



School Name Stella Maris School

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Principal's Foreword

Introduction

Stella Maris is an inclusive Catholic Christian community in which each person's dignity, wellbeing and learning are supported. To achieve this, we seek to develop reciprocal relationships that are purposeful and caring, and to develop collaborative partnerships founded upon mutual trust, respect and a strong sense of shared purpose. In this way, individual potential and collective dreams are set free. We seek to live up to our motto, 'To act justly, love tenderly and walk humbly with our God' (Micah 6:8) and to develop the core values and learner dispositions of compassion, commitment, courage, confidence and creativity, which we name as those epitomised by Nano Nagle, foundress of the Sisters of the Presentation of the Blessed Virgin Mary who were on staff at the school for the first ten years. The Stella Maris Vision Statement aptly summarizes our purpose: 'We aim to be an inclusive, high quality learning community in which faith inspires action.'

Our Action Statement also directs our collective efforts:

We ignite a passion in all students.....

To desire and have the capacity to learn and achieve;

To respond to the unfamiliar with hope and resilience; and

To make meaning, collaborate and contribute in our world as children of a loving God.

School Profile

Stella Maris School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 816 Girls 410 Boys 406

Characteristics of the student body

The Stella Maris student body is increasingly diverse in nature with students coming to us from various locations and backgrounds. Our catchment area runs from Coolumb in the north, to Eudlo in the west, to Parreara in the south. Most students reside in the Maroochydhore - Buderim area. Students, very largely, transition to secondary schooling at Siena Catholic College at Sippy Downs and St John's College at Nambour.

Students come from a range of socio-economic backgrounds which strengthens and enriches the school community. Our indigenous student enrolment is 16 students and we welcome further enrolments. ESL is also small at 11 students.

Students with disabilities number 21 and many more students are supported by Individual Learning Plans and through inclusion in intervention programs and/or in-class support. Disabilities include autistic spectrum disorder, intellectual impairment, social-emotional disorder, hearing, vision, physical and speech-language impairments. Class teachers, students and parents are supported by the following staff: Two Support Teachers - Inclusive Education working with two additional intervention teachers, Guidance Counsellor, Support Teacher - Curriculum, Support Teacher - Learning Technologies, Support Teacher - Learning Innovation.

A core of well-established families provide stability around which a significant number of students come and go throughout the year. Exiting data tells us that families leave the Sunshine Coast in pursuit of work opportunities and/or to return to the support of extended family.

Our distinctive curriculum offerings

In addition to the Learning Areas established through the Australian Curriculum, Religious Education is also a compulsory subject of study. The following offerings are also provided:

Outdoor Education Camps for Years 5, 6.

Indonesian from Prep to Year 6.

Classroom Music including recorder and ukulele lessons.

LIFE Education and Personal Development Programs.

Weekly Dance Lessons for Prep to Year 7 culminating in a Dance Challenge for Year 4-6 students.

Permaculture Garden.

Under 8's Week activities. Swimming lessons for Years 1- 7.

Student Leadership through committees including Structured Play, Environment, Audio-Visual, Assembly, Liturgy Support, Sport, Social Justice, Classroom Support, Library.

Visible Learning Framework, approaches and strategies are infused across curriculum and all learning and teaching.

Extra curricula activities

CULTURAL: RESPECT Indigenous Dance Troupe; Speech and Drama tutoring; Speech Choir for Eisteddfods; Singing lessons; Art lessons; African drumming; Chess Club; Garden Club.

MUSICAL: Comprehensive Instrumental Music Program (approximately 250 students) - brass, woodwind, percussion, guitar, piano tutoring; Junior and Senior Concert bands; participation in various workshops and interschool performances, eisteddfods and competitions; Instrumental Music Soiree evenings; Choirs - SM Singers, Year 2 & 3 Piccolo, Stella Fellas. School Musical every second year-Joseph in 2012 and Wizard of Oz in 2014.

SPORTING: Runners' Club; Surfing School of Excellence - coaching and competition; Tennis coaching; Soccer Club - weekend competition through Church League; Sporting Competitions - Sunshine Coast District swimming, athletics, cross country; Qld Catholic Cup Netball; Future Stars AFL - boys & Carol Berry Cup - girls; ARL Competition, Combined Schools Rugby Union; Auskick Skills.

How Information and Communication Technologies are used to assist learning

In 2015, we prioritised the development of skills in pursuit of the goal to fully embed ICT's into pedagogical practice. A change for teachers to the use of Apple technologies assisted this focus. Apple TV's in all classrooms provide for the display of any device running the Airplay protocols. With all students having access to iPad and/or laptop technologies for use in the classroom the teachers were issued with a MacAir and an iPad. Teachers and students utilised the capability of devices to be displayed on the Interactive White Boards demonstrating their learning or to make a teaching point visible to the whole class. The Year 2 & 3 Cohorts were issued with 1:1 iPad technology and each of the four teachers investigated a range of uses. Students undertook pre-tests, accessed video lessons created by their teachers, accessed concrete materials as needed, completed practice tasks on their devices, and applied knowledge to a range of tasks. At the whole school level the LIFE system was revisited for student learning and teachers encouraged to commence Class Blogs which parents could access from the Parent Portal. Ongoing support was provided by the Support Teacher – Learning Technologies.

Social climate inclusive of pastoral care and our response to bullying

Visitors and those new to the school regularly comment upon the welcoming and friendly atmosphere generated by staff, students and parents. Hospitality and welcome are core values, essential to authentic Presentation charism and faithfulness to the way of Jesus in the Gospel. The following programs operate within the KidsMatter Framework: Care Pantry; Rainbows Program (for grief and loss); Fun Friends (Prep-Yr 1) and other Resiliency Programs; Personal Development Parent/Student evenings; Parent Co-ordinators for each class; Parents' and Friends' Association - community-building and fund-raising activities and events; Community support - Welcome Family Picnic, Stella Fair; Parent Morning Teas; Grandparents' Day, Parent Buddy Program for new Prep families; Student Buddy Program; Staff Pastoral Care and Social Club; Student Support Team Meetings; Whole School Approach to Behaviour Support (including anti-bullying program) involving teaching, scaffolding, class covenants, consequential three-stage system. Fee Support is provided through Application for Fee Concession process and discussion. We also participate in the Adopt-a-Cop program.

Parent, student and teacher satisfaction with the school

Teacher satisfaction is recorded through the biennial BCE Staff Satisfaction Survey. In 2014, two key areas scored significantly above the BCE average. They were: Interpersonal Respect (which refers to the level of respect with which each person is treated, agreed behaviour norms and confidence in appropriate steps being taken to stop bullying and harassment); and Capability Development (which refers to the school's focussed and planned approach to the development of the capabilities and skills of teachers). Other areas of strength included Clarity of Vision, Goals and Expectations, Student Relationships, Efficiency, Innovation and Creativity and Professional Learning. The Teacher survey, completed by Years 1-6 students, showed that 96% believe their teachers believe they can learn and keep them learning. Students strongly agreed that their teachers make it clear what they are learning each lesson and that they know what they need to do to improve. In 2014, Internal Review survey data was collected from parents in two areas: Christian Culture in theory and practice, and the School Environment, both physical and learning, with both areas showing almost 100% in the agree and strongly agree range of satisfaction.

Parent involvement in their child's education

Parental involvement is encouraged and welcomed through a broad range of opportunities supported by our guiding document, Achieving Better Outcomes for Students, Parents and Teachers. Opportunities include: Parent Class Co-ordinators (for teacher/parent, parent/parent liaison, community building and support); Buddy families for Prep families new to the school; Friends of Music; tuckshop assistance; classroom and whole school assistance and support eg reading, liturgies, camps, school musical, sharing expertise, cultural performances and groups; celebrations eg Book Week, Presentation Feast Day, MusicFest, eisteddfods; sports coaching; two formal student-parent-teacher conferences (one compulsory, one optional), additional informal meetings are encouraged; Parent Partnership Meetings in School Board training and membership; Parents' and Friends' Association; parent representation on various committees and at various forums; Care Pantry; Garden Club; Parent/Student evenings eg Personal Development; Parent education opportunities eg parenting courses, volunteer induction, cybersafety. Survey feedback.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	55	46
Full-time equivalents	47.33	19.13
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	9
Post Graduate Diploma/Certificate	6
Bachelors Degree	40
Diploma/Certificate	

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 126 382

The major professional development initiatives were as follows

The Delivering Excellent Learning and Teaching initiative focussed on Making Learning Visible in every classroom and across the school. The study tour involving three teachers provided impetus for development of the Stella Maris Roadmap and the in-servicing of all staff and sharing with the parent community. The Roadmap outlines WHO WE ARE, HOW WE DO THINGS AROUND HERE and HOW WE SUPPORT THE BUILDING OF TEACHER CAPACITY to deliver excellent learning and teaching. Teachers accessed professional learning in the use of the English and Mathematics Learning Progressions in classrooms with students.

Further focus was given to understanding the structure of the English Curriculum, in particular, and to planning and preparation using the Line of Sight documents.

Positive Behaviours for Learning was also a major focus with the development of our Behaviour Matrix using the Five Core Values/Learner Dispositions.

School Income by Funding Source

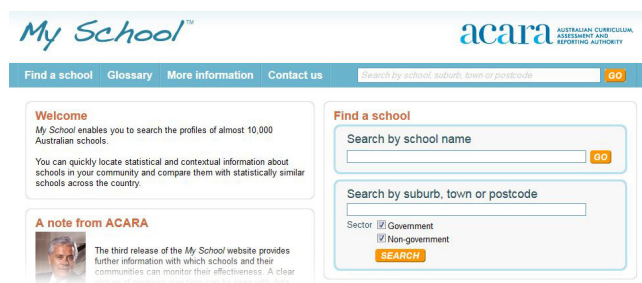
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.15 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 94.8 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	94.00 %
Prep Attendance Rate	93.00 %
Year 1 Attendance Rate	94.00 %
Year 2 Attendance Rate	94.00 %
Year 3 Attendance Rate	94.00 %

Year 4 Attendance Rate	94.00 %
Year 5 Attendance Rate	94.00 %
Year 6 Attendance Rate	94.00 %

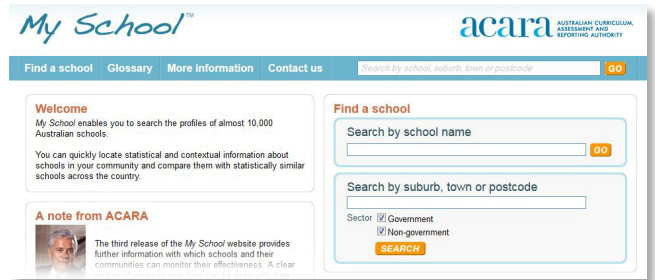
Policy and practice to manage student attendance

Attendance Policy is enacted through twice daily electronic roll (eMinerva) marking by teachers by 9am and 2pm. The reason for absence is also recorded. Absentee Line or email are used for registration of student absence by parent or caregiver and recorded in eMinerva. Notes providing reason for absence presented upon students' return to school are used to update information in eMinerva. Phone contact is made by class teacher after second, consecutive, un-notified day of absence. Should a pattern of non-attendance or erratic attendance be noted, personal contact is made by the relevant support staff which could include Guidance Counsellor or other BCE support staff, Principal or other Administration staff member. These meetings are followed by the implementation of specific support strategies as decided through student support procedures. Late arrivals and early departures are electronically signed in and out through the Office, with reasons recorded in the electronic roll. Newsletters and message signage around the school draw attention to the importance of maximising attendance in order to maximise learning.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located in the top right corner with the placeholder text 'Search by school, suburb, town or postcode' and a 'GO' button. Below the navigation bar, there are three main sections: 'Welcome', 'A note from ACARA', and 'Find a school'. The 'Find a school' section contains two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes, there are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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