

## SCHOOL PROFILE

School name Stella Maris School

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Contact person Glenda Morgan - Principal

### Principal's foreword

Stella Maris is an inclusive Catholic community in which each person's dignity, learning and wellbeing are supported.

To achieve this, we build relationships that are caring and honour the dignity of all. Collaborative partnerships are 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 and epitomise the core values and learner dispositions of compassion, commitment, courage, confidence and creativity, demonstrated by Nano Nagle, foundress of the Presentation Sisters, who played an important role in the establishment and flourishing of Stella Maris.

The Stella Maris Vision Statement and our Moral Purpose direct our collective efforts.

Vision Statement: 'We aim to be an inclusive, high quality learning community in which faith inspires action.'

Statement of Moral Purpose: 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: 824 Girls: 418 Boys: 406

## 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 Coolum in the north, to Eudlo in the west, to Parreara in the south. Most students reside in the Maroochydore - Buderim - Marcoola areas. 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 14 students and we welcome further enrolments. ESL is also small at 13 students. Students with disabilities number 25 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: Support staff includes: 3 Support Teachers - Inclusive Education, Guidance Counsellor; Support Teacher - Curriculum; Support Teacher - Learning Technologies; Support Teacher - Learning Innovation and Support Teacher - Behaviour Support. 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. Priests of the Maroochydore Parish provide extensive support, both pastoral and liturgical. 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.

## Curriculum - our extra curricula activities

**CULTURAL:** RESPECT Indigenous Dance Troupe; Speech and Drama tutoring; Speech Choir for Eisteddfods; 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); Singing lessons; School Musical every second year - Joseph in 2012, Wizard of Oz in 2014 and Peter Pan in 2016; Performance dance troupes.

**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 and Sunshine Coast Catholic Cup; Future Stars AFL - boys & Carol Berry Cup - girls; ARL Competition, Combined Schools Rugby Union; Auskick Skills. **OTHER:** Makers' Space, Mathletics, Coding Club.

## 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; tuck-shop 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, cyber-safety. Survey feedback.

## SCHOOL ACHIEVEMENTS

### **Achievements against 2017 annual plan**

**STRONG CATHOLIC IDENTITY:** Initial planning for implementation of Relationships and Sexuality Education; Unpacking Leuven Report with staff (Catholic Identity); Staff Masses Terms 2, 3 and 4; Review of RE Scope and Sequence and Success Criteria; Professional learning in Religious Education - assessment and facilitated Scripture in-services. **EXCELLENT LEARNING & TEACHING:** Implementation of individual student and cohort Review and Response to identify focussed literacy instruction in reading and writing; collection of student voice to evaluate teaching practices; Consolidation of and reflection upon Effective & Expected Practices; Data walls constructed and used for reflection; Surpassed System targets for literacy learning goals in all year levels; Expanded discipline knowledge of the teaching of spelling; Created online presence using Yammer; Used collaborative practices to model, share and guide the development of effective school practices in the teaching of spelling; Prioritisation of Positive Behaviours for Learning Framework; **SUSTAINABLE FUTURE:** Purchased 27 interactive TV's & classroom furniture; Completion of Stages 1 & 2 of Facilities Master-Plan; numerous environmental improvements.

### **Future outlook**

**STRONG CATHOLIC IDENTITY:** Building a learning culture based upon inclusive, respectful, trusting and supportive relationships. Focus upon the relevance an inseparable nature of faith, life and learning in the re-contextualised Church. Increasing and improving opportunities to authentically connect with our world to collaborate, make meaning and contribute in faith, hope and love. Formation processes supportive of each individual's spiritual journey.

**EXCELLENT LEARNING & TEACHING:** A strong improvement agenda to grow student engagement, progress, achievement and well-being with particular focus on literacy and numeracy. The collection, analysis and interpretation of data to position, communicate and improve learning and teaching. The conscious use of effective teaching practices, systematic planning, preparation, assessment and monitoring to inform targeted instruction.

**SUSTAINABLE FUTURE:** Responsible stewardship of human, financial and material resources. Completion of Stage 3 of Facilities Master-Plan. Development and retention of highly competent and confident teaching professionals.

## STUDENT OUTCOMES

Whole school attendance rate			94.00	%
Prep attendance rate	95.00	%	Year 4 attendance rate	95.00 %
Year 1 attendance rate	94.00	%	Year 5 attendance rate	93.00 %
Year 2 attendance rate	94.00	%	Year 6 attendance rate	92.00 %
Year 3 attendance rate	94.00	%		

### 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	430.93	431.30	513.47	505.60
Writing	410.33	413.60	486.13	472.50
Spelling	414.41	416.20	500.26	500.90
Numeracy	403.84	409.40	493.66	493.80

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	48	32
Full-time equivalents	42.7	18.3
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	8
Post Graduate Diploma/ Certificate	6
Bachelor Degree	34
Diploma/Certificate	0

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 133 100 .

The major professional development initiatives were as follows:

Unpacking and deepening knowledge of Catholic Identity survey results. Religious Education - Scripture and Assessment in-service and review of year-level Scope and Sequence. Individual and year-level cohort Review and Response practices, including meetings twice per Term to identify areas for targeted instruction and to monitor progress. Data literacy - development of data walls for Prep-Year 2 Reading Benchmarking and Years 3-6 Writing using Writing Criteria and related in-service. In-class modelling, co-teaching and feedback using Gradual Release of Responsibility. Supported cohort planning especially, but not exclusively, in English as well as individual teacher preparation support as requested. In class support of effective and expected practices. Major focus upon spelling instruction through the development of teacher knowledge and understanding of the four dimensions of spelling. Creation of online Yammer community as forum for ongoing sharing of spelling practice, questions etc. Positive Behaviours 4 Learning in-service, development and embedding of practices and supporting strategies. Use of interactive televisions.

**Average staff attendance rate** The staff attendance rate was 96.59 % in 2017.

### Proportion of staff retained from the previous school year

From the end of the 2016 school year, 96.25 % of staff were retained by the school for the 2017 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'

**Find a school** **Search website**

Search by school name or suburb

School sector	School type	State
All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>
Government <input type="checkbox"/>	Primary <input type="checkbox"/>	NSW <input type="checkbox"/>
Non-government <input type="checkbox"/>	Secondary <input type="checkbox"/>	Vic <input type="checkbox"/>
	Combined <input type="checkbox"/>	Qld <input type="checkbox"/>
	Special <input type="checkbox"/>	SA <input type="checkbox"/>
		WA <input type="checkbox"/>
		Tas <input type="checkbox"/>
		NT <input type="checkbox"/>
		ACT <input type="checkbox"/>

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.