Stella Maris College
Manly

2010 Annual Report
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About this report

This report to the school community for 2010 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, Newsletters and other regular communications. The report is available on the website by 30 June 2011 following its submission to the Board of Studies.

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

29 June 2011

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.

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 1094. There are 983 local students and 111 students from overseas.

The College campus is located at the northern end of Manly beach in Eurobin Avenue. The College also has two adjacent properties for the delivery of services; that is, the finance and administration office and uniform shop at 200 Pittwater Road Manly and ‘The Factory’ in Alexander Street, Manly where Design and Technology subjects are studied. In July, 2010, the College purchased a property at 270 Pittwater Road which will open in late 2011 as a second campus, with the other facilities moving back to the College site in Eurobin Avenue.

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 2009-10 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 2011
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 2010 year.

The 2010 year has been one of the most significant years in the College life.

In this year the College engaged its first female lay Principal and purchased the Manly Fishing and Sporting Club. These two significant developments and many others during the course of the year gain their energy and stimulus from the tradition of the Sisters of the Good Samaritan and the inspiration of St Benedict whose life, spirituality and example motivate the Sisters, the Board and the College in educational endeavour we so dearly cherish as Stella Maris College.

This year we welcomed Mrs. Vicki Comerford as the new Principal/Chief Executive Officer of the College. Mrs. Comerford comes to the College with extensive experience as an educational leader, in particular, an educational leader with an understanding and familiarity on Good Samaritan tradition. Mrs. Comerford’s leadership and work during the course of this year has vindicated the Board’s decision to appoint her to this significant leadership role. Mrs. Comerford has filled the role with distinction, commitment and energy. On behalf of the Board and all those involved with Stella Maris College we congratulate and thank her for her work in this first year of her appointment. Mrs. Comerford will continue advance to Board’s agenda for renewal consistent with the strategic plan in 2011.

The Board welcomes the continuing development of the College’s leadership team and for the work undertaken by them in support of the education of students and Mrs. Comerford. In particular, the College was pleased to welcome Mr. Denis Lee as the Director of Teaching and Learning. Mr. Lee is an educator of the highest standard and he will significantly contribute to the educational and curriculum leadership of the College and, most importantly, to education of the young women in our care.

The College has for some time occupied leased properties at Pittwater Road and also the property known as The Factory. The once in a generation opportunity arose, during 2010, to purchase the Manly Fishing and Sporting Club. This purchase will enable the College to withdraw from leased properties and to consolidate all teaching and learning at Stella Maris College and in the nearby Manly Fishing and Sporting Club (to be suitably renamed as Benedict Campus). The Board and its Building and Resources and Finance Audit and Compliance Committees have developed a staged development of the Club. The Board believes this will provide improved opportunities for the education of the young women at the College and also enormously assist the work undertaken by staff in that endeavour.

The Board farewelled Mr Neville Goldspring and we would like to thank him for all he has done as a member of the Board over many years. He continues to contribute as a member of the Board’s Building and Resources Committee. 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. With everyone working together in our common purpose of providing the very best educational opportunities for the young women of the College much will be achieved in 2011.

Michael McDonald
Chair
Report from Student Leaders

As College Captain for 2011, I feel privileged to represent both the student body of Stella Maris within the College, as well as the College to the wider community. Stella girls are welcoming, caring and supportive and I am proud that each student is committed to social justice and service to the community in accordance with the Benedictine values upon which the school is based. At Stella Maris, students have the opportunity to participate in a rich variety of subjects and the special talent of each person is individually nurtured, whether that be in Science or Drama, Ancient History or Music. There are numerous activities and programs within which to participate, from school camps and retreats to music bands and ensembles, Stella sport teams and the Duke of Edinburgh scheme to Writer's Group and the Student Representative Council. Inclusivity and individuality are actively encouraged and valued at Stella Maris College and the students and staff form a tight knit community where compassion, support, enthusiasm and hospitality are clearly evident. The focus for 2011 at Stella Maris will be on the Benedictine value of Stewardship and it is my hope that our community will become far more aware and caring of the environment within which we find ourselves and conscious of the importance of preserving and protecting our God given natural resources.

Jessica Felton
College Captain 2011
Characteristics of College Population

1.1 Student Profile

The following information describes the student profile for 2010:

<table>
<thead>
<tr>
<th>Local Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous Girls</th>
<th>Overseas Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>983</td>
<td>0</td>
<td>91</td>
<td>1</td>
<td>111</td>
</tr>
</tbody>
</table>

*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 300 applications for 180 places in Year 7, 2009. 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 Special Education 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.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92</td>
<td>3</td>
<td>0</td>
<td>95</td>
</tr>
</tbody>
</table>

1.4 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>95.8</td>
</tr>
<tr>
<td>8</td>
<td>93.0</td>
</tr>
<tr>
<td>9</td>
<td>93.2</td>
</tr>
<tr>
<td>10</td>
<td>92.5</td>
</tr>
<tr>
<td>11</td>
<td>95.4</td>
</tr>
<tr>
<td>12</td>
<td>98.4</td>
</tr>
</tbody>
</table>

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 2008, 84.3% completed Year 12 in 2010:
- 196 students completed Year 12 in 2010 with all of these students attaining a Year 12 Certificate or equivalent VET qualification.
- 42% of students completed the HSC with Vocational education qualifications as part of their HSC.
- 89% attempted an HSC with the goal of matriculating. The percentage of students gaining acceptance to university was 64% of all 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. 97% of Year 10 students were enjoyed or finding Year 10 a satisfactory experience. 89% enjoyed their retreat experience. Over 70% expressed the fact that they had very good relationships with their teachers, while another 27% said relationships were satisfactory. 855 of the Year 10 students felt strongly identified with the College and said they felt they belonged.

140 of the Year 7 girls responded to the online survey. 88% said they had enjoyed the start to the secondary life at the College. 98.5% enjoyed Peer Support with Year 10, while 97% enjoyed their camp. 86% indicated they had good, to very good relationships with their teachers while another 9% said their relationships were satisfactory. 94% said they felt comfortable at the College and felt as though 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 2010 was 96.36%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 95.79%.

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 2010 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 Reflection Day on the Good Samaritan Teaching and Learning Framework.

The total expenditure on professional learning for staff was $41,288.
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 2010. Through the surveys staff presented the following factors as those that they valued most about the College;
- sense of Community, feeling of belonging
- support and friendship of colleagues
- commitment, integrity, ethics and talents of staff
- pastoral care offered to students
- extra-curricular activities, outdoor education, camps, sport, overseas trips.

**1.8 Parent Satisfaction**

The online parent satisfaction survey was completed in 2010 by over 160 parents. 90.63% expressed the fact that they were satisfied or very satisfied with the College. 6.88% were neutral, a small percentage (2.49%) were dissatisfied. 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 80% 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 in June. A 1:1 laptop program for students in Years 7-12 commenced in 2010. 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

NAPLAN

2010 was the third year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- In the 2010 cohort, there were 183 students in Year 7 and 191 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.

<table>
<thead>
<tr>
<th>Year 7 band distributions and % of students at or above national minimum:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Reading 2010</td>
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<tr>
<td></td>
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<tr>
<td>Reading 2009</td>
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<td></td>
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<tr>
<td>Reading 2008</td>
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<tr>
<td></td>
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<tr>
<td>Writing 2010</td>
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<tr>
<td>Writing 2009</td>
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<tr>
<td></td>
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<tr>
<td>Writing 2008</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Spelling 2010</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
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 in 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. In 2011, there will be a review of the ways in which students are being extended and challenged across the curriculum with a view to moving student achievement at all levels into higher bands. In numeracy, students in Bands 7, 8 and 9 were above National benchmarks but the focus in Numeracy for 2011 will be on raising those students in the lower bands to a greater level of achievement.

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

<table>
<thead>
<tr>
<th>Test Subject</th>
<th>SMC</th>
<th>National</th>
<th>Band 5 (5-) %</th>
<th>Band 6 %</th>
<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 %</th>
<th>Band 10 %</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2010</td>
<td>SMC</td>
<td>1</td>
<td>8</td>
<td>17</td>
<td>36</td>
<td>28</td>
<td>10</td>
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<td>99</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9.2</td>
<td>18.1</td>
<td>27.6</td>
<td>26.8</td>
<td>14.1</td>
<td>4.1</td>
<td>7.1</td>
<td>90.8</td>
</tr>
<tr>
<td>Reading 2009</td>
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<td>16</td>
<td>37</td>
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<td>10</td>
<td>5</td>
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<tr>
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<td>29</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>92</td>
</tr>
<tr>
<td>Reading 2008</td>
<td>SMC</td>
<td>1</td>
<td>6</td>
<td>27</td>
<td>36</td>
<td>22</td>
<td>8</td>
<td>9</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>6</td>
<td>18</td>
<td>29</td>
<td>26</td>
<td>14</td>
<td>6</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>Writing 2010</td>
<td>SMC</td>
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<td>13</td>
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<td>33</td>
<td>25</td>
<td>9</td>
<td>9</td>
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<td>26.6</td>
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<td>7.1</td>
<td>8</td>
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<td>32</td>
<td>24</td>
<td>12</td>
<td>7</td>
<td>88</td>
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<tr>
<td></td>
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<td>11</td>
<td>19</td>
<td>27</td>
<td>22</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td>Writing 2008</td>
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<td>17</td>
<td>27</td>
<td>35</td>
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<td>9</td>
<td>9</td>
<td>97</td>
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<tr>
<td></td>
<td>National</td>
<td>12</td>
<td>18</td>
<td>26</td>
<td>22</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>87</td>
</tr>
<tr>
<td>Spelling 2010</td>
<td>SMC</td>
<td>1</td>
<td>5</td>
<td>21</td>
<td>36</td>
<td>24</td>
<td>11</td>
<td>9</td>
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<td></td>
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<td>10.4</td>
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<td>6.7</td>
<td>9</td>
<td>89.6</td>
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<tr>
<td>Spelling 2009</td>
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<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Spelling 2008</td>
<td>SMC</td>
<td>3</td>
<td>5</td>
<td>23</td>
<td>35</td>
<td>29</td>
<td>6</td>
<td>7</td>
<td>97</td>
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<tr>
<td></td>
<td>National</td>
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<td>15</td>
<td>26</td>
<td>27</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation 2010</td>
<td>SMC</td>
<td>1</td>
<td>5</td>
<td>19</td>
<td>36</td>
<td>17</td>
<td>22</td>
<td>9</td>
<td>99</td>
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<tr>
<td></td>
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<td>9.2</td>
<td>15.8</td>
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<td>15.6</td>
<td>6.0</td>
<td>90.8</td>
<td>90.8</td>
</tr>
</tbody>
</table>
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 the area of grammar and punctuation. Strategies for extending all students in all classes will be reviewed in 2011. Attention to high standards, explicit quality criteria and useful and specific feedback for enabling students to achieve at the highest levels. Again, the low percentage of students in Bands 5 and 6 is noteworthy. The current support structures will be continued in 2011.

School Certificate

School Certificate means, 2004-09:

<table>
<thead>
<tr>
<th></th>
<th>English Literacy</th>
<th>Maths</th>
<th>Science</th>
<th>Civics, Citizenship &amp; Australian History</th>
<th>Civics, Citizenship &amp; Australian Geography</th>
<th>CST</th>
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<tbody>
<tr>
<td>2010</td>
<td>School 81.61</td>
<td>76.56</td>
<td>81.93</td>
<td>78.24</td>
<td>79.09</td>
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<td></td>
<td>State 76.87</td>
<td>72.10</td>
<td>76.67</td>
<td>70.16</td>
<td>72.38</td>
<td>79.44</td>
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<td>75.88</td>
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In the 2010 School Certificate cohort consisted of 161 students. Results in all subjects continued, in 2010, to be above State average and the movement was an improved results in all subjects to be significantly greater than State average. These results were the best since reporting commenced in 2004. Strengths in English Literacy, Science, History and Computing Skills are particularly pleasing and initiatives such as the writer’s club in which many students are engaged are paying dividends. It is also pleasing to see continued improvement in the Geography and Maths results in 2010. It is pleasing to see more students move from Bands 4 and 5 to Band 6 however there is a proliferation of students in Bands 4 and 5 so we will continue the focus for 2011 on strategies to bring even more students into Band 6. Two Year 10 students received Band 6 results in all tests.
2010 number of Students in Bands 1-6 | English | Mathematics | Science | Australian History | Australian Geography
---|---|---|---|---|---
Band 6 | 14 | 11 | 22 | 20 | 11
Band 5 | 87 | 50 | 81 | 50 | 70
Band 4 | 49 | 62 | 45 | 63 | 57
Band 3 | 5 | 28 | 8 | 18 | 14
Band 2 | 2 | 5 | 2 | 5 | 3
Band 1 | 0 | 0 | 0 | 0 | 1

Professional Learning for staff in 2011 is to be concentrated on data analysis of external testing.

**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 2010, 196 Year 12 students presented for the Higher School Certificate examinations in 43 courses of study. Of the results in these courses, 49% had averages above the State mean. These subjects were Ancient History, Biology, Business Studies, Economics, English Standard, English as a Second Language, Information Processes and Technology, Legal Studies, General Mathematics, Modern History, History Extension, PDHPE, Studies of Religion 1 unit, Textiles and Design, Visual Arts, Chinese background Speakers, Japanese Beginners, Business Services (VET), Retail Operations (VET), Tourism and Events (VET).

Of the 196 students, 175 were eligible for an ATAR (89%). 125 of the 175 (71%) students were offered a place at university and 125 students are confirmed as having accepted a place at University for 2011. This is 64% of the total number of students for 2010. 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 99.35, this student achieving a Band 6 standard in 10 units and receiving a Premier's Award. In 2010 there were 55 distinguished achievers at Stella Maris, who received a Band 6 in one or more courses. There were 80 Band 6 achievements across 25 courses.

Four students were nominated for ArtExpress with three students having their works selected for hanging.

**Extra-curricula 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 have been selected in representative teams at a Diocesan and Combined Catholic College' level. Some of sports in which the girls were selected included such as netball, water polo, softball, touch football, basketball and swimming. Four students were awarded the prestigious Combined Catholic College Blues Awards and five students represented at a National level in their chosen sport.

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. 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 Morisset, In August, Year 9 students travelled to Tea Gardens for an outdoor adventure camp. All students participated in Retreat days with Year 11 participating in a 3-day Retreat at Kurrajong in October. Year 11 student leaders also participated in a Leadership camp at Collaroy.

Both Year 10 and Year 12 visited the Careers Expo at the College.
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 vast 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.

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.

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 are 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.

3.4 Occupational Health and safety

The College has developed OHS policy and procedures to ensure the safety and wellbeing of all members of the community. The Director of Staff Services is the OHS officer who ensures that all staff members at induction are alerted to all OHS procedures. At each fortnightly, Year Coordinators and Subject Coordinators meetings, OHS 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.

3.5 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**

**4.1 Priorities and Achievements 2010**

2010 was the second year of the strategic planning cycle from 2009-10 following the plan developed by the College Board. The Federal Government initiative; *Building the Education Revolution*, came at a fortuitous time for the College as it allowed the completion of a new hospitality kitchen and refurbishment of the student canteen in January. Likewise, 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 which commenced in January 2010.

With the introduction of the new canteen facility the canteen became ‘cashless’ with all students and staff able to use their ID card for all transactions.

Refurbishments commenced on the senior toilets at the College during December.

In July 2010, the College purchased the Manly Fishing and Sporting club at 270-278 Pittwater Rd Manly as a second campus. A Development Application was submitted to Manly Council in December 2010 with approval occurring in April 2011. This facility, within 5 minutes walk of the main campus in Eurobin Avenue will be refurbished in 2011 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 to be known as Benedict Campus will enable the College to be a presence at the northern entrance to the Manly area on Pittwater Road.

**4.2 Priorities and Challenges 2011**

Continued challenges and the focus for this next phase will be the improvement in learning outcomes and improved results in external measures such as NAPLAN, SC and HSC. Concentration will be on continuing to ensure all students reach national benchmarks and the lifting results in the higher bands.

The Strategic Plan developed this year outlines five main areas for development;
- Catholic Culture and Identity
- Learning and Teaching
- Pastoral Care and Student Welfare
- Governance
- Sustainability and Stewardship

To meet the demands of these areas of development we will focus on a program of learning that meets the requirements of the School Certificate and HSC while reflecting our mission and core values.

Retreats will be introduced for years 8 and 10 to provide for the spiritual and social development of the students in the Good Samaritan Tradition. Celebrations are planned for the recognition of 80 years of Catholic education at Stella Maris since 1931.

Due to external factors, like other providers in Australia, the number of International students declined in 2010. The multicultural diversity that our International population adds to our
College has been somewhat compromised by the decline in numbers and initiatives need to be implemented to ensure that the structures, staffing, policies and procedures to provide for the number of International students at Stella Maris are able to be maintained efficiently. However, the College is also working towards the acquisition of its own CRICOS registration to ensure that all processes for the provision of education for Overseas students are of the highest quality.

The Stella Maris Institute was established as a Registered Training Organisation (RTO) to provide opportunities to the population beyond the student body. 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.

Ongoing is the continued refurbishment and upgrading of the facilities at the College, however, the focus will be on the Benedict Campus and moving all other facilities, that is, The Factory in Alexander St, Manly and the finance, registrar and uniform shop from 200 Pittwater Rd, Manly to the main campus in Eurobin Avenue.