Stella Maris College
Manly
2013 Annual Report

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About This Report

This report to the school community for 2013 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 2014 following its submission to the Board of Studies.

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

29 June 2014

Introduction – The College Context

Stella Maris College, established in 1931, by the Sisters of the Good Samaritan follows a Benedictine Tradition. Stella Maris College, Manly is registered and accredited by the Board of Studies NSW. In 2013, the College celebrated 82 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 971. There are 939 local students and 32 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 2013 was deemed the Year of Peace and Justice at the College with events and practices concentrating on making this relevant to the staff, students and parents.

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.

In the development of the Strategic Plan for 2011-3 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 2014
Report from the Chair of the Board

On behalf of the Board of Directors of Stella Maris College, Manly, I present to you the 2013 Annual Report.

The Board continues 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 ensuring that the Good Samaritan Benedictine Tradition is embedded in the operations of the school.

In August it was an honour to be invited to take up the position of Chair of the Stella Maris College Board following the resignation of our former Chair, Mr Michael McDonald. I also welcome new Directors, Professor Denis Lenard, Mr Adrian O’Dea and Mrs Edie Martin to the Board and thank Mrs Martin for accepting the position of Chair of the Finance Committee after many years on the Finance Committee.

The Board acknowledges the contributions of our past Chair, Mr Michael McDonald for his outstanding stewardship since his appointment in 2008. I also take the opportunity to thank our past Deputy Chair, Mrs Anne Day who retired from the School Board and the Education Committee. Sincere thanks are extended to retired Director, Mr Neville Goldsmith for his outstanding commitment to Stella Maris College, having been on the School Board and Finance Committee (1992 – 2010) and continuing to serve on the Building and Resources Committees until this year. We also thank Mr Malcolm Wallace for his years on the School Board and are grateful for his continued support on the Development and Sustainability Committee.

In 2013 the College community has enjoyed the new Benedictine Campus facility. The facility has provided much needed classroom space and an area for the students to undertake their exams, and specifically the Higher School Certificate which we had previously needed to conduct off campus. The Board is committed to rebuilding and refurbishing parts of the College in future years. This year the Building and Resources Committee undertook the task to prepare the Master Plan for the College and this involved considerable consultation with students, staff and parents.

The College is committed to ensure that all students are supported both pastorally and academically and encouraged to achieve to the best of their ability, as a result of this our Higher School Certificate results continue to improve. The Principal and staff of Stella Maris work in partnership with parents and guardians 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.

Whilst there is a need to continue to improve the school facilities and offer increased resources, the Board is very aware of the pressures on families in these financially challenging times and is therefore considerate of its school fee decisions. The Board understands that there are times in family’s lives when school fees are challenging however, no parents or guardians should not seek to enrol or continue to have enrolled their daughter at the College on this basis and the Board encourages discussions of this issue with the Principal.

Throughout the year the Board has continued to work effectively with our Principal and CEO, Mrs Vicki Comerford. The Board appreciates Mrs Comerford’s assistance not only at Board level but also by serving on each of the Board Committees in the areas of being Finance, Governance and Nominations, Building and Resources, Education and Development and Sustainability. 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. The Board is again thankful to Mrs Comerford for all she does to lead the College, with the support of the Leadership Team, to work with us to achieve the goals for 2013.

In closing, I would also like to recognise the members of our community who contribute to the life of the College including Committee Members, Directors, the College Leaders and Staff, Parents and Students. All of whom have a common mission to provide sound educational opportunities for the young women of Stella Maris College.

Mrs Kim Nass
Chair
Report from Student Leaders

Since its foundation by the Good Samaritan Sisters over 80 years ago, Stella Maris College has provided an inclusive and well rounded education for generations of young women. It is not only this rich history, but also the four key Benedictine values of community, peace and justice, hospitality and stewardship that evoke a deep sense of pride within each student at Stella Maris College. As the College Captain for 2014, I am honoured to represent a body of students who express this pride with their everyday enthusiasm, helpfulness and willingness to learn.

Already such a welcoming and generous environment, the challenge for school leaders during the Year of Hospitality will be to develop this further. Each year Stella Maris supports a variety of local and international charities, most prominently our Good Samaritan Charities. In 2013, the students’ support of the bushfire appeal was rapid and overwhelming. Immediately, girls not only donated money and an impressive array of formal dresses but quickly set about organising other fund raising activities. The sense of community and hospitality during this time was incredible as everyone came together to help those in need. As well as this, every year numerous girls undertake many hours volunteering through the Duke of Edinburgh Award Program, illustrating how easily the girls care for those in the wider community.

I am proud to see the many magnificent achievements of the students at Stella, made possible by the supportive and inclusive attitudes of the staff and other students. Stella Maris College understands that each student is unique and caters equally for the needs of every individual, allowing students to pursue their own dreams. Whether it involves academia, sport, dance, drama, music or arts, every student is provided many opportunities to excel.

With the finishing touches made to the Benedict Campus, the Year 11 girls are settling in well. The new campus provides them with their own space for both private study and collaborative learning in their study breaks. Cleverly designed, this unique space can also open up, providing a wonderful examination space for half yearly, trial and Higher School Certificate examinations. The familiarity with the environment during exam time should help to reduce stress and promote a much-appreciated calm environment.

Stella Maris is an environment where there is a seamless blending of history and innovative practice. The contrast of the historic school grounds and the latest educational technology housed within, such as the E-beam smart boards, a 1:1 student computer ratio, laser cutters and a 3-D Printer provide an intriguing and invigorating environment, optimal for learning and growth.

Leading into 2014, the community of Stella Maris, encompassing not only staff and students but also their families and friends, will welcome the opportunity to contribute to the Year of Hospitality in the wider community. I look forward to the personal and collective growth that we will all experience as this unfolds and witnessing how this contribution might improve life and society, however small or large.

Isabella Gilbert
College Captain 2014
Characteristics of College Population

Student Profile

The following information describes the student profile for 2013:

<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>939</td>
<td>0</td>
<td>45</td>
<td>0</td>
<td>30</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. 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.
STELLA MARIS COLLEGE

Enrolment Policy

PREAMBLE

Stella Maris is a school of Good Samaritan Education established in 1931 in the Benedictine tradition. The policies of the College give expression to its values and ethos and reflect the legal requirements of a school registered and accredited by the NSW Board of Studies.

POLICY

Stella Maris College, in accepting students for enrolment provides them with a Catholic education that promotes the Benedictine values with particular emphasis on Justice, Peace, Hospitality, Stewardship and Community. In accordance with the Good Samaritan ethos, the College is committed to the development of the whole person, recognising their unique dignity. It recognises the need to support parents in their role as the prime educators of their children.

In fulfilling its Mission, the College nurtures the spiritual, intellectual, physical, social and emotional growth of its students. It encourages the development of students’ personal Christian values and lays a firm foundation for ongoing learning throughout life.

PROCEDURE

- Enrolment at Stella Maris is determined by the following priorities;
  - Students from local Catholic schools
  - Siblings of current or ex-students.
  - Daughters of ex-students.
  - Applications thereafter according to date of enrolment.
  - As a Catholic school, Catholic students have a priority, however, students whose parents accept the College Mission are enrolled where space permits.
- The College Board delegates to the Principal the right to exercise discernment in the acceptance of individual students in the enrolment process.
- Application forms may be obtained from and returned to the College where the date of enrolment will be stamped on the form. A non-refundable fee will accompany the enrolment form.
- The application form receipt will acknowledge the acceptance of the form.
- Interviews will be held prior offer of enrolment. Generally students will be in Year 4 in anticipation of enrolment in Year 7.
- A formal offer of enrolment, according to the selection criteria above will be sent two years prior to students commencing at Stella Maris College.
- Acceptance of the formal offer of enrolment is agreed upon return of a completed Confirmation of Enrolment form and Responsibility of Fees form with a copy of the birth certificate and payment of the enrolment fee.
- Prior to the student commencing at the College, parents will be requested to attend an Information Evening.
- A package will be provided giving details of uniform, curriculum, pastoral care, fees and any additional costs that may be set.
- Induction days will be held prior to commencement to familiarise the student with College life.

DATE OF POLICY: April 2013
DATE FOR REVIEW: April 2016

Stella Maris College Policy – Teaching and Learning Committee
H:\Admin\SMC Policies\Enrolment Policy.DOC 13 March 2014
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.

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>95.4</td>
</tr>
<tr>
<td>8</td>
<td>96.0</td>
</tr>
<tr>
<td>9</td>
<td>94.9</td>
</tr>
<tr>
<td>10</td>
<td>93.9</td>
</tr>
<tr>
<td>11</td>
<td>95.5</td>
</tr>
<tr>
<td>12</td>
<td>94.5</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 telephones 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 2011, 83% completed Year 12 in 2013.

152 students completed Year 12 in 2013 with all of these students attaining a Year 12 Certificate or equivalent VET qualification. There were 14 external students studying one subject through Stella Maris College. Three students participating in a HSC Pathways Course of study. There were no Life Skills HSC Students. There were 51 students (30%) who completed the HSC with vocational education qualifications which ranged from Certificate III to Statements of Attainment.

Of the 152 full time students, 122 students (80%) 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.

Student, Staff and Parent Satisfaction

The survey, ‘A diagnostic inventory of school alignment’ (DISA) was administered by the University of Southern Queensland in February 2014. The survey was made available to all students with 184 students taking the opportunity to respond. Likewise, all parents and staff had the opportunity to respond to the survey with 50 parents and 59 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. Staff, parents and students all share the opinion that the College is perceived as a caring and respectful environment for all, and that there is a high level of community mindedness and service, with high parent expectation for student achievement.

2. All three groups hold elevated views of student achievement in subject areas other than literacy and numeracy and student relationship formation; with staff and parents further confirming their confidence in the level of student self-esteem and self-worth and teachers’ sense of professionalism.

3. Staff and students share views that the values are well defined, staff working relationships are positive and staff hold high expectations of student achievements.

4. All three respondent groups believe that technology is used purposefully in support of the College’s pedagogy.

The data indicates some challenges.

1. Staff and parent perception is that teachers are not sufficiently involved in decision making.

2. All three groups do not believe that students contribute to the development of school-wide approaches to teaching and learning.

3. Parents do not believe that teachers identify and share their successful teaching practices, that the College engages in systematic, school-wide analysis of its pedagogy, or that there is a shared understanding of teaching and learning.

4. Staff and parents share the view that time does not seem to be well used for pedagogical innovation, and that there could be better networking with other credible educational institutions.

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>A</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>3</td>
<td>0</td>
<td>90</td>
</tr>
</tbody>
</table>

The teacher retention rate from 2012 to 2013 was 95.56%. Teacher attendance rate is 96.46%.

**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 2013 were:

- Formation in the history and Mission of the Sisters of the Good Samaritan and the Benedictine values that inform Policies, Processes and Learning frameworks at Stella Maris College
- Innovative Learning and Student learning in the 21st century including the use of ICT
- A continued focus on the use of data to inform improvement in learning outcomes
- Ongoing support of academic student at a post graduate level for staff members
- Support for staff members at the attendance of relevant conferences
- Guest presenters who focused on the welfare of teachers

The total expenditure on professional learning for staff was $93,214.

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 2013**

**Higher School Certificate**

In 2013, 153 students sat for 800 examinations in 45 different courses. In all the Class of 2013 achieved 93 Band 6/E4 results, 347 Band 5/E3 results and 227 Band 4/E2 results amounting to 667 Band 4 to Band 6 results out of a possible 800. (This amounts to 55% of students achieving 80% or higher and 83% of students achieving 70% or higher in a HSC examination.) These results continue the improvement, which began in 2010.

We are exceedingly proud of the excellent results gained by the class of 2013. Here are some highlights:

- The highest ATAR achieved was 98.3
- 2% of students were placed in the top 2% of the State
- 27 students achieved an ATAR of 90 or above. Thus 18% of students were placed in the top 10% of the State
- The following students were listed in the Top Achievers List (placed amongst the highest performers) in two courses: 4th place in the State in the Tourism and Events Examination and 9th in the State in Earth and Environmental Science. This was the first time Earth and Environmental Science was offered at the College
- Fifty-one students were listed in the Distinguished Achievers List (achieving a Band 6/E4 result in one or more courses
- 96% of the cohort achieved at least one Bands5/E3 or a Band6/E4 result
- Band 6/E4 results were achieved in 12% of all examinations sat by our students in all subjects
- Band 5/E3 results were achieved in 43% of all examinations sat by our students in all subjects
- Band 4/E3 results were achieved in 28% of all examinations sat by our students in all subjects
- 100% of students achieved either a Band 4, 5 or 6 result (70% or higher) in the following subjects: Design and Technology, Economics, Modern History, Mathematics Extension 1, Physics, Senior Science, Studies of Religion 1, Textiles and Design, Chinese Background Speakers, French Continuers, Italian Extension and Spanish Continuers
- Two students were nominated for DesignTECH at the Powerhouse Museum in Ultimo, three students were nominated for Callback, the Dance Showcase and three students were nominated for ARTEXPRESS.

**Record of School Achievement**

The College did not have any students that required the issuance of a Record of School Achievement

**Literacy and Numeracy Assessments**

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:**

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2013</td>
<td>SMC</td>
<td>1.4</td>
<td>6.3</td>
<td>19.6</td>
<td>32.9</td>
<td>25.9</td>
<td>14.0</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>4.7</td>
<td>14.1</td>
<td>24.6</td>
<td>25.2</td>
<td>20.1</td>
<td>11.4</td>
</tr>
<tr>
<td>Reading 2012</td>
<td>SMC</td>
<td>1.8</td>
<td>1.2</td>
<td>11.6</td>
<td>29.3</td>
<td>41.5</td>
<td>14.6</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>4.2</td>
<td>13.7</td>
<td>24.7</td>
<td>28.1</td>
<td>19.2</td>
<td>8.6</td>
</tr>
<tr>
<td>Reading 2011</td>
<td>SMC</td>
<td>1.1</td>
<td>3.4</td>
<td>17</td>
<td>26.7</td>
<td>31.3</td>
<td>20.5</td>
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<tr>
<td></td>
<td>National</td>
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<td>4</td>
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<td>36</td>
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<tr>
<td></td>
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<td>29</td>
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<td>9</td>
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<td></td>
<td>Band 4 (%)</td>
<td>Band 5 (%)</td>
<td>Band 6 (%)</td>
<td>Band 7 (%)</td>
<td>Band 8 (%)</td>
<td>Band 9 (%)</td>
<td>% at or above national minimum</td>
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<td>State</td>
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<td>14.8</td>
<td>6.0</td>
<td>91.3</td>
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<td><strong>Writing 2012</strong></td>
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<td>National</td>
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<td>14.7</td>
<td>7.9</td>
<td>91.1</td>
</tr>
<tr>
<td></td>
<td>Band 4 (%)</td>
<td>Band 5 (%)</td>
<td>Band 6 (%)</td>
<td>Band 7 (%)</td>
<td>Band 8 (%)</td>
<td>Band 9 (%)</td>
<td>% at or above national minimum</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation 2013</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SMC</td>
<td>0.7</td>
<td>4.2</td>
<td>16.7</td>
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### 2013 Annual Report | Stella Maris College

The College continues to add value to student achievement in the Literacy and Numeracy Tests particularly between Year 7 and Year 9. In 2013 the following average growth rates were achieved by the students at the College.

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This positive trend is a good measure of the value that is added to students Literacy and Numeracy at Stella Maris College from Year 7 to Year 9.

**Senior Secondary Outcomes**

In 2013, 100% of the Year 12 cohort achieved the HSC
(See the My School website: [http://www.myschool.edu.au](http://www.myschool.edu.au))

**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. The Creative and Performing Arts festival of Stella Alive held in August 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 Vietnam for the Gold Duke of Edinburgh expedition and to New Zealand for the Silver Award expedition. Expeditions within Australia also offer more local opportunities for those participating in the Silver and Gold Duke of Edinburgh Award Scheme.

Other major extra curricula activities included full form events and excursions. In March, the Year 7 Outdoor Education Camp was held at Morisset, 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 in March. 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 that 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 that includes Pastoral Care Teachers, Heads of each Year group, Student Reception support, and the College Psychologist/Counsellor led by the Deputy Principal who has overall responsibility. There is active acknowledgement of student achievement at assemblies, the student gallery of Art and Design Works, Library displays and on the College website. 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 that meets at the commencement of each day. There are eight Pastoral groups in each Year based on the House grouping. Each House has been for a significant woman in Australian history.

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 Head of each Year or Head of Department 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. Corporal punishment is not tolerated and never used.

Heads of Year and the Counsellor treat each issue with confidentiality but with the 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. A description of what is determined to be bullying and how to deal with bullying is outlined clearly in the student diary.

The Information and Communication of Technology (ICT) and Acceptable User Policies are published in the student diary. Students must sign a student account agreement in order to have access to technology in the College.

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. A list of support agencies and resources to assist students with personal or social issues is published in the student diary.

All relevant pastoral and discipline policies are available to parents and students through the student personal diaries as well as through the portal. Information to keep good order and to guide students in right behaviour
includes Examination protocol, Student Rights and Responsibilities, Student management Plan, College expectations of students.

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 1, 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 Heads of Year 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, Heads of Year and Heads of Department meetings, WHS reporting is an item on the agenda as well as at all Staff Meetings and at the weekly Leadership Team Meetings. 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 ASQI 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 meets 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 2013

In 2013, the College participated in the six yearly cycle of review for Registration and Accreditation by the NSW Board of Studies. This process which involved every aspect of College life from monitoring of facilities, curriculum documentation, student work samples and College policies was very smooth and at completion in August the Board inspectors were most complementary about all aspects of College organisation and Registration and Accreditation granted for another six years.

The Strategic Plan 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. The BYOD strategy has been an overwhelming success both logistically and pedagogically. Students are more reliable in presenting to class with laptops, take greater care of their chosen devices and teachers are satisfied with the greater flexibility offered. Much work was done on the network to ensure the reliability of the wireless infrastructure across the two campuses. The College Portal was made available to all parents so they have easy access to their daughter’s records, calendar and assessments schedules.

Benedict Campus had the finishing touches with a dramatic façade added in 2013. The decision was made to establish this as the Year 11 Study Centre and from 2014 Year 11 will commence the day at the campus with their Pastoral Care classes and have a large number of classes in the building.

Refurbishments also took place to the Main Staffroom. Classrooms were also repainted.

The Building and Resources Committee of the College Board worked with the architects to develop the building and development Master Plan for major building works to commence in late 2015.

Continuing the work commenced in 2012, much effort went into teacher professional learning with the focus being on providing a high quality, learning environment with high expectations of students and teachers working towards providing significant learning experiences. It was decided to use the skills of Tom March to work with the staff on ‘Quality Learning in the 21st Century’ and to employ a Director of Innovative Learning, a position to commence in 2014 to guide teacher development and encourage higher order thinking amongst the students.

The examination of NAPLAN and HSC data was integral to our focus on continuing to improve academic standards. While results are satisfactory and improving each year, teachers are concentrating on lifting students’ results into higher bands. The STAR Learning Framework developed in collaboration with staff in 2012 acts to guide learning in the College. The Stella STAR Learning Framework identifies five areas of learning which the College tries to integrate in all aspects of the learning cycle. These are Intellectual Quality, Collaboration, Inclusiveness, Innovation and Empowerment. Planning was undertaken in the key areas of English, Mathematics, Science and History to incorporate this Learning Framework into the Australian Curriculum in these subject areas in 2014.

The students embraced the revitalised House Structure of eight houses each named for a significant and influential Australian woman. While providing greater leadership opportunities for senior students it also makes House organisation and leadership for students more manageable with fewer students in each house.

The decline in numbers of International students due to external factors experienced throughout 2011 and 12 stabilised in 2013. The College acquired its own CRICOS registration in 2012 to ensure that all processes for the provision of education for International students are of the highest quality and this continues to be so with over 30 students, mostly from the Chinese mainland and Hong Kong being enrolled in the College.

In 2013, Stella Maris while remaining registered as an RTO worked towards accessing another provider, and at the commencement all VET courses will be registered through the AIS. In 2014, Stella Maris College will cease operation as an RTO for these courses.

4.2 Priorities and Challenges 2014

The Strategic Plan, rewritten at the Board Retreat in February 2014 focuses on six main areas for development;
- Catholic Culture and Identity
- Learning
- Community Wellbeing
- Leadership and Governance
- Sustainability
- 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 four 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. 2014 is planned as the Year of Hospitality. While this direction continues and will be highlighted, there continues to be a focus on the Learning and Teaching Priority area of the Strategic Plan. This plan highlighted the use of IT to reflect 21st century learning which was prominent in staff professional learning sessions in 2013 continues in 2014. This development incorporates the employment of a Director of Innovative Learning at the College to drive Professional Learning especially to encourage higher order thinking amongst the students.

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 examine our practice and results is the aim of teachers for 2014. The concentration on individual student learning gain is of the essence.

Communication with parents and the community will continue to be a focus with weekly newsletters, the use of the College Portal, Open Night and Welcome evenings being integral as a School of Good Samaritan Education. One further goal in this area for 2014 is the development of a refreshed website.

With the Development Master Plan having been completed in 2013, focus in 2014 will go towards obtaining a Development Application and financial planning to bring Stage 1 of the Plan into operation in late 2015.