Stella Maris College
Manly

2012 Annual Report

“...proud to be Stella girls”
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About This Report

This report to the school community for 2012 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 2013 following its submission to the Board of Studies.

Further information may be obtained by contacting the College on 02 9977 5144.
29 June 2013

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 2012, the College celebrated 81 years as a Catholic girls’ secondary College in Manly. Stella Maris College is a School of Good Samaritan Education, one of 10 schools under this governance, in Australia.

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 969. There are 945 local students and 24 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 where classes take place; that is, the newly refurbished Benedict Campus, at 270 Pittwater Road Manly which became functional as the second campus in 2012.

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, under the governance of Good Samaritan Education. Stella Maris College 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

Each year there is a focus on one of these core values and 2012 was deemed the Year of Community at the College with events and practices concentrating on making this relevant to the staff, students and parents.

2012 was an exciting year with the opening of our second campus, named for St Benedict, on Pittwater Road, Manly. The new facility enabled students to access extra and more spacious classrooms, a fitness centre and recreational space.

I would like to take this opportunity to thank the members of the Stella Maris Board whose generosity of time and talent ensure that Stella Maris continues to be well governed, adequately resourced and true to the Mission and Vision. It was with profound sadness that we suffered the death of Ms Cate Clewett, a long serving and most dedicated Board member and Chair of the Finance Committee in November. Cate was a wonderful inspiration and is a great loss to the College.

In the development of the Strategic Plan for 2011-2 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 2013
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 2012 year.

The 2012 year has continued to build on with the significant outcomes achieved in 2011.

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 spiritual legacy of St Benedict to inspire and renew 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 through education in our Benedictine values and through an environment respectful of community, stewardship and all that fosters peace.

In 2012 the College officially opened the Benedict Campus. This significant addition to Stella Maris and will greatly enhance the educational opportunities and facilities available to the students and staff of the College. Improving the facilities available to the young women in our care is a major priority of the Board. In the coming years the Board intends to refurbish and if necessary rebuild parts of the College. To achieve these better outcomes the Board seeks ongoing support of parents/guardians as the best promoters of the benefits of a girl’s education at Stella Maris. The ongoing improvement in Higher School Certificate results is only one part of the benefits of Stella Maris College education. Stella Maris, in working with parents and guardians, seeks to foster in the young women of the College the capacity to be great women and leaders across the myriad of opportunities opening up to them in the 21st century.

The Board is careful and thoughtful about its school fee decisions. The level of school fees is challenging for some parents, however, no parents/guardians should not seek to enrol or continue to have enrolled their daughter at the College because of the financial challenge. The Board exhorts you to take up the opportunity to discuss this issue with the Principal. Stella Maris fees are located in the middle band of school fee levels existing in non-government schools and in order to keep the fees at this level the College relies on the support of State and Federal governments. Every parent/guardian is entitled to a share of the government revenue for the education of their daughters. Unfortunately the NSW government has determined to cut its level of support to nongovernment schools by 3% in 2013. The College Board had significantly mitigated this reduction in funding and therefore has limited the impact on parents/guardian. Parents/guardians are encouraged to make known to their political representatives the consequences of this decision on the choices they have for the education of their daughter and on the College.

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 2012.

The Board was deeply saddened to learn of the death of its longstanding Chair of the Finance, Audit and Compliance Committee, Mrs Cate Clewett. A former student, Mrs Clewett gave generously of her professional gifts and her personal time to the College. Her legacy is reflected in the solid position Stella Maris finds itself in today and, tangibly, in the Benedict Campus. Nongovernment schools, like Stella Maris, rely heavily on volunteers and parents to maintain and develop them. Mrs Clewett certainly made a significant contribution long after her days as a student. We are very grateful and may she rest in peace.

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

I feel a deep sense of pride in attending Stella Maris College, as a student and as College Captain 2013; this derives from my admiration for it. Being educated at Stella Maris College extends beyond learning knowledge found in text books- it is a place where strong values are acquired and a healthy outlook on life is developed, which is absolutely vital to our growth as young, independent women. I believe that this is a result of our connection to the Good Samaritan Sisters, whom we follow by practicing Benedictine values in all aspects of our lives. The values which are employed in our college are: hospitality, peace and justice, community and stewardship.

2012 saw the Year of Community, whereby an array of initiatives was developed by College leaders, staff and students and was successfully implemented throughout the year. The Year of Community was promoted in our college, local and international community. This was seen through events such as ‘Fun Friday’ lunchtime activities, fundraising days for bear cottage and the Gold Duke of Edinburgh trip abroad to Cambodia in support of the “Green Gecko” orphanage.

As we commence into 2013 the college will celebrate the Year of Peace and Justice. We have already begun embracing this value through various changes and events in our College. One of these is re-structuring of our College House system. Previously we had four houses, whereas now we have expanded them to eight in order to achieve more effective fundraising, as well as team spirit. The four houses we had in the past were each aligned with a charity and a value. By re-creating our house structure we hope that the fundraisers will be concentrated, and potentially more successful. Throughout 2013 we will also continue the running of the Social Justice Blog, created by our College Vice-Captain in 2012, which promotes volunteer opportunities in the community. The Student Leadership Team will be organising a ‘Social Justice Day’. Workshops will be run by guest speakers, as well as many other activities orientated around educating students about peace and justice within our world. Through this day we hope to broaden student’s minds about the essence of the topic and realise its relevance in modern society.

Stella Maris College is a hospitable school which accommodates for each girl’s capability to learn and allows them to explore their unique talents. A wide selection of performing arts is available to all students such as dance, drama, choir and music. Students are able to flourish and nurture their talents through performing arts nights, overseas trips to showcase their talent and events such as the Rock Eisteddfod. A variety of languages and subjects are offered at our College, accompanied by passionate teachers who attend to each student’s learning ability. There are a wide variety of sports at our College, which are enabled through the utilisation of our school and local community’s facilities, such as; netball courts, volleyball nets, kayaking and beach activities. These sporting opportunities encourage students to appreciate their environment and become stewards of the land.

It is no wonder that generations of women receive their education at Stella Maris, and that past-students return to teach at the College- as it is a school which encourages its students to embrace their unique abilities and feel that they are a part of a community.

Ellessandra Hills
College Captain 2013
Characteristics of College Population

Student Profile

The following information describes the student profile for 2012:

<table>
<thead>
<tr>
<th>Local Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous Girls</th>
<th>Overseas Girls</th>
</tr>
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<tbody>
<tr>
<td>1052</td>
<td>0</td>
<td>45</td>
<td>1</td>
<td>48</td>
</tr>
</tbody>
</table>

*Language background other than English

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 402 applications for 168 places in Year 7, 2012. 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.

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.

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<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88</td>
<td>3</td>
<td>0</td>
<td>91</td>
</tr>
</tbody>
</table>

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</td>
</tr>
<tr>
<td>8</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>95</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 Head of each Year 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.

### Senior Secondary Outcomes and Student Destinations

Of the students who completed Year 10 in 2010, 83% completed Year 12 in 2012.

152 students completed Year 12 in 2012 with all of these students attaining a Year 12 Certificate or equivalent VET qualification. One student attained a Life Skills HSC. There were 40 students (25%) who completed the HSC with vocational education qualifications which ranged from Certificate III to Statements of Attainment.

129 students received an ATAR high enough for a university course. 120 students have been offered places by UAC. There are unknown numbers who have been offered places at Notre Dame or interstate universities. However, more than 84% have qualified for a university place.

### Student, Staff and Parent Satisfaction

The survey ‘A diagnostic inventory of school alignment’ (DISA) was administered by the University of Southern Queensland in February 2013. The survey was made available to all students with 200 students taking the opportunity to respond. Likewise, all parents and staff had the opportunity to respond to the survey with 197 parents and 76 staff members taking advantage of this opportunity.

As well as this a focus group of senior students met to discuss their satisfaction with the College structures, procedures, staff and curriculum.

The data indicate a number of successes at the College and with College life.

1. From a staff point of view student achievement in literacy, numeracy and other curriculum areas is highly successful.
2. In the area of student well-being the data indicate a number of notable successes. Students form positive relationships, and staff and parents believe students acquire positive self-esteem. Staff and parents also perceive students as being respectful of others. These perceptions correspond with the overall view that the school has an image as a caring institution and with the view of parents and students that this image extends to learning.
3. Data indicate a strong sense of professionalism amongst staff, and students concur, revealing their perception that relationships amongst staff are very positive.
4. Teachers indicate a strong sense of College pedagogy and the use of technology is viewed by all as a College strongpoint.
5. The College is perceived as highly community-minded, where parent expectations are high and contributions are celebrated.
6. Notably, student data reveals that their experience of the College as a supportive and coherent community is highly positive.

The data also indicates some challenges for the College to consider.

1. Staff and parent data suggest teachers are yet to take a role in making key educational decisions, that decision making could be more open, and possibly allied to this is data that indicate processes of public input could be enhanced.
2. Despite a high public image and well-defined values, the level of support for the College vision remains unclear.
3. Parent data indicate they are yet to be convinced about the efficacy of College school wide pedagogy and that the curriculum is up to date.
4. All respondent groups agree that students do not have opportunity to pedagogy for their learning.
5. There appears to be general agreement that aspects of resourcing learning/curriculum require exploration. More specifically these include: flexibility in the use of time, utilising community resources and networking with other educational institutions.
6. Staff indicates that the issues of teacher leadership of development of college pedagogy, together with formulating explicit processes for teachers to share their practice need to be addressed more specifically.

### Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 96.77%. This figure does not include teachers on planned leave.
The teacher retention rate from 2011 to 2012 was 93.55%.

**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 2012 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 and development of a Stella Maris (STAR) learning Framework.

The total expenditure on professional learning for staff was $71,142.

All Staff are engaged in specific WHS 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.
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. A 1:1 laptop program for students in Years 7-12 commenced is ongoing. Ongoing emphasis has been placed on the professional development of teachers to facilitate the best use of these resources to inform 21st century learning.

In 2012 the College launched the Stella STAR Learning Framework. This framework forms the foundation of learning at the College. The framework has as its foundation the four Benedictine Values of Hospitality, Community, Stewardship and Peace and Justice. We promote a curriculum which is has Intellectual Quality, is Collaborative, is Inclusive of all learners, is Innovative and Empowers students to take their place in the world.

Student Achievement

National Assessment Program: Literacy and Numeracy (NAPLAN):

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:

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<thead>
<tr>
<th></th>
<th>Band 4 (-) %</th>
<th>Band 5 %</th>
<th>Band 6 %</th>
<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 (+) %</th>
<th>% at or above national minimum</th>
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<tbody>
<tr>
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<td>1.2</td>
<td>11.6</td>
<td>29.3</td>
<td>41.5</td>
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<td>Reading 2010 SMC</td>
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<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 (+) %</th>
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### Year 9 band distributions and % of students at or above national minimum:

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<th>Year</th>
<th>Subject</th>
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<th>Band 5 (-) %</th>
<th>Band 6 %</th>
<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 (+) %</th>
<th>% at or above national minimum</th>
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<tr>
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### Numeracy year distributions and % of students at or above national minimum:

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<th>Band 5 (-) %</th>
<th>Band 6 %</th>
<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 (+) %</th>
<th>% at or above national minimum</th>
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<td>16.1</td>
<td>27.2</td>
<td>25.2</td>
<td>15.0</td>
<td>10.4</td>
<td>95.3</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>SMC</td>
<td>0.6</td>
<td>5.1</td>
<td>19.3</td>
<td>33.5</td>
<td>23.9</td>
<td>17.6</td>
<td>99.4</td>
</tr>
<tr>
<td></td>
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<td>4.0</td>
<td>14.3</td>
<td>25.5</td>
<td>25.7</td>
<td>17.1</td>
<td>11.9</td>
<td>94.5</td>
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<tr>
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<td>SMC</td>
<td>2</td>
<td>3</td>
<td>24</td>
<td>40</td>
<td>20</td>
<td>12</td>
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<td></td>
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<td>4.9</td>
<td>12.6</td>
<td>26</td>
<td>26.9</td>
<td>17.6</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<td>6</td>
<td>29</td>
<td>26</td>
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<td>4</td>
<td>14</td>
<td>26</td>
<td>28</td>
<td>17</td>
<td>10</td>
<td>95</td>
</tr>
</tbody>
</table>

### Grammar & Punctuation year distributions and % of students at or above national minimum:

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Band 4 (-) %</th>
<th>Band 5 (-) %</th>
<th>Band 6 %</th>
<th>Band 7 %</th>
<th>Band 8 %</th>
<th>Band 9 (+) %</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>SMC</td>
<td>0.6</td>
<td>1.8</td>
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<td>27.7</td>
<td>99.4</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>3.4</td>
<td>12.2</td>
<td>24.6</td>
<td>28.8</td>
<td>19.6</td>
<td>9.7</td>
<td>96.6</td>
</tr>
<tr>
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<td>SMC</td>
<td>2.3</td>
<td>11.1</td>
<td>22.7</td>
<td>28.4</td>
<td>27.3</td>
<td>18.2</td>
<td>97.7</td>
</tr>
<tr>
<td></td>
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<td>5.6</td>
<td>14.9</td>
<td>27.3</td>
<td>27.6</td>
<td>16.5</td>
<td>6.5</td>
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<td>13</td>
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<td>16.9</td>
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<tr>
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<td>24</td>
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<td>13</td>
<td>24</td>
<td>28</td>
<td>18</td>
<td>10</td>
<td>92</td>
</tr>
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</table>
The College continues to add value to student achievement in the Literacy and Numeracy Tests particularly between Year 7 and Year 9. In 2012 the following average growth rates were achieve by the students at the College.

<table>
<thead>
<tr>
<th></th>
<th>Band 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><strong>Grammar &amp; Punctuation 2012</strong></td>
<td>SMC 1.8</td>
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<td>37.2</td>
<td>22.6</td>
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<td></td>
<td>National 8.0</td>
<td>18.7</td>
<td>28.1</td>
<td>24.8</td>
<td>13.3</td>
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<td>92.0</td>
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<tr>
<td><strong>Grammar &amp; Punctuation 2011</strong></td>
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<td>50.0</td>
<td>18.6</td>
<td>8.7</td>
<td>99.4</td>
</tr>
<tr>
<td></td>
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<td>18.1</td>
<td>27.8</td>
<td>25.8</td>
<td>13.6</td>
<td>4.7</td>
<td>90.0</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation 2010</strong></td>
<td>SMC 1</td>
<td>5</td>
<td>19</td>
<td>36</td>
<td>17</td>
<td>22</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>National 9.2</td>
<td>15.8</td>
<td>26.6</td>
<td>26.7</td>
<td>15.6</td>
<td>6.0</td>
<td>90.8</td>
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<tr>
<td><strong>Grammar &amp; Punctuation 2009</strong></td>
<td>SMC 2</td>
<td>3</td>
<td>23</td>
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<td>21</td>
<td>18</td>
<td>98</td>
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<td></td>
<td>National 8</td>
<td>17</td>
<td>28</td>
<td>26</td>
<td>14</td>
<td>5</td>
<td>90</td>
</tr>
</tbody>
</table>

The New South Wales Government announced that the School Certificate Tests would cease after 2011.

**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.

Stella Maris College is very proud of the Class of 2012 who have achieved excellent results in the 2012 Higher School Certificate Examinations. In all 151 students sat the Higher School Certificate Examinations this year in 42 courses. A total of 806 examinations papers were sat for with 95 candidates achieving a Band 6 result (compared to 93 last year). This amounted to a Band 6 (90% and above) success rate of 12%. The success rate for Bands 5 and 6 was 60% and the success rate for Bands 4 to 6 (70% and above) was 89%. (Success rates are calculated by dividing the number of band results by the number of HSC examinations sat for and multiplying the result by 100.)

Since 2010 the College has been developing a culture of learning among its teachers and students. These students have experienced much growth and change in their time at the College, which has culminated with this considerable combined achievement.
Top Achiever

One student was recognised by the Board of Studies as a Top Achiever in Tourism and Events Examination. She was placed 5th in the State in the Tourism and Events Examination in 2012.

Callback 2013

One of the students had her Dance Major Work (Composition) was highly regarded by the HSC Examiners. She has been invited to showcase her piece at the State’s HSC Dance Practical Showcase Callback in 2013. In all 7 of 10 students were nominated for Callback.

Encore 2013

Another student who scored a perfect 50/50 for Music Extension, has been invited to showcase her Major Work (Musicology) at Encore the State’s HSC Music Practical Showcase in 2013.

Art Express 2013

Of 5 students nominated for Art Express, one student had her Body of Work selected for exhibition at the Art Gallery of New South Wales as part of the State’s HSC Visual Arts Practical Showcase Art Express.

Textstyle 2012

Another student had her Textiles and Design Major Work selected for exhibition in the HSC Textiles and Design Showcase Textstyle in 2013.

Top ATAR

The highest ATAR of the cohort with a ranking of 98.55 was one of 24 students that gained an ATAR above 90, while we are aware of 50 students who gained a ranking of between 80 and 90.

Distinguished Achievers

There were 56 Distinguished Achievers out of the 151 students who completed the Higher School Certificate examinations in 2013. These students achieved a Band 6 result in one or more subjects.

Other Highlights

- 76% of courses had means above the State mean which was an increase of 16% from 2011
- Dance, Design and Technology, Economics, Textiles and Design, Chinese Background Speakers, Spanish Continuers and Hospitality all had 100% of their results in the top three Bands
- English Extension 2 and Information Processes and Technology had their results in the top two Bands
- Music Extension 2 achieved 100% in Band 6

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More than 120 of the 152 (84%) students in Year 12 were offered a place at university. Private and overseas universities are not included in these statistics.

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 the production of Guys and Dolls by the Drama and Music 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. Music students travelled to Wollongong and Campbelltown to perform with students from other Good Samaritan Schools and to hone their performance skills.

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 Outdoor Education Camp was held at Morriset, In May, Year 8 students attended a 2 day Retreat at Lane Cove. 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 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.

3.3 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 ASQA and CRICOS.

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.
Priorities and Improvement Targets

4.1 Priorities and Achievements 2012

In 2011 we set about adjusting the Strategic Plan to be extended for an extra year that was revised at the Board Retreat in February 2012. This set out the Strategic Plan for 2012-13 for review in February 2014. The decision was made in 2012 to make the 1:1 Laptop program more flexible by initiating a BYOD (Bring Your Own device) model to commence in 2013 enabling students to work with either Mac or PC platform. Much work was done on the network to ensure the reliability of the wireless infrastructure across the two campuses. During the year we also opened the College Portal so that parents would have easy access to their daughter’s records, calendar and assessments schedules.

Throughout 2011, refurbishment of the new Benedict Campus 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. This facility was opened and in full use from the commencement of the 2012 school year. The Opening Ceremony, officiated at by Sister Clare Condon sgs and Bishop David Walker, Bishop of Broken Bay occurred in May.

Refurbishments also took place to the Design and Music classroom; the Learning Support team moved to upgraded and more spacious premises and a renovation of the undercroft area adjacent to the canteen provided a pleasant recreational space for students. Classrooms were also repainted.

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. Staff collaborated in developing a Learning Framework to guide learning in the College. The Stella STAR Learning Framework identifies five areas of learning which the College tries to uphold in all aspects of the learning cycle. These are Intellectual Quality, Collaboration, Inclusiveness, Innovation and Empowerment. In the coming years we will work to incorporate this Learning Framework into the Australian Curriculum once introduced.

In regard to the pastoral care of students, the Deputy Principal, collaborated with the Student Leadership Team to reorganise and revitalise the House Structure so that students would be moved from four to eight houses each named for a significant and influential Australian woman.

Like 2011, 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 2012, Stella Maris while remaining registered as an RTO worked towards accessing another provider, Catholic Schools Office, Broken Bay as their RTO in the future. This will come into effect in 2013 which will ensure that risks are alleviated and greater options available on our scope.

4.2 Priorities and Challenges 2013

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

In all that we do, we align our policies, practices and programs with this Strategic Plan.

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: 2011 was identified as the Year of Stewardship, 2012 being the Year of Community and 2013 being identified as the Year of Peace and Justice to reflect our Benedictine values. While this direction continues and will be highlighted, 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.
Communication with parents and the community will continue to be a focus with weekly newsletters, the use of the newly established College Portal, Open Night and Welcome evenings being integral as a School of Good Samaritan Education. One further goal in this area for 2013 is the development of a refreshed website.

Teacher professional development will continue using the elements of the Quality Teaching Framework through the adoption of the Stella Maris Learning Framework (STAR) to focus on the five core elements, as identified by staff, to enhance learning for students. These elements are Intellectual Quality, Collaboration, Inclusiveness, Innovation and Empowerment. Working to ensure that learning experiences are rich and relevant as well as the continued use of data to exam our practice and results is the aim of teachers for 2013. The concentration on individual student learning gain is of the essence.

In 2013, the College will undergo an inspection by the Office of the Board of Studies to renew our Registration as a School in New South Wales and our Accreditation to offer courses for the award of the Record of School Achievement and the Higher school Certificate. Staff will be ensuring that all is in place for this process to be completed seamlessly.

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. Architects have been engaged and the process of collaboration and investigation will be implemented in 2013 in the production of a Master Plan to see the development of the facilities of Stella Maris over the next ten years.
Summary of Financial Information

GRANTS

FEES

Expenditure 2012

- Personnel, $11,259,318, 73%
- Sales & Marketing, $103,858,1%
- Cost of Sales, $343,681, 2%
- Administration, $2,297,242, 15%
- Operations, $1,486,125, 9%