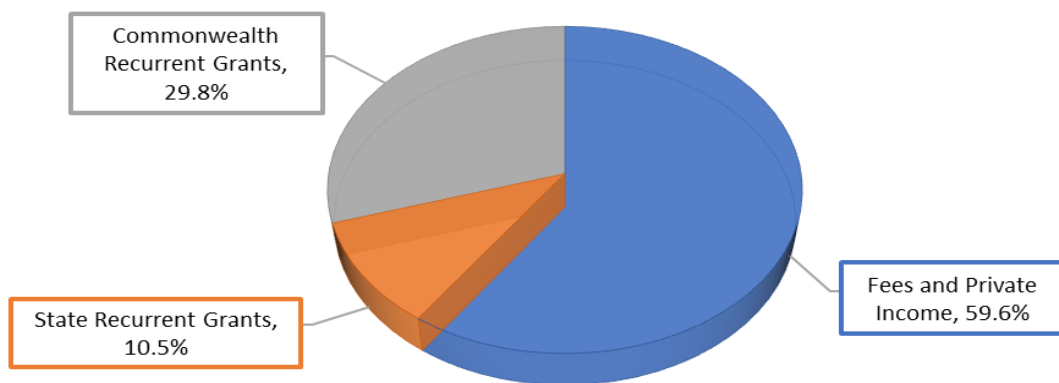
13. SUMMARY FINANCIAL INFORMATION

Financial income and expenditure for the College is shown below.

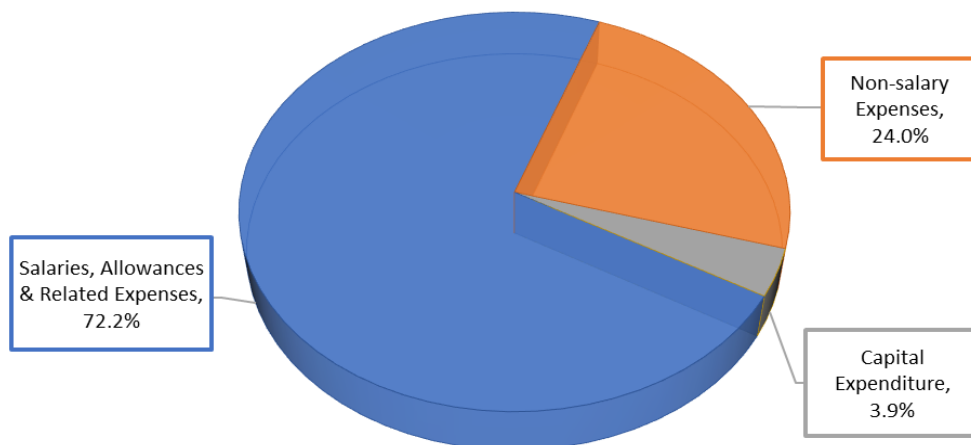
The following percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth's financial questionnaire:

Recurrent/Capital Income		Recurrent/Capital Expenditure	
Fees and Private Income	59.6%	Salaries, Allowances & Related Expenses	72.2%
State Recurrent Grants	10.5%	Non-salary Expenses	24.0%
Commonwealth Recurrent Grants	29.8%	Capital Expenditure	3.9%
Government Capital Grants	0.0%		
Other Capital Income	0.1%		

Recurrent/Capital Income



Recurrent/Capital Expenditure



14. PUBLICATION REQUIREMENTS

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

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

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



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