



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2016

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name Stella Maris School

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Principal's foreword

Stella Maris is an inclusive Catholic Christian community in which each person's dignity, learning and wellbeing 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, epitomised by Nano Nagle, foundress of the Sisters of the Presentation of the Blessed Virgin Mary who taught at Stella Maris for the first ten years.

The Stella Maris Vision Statement summarizes our purpose: 'We aim to be an inclusive, high quality learning community in which faith inspires action,' while 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 facts

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: 414

Girls: 414

Boys: 828

Characteristics of the student body

The Stella Maris student body is increasingly diverse with students coming to us from various locations and backgrounds. Our catchment area runs from Cooloom 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 range of socio-economic backgrounds which strengthens and enriches the school community. Our indigenous student enrolment is 17 students and we welcome further enrolments. ESL is also small at 17 students.

Students with disabilities number 20 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 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.

Social climate

Visitors and newcomers 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.

The following programs/activities are operational: Care Pantry; Rainbows Program (for students experiencing grief and loss issues); 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. We also participate in the Adopt-a-Cop program.

Positive Behaviours for Learning Framework (PB4L) has been fully embraced with development and implementation of the Stella Maris Behaviour Matrix which identifies and expands upon the five core values of COMPASSION, COMMITMENT, COURAGE, CONFIDENCE and CREATIVITY. This Whole School Approach to Learning and Behaviour Support involves teaching and scaffolding at four levels: Universal (the entitlement of every student in every classroom), Targeted (additional support required by some), Intervention (required by a few) and Case-Management (specialised support largely required by verified students).

Curriculum - our distinctive 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.

Vegetable and fruit garden.

Under 8's Week activities.

Swimming lessons for Years 1- 6.

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

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

Curriculum - our extra curricula activities

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

MUSICAL: Comprehensive Instrumental Music Program - brass, woodwind, percussion, guitar, piano tutoring; Junior and Senior Concert bands; participation in various workshops and inter-school performances, eisteddfods and competitions; Instrumental Music Soiree evenings; Choirs - SM Singers, Year 2 & 3 Piccolo Choir, Stella Fellas (all boys). School Musical every second year-Joseph in 2012, Wizard of Oz in 2014 and Peter Pan in 2016.

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. **OTHER:** Makers' Space.

Parent, student and teacher satisfaction

Teacher satisfaction is recorded through the biennial BCE Staff Satisfaction Survey. In 2016, the following

areas scored above the BCE average: dedication, motivation and commitment to the role of teacher, clear school goals, an exciting vision for the future and interpersonal respect.

Parent and student satisfaction is measured using national school survey data which benchmarks against a national representative sample of 10 000 parents/students. In all 10 areas, Stella Maris parents rated the school between 3% and 19% above benchmark. Greatest strengths: Teacher quality (very high standard), teacher positivity and communication, clean and tidy school environment, effective leadership and management, school communication and reinforcement of moral, ethical and civic values. The student survey was also well above national benchmarks across all areas. Greatest strengths: student relationships, teacher management of misbehaviour, opportunities for additional activities, teachers as positive role models, very high standard of teachers, equal opportunities for leadership, positive and enthusiastic teachers, useful feedback on learning, caring, supportive teachers and student respect for teachers.

Parent engagement

Parent engagement 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, additional informal meetings are encouraged; Parent Partnership Meetings, 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.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

Major Achievements: Validation of the school's Religious Education Program, whole school contributions towards social justice initiatives e.g. Caritas, Vinnies Christmas Hamper Appeal, effective development of Learning Intentions and Success Criteria to address differentiation and to articulate success to well above expected standard, promotion of higher order thinking skills through use of SOLO Taxonomy, intra- and inter-school moderation of student writing using Writing Criteria, improved percentage of Prep to Year 2 students who attained BCE Reading Benchmark targets, establishment and use of cohort data walls, Review and Response meetings and classroom Learning Walks and Talks, publishing Learning and Behaviour Pyramids of Support in LIFE with articulation of support strategies and expectations from Universal to Case Management level, Concepts of Print resources provided for parental support, extended use of Parent and Staff Portals, class blogs established for school-home communication/ sharing of learning, implementation of Behaviour Matrix aligned to Core Values and Learner Dispositions, development of check-in, check-out system of support, technology upgrade and re-establishment of garden.

Future outlook

In 2017, our goals are: 1. To strengthen a recontextualised approach to Catholic identity through conscious choices to deepen understanding of the Catholic tradition and story and its relevance to our lives today; 2. To grow the engagement, progress, achievement and wellbeing of our students through systematic preparation and the conscious use of effective teaching practices and targeted instruction; 3. To build a sustainable future through investment in the capacity building of our people and wise stewardship of resources. These goals will be achieved through extensive support of teacher planning and preparation processes, the building of data walls (whole school, cohort and class) to track student/ cohort progress and achievement, engagement in Review and Response processes at across schools, whole school, class and individual student levels, and engagement in classroom Learning Walks and Talks by Administration and Support staff to inform progress towards goals. In addition, the school is in an extensive building renewal phase with four new classrooms and redevelopment of the existing Administration block as five classrooms with Support rooms downstairs scheduled for completion in 2017.

STUDENT OUTCOMES

Whole school attendance rate	95.00	%
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Prep attendance rate	95.00	%	Year 4 attendance rate	93.00	%
Year 1 attendance rate	94.00	%	Year 5 attendance rate	95.00	%
Year 2 attendance rate	95.00	%	Year 6 attendance rate	94.00	%
Year 3 attendance rate	95.00	%			

Management of non-attendance

Rolls are marked twice daily (eMinerva) - 9am and 2pm. Reason for absence is also recorded. Absentee line is used for registration of student absence by parent/caregiver and recorded in eMinerva. Should a pattern of non-attendance or erratic attendance be noted, personal contact is made by support staff, Guidance Counsellor, Principal or Administration staff member; followed by the implementation of support strategies. Late arrivals and early departures are electronically signed in and out through the office. Newsletters draw attention to the importance of attendance in order to maximise learning.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	434.94	425.70	504.31	501.70
Writing	420.80	420.50	475.90	475.40
Spelling	410.63	420.10	477.03	492.90
Grammar & punctuation	426.50	436.30	495.94	505.00
Numeracy	395.93	402.20	493.00	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	55	45
Full-time equivalents	47.73	19.73
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	9
Post Graduate Diploma/ Certificate	5
Bachelor Degree	41
Diploma/Certificate	0

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 136 367

The major professional development initiatives were as follows

Understanding of Three Worlds of the Text to explore scripture, Growth and Fixed Mindset to support success for all learners, facilitated learning to deepen understandings of the Australian Curriculum to develop clear Learning Intentions and Success Criteria for differentiation, SOLO Taxonomy to support higher order thinking, EY teacher attendance at The Teaching of Phonics in Context with David Hornsby, effective and expected instructional practices within the Delivering Excellent Learning and Teaching strategy, Gradual Release of Responsibility model, Review and Response year level meetings to respond to student data, benchmarking and moderation of texts using the Writing Criteria, use of Student Behaviour Support System as part of larger approach to Positive Behaviours for Learning, collaborative development of cohort data walls, Techy Brekkie to up-skill in identified areas of need.

Average staff attendance rate The staff attendance rate was 97.28 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 93.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

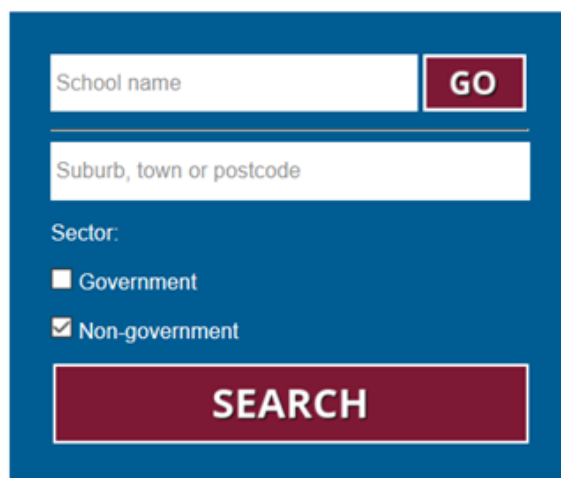
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

Find a school



The screenshot shows a search interface with a blue background. At the top, the title 'Find a school' is displayed. Below it, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button labeled 'GO'. Below the 'Suburb, town or postcode' field, there is a section labeled 'Sector:' with two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button labeled 'SEARCH'.