



**Stella Maris School,  
MAROOCHYDORE**

# **Annual Report 2021**

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# Contact information

<b>School</b>	Stella Maris School
<b>Postal address</b>	PO Box 589, MAROOCHYDORE, QLD, 4558
<b>Phone</b>	(07) 5409 8900
<b>Email</b>	pmaroochydore@bne.catholic.edu.au
<b>Web pages</b>	Information about the school can be found at <a href="http://www.stellamaris.qld.edu.au">www.stellamaris.qld.edu.au</a> Additional information about Brisbane Catholic Education schools is located on the <a href="#">Brisbane Catholic Education</a> website.
<b>Contact person</b>	Peter Pashen — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Stella Maris Catholic Primary School, Maroochydoore is part of the Brisbane Catholic Education family of schools, serving families on the Sunshine Coast since 1980. The school has a current enrolment of 770 students from Prep to Year 6. Stella Maris School provides students with a broad range of learning opportunities and has specialist teachers in Music, Physical Education, Art, Health and Indonesian. There is a comprehensive Instrumental Music, Singing and Sporting Program offered both during and outside school hours. Our staff are a hardworking and caring team of professionals who work collaboratively together to progress the learning for all students enrolled. The school implements the Positive Behaviour for Learning approach to student behaviour, seeing that the teaching of expected behaviour is part of what we do. Our five core values of Compassion, Commitment, Courage, Creativity and Confidence are instilled in the work we do. Stella Maris School was founded by the Presentation Sisters and continues to inspire students to act with our core values through the Presentation Charism.

### School progress towards its goals in 2021

Each year, school goals are set for the focus and improvement of the work we do. We constantly strive to improve our capacity to be the best teachers and staff for the students we teach. Our staff work hard and care very deeply for each child at Stella Maris.

During 2021 we worked on the following goals:

#### Catholic Identity

1. Deepen the scriptural understanding and capacity of teaching staff.

We engaged Catholic Theologian Dr Maurice Ryan to facilitate a staff professional development day of Scriptural Studies. He will be engaged again next year to continue to build teacher capacity with unpacking scripture for our students.

2. Deepen the spiritual understanding and experience of faith for all staff.

The continued spiritual formation of all staff continues to be a major focus. In order to keep our Catholic faith alive and active, we need to spend time nurturing our staff in this area. During 2021, a whole staff retreat was held at Maleny. Ongoing staff formation sessions were also conducted during staff meetings. Weekly staff prayer is also supported and well attended.

## Learning and Teaching

1. To improve student engagement and progress in mathematics.

During 2021, teachers worked with the NuMa strategy to assist all students with engaging and extending their knowledge and understand in Mathematics. Maths Talks and Maths Investigations were key strategies used by all teachers. Students responded in a positive way to these strategies. Next year the focus will move into problem-solving skills.

2. To improve student engagement and progress in literacy through the development and implementation of a school-based Literacy Framework.

This goal has been the bulk of our work over 2021. Combined with some deep student data analysis, this continuum has led to a change in the way reading, vocabulary and writing are being planned for and taught at Stella Maris. The support of the P&F has been much appreciated as the change from Predictable Readers to Decodable Readers is being resourced. Next year our Explicit Improvement Agenda will be on writing, in particular improving students' skill in sentence construction.

3. To continue to grow students as Assessment Capable Learners through engagement in the BCE NAPLAN strategy.

Improving student NAPLAN achievement, whilst always a focus, has been given great attention this year in line with Brisbane Catholic Education's priorities. I am pleased to report that we have had a positive improvement with Year 3 and 5 Reading. Writing did not fare as well and will hence be the major focus of our work in 2022.

## Wellbeing

1. To improve student attendance targets through a parent awareness strategy.

Student attendance of more than 90% continues to be a challenge for some families. The research is very clear linking poor student achievement to low student attendance. While this responsibility ultimately lies with individual parents, the school will continue to support students with attendance below 90% to improve.

2. To continue to implement Positive Behaviour for Learning strategy to continue to develop productive and engaged learners.

This area has been led by a staff committee. This committee continue to look for ways to support students to understand behavioural expectations, putting in many playground supports.

## Our People

1. To provide regular Professional Learning and Meeting time for our classroom-based School Officers.

Our School Officers have been provided with regular professional learning time during 2021 to build their expertise in supporting the students that they work with.

2. To implement the new BCE staff Goal Setting Process.

All staff engaged with the Leadership Team on a focused goal setting approach for developing their own capacity in their field.

## Diversity and Inclusion

1. To develop a Reconciliation Action Plan through engagement with our community to increase the community's knowledge and understanding of Aboriginal and Torres Strait Islander perspectives.

A Reconciliation Plan has been developed by a Staff Committee. 2022 will see this extended to parents. Also, during 2021, a number of initiatives were implemented including the regular work of the student Deadly Maroochy Mob.

## Operational Activities

1. Engage the community with an Internal School Review using the National School Improvement Tool (Held over to Term 2, 2022).
2. Conduct Summative Appraisals for our AP and APRE (Completed with high praise).
3. Relocate Outside School Hours Care (Completed).
4. Continue to work with the Wrap Around Team to lead school improvement (Continues to be the key support group which drives school improvement).

## Future outlook

Plans for 2022 include the following goals:

**Priorities**

<b>Catholic identity</b>  <b>Goal</b> – Deepen the scriptural understanding and capacity of staff for effective student engagement  <b>Goal</b> – Link our school core values with student formation to help students understand these values more deeply	<b>Learning and teaching</b> <b>Goal</b> – <i>Explicit Improvement</i> <i>Agenda:</i> To build student capacity in sentence construction in writing. <b>Goal</b> - To build a problem-solving approach in mathematics <b>Goal</b> - To further understand and name formative and summative assessment practices <b>Goal</b> - Streamline our Teaching and Learning processes to improve efficiencies	<b>Wellbeing</b>  <b>Goal</b> – To use the Zones of Regulation to build further resilience strategies (particularly in the Yellow Zone)  <b>Goal</b> – To continue to work with the community to build creative responses to our current challenges
<b>Our people</b> <b>Goal</b> – Refine staff and student goal setting practices  <b>Goal</b> – Support our School Officers with regular Professional Development	<b>Diversity and inclusion</b> <b>Goal</b> – Communicate and educate parents and staff around children's educational development and developmental milestones	<b>Organisational effectiveness</b> <b>Goal</b> – Plan for the implementation of whole school air-conditioning  <b>Goal</b> – Undertake Whole School Review in 2022 with reference to the National School Improvement Tool.

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# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	800	408	392	15

Student counts are based on the Census (August) enrolment collection.

Stella Maris School draws students from a wide geographical area including Maroochydore, Alexandra Headlands, Buderim, Minyama, Buddina, Parrearra, Warana, Mountain Creek, Twin Waters, Pacific Paradise, Kulun, Forest Glen, Mudjimba, Marcoola, Mount Coolum, Yaroomba, Coolum Beach and some other surrounding areas. Subject to places being available, Stella Maris School welcomes enrolments from all families who support the values of our Catholic School. We enrol a diverse range of students from a number of cultural backgrounds, including students who identify as of Aboriginal and/or Torres Strait Islander descent. We support students with disability in line with Brisbane Catholic Education's Special Needs Enrolment Process. We offer four to five classes in each year level, depending upon the enrolments of each year level cohort. Unlike some Brisbane schools, all students stay at Stella Maris until the end of Year 6. Students then leave Stella Maris and enrol in the following Secondary Schools: St John's College, Nambour; Sienna Catholic College, Sippy Downs; Good Samaritan Catholic College, Bli Bli and Maroochydore State High School.

## Curriculum implementation

### Curriculum overview

- Two Primary Learning Learners have been employed to work alongside staff to support their planning and teaching.
- Significant planning and resources have been put in place to support year levels teachers to work collaboratively with one another.
- Stella Maris believes that all students can progress in their learning with the right planning and strategies put in place.
- Stella Maris engages expertise from Brisbane Catholic Education staff and external agencies with teacher professional learning.
- Stella Maris provides two formal reports to parents each year and two formal Parent-Teacher Interviews:
  - Term 1 Parent Teacher Interviews
  - Term 2 Formal School Report
  - Term 3 Parent Teacher Interviews (3-way conference led by the student)
  - Term 4 Formal School Report.
- Specialist Lessons are Offered to all classes in the following subjects:
  - Music
  - Art
  - Physical Education
  - Health
  - Indonesian.
- We have a Children's Chapel where we hold mass, liturgies and class prayer experiences.
- Students borrow books each week from our ILC (Innovative Learning Center).

## Extra-curricular activities

- Stella Maris School provides an extensive sporting program for all students. While all students are provided with weekly classroom Physical Education lessons, the following activities are also provided to students:
  - Whole School Carnivals: Cross Country, Athletics and Swimming.
  - Involvement in State Carnivals and sporting opportunities which regularly provide students with the opportunity to represent the Region, District and sometimes the State.
  - Interschool sport in Years 5 and 6.
  - Saturday morning Soccer Club (Stella FC).
  - Before and after school training in Netball, Basketball, AFL, Touch and Rugby League.
  - Involvement in the Queensland Catholic Schools Netball Cup.
- Stella Maris School also provides an extensive Performing Arts Program. While all students are provided with weekly Music and Art lessons, the following activities are also provided for all students:
  - Instrumental Music from Year 3 to 6, with Ensembles and tuition in:
    - Strings: Violin, Viola, Cello
    - Band: Woodwind, Brass and Percussion
    - Percussion
    - Guitar
    - Piano
    - Voice
  - School Choirs
  - A School Musical, held every two years.
- Speech and Drama lessons are offered by a qualified teacher.
- Dance is also offered as an extra-curricular activity.
- The school has a large airconditioned assembly hall in which all Performing Arts events are held.
- The school has extensive grounds: four playing fields, two Netball/Basketball courts.
- Handball, soccer, netball and touch are very popular lunchtime activities.
- Other clubs and activities offered include:
  - Sunshine Coast Brain Waves Program
  - Lunchtime clubs: Art, Lego, Weather, Structured Play, Supervised sports games.

## How information and communication technologies are used to assist learning

Information and Communication Technologies are embraced through all learning at Stella Maris. Some resources and examples include:

- 1:1 iPad Program from Years 4 to 6.
- 1:2 ratio of MacBooks and iPads in all other classes.
- All classrooms have large TV screens to which iPads and MacBooks can be easily connected.
- Technician employed to support our devices and IT network.
- The school has purchased and uses a number of other devices to enhance student learning.
- Class planning in technology in all classes.

## Social climate

### Overview

Stella Maris School is a welcoming community in which all students are encouraged and assisted to work well together. Stella Maris School has adopted the Brisbane Catholic Education School Wide Positive Behaviour Framework to support all students in developing a positive approach to learning and peer interaction. All parent concerns are addressed, and extensive behavioural supports are put in place for students who require them. These include anti-bullying strategies which include parental involvement, peer mediation and restorative practices. Stella Maris School maintains a safe and

supportive learning environment. Students are educated to report any issues of bullying and inappropriate conduct or behaviour. Teachers differentiate the learning to support the diverse range of students and are supported by two Learning Support Teachers and a full time Guidance Counsellor. Stella Maris School has a Student Protection Policy which is located on our public website. Staff are trained every year in best practice. The school offers a number of Wellbeing and Pastoral Care Programs including a Grief and Loss Program for students. Parents work closely with staff to support the learning of students.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	99.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	93.7%
Religious Education at this school is comprehensive and engaging	95.3%
I see school staff practising the values and beliefs of the school	97.5%
This school looks for ways to improve	92.2%
The school is well managed	90.8%
My child is making good progress at this school	89.9%
This school is a safe place for my child	98.6%
This school helps students respect the needs of others	96.6%
Teachers and staff are caring and supportive	97.1%
Teachers at this school expect my child to do their best	98.6%
Teachers and staff relate to students as individuals	97.1%
The teachers help my child to be responsible for their own learning	96.2%
My child is motivated to learn at this school	93.1%
I can talk to my child's teachers about my concerns	96.7%
This school offers me opportunities to get involved in my child's education	91.5%
My child's learning needs are being met at this school	87.4%
I am happy with my decision to send my child to this school	93.7%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
At my school, I can express my beliefs	85.5%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.3%
Religious Education at my school is interesting and engaging	69.3%
I see school staff practising the values and beliefs of my school	87.2%
My school looks for ways to improve	94.8%
Students at my school are encouraged to voice their concerns or complaints	82.0%
Teachers treat students fairly at my school	84.9%
Teachers recognise my efforts at school	90.7%
I feel safe at school	92.3%
My school helps me to respect the needs of others	95.9%
I am happy to be at my school	84.7%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
This school helps me to develop my relationship with God	95.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	98.7%
Religious Education at this school is comprehensive and engaging	98.7%
I see school staff practising the values and beliefs of this school	94.7%
This school is well managed	89.0%
My concerns are taken seriously by the school	81.7%
This school is a safe place to work	95.9%
This school has an inclusive culture	98.6%
This school has a culture of striving for excellence	94.7%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	96.1%
Overall, I am happy with my decision to work at this school	93.2%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.



## Family and community engagement

Stella Maris School welcomes and values the role that parents play in supporting the education of all students. Parents are involved in our community in the following ways:

- Monthly Parents and Friends Association meetings
- Monthly School Board meetings
- As needed, various committees
- Parent Volunteers
  - Classroom
  - Excursions
  - Tuck Shop
  - Library
  - Sport's Training and sport's carnivals
  - Musical Support
- Parent-Teacher Interviews
- Parents are encouraged to contact their child's teacher if they have any concerns so that issues can be addressed early. This message is delivered at every Parent Teacher Night.

Stella Maris School engages the local community in the following ways:

- Stella Maris Parish: Masses and Outreach programs
- Archdiocese: Fundraising for Caritas
- Local Council: Recycling Programs, Community events
- Universities: Prac Students, Occasional Research Studies
- Excursions.

Stella Maris School uses the Brisbane Catholic Education's Special Needs Enrolment Process when enrolling students with special needs. This process allows parents to see what the school can offer and allows the school to determine if it can meet the needs of the student enrolling. This process takes a pastoral approach to support parents. Once students with special needs are enrolled, they are supported in various ways through their learning journey at Stella Maris.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	53	42
Full-time Equivalents	49.4	21.3

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate diploma etc.**	0
Bachelor degree	43
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives during 2021 were as follows:

- Maths: NuMa: New ways of teaching and engaging students with Mathematics, Maths Talks
- Literacy: Guided Reading, Orthography, Sound Walls, Phonemic Awareness
- Religion: Scripture Studies, Staff Retreat, School Sacred Places
- Inclusion: NCCD
- Technology: iPads, Data Analysis.

The proportion of the teaching staff involved in professional development activities during 2021 was **100%**.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

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

From the end of the previous school year, 98% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.2%

Average attendance rate per year level			
Prep attendance rate	94.4%	Year 4 attendance rate	93.4%
Year 1 attendance rate	92.3%	Year 5 attendance rate	92.8%
Year 2 attendance rate	93.5%	Year 6 attendance rate	93.2%
Year 3 attendance rate	92.6%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

Stella Maris School manages non-attendance of students in the following ways:

- Rolls are marked twice daily. Teachers are reminded over the PA system each day, to mark the afternoon roll.
- Parents are reminded in the school newsletter of the importance of school attendance and of full day attendance.
- The school uses an SMS message system for any students whose parents have not contacted the school by 9:30am each morning to indicate if they are away. This system sends an SMS to parents to inquire as to why their child is absent from school.
- Teachers identify to the Leadership Team, any students who are absent for more than a week.
- A school secretary collects data on prolonged student absences each fortnight and passes this on to the Leadership Team for follow up.
- If parents choose to take their child out of school for more than a week, they are expected to fill out a form "Alternative Arrangements". With their child's teacher, this form outlines work expectations of the student while they are away, often on a family holiday. Parents are reminded of this process regularly in the school newsletter.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a red background.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.