



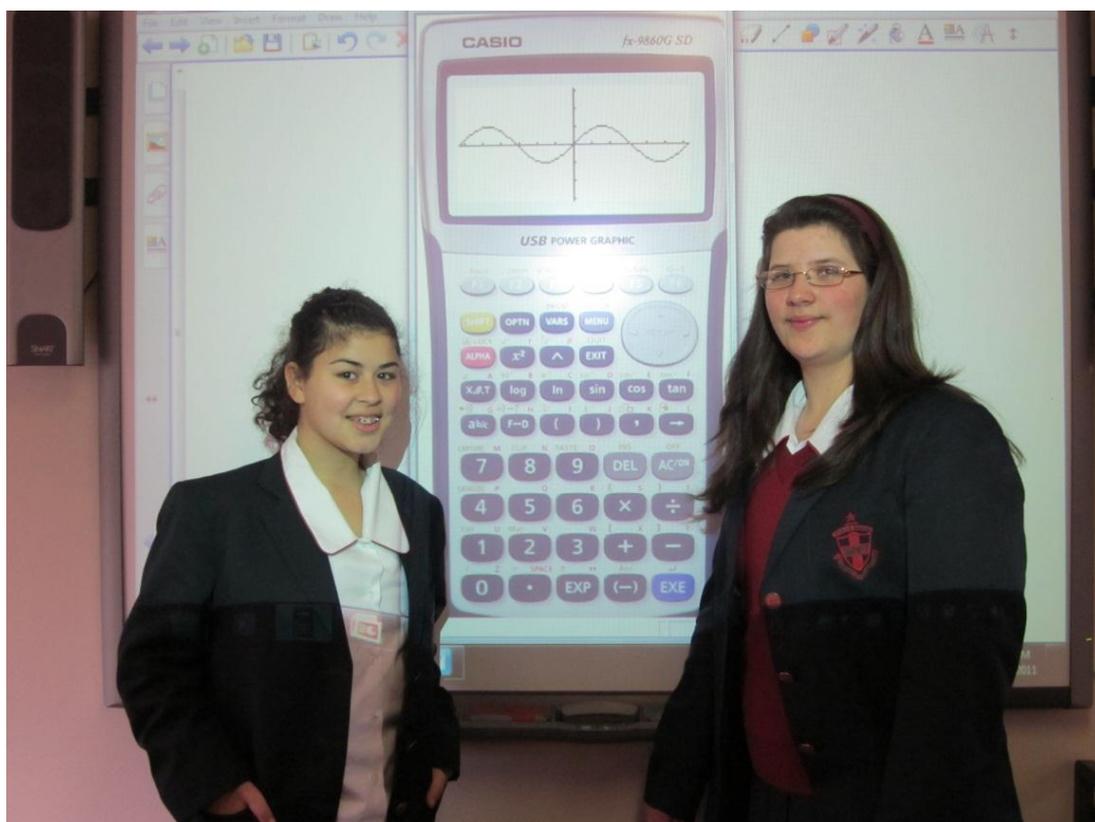
Stella Maris College Manly

2011 Annual Report



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About this Report

This report to the school community for 2011 provides the reliable and objective information about the school performance measures and policies as determined by the Minister for Education.

Accordingly it also demonstrates accountability to regulatory bodies and to the school community.

The report compliments the College Yearbooks, Weekly Newsletters and other regular communications, including email to parents and students. The report is available on the website by 30 June 2012 following its submission to the Board of Studies.

Further information may be obtained by contacting the College on 02 9977 5144.
29 June 2012

Introduction - The College Context

Stella Maris College was established in 1931 by the Sisters of the Good Samaritan in the Benedictine Tradition. Stella Maris College, Manly is registered by the Board of Studies NSW as an independent school. In 2011, the College celebrated 80 years as a Catholic girls' secondary College in Manly.

Stella Maris College is located in Manly, in the Diocese of Broken Bay and provides a Catholic education for girls' on the Northern Peninsula of Sydney. Stella Maris is an Independent girls' secondary school with a student population of 1042. There are 973 local students and 69 students from overseas.

The College campus is located at the northern end of Manly beach in Eurobin Avenue. The College also has one adjacent property for the delivery of services; that is, the newly refurbished Benedict Campus, at 270 Pittwater Road Manly.

Stella Maris enjoys a very positive profile within the Manly community because of its diverse and comprehensive curriculum, with an expanding emphasis on the integration of information technology across the curriculum, its nurturing pastoral care environment and the social justice initiatives undertaken by the students.



Message from Key School Bodies

Message from the Principal

Stella Maris, a Catholic Girls' College in the Good Samaritan tradition, recognises and respects the individuality of each person who forms part of the College community. This community is committed to providing an inclusive education through a variety of learning experiences, which maximises students' development in the Benedictine tradition, their individual creativity and academic potential. Young women at Stella Maris are prepared to meet the challenges and demands of the 21st century while challenging the values of the 21st century.

Our core values draw on the strength of the Good Samaritan Benedictine tradition where we value:

- The dignity of each person
- The integration of faith and life
- A love of our academic tradition
- The ongoing development of the academic school environment where there is effective teaching and quality learning
- A holistic view of education and an integrated curriculum which will foster the creativity, initiative and ability of each student
- Respect for individual differences so that 'the strong have something to strive for and the weak nothing to run from'
- An appreciation of beauty and the diversity of cultural values
- Wise stewardship which reverences the earth and its resources
- A balance of work and prayer
- Hospitality of heart and place
- The seeking of peace

In the development of the Strategic Plan for 2011 reflection on the core values and an identification of future education planning at Stella Maris to fulfil this mission the following objectives are being followed:

1. Promoting the relevance of the Benedictine view of life
2. Providing an environment which promotes effective learning and growth of all individuals within our community
3. Nurturing Christian attitudes and values that foster social justice for all
4. Developing and maximising learning opportunities and teaching skills
5. Offering a diverse range within the curriculum to cater for individual needs, interests and abilities
6. Providing opportunities for students to effectively participate in and contribute to the world beyond Stella Maris, thus ensuring that the wider community is enriched through its association with Stella Maris College

Vicki Comerford
Principal 2012

Report from the Chair of the Board

On behalf of the Board of Directors of Stella Maris College, Manly, I present to you the Annual Report of the College for the 2011 year.

The 2011 year has continued to build on with the significant outcomes achieved in 2010.

This year the College Board of Directors continued to draw on the vision and energy found in the tradition of the Sisters of the Good Samaritan and the illumination of St Benedict to inspire its decision making. St. Benedict whose life, spirituality and example has and continues to motivate the Sisters, the Board and Stella Maris College as we collaborate in educating young women for life. Informing and nurturing young women in this tradition has been given tangible expression in the retreat program, education in our Benedictine values and through an environment respectful of all that fosters peace.

In 2010 the College purchased the Manly Fishing and Sporting Club. Considerable time and work has been undertaken to plan for its refurbishment, managing the contractual work on the property and completing this work for occupancy for the beginning of 2012. This work is on schedule for students and teachers to move into this marvelous new teaching and learning space at the commencement of 2012. Integral to this work being undertaken and completed has been the generosity and commitment of the Finance, Audit and Compliance Committee under the leadership of Mrs Cate Clewett and the Building and Resources Committee under the leadership of Ms. Kelly Morrison. These two Committees have carefully managed the development of the site for the benefit of our students and staff. Thanks to them and all involved in this major project of 2011.

This development has meant the termination at Pittwater Road and in due course the property known as The Factory. This new campus has been named the Benedict campus.

The Board has continued to work effectively with our Principal and CEO, Mrs Vicki Comerford. Vicki's assistance to the Board is much appreciated. Her leadership and commitment to the Board's strategic plan has enabled the Board to clearly give effect to its direction for the College's future.

Our thanks to her for all she does to lead the College so well on a daily basis.

Together with the support of the leadership team the Board has been able to achieve much in 2011. I appreciate the contribution of Mr Ron Doman, the College Business Manager who left the College during the year to engage in new adventures and we thank him for his financial stewardship of the College. We welcomed as his replacement Mrs Zita Briones as Business Manager and we look forward to Zita's contribution to the life of the College.

The Board farewelled Directors Mrs Bronwyn Hession and Sister Linda Cassell sgs and we would like to thank them for all they have done as members of the Board over many years. We welcomed Mr Stephen Walsh as a Board Director. Stephen has extensive educational leadership and a recognised commitment to Catholic education. Stephen will chair the Board's Teaching and Learning Committee. Also the Board welcomed Mr Bill Anderson and Mr Robert Keating as members of the Governance and Nominations Committee. Bill and Robert have extensive business and corporate knowledge and skills that will make a significant contribution to the Board's governance responsibilities in the coming years.

I would like to recognise all who contribute to the life of the College including Committee Members and Board Directors, the College Leadership and Staff, Parents and Students. The common purpose of providing the very best educational opportunities for the young women of the College is central to our communal work.

Michael McDonald.
Chair

Report from Student Leaders

Stella Maris College is inclusive and accepting of all students, no matter their culture, background or situation. As College Captain 2012, I am privileged to represent students who are being educated in the Good Samaritan tradition, based on the Benedictine values.

2011 was the Year of Stewardship and the College leaders and the SRC worked to encourage students to think and act in a sustainable manner.

Another Benedictine value is Community, which the school is focussing on in 2012. To promote the year of community within our own school we will instigate a 'Fun Friday' lunchtime to include all year groups. In the local community we remain loyal to charities including Bear Cottage. An example of our outreach to the international community involves the Gold Duke of Edinburgh students who travel to Cambodia to work in the "Green Gecko" Orphanage.

We also support many of the Good Samaritan charities, such as the school in Timor Leste and the kinder in the Philippines as well as ongoing support for Caritas.

We pride ourselves on the value of hospitality that we practise throughout the year as demonstrated by the students to one another and to the wider community on Open Days.

The broad and rounded education offered at Stella Maris extends beyond academic focus and includes a wide range of subjects within the performing and creative arts and comprehensive choices in sport. All of these opportunities and many more are offered to every student.

The opening of our Benedict Campus in 2012 will provide a beneficial workspace for classes, sporting facilities and examination capabilities that will enable all students to work efficiently and effectively in their examinations. We are all looking forward to using this new facility.

There is a unique place for every girl that passes through the Stella Maris gates and the dedicated teaching staff and extra-curricular opportunities provide each girl with support to find their forte and fly.

Gabrielle Tesoriero
College Captain 2012



Characteristics of College Population

1.1 Student Profile

The following information describes the student profile for 2011:

Local Girls	Boys	LBOTE*	Indigenous Girls	Overseas Girls
973	0	39	0	69

*Language background other than English

1.2 Enrolment Policy and characteristics of the student body

The majority of girls live within a radius of 15 kilometres of the College and come from Catholic, Government and Independent Schools. Stella Maris had in excess of 340 applications for 180 places in Year 7, 2011. Places are offered two years in advance. There are no prerequisites for enrolment.

The enrolment policy acknowledges the Church's exhortation to Catholic families to send their children to Catholic schools where possible and accepts a concomitant responsibility on the part of the College to ensure that a quality education is provided and set directions for procedures and practices for enrolling students.

Through the enrolment policy the College seeks to provide schooling, wherever possible, for all Catholic girls who seek enrolment equitably and inclusively, to cater for the educational needs of each child equitably within constraints of the available teaching and material resources available and to encourage parents to be partners in the education process.

Where enrolment applications exceed places in a given year, the following guidelines apply:

1. Girls who have siblings currently in the College.
2. Girls in Catholic primary schools who have applied for enrolment.
3. The chronological order of the receipt of application for enrolment.

In considering applications from students with Special needs the College takes guidance from its Special Education Policy which requires that such applications be assessed by the members of the Counselling and Learning Support Teams within the College and the Special Education Consultant from the Catholic Education Commission and parents, a decision will be made regarding the capacity of the College to meet the needs of the child.

It is policy, that from time to time there may be special consideration given to students from families experiencing hardship or poverty.

The College reserves the right for the Principal to exercise discretion in the matter of enrolment.

Demographic profile: Stella Maris students reside in a total of 55 different suburbs, mostly on the Northern Peninsula of Sydney. In Years 10 to 12, there are a number of International students, mostly from China and Korea.

1.3 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
88	3	0	91

1.4 Student Attendance and Retention Rates

Year	Average Student attendance rate (%)
7	95
8	95
9	95
10	95
11	95.4
12	98.4

Attendance of all students, 7-12 is monitored using an electronic roll-marking program every lesson. Management of and follow up of non-attendance is attended to by the Year Coordinators who telephone parents and guardians as soon as an issue arises with a particular student. Parents are required to present notes explaining all absenteeism and request permission in writing for any time that a student may be absent from school, for example, if travelling overseas during school time.

1.5 Senior Secondary Outcomes and Student Destinations

Of the students who completed Year 10 in 2009, 95 % completed Year 12 in 2011. 171 students completed Year 12 in 2011 with all of these students attaining a Year 12 Certificate or equivalent VET qualification. 27% of students completed the HSC with Vocational education qualifications as part of their HSC. 85% attempted an HSC with the goal of matriculating. The percentage of students gaining acceptance to university was 80% of all eligible students.

1.6 Student Satisfaction

All students in Years 7 and 10 were surveyed to assess their level of satisfaction with various aspects of College life both academically and pastorally.

78% of the Year 7 girls responded to the online survey. 31% said they had enjoyed the start to the secondary life extremely, 48% indicated they had enjoyed it a lot and 19% said that it was satisfactory. Only 3 students (2%) indicated that they had found the commencement of secondary life at the College difficult. 82% enjoyed Peer Support with Year 10 very much while another 16% indicated that they were satisfied with Peer Support. 97% enjoyed their camp (59% enjoyed it extremely). 89% indicated they had good, to very good relationships with their teachers while another 8.5% said their relationships were satisfactory. 94% said they felt comfortable at the College and felt as though they belonged.

55% of Year 10 students were enjoyed Year 10 while another 42% were satisfied with the Year 10 experience. 70% really enjoyed their retreat experience, while another 19% found it satisfactory. 72% expressed the fact that they had very good relationships with their teachers, while another 26.5% said relationships were satisfactory. 86% of the Year 10 students felt strongly identified with the College and said they felt they belonged.

Some of the comments from the students suggested that the following were the factors that they liked about the College:

- Good relationships with their teachers and the assistance that teachers offer them. Teachers are seen to go out of their way to assist students.
- Being treated as an individual, students are encouraged and given opportunities to pursue their individual strengths and interests.
- A feeling of belonging they had with the College, a warm and welcoming environment, they felt that they were 'Stella' girls. Strong identification with the College.
- Support from other students and the encouragement from others.
- Retreats and camps which give good opportunities to get to know others, to reflect and relax.
- Easy going nature and friendliness of the College which reflected the local community. Students felt that it was a welcoming environment.

1.7 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 95.59%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 94.51%.

Professional Learning

The College and staff are committed to the ongoing professional development of all staff members. Ongoing professional learning builds staff capacity to be better teachers and foster improved learning outcomes for all students. The focus areas for 2011 were;

- Staff development of Information Technology skills and the integration of IT across the curriculum as a tool to facilitate learning and to engage students
- A focus on the analysis of data to improve teaching and learning
- Ongoing formal academic study for individual staff members
- Ongoing involvement of staff members in Good Samaritan Spiritual development
- Staff Day on the Quality Teaching Framework.

The total expenditure on professional learning for staff was \$47,000.

All Staff are engaged in specific OH&S and Child Protection training, teacher induction and mentoring. Nearly all staff members have first aid training with a number having Senior First Aid Certificates and Remote First Aid Certificates.

The College has a policy of recruiting the most suitable candidates for each position and supports the standards set by the New South Wales Institute of Teachers.

Teacher Satisfaction

Information gathered through survey and focus groups of staff at the Staff Development Day in April 2011. 15% were very satisfied with students' experiences at the College, another 69% were satisfied and 11.5% were neither satisfied nor dissatisfied. Through the surveys staff presented the following factors as those that they valued most about the College;

- sense of Community, feeling of belonging
- the strong but friendly relationships between staff and students
- support and friendship of colleagues
- ease of access to technology
- commitment, integrity, ethics and talents of staff
- pastoral care offered to students, happiness of students
- co-curricular activities, outdoor education, camps, sport, overseas trips.

1.8 Parent Satisfaction

The online parent satisfaction survey was completed in 2011 by 103 parents. 87% of parents expressed the fact that they were satisfied or very satisfied with the College, 6% were neither satisfied nor dissatisfied and 6% were dissatisfied with some aspect of College life. Parents valued the well rounded education, the range and diversity of subject offerings, the extra curricula activities, the opportunities in dance, drama and music but particularly mentioned was the positive relationships students had with their teachers and generally with their peers. Over 77% of parents mentioned the positive environment of the College as the most important factor in their satisfaction.



Student Outcomes

Quality Teaching and Learning

The implementation of a diverse range of curriculum offerings meets the needs and interests of students. The curriculum is built on solid pastoral care initiatives to engage and motivate students. This is evidenced by flexible timetable structures, the number of courses on offer in Stages 4, 5 and 6 incorporating Content Endorsed Courses, VET courses and TVET links as well as the Board of Studies courses. This is further supported by co-curricula programs which include Gifted and Talented, Duke of Edinburgh, Social Justice, Debating, Rock Eisteddfod, Band, Choir, Dance and Drama ensembles.

There is a commitment to cater for the full range of students within the classroom structures within the school. There is an ongoing emphasis on the integration of information technology into the curriculum and this was assisted by the acquisition of computers from the National Government's Education Revolution funds. A 1:1 laptop program for students in Years 7-12 commenced in 2010 was ongoing in 2011. Students have the opportunity to charge their computers at home and at school using the charger in each student's locker. Ongoing emphasis has been placed on the professional development of teachers to facilitate the best use of these resources to inform 21st century learning.

Student Achievement

2011 was the fourth year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- In the 2011 cohort, there were 173 students in Year 7 and 176 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.

Year 7 Band Distributions and % of Students at or above National Minimum:

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Reading 2011	SMC	1.1	3.4	17	26.7	31.3	20.5	98.9
	National	3.8	14.7	24.5	26.7	18.7	10.4	95
Reading 2010	SMC	2	4	16	36	29	13	98
	National	5	12.6	24.3	28.5	19.3	10.1	95
Reading 2009	SMC	0	4	18	27	37	15	100
	National	5	13	25	29	19	9	94

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Writing 2011	SMC	0	4.5	13.1	26.7	31.8	23.9	100
	National	7.3	14.9	28.1	25.5	14.7	7.9	91.1
Writing 2010	SMC	1	3	23	30	28	15	99
	National	7.5	13.7	27.9	27.6	15.8	7.6	92.5
Writing 2009	SMC	1	0	26	32	26	15	99
	National	6	14	28	27	15	8	93

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Spelling 2011	SMC	0	7.4	16.5	34.7	31.8	9.7	100
	National	6.1	12.8	24.6	29.2	18.2	7.6	92.4
Spelling 2010	SMC	3	1	13	38	36	9	97
	National	7.2	11.6	22.1	28.6	21.2	9.3	92.8
Spelling 2009	SMC	1	2	25	30	28	14	99
	National	6	12	25	29	18	9	93

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Grammar & Punctuation 2011	SMC	2.3	1.1	22.7	28.4	27.3	18.2	97.7
	National	5.6	14.9	27.3	27.6	16.5	6.5	92.8
Grammar & Punctuation 2010	SMC	3	2	18	42	22	13	97
	National	8.6	14.3	25.3	26.3	16.9	8.8	91.4
Grammar & Punctuation 2009	SMC	1	5	17	39	14	24	99
	National	7	13	24	28	18	10	92

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Numeracy 2011	SMC	0.6	5.1	19.3	33.5	23.9	17.6	99.4
	National	4.0	14.3	25.5	25.7	17	11.9	94.5
Numeracy 2010	SMC	2	3	24	40	20	12	98
	National	4.9	12.6	26	26.9	17.6	11.9	95.1
Numeracy 2009	SMC	1	6	29	26	32	7	99
	National	4	14	26	28	17	10	95

It is pleasing to note that in all test areas, the percentage of students achieving at or above the national minimum exceeds the national figures. It is very pleasing to note that in all test areas, the numbers of students in the lower bands are significantly lower than the national figures. This indicates that the current approach to intervention and in class support for students at risk is working effectively. It is also pleasing that when Bands 7, 8 and 9 results are combined, the percentage of students achieving in these bands is far higher than the national data. In Overall Literacy all students are above the National benchmarks. We will continue to build on the good foundations which the Primary Schools have begun as these students move into Year 8. In Numeracy, students in Bands 7, 8 and 9 were above National benchmarks. There has been a marked improvement in the lower bands too.

Year 9 band distributions and % of students at or above national minimum:

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Reading 2011	SMC	0.6	8.1	19.1	30.1	29.5	12.7	99.4
	National	6.1	17.2	27.5	27.1	15.3	5.3	92.4
Reading 2010	SMC	1	8	17	36	28	10	99
	National	9.2	18.1	27.6	26.8	14.1	4.1	90.8
Reading 2009	SMC	0	3	16	37	34	10	100
	National	7	16	27	29	16	5	92

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Writing 2011	SMC	0.6	6.4	9.9	26.2	23.3	33.7	99.4
	National	13.7	19.1	23.6	20.6	13.4	8.1	84.8
Writing 2010	SMC	1	13	20	33	25	9	99
	National	12.7	19.1	26.6	22.2	12.2	7.1	87.3
Writing 2009	SMC	2	8	22	32	24	12	98
	National	11	19	27	22	13	7	88

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Spelling 2011	SMC	1.2	4.7	22.1	33.7	26.2	7.0	98.8
	National	7.9	15.1	25.8	26.7	16.2	6.8	90.6
Spelling 2010	SMC	1	5	21	36	24	11	99
	National	10.4	15.6	25.9	26.2	15.2	6.7	89.6
Spelling 2009	SMC	1	4	22	32	28	13	99
	National	9	16	27	26	15	6	90

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Grammar & Punctuation 2011	SMC	0.6	3.5	18.6	50.0	18.6	8.7	99.4
	National	8.5	18.1	27.8	25.8	13.6	4.7	90.0
Grammar & Punctuation 2010	SMC	1	5	19	36	17	22	99
	National	9.2	15.8	26.6	26.7	15.6	6.0	90.8
Grammar & Punctuation 2009	SMC	2	3	23	33	21	18	98
	National	8	17	28	26	14	5	90

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Numeracy 2011	SMC	1.2	9.2	20.8	34.1	27.7	6.9	98.8
	National	5.5	18.5	27.3	23.8	14.7	8.7	93
Numeracy 2010	SMC	2	11	26	37	13	10	98
	National	6.9	15.8	28.2	26.5	14.6	8	93.1
Numeracy 2009	SMC	0	5	12	41	37	6	100
	National	4	15	28	28	16	8	95

As in the case of year 7, the percentage of students achieving at or above the national minimum is higher than the national percentage in every test area. The trend of Band 9 and 10 combined being higher than the national figures is continued, with particularly strong results in all test areas. Attention to high standards, explicit quality criteria and useful and specific feedback for enabling students to achieve at the highest levels will again be encouraged. The low percentage of students in Bands 5 and 6 is once again noteworthy. The current support structures will be continued in 2012.

School Certificate

School Certificate Means, 2004-11:

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	CST
2011	School	80.81	75.07	78.50	79.97	77.54	88.29
	State	77.34	70.88	75.44	72.42	72.15	79.20
2010	School	81.61	76.56	81.93	78.24	79.09	87.80
	State	76.87	72.10	76.67	70.16	72.38	79.44
2009	School	79.07	73.38	76.15	76.34	75.88	86.87
	State	77.43	70.61	75.00	71.56	72.36	81.67
2008	School	79.05	74.25	74.74	76.09	79.10	85.93
	State	76.63	70.67	73.61	70.58	73.52	80.71
2007	School	77.11	71.72	73.91	76.17	76.06	84.34
	State	74.76	69.38	73.48	72.14	74.60	80.28
2006	School	79.60	71.05	75.48	77.96	80.92	86.79
	State	74.10	67.87	72.85	71.00	74.37	80.55
2005	School	77.26	74.23	75.39	78.76	77.72	NA
	State	73.14	71.01	74.57	73.59	72.76	NA
2004	School	78.46	71.50	74.92	76.88	75.96	NA
	State	73.95	71.09	74.10	70.78	72.65	NA

2011 marked the last time the School Certificate tests were to be sat for by Year 10. The New South Wales Government announced that the tests themselves would cease after 2011. Despite this announcement the students who attempted the tests worked very hard to achieve some good results. The School Certificate cohort consisted of 181 students. Results in all subjects continued, in 2011, to be above State average.

2011 number of Students in Bands 1-6	English	Mathematics	Science	Australian History	Australian Geography	Computing Skills
Band 6	8	16	14	22	14	HCOMP 156
Band 5	104	47	67	83	54	COMP 23
Band 4	63	58	71	53	85	CND 1
Band 3	4	44	27	20	23	
Band 2	1	15	1	2	4	
Band 1	0	0	0	0	0	

Professional Learning for staff in 2012 is to be concentrated on data analysis of external testing and working with the Quality Teaching Framework.

Higher School Certificate

Stella Maris offers a comprehensive curriculum to cater for a wide range of student's needs and the College is proud of its achievements in both academic, vocational and life skills fields. In 2012, 167 Year 12 students presented for the Higher School Certificate examinations in 47 courses of study. Of the results in these courses, 61.7% had averages above the State mean. This was an improvement of 12%. These subjects were Ancient History, Biology, Chemistry, Dance, Design and Technology, Drama, English Standard, English as a Second Language, Food Technology, Geography, Information Processes and Technology, Legal Studies, General Mathematics, Mathematics Extension 1, Modern History, History Extension, PDHPE, Senior Science, Society and Culture, Studies of Religion 1 unit, Textiles and Design, Visual Arts, Chinese background Speakers, Japanese Beginners, Japanese Continuers, Spanish Continuers, Entertainment Industry Examination (VET), Business Services Examination (VET), Retail Services Examination (VET), Tourism and Events Examination (VET).

Two students were listed on the Distinguish Achievers' Lists. Isabella Dobrejevic was placed 6th in the State in Visual Arts and Kate Mouldey was placed 3rd in the State in Retail Services Examination (VET)

116 of the 145 (80%) students applying for an ATAR, were offered a place at university. This is 69.4% of the total number of students for 2011. There are students that have been accepted to universities overseas and interstate that we are unaware of. The highest ATAR for the 2010 cohort was achieved by a student with 99.3. She achieved a Band 6 result in 10 units and receiving a Premier's Award. In 2011 there were 60 distinguished achievers at Stella Maris, who received a Band 6 in one or more courses. There were 80 Band 6 achievements across 47 courses.

Four students were nominated for *ArtExpress*.

Extra-curricular Activities

Students at Stella Maris are offered a wide and varied range of extracurricular activities. Girls represent in a variety of sports. A number of students were selected in representative teams at a Diocesan and Combined Catholic College, NSW All schools and National levels. Some of sports in which the girls were selected included such as netball, water polo, softball, touch football, basketball and swimming. One student was awarded the prestigious Combined Catholic College Blues Awards.

The creative arts allowed many students to participate in choral, dance and band performance, eisteddfods and competitions throughout the year. Music, Drama and Dance performances for individuals and various ensembles were eagerly participated in as well as the numerous performance evenings highlighting the talents of the students. A highlight moment for those in the Performing Arts was winning the NSW final of the Open Division of the Rock Eisteddfod Challenge and the production of Romeo and Juliet by the Drama students. The Creative and Performing Arts festival of Stella Alive held in September was the opportunity for parents and the public to view art and design works as well as enjoy the varied performances of students in all years.

Stella Maris has continued to promote the opportunity for students to be involved in the Duke of Edinburgh Award scheme with many students from Years 9-11 completing their Bronze, Silver and Gold Awards.

International experiences featured with students travelling to Cambodia for the Gold Duke of Edinburgh expedition and to New Zealand for the Silver Award expedition.

Other major extra curricula activities included full form events and excursions. In March, the Year 7 camp was held at Morriset, In August, Year 9 students travelled to Tea Gardens for an outdoor adventure camp. All students participated in Retreat days with both Years 10 and 11 participating in 3-day Retreats at Kurrajong in March and October. Year 11 student leaders also participated in a Leadership day at the College. Several Year 10 and 11 students had the opportunity for various leadership opportunities throughout the year.

Both Year 10 and Year 12 visited the Careers Expo at the College. This was also well attended by students from local Catholic and State schools.



Pastoral Care

3.1 College Policies - Actions taken by the College to promote respect and responsibility

The College has established Pastoral Care and Student Discipline Policies which are implemented by all staff in the College. The College has an expectation of good behaviour, appropriate dress, academic excellence and active involvement in College activities. The majority of students adhere to these requirements. There is a network of support which includes Pastoral Care Teachers, Year Coordinators, Student Reception support, and the College Psychologist/Counsellor led by the Director of Student Services. There is active acknowledgement of student achievement at assemblies, the student gallery of Art and Design Works, Library displays and through Insights on the College intranet. Regular acknowledgement of student success occurs in the weekly newsletter.

The Discipline policy ensures respect and responsibilities are adhered to however, there are a number of ways that respect is supported and responsibility encouraged; for example, the pastoral system, safe partying information evenings, drug education, process of subject choice, arrangement of Year 12 study rooms, flexibility of school time for senior students, student initiatives for fund raising for charity, and student initiated performances.

Discipline Policy

Stella Maris strives to make each student aware of the Christian values of the College based on the Gospel. As followers of Christ, students need to learn discipline so they may establish a set of personal values and accept responsibility for their own behaviour. Teachers have a formative influence on students' character and by encouragement help students to develop responsibility for their actions.

Each student is assigned to a Pastoral Care class which meets at the commencement of each day.

All teachers are responsible for discipline within their classes, in the school buildings and grounds. It is a requirement of the College that each teacher supports and enforces the school rules. Student expectations are outlined in student diaries.

While teachers are responsible for ensuring the smooth operation of their classrooms, students who transgress in a more serious manner are referred to the Year Coordinator or Subject Coordinator to assess the cause of the concern and an appropriate remedy. A learning difficulty or an emotional problem may be identified and a referral to the counsellor or the Deputy Principal may follow. Serious issues of misbehaviour or emotional disturbance are referred to the deputy Principal or Principal.

Year Coordinators and the Counsellor treat each issue with confidentiality but with a knowledge and concern for all students ensure that justice and fairness are served. Parents are kept informed of disciplinary actions involving their daughters.

Anti-Bullying

Stella Maris has a strong commitment to upholding the right of each student to be shown respect. The College expects each member of the College community to be able to express opinions without fear, to reject violence, to understand and respect the feelings of others. Bullying or harassment is not tolerated.

Counselling Service

The College Counsellor working with the Year Coordinators offer a collaborative approach to ensuring the well being of all students. Parents as well as other staff members make regular referrals through this network. Students attend counselling services for a number of reasons; the most common being issues relating family, friends and study.

3.2 Pastoral Care of Families

Once students are enrolled in the College they have the choice of either an individual or small group (4-6 families) meeting with the Principal to discuss any particular issues of concern. There is a lengthy process of induction into Stella Maris so students are familiar with the environment and the expectations of the College.

In term one, Welcome Evenings for each year group are held as an opportunity for parents to meet the staff, other parents and to alert the College to any issues that may need addressing. Parent/teacher evenings are held for every Year group throughout term 2 with another opportunity presented to parents following the final academic report for the year in December.

The Year Coordinators and Pastoral Care teachers take time to meet each student and take an interest in each individual. Pastoral Care groups meet with their teacher every day for 15 minutes at the commencement of the day.

Some parents take advantage of the services of the College Counsellor to assist with family problems.

3.3 Workplace Health and safety

The College has developed WHS policy and procedures to ensure the safety and wellbeing of all members of the community. The Director of Staff Services is the WHS officer who ensures that all staff members at induction are alerted to all WHS procedures. At each fortnightly, Year Coordinators and Subject Coordinators meetings, WHS reporting is an item on the agenda. Reported hazards are directed to the Deputy Principal for action.

Regular evacuation procedures are practiced at least once each term. These are supervised by outside agencies and debriefing sessions follow.

3.4 Resolving Issues

The College has adopted the policies for all its operations that have been approved by VETAB and NEAS.

Complaints policy

Complaints by students should be directed initially to the Deputy Principal who will;

- Log the complaint
- Meet with the complainant and discuss the issue with five days
- Attempt a resolution of the matter
- Inform the student in writing of the response within five days
- More serious matters are referred to the Principal who either meet with or respond to the complainant within five days.
- In all matters involving complaints, Stella Maris College will apply principles of due process, fairness and equity for all parties involved while maintaining confidentiality.
- Should the process not achieve a satisfactory resolution for parties involved an independent mediator will be engaged. Stella Maris College has an agreement in place for this purpose with LEADR, a specialist dispute resolution organisation. Strategic Initiatives

Priorities and Improvement Targets

4.1 Priorities and Achievements 2011

In 2011 we set about adjusting the Strategic Plan to be extended for an extra year to be revised at the Board Retreat at the beginning of 2012. The *NSSCF (National Secondary School Computer Fund)* facilitated the incorporation of IT across the curriculum with the rollout of a 1:1 Laptop program across the College commenced in January 2010, was extended so that infrastructure was improved to ensure a reliable wireless access throughout the College.

Refurbishments to the Basketball Court and repainting the external walls of the College during the holiday period provided a facelift to the main campus.

Having purchased the Manly Fishing and Sporting club at 270-278 Pittwater Rd Manly as a second campus in 2010, the focus for 2011 was the submission of a Development Application with approval occurring in April 2011. Throughout the year, refurbishment was completed to provide 10 large classroom spaces, an examination centre, amenities, offices and staff facilities as well as additional parking and playground space for the current population. The facility is known as Benedict Campus will enable the College to be a presence at the northern entrance to the Manly area on Pittwater Road.

The commencement of the 2012 school year will see the use of this facility.

Much work has gone into teacher professional learning with the focus being on providing a quality learning environment with high expectations of students and teachers working towards providing significant learning experiences. The examination of NAPLAN, HSC and SC data was integral to our focus on continuing to improve academic standards. While results are satisfactory, teachers are concentrating on lifting students results into higher bands. There has also been an extension of the gifted and talented program called 'Wings' which provides a number of opportunities for students to be extended and enriched.

One of the great challenges to the culture and budget of the College came with the continued decline in International students due to external factors. The College did, however, acquire its own CRICOS registration to ensure that all processes for the provision of education for International students are of the highest quality.

In 2011, Stella Maris while remaining registered as an RTO will work towards accessing another provider, Catholic Schools Office, Broken Bay as their RTO in the future. This will ensure that risks are alleviated and greater options available on our scope.



4.2 Priorities and Challenges 2012

The Strategic Plan continues to focus five main areas for development;

- Catholic Culture and Identity
- Learning and Teaching
- Pastoral Care and Student Welfare
- Governance
- Sustainability and Stewardship

This will be completely reviewed at the College Board Retreat weekend in February 2012.

Celebrations will focus on the Blessing and Opening of Benedict Campus in May 2012.

Retreats will continue for years 8, 10 and 11 to provide for the spiritual and social development of the students in the Good Samaritan Tradition.

Over the past three years much focus has been directed at enriching the catholic culture with a particular emphasis on our Benedictine heritage with 2011 being the Year of Stewardship and 2012 being identified as the Year of Community to reflect our Benedictine values. While this direction continues and will be highlighted in the next Strategic Plan, another important focus is the concentration on the Learning and Teaching Priority area of the Strategic Plan and the use of IT to reflect 21st century learning.

Teacher professional development will continue using the Quality Teaching Framework to ensure that learning experiences are rich and relevant as well as the continued use of data to exam our practice and results. The concentration on individual student learning gain is of the essence.

With the use now of our second campus, the Board and the Building and Resources Committee will put much energy into a reinvestigation and evaluation of the Master Plan for the College with a view to having an updated plan in 2013.



Summary of Financial Information

