



# Stella Maris

COLLEGE MANLY

## 2021 Annual Report



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## 1. A MESSAGE FROM KEY SCHOOL BODIES

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### Message from the Principal



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

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

Whilst classified by government as an independent school, Stella Maris College is a 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 has a dedicated, highly qualified and committed staff, many of whom are recognised in the community for their expertise, professionalism and community engagement. Our students are supportive of others and engage actively in learning across all domains – physical, intellectual, spiritual and socioemotional. Our girls' parents and carers are supportive of the College and involved in their daughter's education. The College values parental feedback through the Parents and Friends Committee.

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

Elizabeth Carnegie  
Principal



## Message from the Chair of the Board

2021 marked the 90<sup>th</sup> year of Stella's involvement in the Manly community, a heritage and history that fills the Board and College Leadership Team with immense pride. It was also a year of further challenges as the COVID-19 pandemic continued to impact on the education sector and the delivery of education and co-curricular activities at Stella.

On behalf of the Board, I would again like to express our gratitude to Mrs Carnegie and her Leadership Team and all teachers and staff for their professionalism and adaptability in continuing to provide a seamless and quality education experience for the girls over 2021 despite the constantly changing external environment requiring shifts between remote learning and on-site teaching.

The seamless delivery of our education offering in 2021 would not have been possible without the resilience and patience demonstrated by the students and their parents, guardians and carers and wider Stella community. We thank everyone for their support and assistance which enabled Mrs Carnegie and her team to navigate the challenging management task.

Given the external challenges in 2021, the continued 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, provide the appropriate framework for the delivery of a quality education experience, whilst maintaining overall governance oversight of the College.

The HSC results of the 2021 Year 12s was testament to the successful management of the COVID disruption by Mrs Carnegie and her team and the resilience of the Stella girls. We placed 96<sup>th</sup> amongst all schools in NSW in the 2021 HSC and ranked 25<sup>th</sup> among all NSW Catholic schools and 16<sup>th</sup> compared to all NSW Catholic girls' schools. The College had 51 Distinguished Achievers who scored Band 6 in one or more of their subjects with 43% of the cohort achieving at least one Band 6 result. 92% of all HSC marks scored higher than 70/100. These outstanding academic results were matched by various successes in other fields such as sport, Duke of Edinburgh awards, community service, debating and social justice, again demonstrating that a Stella education aims to provide a well-rounded education experience best preparing the girls for the challenges of the outside world and equipping them with the tools and every opportunity to fulfil their goals and aspirations.

Despite the external disruptions in 2021, the Board continued to maintain a forward-looking focus, exploring ways in which we can improve our education offering for current and future Stella students and enhance our college infrastructure. This culminated in the finalisation and release of Stella's new 4-year Strategic Plan for 2021-2025 titled '*towards 2025*'.

The key themes and goals underpinning our new Strategic Plan are as follows:

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

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

The Board continues to remain focused on optimising the school's infrastructure and facilities. To that end the Board will be reviewing and updating the College Master Plan in 2022. The focus will be on re-investing in and upgrading the College facilities, whilst at the same time balancing the financial sustainability of the College and ensuring that we continue to provide an affordable education to our students without imposing an undue financial burden on parents with manageable fee increases.

We look forward with optimism for 2022 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 carers, 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 2021 Stella Maris College school year provided its fair share of bouts with adversity, reinvention of learning techniques and the occasional delay of connection. Yet, we remained triumphant because of our emphasis on the strength of our community; the teachers, students and staff who continued to show up and exude engagement and energy.

As a leadership team we sought to emphasise the importance of connections within the school. This involved the focus on a range of initiatives both internally and externally, so that the girls were provided with support in all areas of schooling and encouraged to get involved anywhere they could.



Within school hours, we grew closer through social justice activities including: Student Representative Council, Stella Sisters (peer mentoring program), Making a Difference Club (social justice), Friday Fun (active games), Vinnies hampers and the Sleep Out among others. Outside of school, girls looked towards involvement within weekly sport, Duke of Edinburgh and debating.

Existing activities were complemented by the introduction of a new house point/merit system, weekly notices and Fun Fridays. This created a newfound passion within our students to create the best version of themselves, both at school and through their aspirations after school.

All new and existing initiatives are underpinned by our Benedictine values. The Benedictine values provide us with a prominent sense of belonging and passion within the College, so that we can reflect the same kindness and leadership later in life.

2021 saw the Benedictine year of Peace and Justice at Stella and thus the focus on giving back and creating an environment where everyone is given an ample opportunity to succeed. With the turbulence that followed us this year, this could not be more imperative. This is evident through the readily available assistance for students finding solace in the advice from our networks of teachers, PC teachers, counsellors and Head of Years; as well as our outside neighbours, to whom we offered a helping hand in a variety of different capacities. It was through these acts of selflessness that we truly thrived, strengthening us collectively with compassion and unity.

As I contemplate the year that has been, I am constantly brought back to the idea of solidarity. This constant presence of solidarity both by individuals and our school as a whole, that has ensured that each and every girl finds her place in our community and most importantly, enjoys every element of the Stella journey.

Isabella Stein  
2021 College Captain

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

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### Contextual Information about the School

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

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

The College has an extensive choice of subjects available for students to study and staff challenge our students to be original, creative and collaborative learners. The College is committed to strong wellbeing practices, striving to ensure that our 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 currently in Year 7 based on their performance in the ACER Scholarship test.

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

### Characteristics of the Student Body

In 2021, Stella Maris College had a total population of 936 students, of which:

- 912 were local students;
- 24 were international students;
- 81 were students with disabilities;
- 2 were Aboriginal/Torres Strait Islander (ATSI) students;
- 5 were local students with Language Background Other Than English (LBOTE);
- 24 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.

##### Year 7

In 2021, 185 students in Year 7 participated in NAPLAN. Their test results indicate that the cohort was:

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

Percentage Achievement Levels for Year 7 2021 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	1.6	1.7	0	1.2	0	3.6	0	3.7
Band 9	18.4	9.6	6.6	5.0	16.5	11.6	19.2	10.7	18.1	14.2
Band 8	33.0	20.6	28.6	19.2	30.8	23.3	20.9	17.4	26.9	19.4
Band 7	33.5	26.9	32.4	24.9	32.4	31.8	29.1	21.7	35.7	25.9
Band 6	13.5	24.5	26.4	27.4	15.9	18.3	25.8	25.9	15.4	20.8
Band 5	1.6	11.7	3.8	14.5	3.8	8.8	4.9	12.0	3.8	10.8
Band 4	0	4.6	0.5	4.3	0.5	3.8	0	6.1	0	4.5

##### Year 9

In 2019, 178 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, Writing, Spelling and Grammar and Punctuation.
- Significantly below the state in terms of the percentage of students in the bottom two bands in all domains with no students in Bands 2, 3 or 4.
- Marginally below state average in the top two bands in Numeracy, but cumulatively above the state in the top 3 bands and significantly below the state in terms of the percentage of students in the bottom two bands.

Percentage Achievement Levels for Year 9 2021 compared to State										
Band	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	SMC	State	SMC	State	SMC	State	SMC	State	SMC	State
Band 10	9.6	7.5	4.0	5.0	9.0	6.5	17.5	9.0	6.9	11.0
Band 9	28.5	17.5	16.9	10.3	34.5	18.9	22.6	14.7	17.1	15.4
Band 8	32.6	26.4	46.3	26.5	35.0	30.6	39.5	27.0	38.3	28.7
Band 7	20.8	24.9	19.8	24.8	14.1	23.4	11.3	24.1	31.4	28.2
Band 6	7.3	14.8	9.6	19.7	4.5	13.4	6.2	14.9	5.7	13.6
Band 5	3.9	7.1	3.4	8.6	2.8	5.5	2.8	7.5	0.6	2.9

## 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 2021, the College had two students who were eligible for the RoSA credential awarded by NESA. Both students left 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
2021	Higher School Certificate	100
2021	Attained one or more VET qualification as part of their HSC pattern of study	14

In 2021, 116 students completed Year 12 at Stella Maris College, of which:

- 116 received a Higher School Certificate
- All students satisfied the requirements of 'Minimum Standards Testing' by the completion of their HSC
- 3 students were non-ATAR candidates
- 110 students were local students
- 6 were international students (2 completed their HSC remotely due to COVID-19 restrictions)
- 4 students completed one of their HSC subjects at TAFE
- 3 students completed a language course with the NSW School of Languages
- 4 external students joined the HSC cohort to study the VET course: Certificate III Live Production and Services

A summary of the results in 2021 is as follows:

- The College performed above the State mean in 29 of the 37 courses conducted
- 17% of exam results were in Band 6, with 43% of the cohort achieving at least one Band 6 result
- 92% of exam results were in the top three bands
- The VET qualifications attained were:
  - Certificate II in Hospitality - Kitchen Operations and Cookery – 6 students
  - Certificate III in Tourism, Travel and Events – 2 students
  - Certificate III in Live Production and Services – 8 students
  - Certificate II in Animal Studies – 2 students

Individual Student Performance Data:

- Distinguished Achievers:
  - 51 students achieved a Band 6 in one or more courses
- One student was an 'All-Rounder'
- One student appeared in the Top Achievers list for attaining:
  - 8<sup>th</sup> place in Community and Family Studies
- Highest ATAR achieved was 98.60
- One student was selected for Textstyle – for her exemplary Textiles and Design project



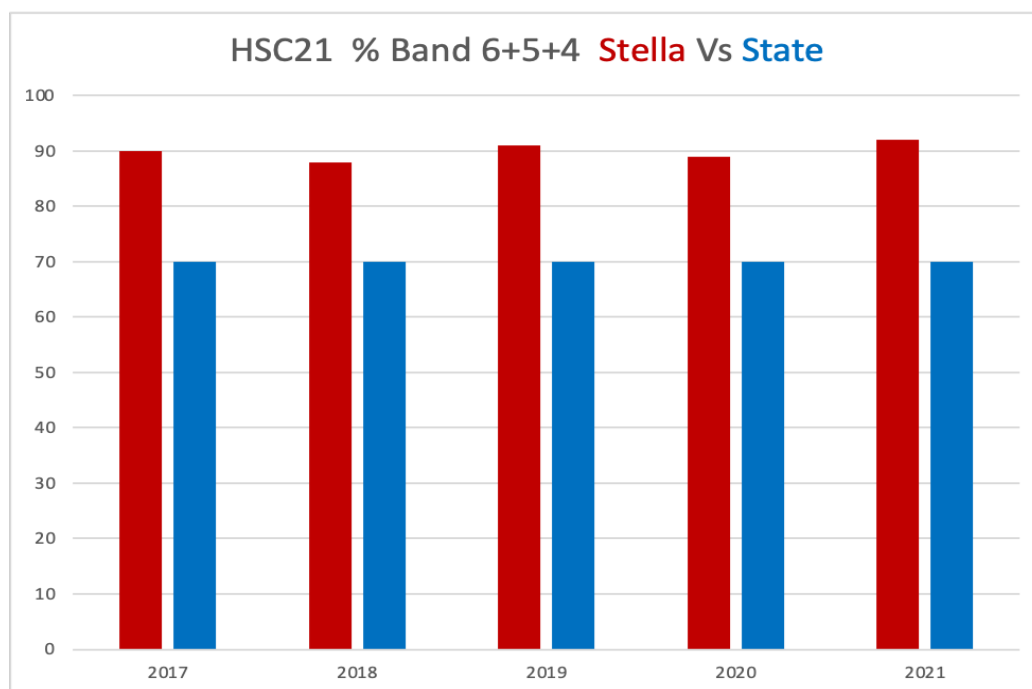
The following tables compare HSC results from 2015 to 2021. Student Band 6, Band 5 and Band 4 achievement was above State level. This has been a consistent trend over the past six years.

Course	College vs State Mean	Course Results (%) Performance Over Time									
		2021		2020		2019		2018		2017	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State
Ancient History	N/A	N/A	N/A	90	62	100	66	100	63	96	62
Biology	+3.86	95	66	88	62	93	60	88	70	88	69
Business Studies	+7.81	96	66	94	62	83	62	95	65	87	66
Chemistry	+3.53	90	66	67	69	100	67	76	70	100	71
Community and Family Studies	+7.47	100	71	74	69	96	70	86	63	83	68
Dance	+3.26	100	85	100	87	100	82	N/A	N/A	100	82
Design and Technology	+8.59	100	82	100	83	100	82	100	84	100	77
Drama	+6.06	100	83	100	90	86	84	100	82	100	84
Earth and Environmental Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	71	86	74
Economics	-0.16	100	77	N/A	N/A	100	75	N/A	N/A	80	74
English Studies	N/A	N/A	N/A	N/A	N/A	100	4				
English (Standard)	+5.33	85	57	92	57	81	52	85	51	92	55
English (Advanced)	+1.59	100	93	100	95	100	92	94	91	96	92
English as an Additional Language or Dialect (formerly ESL)	+1.56	83	58	100	57	100	59	82	57	73	56
Food Technology	9.64	93	61	N/A	N/A	80	68	80	63	85	60
Industrial Technology - Multimedia	+10.62	100	53	100	52	N/A	N/A	N/A	N/A	N/A	N/A
Information Processes and Technology	-3.37	0	57	100	58	100	63	71	68	N/A	N/A
Legal Studies	+9.52	93	68	70	67	100	66	100	73	80	75
Mathematics Standard 2 (formerly General)	+11.80	92	51	77	50	76	57	82	53	78	51
Mathematics Advanced	+3.29	93	79	73	81	100	79	96	78	100	75
Modern History	+8.58	92	64	93	66	94	67	57	72	94	71
Music 1	+2.76	100	89	100	90	100	91	100	90	100	90
Music 2	-0.17	100	99	N/A	N/A	100	100	100	100	100	100
PDHPE	+10.20	86	60	70	61	88	62	58	61	90	60
Physics	-2.66	63	71	100	67	100	64	100	65	50	68
Senior Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	60
Society and Culture	+7.68	100	80	100	80	89	79	100	78	79	79
Studies of Religion I	+4.96	100	69	100	77	100	79	100	71	100	82
Studies of Religion II	+1.32	80	72	85	74	85	80	55	71	81	78

	College vs State Mean	Course Results (%) Performance Over Time									
Course	2021	2021		2020		2019		2018		2017	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State
Textiles and Design	+7.08	93	81	100	85	100	81	92	76	100	77
Visual Arts	+1.30	92	91	100	90	100	90	100	92	100	90
Chinese and Literature (formerly Background Speakers)	+4.84	100	92	100	92	100	97	100	96	100	96
Entertainment Industry	+3.02	100	75	86	73	86	78	77	75	77	76
French Continuers	N/A	N/A	N/A	N/A	N/A	100	88	100	89	100	90
Hospitality	+10.57	100	59	89	64	95	65	83	68	91	70
Japanese Beginners	+0.26	75	56	80	59	100	66	100	72	100	66
Japanese Continuers	N/A	N/A	N/A	50	79	N/A	N/A	N/A	N/A	50	82
Spanish Continuers	-1.89	75	80	N/A	N/A	83	81	100	82	N/A	N/A
Tourism	TAFE	TAFE	TAFE	TAFE	TAFE	N/A	N/A	100	72	100	70

	College vs State Mean	Course Results (%) Performance Over Time									
Extension Course	2021	2021		2020		2019		2018		2017	
		Band E3-4		Band E3-4		Band E3-4		Band E3-4		Band E3-4	
		College	State	College	State	College	State	College	State	College	State
English Extension 1	-0.92	100	94	N/A	N/A	100	94	100	96	100	96
English Extension 2	+2.47	100	84	N/A	N/A	N/A	N/A	100	71	100	71
Mathematics Extension 1	-0.30	73	74	64	74	100	80	93	80	93	80
Mathematics Extension 2	-3.27	86	86	80	84	100	86	89	86	89	86
Music Extension	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	96	100	96
History Extension	+2.38	67	77	100	76	100	77	75	79	75	79
French Extension	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 2021 band results comparison shown below shows significantly better results for Stella Maris College in the top two bands compared to the State.

2021 Band Results Comparison		
Band	State	Stella Maris College
6	12	17
5	29	44
4	29	31
3	20	7
2	7	1
1	2	0
5 + 6	42	61
4 + 5 + 6	71	92



## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Professional Learning

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

Teacher professional learning refers to the growth of expertise in teaching including, but not limited to, discrete Professional Development (PD) activities. The following table includes data captured in 2021 for both [NESA Accredited and Elective PD activities](#), showing the total number of hours for a specified count of teachers at the Accreditation level they are working towards.

Teacher Participation and Hours of Professional Development Activity at different Accreditation Levels			
Working Towards Accreditation Level	PD Type	Count of Teacher Names as Participation	Total Hours
Proficient	NESA Accredited - External	190	1210
	Elective PD - External	193	917
	Elective PD - Internal	377	1947
Highly Accomplished	Elective PD – External	4	13
	Elective PD – Internal	2	1
Lead Teacher	NESA Accredited – External	3	96
	Elective PD – External	7	37
Number of Individual Teacher Names as Participation across Total Hours		776	4222

### Teacher Accreditation

Teacher Accreditation Status of Teaching Staff	
Recognised Accreditation Level	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	88
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

### Teacher Qualifications

Qualifications of Staff	
Teaching Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	93 (includes 2 on leave of absence)
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the Accreditation Table as some teachers with Conditional accreditation may not be included.	



## 6. WORKFORCE COMPOSITION

### Our Staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	91	81.6
Non-teaching staff	44	33.8

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

Performance Measures	
Category	Percentage
Average teacher attendance expressed as a percentage of the average number of teachers present each day	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, 95.58% of students attended school each school day in 2021 (similar to 2020 rate of 93.67%).

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	96.39
Year 8	95.28
Year 9	94.56
Year 10	94.85
Year 11	96.37
Year 12	96.06
Whole school	95.58

### 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 ensuring that 'leave granted' does not exceed that which is allowable.

It is the responsibility of the Head of Year (HOY) to check period absences of students on a daily basis and consecutive absences weekly. For students who are repeatedly late to school, HOYs check in with the Pastoral Care teacher that there hasn't been an explanation given and then speaks with the student. HOYs take note of students who are absent for more than 2-3 days or on set weekdays, without explanation. 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 113 Year 12 students who were eligible for an ATAR, 98 students (87%) according to the Universities Admissions Centre were offered a place at university. This does not include those who may have deferred the offered place as well as those students who were offered a place at university interstate or internationally. 59 students out of 98 (60%) were offered their first preference.

There were 63 early offers released to 40 students before the main rounds.

There were 3 non-ATAR students and 3 Pathways students.

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

Post School Destinations	
University	Number of Students
Macquarie University	21
University of Sydney	17
University of Technology Sydney (UTS)	16
University of New South Wales (UNSW)	13
Australian Catholic University (ACU)	13
University of Newcastle	5
International College of Management Sydney (ICMS)	3
Torrens University	3
Western Sydney University (WSU)	3
University of Wollongong	2
University of Canberra	1
National Art School (NAS)	1

Post School Studies	
Study Area of Courses	Number of Students
Society and Culture	28
Health	17
Management & Commerce (Business)	16
Creative Arts	12
Engineering	7
Natural and Physical Sciences	7
Education	5
Architecture and Building	4
Information Technology	2





## 8. ENROLMENT POLICIES

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The College's Enrolment (Local Students) Policy was updated in February 2021. The College's Enrolment (International Students) Policy is currently under review.



### Enrolment (Local Students) Policy

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e administration@stellamaris.nsw.edu.au w 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.

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

#### RELEVANT LEGISLATION

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

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

#### DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

#### ENROLMENT PROCESS

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

### Deferral of Enrolment

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

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

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

Related Documents:

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

VERSION 5

Policy Approved: February 2021

Date for Review: February 2024



## PREAMBLE

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

## POLICY

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

## PROCEDURE

### Enrolment Numbers

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

### Proficiency in English

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

### Student Visa

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

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

### Student Wellbeing

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

**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>In 2021, Pastoral Care teachers followed their PC class through from Year 7 to Year 12, and have 2 planning / catch up periods in their load per cycle to get to know their students, communicate with parents 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, teenage trauma, restorative practice, positive education principles and youth 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>	<p>Current Policy (2018) is due for renewal March 2022.</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 2021	Access to full text
<p>The College uses procedural fairness in all aspects of complaint handling.</p> <p>Initially, issues should be directed verbally or in writing to the relevant staff member. If the issue remains unresolved then either party may make a complaint to the next level of management, detailed within the Communications Structure noted in the policy, until the issue is resolved.</p> <p>Issues are to be dealt with as swiftly as possible, in a courteous and respectful manner. Some issues require mediation or an interview and parties must be open to resolution, dismissal of the complaint or an apology given. A support person may be offered to the respondent to a complaint.</p>	<p>No changes in 2021.</p>	<p>This policy was available on the College website or on request.</p>

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 2021. Online bullying was also covered to account for the time spent in lockdown. The College Student Leadership Team continued to work 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 2021. The eSafety Commissioner was consistently promoted to help parents and students understand the pitfalls of the online world and protection measures that are available to families.</p> <p>Two Student Wellbeing Prefects were selected in 2021 for the 2022 Student Leadership Team to reflect the importance of a well student body and the increasing awareness mental health and wellbeing has among today's youth.</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, as well as bullying concerns. Stella Sisters mentors and supports Stella girls who are having a hard time with their friendship groups. 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 2021 and will be an annual event in the College calendar.</p>	<p>Current Policy (2018) is due for renewal March 2022.</p>	<p>This policy is available on the College website or by request to the Assistant Principal Wellbeing.</p>
Discipline (Student Management and Engagement) Policy	Changes in 2021	Access to full text
<p>The College Student Management and Engagement Policy clearly specifies that use of any form of corporal punishment is never permitted. In addition, Stella Maris College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, 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>

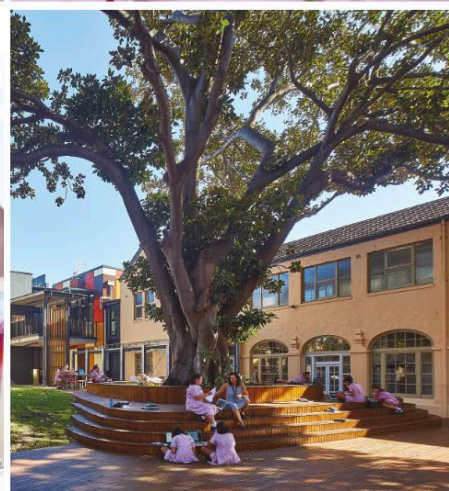
## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT



### STRATEGIC PLAN *Towards 2025*

#### Strategic Priorities

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



Achievement of Priorities Identified		
Area	Priorities	Achievements
Facilities and Resources	Embed the goals of the College Strategic Plan	During 2020 the College Leadership and College Board developed a new Strategic Plan for the College which runs until 2024. The plan's focus is to: <ul style="list-style-type: none"> <li>• Express and embed our identity;</li> <li>• Offer our best learning and best teaching;</li> <li>• Build our community and relationships;</li> <li>• Be adaptable and sustainable.</li> </ul>
	Building Works	As part of the Strategic Plan the College will review Stage 2 of the Masterplan before proceeding with building works. During 2021 architects were consulted and a new Masterplan document was developed.
	Develop deeper understanding of who we are as a school of <i>Good Samaritan Education</i>	Chapel works continued and Sacred Space Architects advised how best to conserve the Chapel. Several stained-glass windows were releaded and the interior was repainted.  Staff were invited to apply for the NESLI Future Leaders program run by GSE to support the development of leadership skills of our middle leaders.

Achievement of Priorities Identified		
Area	Priorities	Achievements
Staff Professional Learning	Enhance and expand opportunities for staff professional development. Expand the professional review cycle to improve professional practice.	An Administration staff review led to some changes in support staff roles. An additional support staff member has been added to the Student Services Team. During the review, staff were provided opportunity to take up additional professional development programs.
	Embed systems and pedagogical practices that offer efficiencies in teaching and learning.	Teacher Professional Learning (TPL) during online remote learning focussed on adaptations to routines to address mental health and wellbeing issues for students and teachers, and utilisation of various IT options in their teaching practice.  When TPL was conducted onsite, teachers worked in cross-curricular groups to re-connect with the concepts and strategies of the Learning Thinking Scope Program. Teachers collected and analysed data from lesson observations and compared this to student survey data on feedback in their learning, to reinforce practices across the schoolwide pedagogy. The TPL program will continue in future years.
Learning and Teaching	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 writing – structure, vocabulary, sophistication. The role of feedback was explored further in 2021, through staff professional learning.  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.  2021 HSC student learning outcomes were commendable. The College was ranked 96 <sup>th</sup> in New South Wales and 16 <sup>th</sup> compared to catholic girls' schools in the State.
	Training and implementation of SEQTA	The mark book and reporting section of the new Learning Management System, SEQTA, was rolled out in 2021 following training in 2020. These areas were visible for students and parents to track progress through courses.  Teaching staff are at Stage 2 of the implementation of SEQTA and have been undergoing training in the curriculum domain. 2022 will see the rollout of assessment feedback 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 after the intense training required in 2020. 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 2021 in these areas have offered insights into new applications and directions for exploration in 2022.



## 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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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.

### **Positive Education Principles**

The Wellbeing Team, alongside the College Leadership Team, has continued to work in the area of Positive Education. Policies continue to be actively communicated to students, parents and staff. The Pastoral Care program is embedded in the year's programming and Pastoral Care teachers use 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 2021, the College staff worked with the wisdom of Dr Judith Locke to gain further insight into the areas of raising resilient and responsible teens and home and at school. The parent body learnt strategies for connecting further with their children in a way that builds a level of responsibility and resilience in their child, forming healthy boundaries by which their children thrive. Staff learnt how to best support the systems in place at home and how to implement boundaries with parents so that students can gain independence of their learning journey.

More staff participated in the Youth Mental Health First Aid course in 2021. Six College staff completed the training, delivered online in 2021 due to covid restrictions. The staff members found the course extremely beneficial, allowing them to feel increasingly confident in understanding the many facets of youth mental health, the importance of early intervention and the ever-increasing importance of creating a safe environment.

### **Stella Sisters**

Stella Sister training was established at the end of 2019. Stella Sisters are junior leaders of the College who are endorsed by their teachers and Head of Year. In 2021 they were again mentored by 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. At the end of 2021, a new model was adopted for 2022, and students applied to be a part of a redesigned program, supported by newly elected positions in the Student Leadership Team.

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

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

Approximately forty-five 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 meet with the Principal, Assistant Principal Wellbeing, HOY, and Student Leadership Coordinator on a fortnightly basis as part of their leadership formation. This allowed for prayer, self-reflection, discussion and planning.

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

The Year 12 Leadership Team actively participated in the planning of College Assemblies which focused on cultivating respect amongst the community. Topics involved: RUOK? Day, Harmony Day and White Ribbon Day. They also sought out ways to connect to the rest of the student body, particularly during lockdown in Term 3. They produced a number of videos and came up with several initiatives to provide students with opportunities to connect with each other.

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

### **Retreats and Reflection Days**

Retreats in Years 8 and 10 ran for two days and one night, giving students the opportunity to reflect on their faith and journey ahead and to bond with the Year group. Year 11 Retreat was postponed until Term 1 2022, due to Covid-19 restrictions.

Year 7 Benedictine Day was held in Term 4, introducing Year 7 to the Benedictine culture, heritage and identity of the Sisters of the Good Samaritan.

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

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

Stella Maris College shows commitment and service with our Good Samaritan partners and local community organisations through fundraising, practical service, and environmental initiatives. In 2021 the College raised \$17,585.49.

In 2021 the College has been creative in ensuring students are encouraged by our Catholic message of hope in these difficult times of isolation and fear, and has provided opportunities to reach out to the vulnerable in our community via:

- Prayer – in *Teams* Year group meetings, daily prayer online, newsletter, student emails, student leadership meeting and online assemblies.
- Online Assemblies run by the students – these centred around the Catholic, Benedictine value of Peace and Justice (the College theme for 2021) and how we can be a community during physical separation. The *National Sorry Day* Assembly focussed on our Catholic response to Reconciliation.
- Social Media – ensuring our Facebook message aligned with our Catholic identity and Mission – voicing hope and a sense of community.

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

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 2021 Social Justice activities included:

- Students attending and facilitating workshops at the online Catholic Youth Earth Care Summit. Subsequent instigation of environmental and sustainable practices such as the *Bread-tags for wheelchairs* initiative.
- Students being involved in the MAD (Making a Difference) Social Justice Club led by the senior prefects. They developed initiatives to make a practical difference in the community. The focus for the year was looming beanies for rough sleepers, which were donated to St Vincent de Paul’s Winter Appeal. In addition, students ran a drive for practical items that made up care packs for homeless women and children at the Northern Beaches Women’s Shelter.
- Year 9 volunteers cooking 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’s 1 and 4, prior to the official lockdown and at the resumption of face-to-face learning.
- Pastoral Care classes creating 51 hampers for donation to the St Vincent de Paul Christmas Appeal.
- Over 1 tonne of second-hand clothing was donated through the SCR group clothing bin located on the Stella Maris main campus.
- Several drives were run for the Jesuit Refugee Service (JRS) and St Vincent de Paul Society to collect food and hygiene goods required due to Covid-19.

- Letter writing action *"In Solidarity with Afghanistan"* to the Minister for Immigration, Alex Hawke petitioning for greater political support. This led to further interaction with other Catholic schools to attend a forum to prepare for an in-person meeting with Minister Hawke. The Stella student prepared for the role of *"pinner"*.
- 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-19 on Santa Teresa, the Philippines, Mater Dei and The Women's Inn. The central focus was upon Santa Teresa with a guest speaker, Indigenous Weaver, Teaghan Murdock from Ngumpie Weaving who shared a weaving circle with representative students from each year group. In addition, we hosted the Miyaymiyaay Dance Group from St Scholastica's which provided insight into indigenous cultural practices and connection to country.
- Mufti days were held to fundraise for the Good Samaritan Foundation. A prime focus in Term 1 was to raise funds for Mater Dei.
- A Christmas mufti day was held to raise funds for the Bacolod Kinder School, Philippines community.
- Establishing a contactless St Vincent de Paul (food van) donation drop off point.

### **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:

- Animanga Club
- Art Club
- Book Club
- Dance, Drama and Music Ensembles
- Debating
- Faith Development Youth Groups
- Free After School tutoring
- MAD (Make a Difference) Social Justice Club
- Origami Club
- Pilates
- Sacrament Group
- SPECTRA Science Club
- Sports Teams
- Stellamatics Maths Club
- Writers' Group

### **Duke of Edinburgh's Award**

The College offers the opportunity for students to be involved in the Duke of Edinburgh Award scheme with students from Years 9 to 12 completing their Bronze, Silver and Gold Awards. Despite Covid-19 restrictions limiting what the students could take part in during 2021, a record number of Year 9 students joined the Award and Year 10 students managed to complete their Bronze award. Twelve students completed the requirements for their Gold award.

Local experiences featured in 2021, with students completing day hikes in our local Lane Cove, Kurringai and Royal National parks. Unfortunately, tours planned for New Zealand, The Snowy Mountains and Tasmania had to be postponed to 2022.

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

All participants had the opportunity during the year to participate in raising vital funds for a community funded secondary school in Cambodia, Lifeline and Capes 4 Kids.

In 2021 there were more than 40 volunteers from the College staff to assist with supervising hikes and assessing students in their award components.

## 12. PARENT, STUDENT AND TEACHER SATISFACTION

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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 documents such as the 'acceptable use protocols of mobile phones', as well as the functionality of the College's online learning system SEQTA.

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 can raise issues of concern. Staff are also able to place items on the agenda prior to the meeting.

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

In 2021 the Assistant Principal Wellbeing continued to work with the results of the 2019 *Perspectives: Your School in Focus* survey, implemented through the AIS. The focus in 2021 was to engage with the students in a more authentic manner through conversations and surveys, so that students felt more confident that they were being heard; particularly in the 2<sup>nd</sup> year of intermittent periods of remote learning.

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.



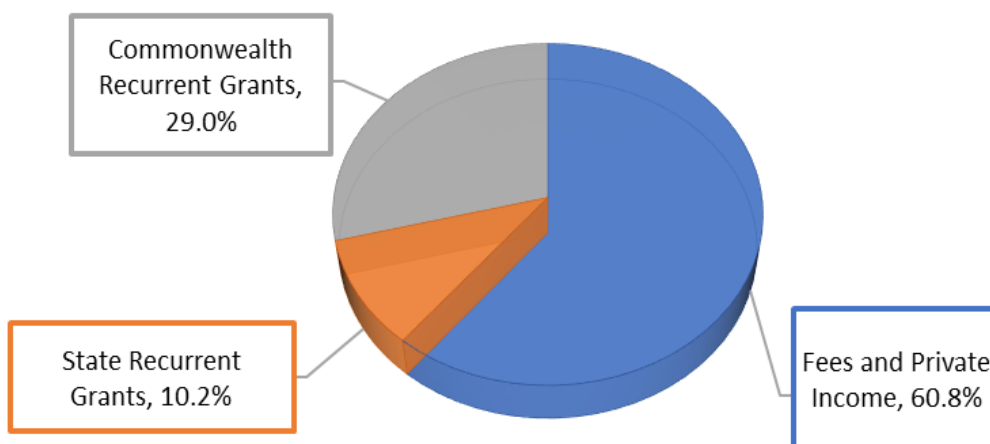
### 13. SUMMARY FINANCIAL INFORMATION

Financial income and expenditure for the College is shown below.

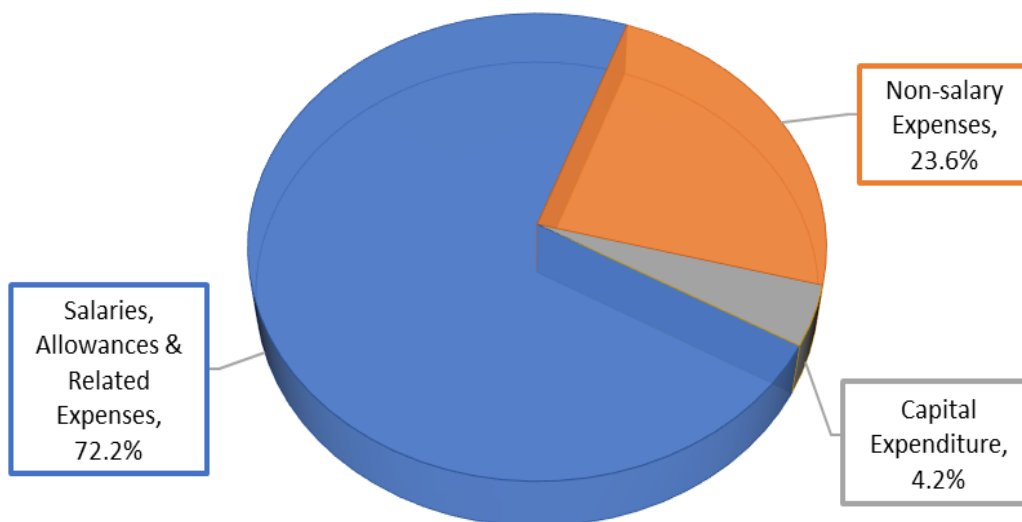
The following percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth's financial questionnaire:

Recurrent/Capital Income		Recurrent/Capital Expenditure	
Fees and Private Income	60.8%	Salaries, Allowances & Related Expenses	72.2%
State Recurrent Grants	10.2%	Non-salary Expenses	23.6%
Commonwealth Recurrent Grants	29.0%	Capital Expenditure	4.2%

#### Recurrent/Capital Income



#### Recurrent/Capital Expenditure





## 14. PUBLICATION REQUIREMENTS

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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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