



Stella Maris

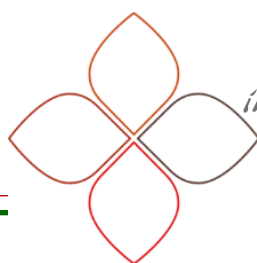
COLLEGE MANLY

2014 Annual Report

Contents

About This Report	2
Introduction – The College Context	2
Message from Key School Bodies	3
Characteristics of College Population	6
Student Outcomes	10
Pastoral Care	15
Priorities and Improvement Targets	17
Summary of Financial Information	19

a: 52 Eurobin Avenue, Manly NSW 2095
t: +61 2 9977 5144
f: +61 2 9976 2753
e: administration@stellamaris.nsw.edu.au
w: <http://www.stellamaris.nsw.edu.au>
abn: 88 058 323 827
cricos: 03290E



innovative inspiring inclusive

About This Report

The 2014 Annual Report provides reliable and objective information to the College community about school performance measures and policies as determined by the Minister for Education. It also demonstrates our accountability to regulatory bodies and to the College community.

The report compliments the College Yearbooks, weekly Newsletters and other regular communications, including emails to parents and students. The report is available on the College website by 30 June 2015 following its submission to the Board of Studies.

Further information may be obtained by contacting the College on 02 9977 5144.
29 June 2015

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 2014, the College celebrated 83 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 953. There are 915 local students and 38 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 2014 was deemed the Year of Hospitality at the College with events and practices concentrating on making this relevant to the staff, students and parents.

As 2014 is my final year of teaching as I retire at the end of the year, 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. I would also like to acknowledge the very hardworking and dedicated staff at Stella Maris College, who make this a very positive community where the environment and relationships are conducive to excellent teaching and learning.

A new Strategic Plan for July 2014-17 was developed this year and reflects the core values we espouse as well as identifying future educational planning at Stella Maris to fulfil our mission. In the Plan we wish to ensure the following objectives are emphasised:

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 2014 Annual Report.

The Board continues to be energised and committed to ensuring the tradition of the Sisters of the Good Samaritan and the spiritual legacy of St Benedict is embedded in the operations of the school.

This year has been significant in the history of the Stella Maris College as the community gratefully acknowledged the contribution of our Principal, Mrs Vicki Comerford, at the end of the school year. In the course of her five years as Principal, the Board were pleased to witness and support Vicki and her Leadership Team in bringing about significant strategic and effective changes; enhancing the College footprint and resources and providing new and varied opportunities for students and staff.

An extensive search throughout 2014 led to the selection of a new College Principal, Mrs Elizabeth Carnegie. It is a particularly gratifying appointment for the community as Mrs Carnegie is a former student of the College. The Board is confident that Mrs Carnegie will be an excellent role model and will bring to the Principal's role a strong understanding and passion for the education of girls and a commitment to the mission of the Sisters of the Good Samaritan in the Benedictine tradition.

The Board is grateful to Sr Clare Condon SGS, Congregational Leader of the Sisters of the Good Samaritan of the Order of St Benedict and her Council for the support, encouragement and consultation they have offered us throughout 2014. I extend gratitude to our members, Sr Catherine Slattery SGS (Chair), Mr Victor Lorenz, Mr Nigel Quarmby and Mrs Virginia Ryan.

The current Stella Maris Board includes Mrs Colleen Robertson (Deputy Chairperson and Chair, Governance and Nominations), Mrs Edie Martin (Chair of Finance, Audit and Compliance), Mrs Kelly Morrison (Chair of Building and Resources), Ms Donna Awad, Mr Nat Brancatisano, Mr Robert Keating and Mr Adam Taylor and myself as Chair. I am very grateful for the contribution that is made by the Directors and the Committee members, who all generously offer their wisdom, skills and personal support to the governance of the College.

The Board would also like to acknowledge the contribution of Mr Stephen Walsh, Board Director and Chair of the Teaching and Learning Committee. Mr Walsh resigned at the close of 2014 after serving on the Board since 2012.

To ensure sustainable development and enriched learning opportunities, the Board is committed to rebuilding and refurbishing parts of the College in future years. In 2014 the Building and Resources Committee finalised the Master Plan for the College in order for the submission of the Development Application for the first stages of the new buildings to commence in the latter part of 2016.

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, and as a result of this our Higher School Certificate students were rewarded with excellent results. 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.

The community should be assured that whilst there is a need to continue to improve the school facilities and offer increased resources, the Board is ever mindful of the pressures on families particularly in these financially challenging times and is therefore considerate of its school fee decisions. The Board understands there are challenges in families lives and encourages parents or guardians to discuss any matters of concern with the Principal.

In closing, I would also like to recognise the dedicated 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.

On behalf of the Board I again acknowledge the outstanding commitment and dedication to our College by our outgoing Principal, Mrs Vicki Comerford and to extend a warm welcome to our new Principal in 2015, Mrs Elizabeth Carnegie. May these esteemed leaders, have rich and fulfilling experiences as they begin their new journeys.

Kim Nass
Chair, Board of Directors

Report from Student Leader

The Sisters of the Good Samaritan began an Industrial School in 1881 on the current site of Stella Maris to educate and care for neglected and orphaned children. It has expanded, diversified and renovated significantly, but Stella Maris has held tight to the founding Benedictine values of community, peace and justice, hospitality and stewardship. As the College's extensive array of social justice initiatives and charity commitments stand testament, it does not see its role in the community as limited only to providing academic education. Rather the College sees its duty as to develop generations of intelligent young women into individuals who are active in their local and global communities and are instilled with compassion, respect and a desire to help those in need. This is achieved through cycling the College's charity focus through our four founding Benedictine values on an annual basis. As College Captain for 2015, it is my privilege to help guide our girls through the Year of Stewardship.

Situated just metres from one of Sydney's most pristine stretches of beach and featuring several historic native fig trees, the natural environment is a precious gift close to the hearts of all at Stella Maris College. In an age when the deteriorating health of the planet is particularly pressing and topical, both staff and students will feel keenly the imperative of our commitment to this area this year. By utilising our well-established channels of community activism within the school, such as the Student Representative Council and Year 12 Leadership Team, the College aims to achieve a twofold contribution to this issue. Firstly we will be raising support for established environmental charities and participating in community initiatives. Secondly, and most importantly, we will be striving as a community to perfect ways in our daily lives to preserve the health of the planet. This will include greater focus on recycling and energy conservation, as well as regular updates on how to manage technology, buy food and purchase goods so as to be as environmentally sustainable as possible. The aim of this year will be to instil our students with an understanding of the imperative of preserving the natural environment and appreciation for the ease with which this can be achieved if a community bands together and commits to a goal.

In addition to this specific focus, the College will continue its commitment to providing a comprehensive and engaging education that caters to all strengths and passions. With the latest expansion to school grounds, the Benedict Campus, already having seen two successful years of operation, and further plans to renovate and refit parts of the main campus underway, it is clear Stella Maris is committed to providing an educational environment in which each student's passions, with dedication and hard work, are free to develop to their fullest. From the 3D printers and photography darkrooms available in the art department to soundproof music rooms for aspiring performers, basketball courts and beloved water polo teams for the athletes among us it is clear the College embraces all talents and seeks to provide all with a sense of pride and realise possibility in their chosen field.

2015 is set to be another busy, promising year for our College and I speak on behalf of my cohort when I say I look forward to witnessing how we use it to better our community and ourselves.

Matilda Gould
College Captain 2015

Characteristics of College Population

Student Profile

The following information describes the student profile for 2014:

Local Girls	Boys	LBOTE*	Indigenous Girls	Overseas Girls
915	0	61	0	38

*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.

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 44 different suburbs, mostly on the Northern Peninsula of Sydney. In Years 10 to 12, there are a number of International students, mostly from China.



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 on-going 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 And Manuals-Plans\Enrolment Policy VERSION 1.Doc

29 April 2015

Student Attendance and Retention Rates

Year	Average Student attendance rate (%)
7	95.9
8	94.4
9	94.7
10	92.7
11	96.2
12	94.3

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 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

151 students completed Year 12 in 2014 with all students attaining a Year 12 Certificate or equivalent qualification.

Of the 151 students, 114 (82%) received an ATAR high enough to receive a place at University. 110 students were offered places through UAC, 15 were offered places with Notre Dame and 1 student was accepted for a USA University on a Sports Scholarship. There were 12 non-ATAR students. It is important to note that many students take a Gap year and may return to take up different courses at different Universities or choose to defer or accept overseas or interstate places for which we do not receive statistics.

One student studied accelerated French. One student presented for a Pathways program.

VET Curriculum Framework Courses

In 2014, 3 Hospitality and 8 Tourism students received Certificate II awards and 24 students were presented with Statements of Attainment in Hospitality. A Certificate III was awarded to 14 Entertainment and 8 Tourism students as well as Certificate III - Hospitality (SBAT) to 1 student in the TVET course. The TVET Children's Services Certificate II was awarded to 2 students. Stella Maris had 5 external students enrolled in the VET Entertainment course.

Student, Staff and Parent Satisfaction

The DISA survey (*A diagnostic inventory of school alignment*) was conducted 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 returning responses. As well as this broad data, 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. Similarly, 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 holds 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 making key educational decisions.
2. Staff do not feel that teacher leadership is encouraged, or that decision making processes are focussed and open. Interestingly, this is also one of the lower perceptions of students.
3. All three groups do not believe that students contribute to the development of school-wide approaches to teaching and learning.

4. 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.
5. 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 staff of Stella Maris College is made up of:

School Staff 2014	Total
Teaching staff	85
Full-time equivalent teaching staff	73
Non-teaching staff	40
Full-time equivalent non-teaching staff	30.19
<i>Stella Maris College did not have any Aboriginal and Torres Strait Islander staff in 2014.</i>	

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

1. Have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
2. 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
3. Do not have qualifications as described in (1.) or (2.) 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.

1.	2.	3.	Total
83	2	0	85

The teacher retention rate from 2013 to 2014 was 94.12%.

Teacher attendance rate is 96.25%.

Professional Learning

The College and staff are committed to the ongoing professional learning of all staff members that reflects the dynamic and changing society in which we live. Ongoing professional learning builds staff capacity to be better teachers and foster improved learning outcomes for all students. The focus areas for 2014 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
- The completion of the 'Differentiating Instruction: Strategies for Effective Classroom Practice' through Harvard Graduate school of Education for all full time teaching staff.
- 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 \$75,914.

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

Higher School Certificate

In 2014, 153 students sat for 774 examinations in 43 different courses. In all, the Class of 2014 achieved 106 Band 6/E4 results, 328 Band 5/E3 results and 252 Band 4/E2 results. This amounts to 56% of students achieving marks of 80% or higher in a HSC examination and 89% of students achieving marks of 70% or higher in a HSC examination. These results mirror the improvement in academic standards visible at Stella Maris College.

The examinees consisted mostly of Year 12 students, but also included some Year 11 accelerated students and Pathways students. There were 140 students seeking an ATAR and out of these, 13 students were Internationals. Of the 127 local students seeking an ATAR, 113 achieved a Band 5 or 6 result in at least one subject. Extension subjects comprised 46 of the examinations and 38 results from these were in the top bands E4 and E3.

We are exceedingly proud of the excellent results gained by the class of 2014. Here are some highlights:

- The highest ATAR achieved was 99.75
- 10 students received an ATAR above 95
- 36 students achieved an ATAR of 90 or above. Thus 26% of students seeking an ATAR were placed in the top 10% of the State
- 3 students were recognized as “all-rounders” achieving Band 6/E4 results in all courses attempted.
- Students were listed in the Top Achievers List (placed amongst the highest performers) in three courses: 1st place in the State in Design and Technology, 3rd place in the State in Studies of Religion 1 unit, 10th place in the State in Design and Technology and chosen for DesignTECH, and 11th place in the State for Advanced English.
- Forty six students were listed in the Distinguished Achievers List (achieving a Band 6/E4 result in one or more courses)
- Band 6/E4 results were achieved in 14% of all examinations sat by our students. The pattern in NSW has 11% of students achieving at this level.
- Band 5/E3 results were achieved in 42% of all examinations sat by our students, compared to 29% Statewide
- Band 4/E3 results were achieved in 33% of all examinations sat by our students compared to 19% across the State
- 100% of students achieved either a Band 4, 5 or 6 result in the following subjects: Ancient History, Dance, English Advanced, English Extension 1, English Extension 2, IPT, Maths Extension 1, Maths Extension 2, Modern History, History Extension, Music 2, Music Extension, Physics, Senior Science, Society and Culture, Visual Arts, Chinese Background Speakers, French Continuers, Spanish Continuers, Spanish Extension, Entertainment and Tourism.
- 77% of courses offered at Stella Maris College had averages well above the State average

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:

Reading		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Reading 2014	SMC	0.0	1.9	13.6	37.0	29.9	17.5	99.9
	State	3.5	12.8	25.1	27.2	18.5	12.9	96.5
Reading 2013	SMC	1.4	6.3	19.6	32.9	25.9	14.0	98.6
	State	4.7	14.1	24.6	25.2	20.1	11.4	95.3
Reading 2012	SMC	1.8	1.2	11.6	29.3	41.5	14.6	98.2
	National	4.2	13.7	24.7	28.1	19.2	8.6	95.8
Reading 2011	SMC	1.1	3.4	17	26.7	31.3	20.5	98.9
	National	3.8	14.7	24.5	26.7	18.7	10.4	95
Reading 2010	SMC	2	4	16	36	29	13	98
	National	5	12.6	24.3	28.5	19.3	10.1	95
Reading 2009	SMC	0	4	18	27	37	15	100
	National	5	13	25	29	19	9	94
Writing		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Writing 2014	SMC	1.3	3.2	29.2	33.1	22.7	10.4	98.6
	State	8.6	23.0	28.6	21.1	13.9	4.9	91.5
Writing 2013	SMC	1.4	11.8	27.8	34.7	18.8	5.6	98.6
	State	8.7	21.1	27.5	22.0	14.8	6.0	91.3
Writing 2012	SMC	1.2	7.8	25.3	25.9	30.7	9.0	98.8
	National	8.5	18.5	29.5	23.7	12.6	5.7	91.5
Writing 2011	SMC	0	4.5	13.1	26.7	31.8	23.9	100
	National	7.3	14.9	28.1	25.5	14.7	7.9	91.1
Spelling		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Spelling 2014	SMC	0.0	3.9	12.3	34.0	32.5	16.9	99.6
	State	5.4	11.2	18.9	26.3	23.4	14.7	94.5
Spelling 2013	SMC	0.7	4.2	16.7	34.0	30.6	13.9	100
	State	5.4	8.3	19.0	29.9	24.4	13.1	94.7
Spelling 2012	SMC	0.0	4.2	15.7	30.7	36.7	12.7	100
	State	5.5	8.3	19.0	30.1	25.2	11.9	94.5
Spelling 2011	SMC	0	7.4	16.5	34.7	30.8	9.7	99.1
	State	5.3	11.0	21.9	28.5	21.2	12.1	94.7
Spelling 2010	SMC	2.9	1.2	13.3	37.6	36.4	8.7	97.2
	State	5.8	9.5	18.7	28.8	25.0	12.2	94.2
Spelling 2009	SMC	0.6	2.3	25.6	29.5	27.8	14.2	99.4
	State	4.9	9.6	23.5	28.7	20.4	12.8	95
Grammar and Punctuation		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Grammar & Punctuation 2014	SMC	1.3	2.6	10.4	39.6	26.0	20.1	98.7
	State	6.2	15.4	17.5	27.3	18.7	14.9	93.8
Grammar & Punctuation 2013	SMC	2.1	6.9	20.1	28.5	25.0	17.4	97.9
	State	10.2	13.4	19.5	22.3	19.4	15.1	89.7
Grammar & Punctuation 2012	SMC	0.6	1.8	16.3	27.1	26.5	27.7	99.4
	Nat	3.4	12.2	24.6	28.8	19.6	9.7	96.6
Grammar & Punctuation 2011	SMC	2.3	1.1	22.7	28.4	27.3	18.2	97.7
	Nat	5.6	14.9	27.3	27.6	16.5	6.5	92.8
Grammar & Punctuation 2010	SMC	3	2	18	42	22	13	97
	Nat	8.6	14.3	25.3	26.3	16.9	8.8	91.4
Grammar & Punctuation 2009	SMC	1	5	17	39	14	24	99
	Nat	7	13	24	28	18	10	92

Numeracy		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 (+) %	% at or above national minimum
Numeracy 2014	SMC	0.6	6.5	16.2	35.1	27.3	14.3	99.4
	State	2.8	15.0	26.2	24.5	16.6	14.8	97.1
Numeracy 2013	SMC	1.4	8.4	28.0	36.4	18.2	7.7	98.7
	State	2.8	16.2	25.4	24.8	16.3	14.6	97.3
Numeracy 2012	SMC	0	5.5	28.2	30.7	22.7	12.9	100
	National	4.7	16.1	27.2	25.2	15.0	10.4	95.3
Numeracy 2011	SMC	0.6	5.1	19.3	33.5	23.9	17.6	99.4
	National	4.0	14.3	25.5	25.7	17	11.9	94.5
Numeracy 2010	SMC	2	3	24	40	20	12	98
	National	4.9	12.6	26	26.9	17.6	11.9	95.1
Numeracy 2009	SMC	1	6	29	26	32	7	99
	National	4	14	26	28	17	10	95

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

Reading		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Reading 2014	SMC	1.2	5.5	19.5	40.2	26.8	6.7	98.7
	State	7.5	15.6	23.3	26.4	19.3	7.9	92.5
Reading 2013	SMC	0.0	5.3	21.8	30.0	34.7	8.2	100
	State	4.8	16.9	26.9	26.6	18.9	5.9	95.2
Reading 2012	SMC	3.1	6.1	16.0	41.7	25.8	7.4	96.9
	National	7.1	17.9	28.6	26.4	13.6	4.9	92.9
Reading 2011	SMC	0.6	8.1	19.1	30.1	29.5	12.7	99.4
	National	6.1	17.2	27.5	27.1	15.3	5.3	92.4
Reading 2010	SMC	1	8	17	36	28	10	99
	National	9.2	18.1	27.6	26.8	14.1	4.1	90.8
Reading 2009	SMC	0	3	16	37	34	10	100
	National	7	16	27	29	16	5	92
Writing		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Writing 2014	SMC	3.0	13.9	26.5	30.1	13.9	12.7	97.1
	State	19.3	20.2	21.6	22.7	9.7	6.5	80.7
Writing 2013	SMC	1.2	3.5	15.8	34.5	25.7	19.3	98.8
	State	18.2	19.1	21.3	22.8	10.7	7.9	81.8
Writing 2012	SMC	4.9	6.7	17.7	31.7	21.3	17.7	95.1
	National	7.1	17.9	28.6	26.4	13.6	4.9	92.9
Writing 2011	SMC	0.6	6.4	9.9	26.2	23.3	33.7	99.4
	National	13.7	19.1	23.6	20.6	13.4	8.1	84.8
Writing 2010	SMC	1	13	20	33	25	9	99
	National	12.7	19.1	26.6	22.2	12.2	7.1	87.3
Writing 2009	SMC	2	8	22	32	24	12	98
	National	11	19	27	22	13	7	88

Spelling		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Spelling 2014	SMC	0.6	7.2	30.7	30.1	23.5	7.8	99.3
	State	7.6	11.5	25.9	28.5	14.3	12.2	92.4
Spelling 2013	SMC	0.00	7.6	17.0	46.8	15.8	12.9	100
	State	6.1	11.0	26.8	31.5	14.8	9.8	93.9
Spelling 2012	SMC	3.0	7.9	22.6	35.4	26.2	4.9	97.0
	National	8.9	16.0	25.8	26.4	15.6	5.8	91.1
Spelling 2011	SMC	1.2	4.7	22.1	33.7	26.2	7.0	98.8
	National	7.9	15.1	25.8	26.7	16.2	6.8	90.6
Spelling 2010	SMC	1	5	21	36	24	11	99
	National	10.4	15.6	25.9	26.2	15.2	6.7	89.6
Spelling 2009	SMC	1	4	22	32	28	13	99
	National	9	16	27	26	15	6	90
Grammar and Punctuation		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Grammar & Punctuation 2014	SMC	0.6	9.0	24.7	24.1	33.1	8.4	99.3
	State	10.5	19.1	26.2	19.9	16.7	7.5	89.4
Grammar & Punctuation 2013	SMC	1.8	3.5	25.1	33.9	21.1	14.6	98.9
	State	11.4	14.5	28.8	22.7	12.3	10.3	88.6
Grammar & Punctuation 2012	SMC	1.8	7.9	24.4	37.2	22.6	6.1	98.2
	National	8.0	18.7	28.1	24.8	13.3	5.4	92.0
Grammar & Punctuation 2011	SMC	0.6	3.5	18.6	50.0	18.6	8.7	99.4
	National	8.5	18.1	27.8	25.8	13.6	4.7	90.0
Grammar & Punctuation 2010	SMC	1	5	19	36	17	22	99
	National	9.2	15.8	26.6	26.7	15.6	6.0	90.8
Grammar & Punctuation 2009	SMC	2	3	23	33	21	18	98
	National	8	17	28	26	14	5	90
Numeracy		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 %	% at or above national minimum
Numeracy 2014	SMC	0.0	6.1	26.4	38.0	18.4	11.0	99.9
	State	2.9	17.2	26.0	24.6	15.1	14.1	97
Numeracy 2013	SMC	0.6	7.1	27.6	32.4	21.8	10.6	99.4
	State	7.9	17.4	24.4	20.4	13.6	16.3	92.1
Numeracy 2012	SMC	0.6	6.2	29.2	41.0	19.3	3.7	99.4
	National	4.9	18.5	28.3	23.8	13.8	9.1	95.1
Numeracy 2011	SMC	1.2	9.2	20.8	34.1	27.7	6.9	98.8
	National	5.5	18.5	27.3	23.8	14.7	8.7	93
Numeracy 2010	SMC	2	11	26	37	13	10	98
	National	6.9	15.8	28.2	26.5	14.6	8	93.1
Numeracy 2009	SMC	0	5	12	41	37	6	100
	National	4	15	28	28	16	8	95

The percentage of Stella Maris students rated as proficient continues to be well above State levels

	Year 7 2014		Year 9 2014	
	SMC	State	SMC	State
Reading	47%	31%	34%	27%
Writing	33%	19%	27%	16%
Spelling	49%	38%	31%	27%
Grammar & Punctuation	46%	34%	42%	24%
Numeracy	42%	31%	29%	29%

The College continues to add value to student achievement in the Literacy and Numeracy Tests particularly between Year 7 and Year 9. In 2014 the following percentages of students achieved growth rates that were above what was expected for them based on State trends.

Year 9 Reading	Year 9 Writings	Year 9 Spelling	Year 9 Grammar & Punctuation	Year 9 Numeracy
64%	63%	54%	62%	71%

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 2014, 100% of the Year 12 cohort achieved the HSC.

(See the My School website: <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 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 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.

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 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 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 for 15 minutes at the commencement of each 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 within 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 will 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 2014

The Strategic Plan was revised at the Board Retreat in February 2014. This set out the Strategic Plan for 2014-16 for review in 2016. The decision was made 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. Because of the hugely disproportionate uptake of Mac computers throughout 2013 and 2014, the College is undertaking a review process as to whether there should be a movement to a Mac environment.

The success of the BYOD strategy is measured by the increased engagement and responsibility of the girls. 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. For the last time in 2014, reports were presented to the parents in hard copy as well as being available on the Portal.

In 2014 Year 11 commenced the day at the campus with their Pastoral care classes and have a large number of classes in the building. This provided an adequate study centre for the Year 11 students.

Classrooms were painted, new desks were purchased for C block and plans drawn up for extra classrooms to be built in the undercroft at Benedict Campus in 2015.

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. The Development Application for Stages 1 and 2 were submitted to Manly Council in September with community consultation ending on 12 an on line site for consultation by parents and students as well as meetings of these groups with the architects and project manager.

Continuing the work of previous years, 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 employ a Director of Innovative Learning to work with the staff on 'Quality Learning in the 21st Century'.

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. A highlight was the Presentation Evening in December with one of our House Patrons, Professor the Honourable Dame Marie Bashir, attending as our guest speaker. We were also privileged to host our local member the Premier Mike Baird as our guest at Presentation Evening but also at a College Assembly in October to present a NSW Community Award to our Deputy Principal, Mary Ryland.

The number of International students increased in 2014, through the efforts of our International Marketing Manager. 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 35 students, mostly from the Chinese mainland and Hong Kong being enrolled in the College.

In 2014, Stella Maris relinquished our registration as an RTO, and access all VET courses as registered through the AIS.

The Principal, Vicki Comerford, announced her retirement at the conclusion of her contract in January 2015. The process of employing a new Principal was concluded in June 2014 and the announcement was made that Mrs Elizabeth Carnegie would take on the role of Principal of Stella Maris College from January 19, 2015.

4.2 Priorities and Challenges 2015

The Strategic Plan, rewritten at the Board Retreat in February 2014 focuses on five main areas for development;

- Catholic Culture and Identity
- Teaching and Learning
- Community Wellbeing
- Leadership and 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 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 was the Year of Community and 2013 was the Year of Peace and Justice to reflect our Benedictine values. 2014 is the Year of Hospitality. While this direction continues and will be highlighted, there remains 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 exam 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.

Summary of Financial Information

