**School Name**  Stella Maris Catholic Primary School

**Postal address**  P O Box 589, Maroochydore QLD 4558

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**Fax**  (07) 5409 8999

**Email**  pmaroochydore@bne.catholic.edu.au

**School website**  www.stellamaris.qld.edu.au

**Contact Person**  Glenda Morgan - Principal

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**Principal’s Foreword**

**Introduction**

Stella Maris is an inclusive community in which each person is valued and whose dignity, wellbeing and learning are supported. To achieve this, we seek to develop reciprocal relationships that are purposeful, supportive and caring and collaborative partnerships founded upon 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 of compassion, commitment, courage, confidence and creativity. The Stella Maris Vision Statement aptly summarizes our purpose: 'We aim to be an inclusive, high quality learning community in which faith inspires action.'

We aim to ignite a passion in all students and staff.

- To desire and have 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.

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**School Profile**

Stella Maris 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 for this school 839

Total Enrolment 839  
Girls 417  
Boys 422
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. Catchment area runs from Coolum in the north, to Eudlo in the west, to Parreara in the south. Most students reside in the Maroochydore - 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 broad range of socio-economic backgrounds which strengthens and enriches the school community. Our indigenous student enrolment is 20 students and we welcome further enrolments. ESL is also small at 16 students.

Students with disabilities number 26 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: Three Support Teachers - Inclusive Education, Guidance Counsellor, Support Teacher - Curriculum, Support Teacher - Learning Technologies, and a Learning Enhancement teacher.

A core of well-established families provides 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:

Virtues Project - 'Virtue of the Week' taught fortnightly, use of the language of the Virtues to promote positive behaviour and character development.
Outdoor Education Camps for Years 5, 6 and 7.
Italian for Years 6 to 7 and Cultural Literacy for Prep to Year 5 including basic Indonesian.
Classroom Music including recorder and ukulele lessons.
LIFE Education and Personal Development Programs.
Weekly Dance Lessons for Prep to Year 7 culminating in an Inter-school Dance Challenge for Year 4-7 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 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; Indonesian dancing; belly dancing; African drumming; Chess Club; Garden Club.

MUSICAL: Comprehensive Instrumental Music Program (approx 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 Piccolo, Year 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.

In 2014, a focus on the use of technologies as part of learning was further prioritized. All students have access to iPad and/or laptop technologies for use in the classroom. Examples of how these technologies are effectively used to assist learning include: To address the needs of the Year 2 cohort, teachers were up-skilled in the use of iPads to co-create a resource that provided students with a way of accessing learning resources independently. All Year 2 students were provided with iPads, which they used predominantly during Mathematics lessons. Students undertook pre-tests, accessed video lessons created by their teachers, accessed concrete materials as needed, completed practise tasks on their devices, and applied knowledge to a range of tasks. Students and teachers monitored progress using a series of quizzes completed on-line, which then guided the direction of future learning for each student. This monitoring allowed students and teachers to address needs further, through Master-classes with the teacher on any topic.

In addition, the Media Centre hosted a number of projects such as a Year 6 study of natural disasters using 'green screen' technologies to film a news report.

In 2014, the ICLT Project Team, facilitated by the Support Teacher-Learning Technologies, was formed with a teacher from each year level learning about the use of self-made video lessons in day-to-day learning activities. Ongoing support was provided by ST-LT.

How Information and Communication Technologies are used to assist learning

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. 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; Teaching of Virtues Project; 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 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 1-7 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>42.4</td>
<td>17.7</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>28%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>5%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>67%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $136,017. The major professional development initiatives were as follows:

- Literacy development with particular emphasis on writing and development of Grammar and Punctuation continua, guided and shared reading and development of meta-cognitive strategies for comprehension.
- Mathematics - lesson planning and delivery including peer modelling of lessons with observation and feedback. Development of Maths Learning Wave including on-line lessons, pre- and post-testing and student monitoring and tracking of progress and achievement.
- Writing of our School Religious Education Program, including unit development and in-service.
- ICLT - technologies to support curriculum delivery and differentiated learning.

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.
- Where it says ‘Search by school name’, 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 96.72% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 94% of staff were retained by the school for the 2014 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>93%</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>93%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Attendance Policy is enacted through twice daily electronic roll (eMinerva) marking by teachers by 9am and 2pm. 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 upon 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 signed in and out through the Office, with reasons recorded in the electronic roll.

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/.

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 ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access our NAPLAN data.