School Name  Stella Maris Catholic Primary School
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School website  stellamaris.qld.edu.au
Contact Person  Glenda Morgan

Principal’s Foreword
Introduction
Welcome to the Stella Maris Catholic Primary School Annual Report for the 2013 school year. This report provides information, facts and figures across a range of areas of school life from which we hope you gain a sense of our school community. A deeper understanding can be developed from reading weekly newsletters and other information contained on our website and by talking with those who are already a part of the Stella Maris community.

Stella Maris is an inclusive learning community in which each person is valued and whose dignity and potential are supported. To achieve this, we seek to develop positive relationships and partnerships that are founded upon mutual trust and 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 which comes from the Book of Micah, "To act justly, love tenderly and walk humbly with our God."

Our Stella Maris Vision Statement aptly summarises our purpose:
'We aim to be an inclusive, high quality learning community where faith inspires action.'

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  823
Total Enrolment  823  Girls  424  Boys  399
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 Coolum in the north, to Eudlo in the west to Parrearra in the south. Most students reside in the Maroochydore - Buderim area. Our 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, at 22 students, is growing and we welcome further enrolments. ESL enrolment is also small, but growing, at 18 students in 2013.

Students with disabilities number 28 and many more students are supported by Individual Learning Plans and through inclusion in supportive programs and/or in-class support. Class teachers, students and parents are ably supported by the following staff: Three Support Teachers - Inclusive Education, one full-time Guidance Counsellor, full-time Support Teacher - Curriculum and full-time Support Teacher - Learning Technologies. Disabilities include intellectual impairment, autistic spectrum disorder, social-emotional disorder, hearing, vision, speech language and physical impairments.

There exists a significant turn-over of students within a two-year period with a well-established core of families around which other families come and go. Exiting data tells us that families leave the Sunshine Coast in pursuit of work opportunities and/or the support of extended family.

Our distinctive curriculum offerings

Fast ForWord - individualised, adaptive brain training program designed to build learning capacity and improve reading;
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, 7.
Cultural Literacy Program for Prep to Year 5 students infuses cultural perspectives and participation in learning about indigenous and global cultures and perspectives;
Basic Indonesian Language from Prep to Year 5 and Italian in Years 6 and 7;
Classroom Music - including recorder and ukulele lessons;
Differentiated curriculum to support and challenge student progress;
Co-ordinated Early Years’ Program;
Life Education and Personal Development Education;
Dance - Prep to Year 7 - lessons and inter-school challenge (Years 4-7);
Permaculture Garden;
Under 8’s Week activities; Swimming lessons - Years 1 to 7;
Book Week Activities and Readers’ Cup (Years 6 and 7);
Student Leadership through committees eg Assembly Planning, Public Relations, Liturgy Support, Service, Peer Mediation, Structured Play, Library Support, Student Reading Support, Audio-Visual Support, Sport, Environment and Social Justice;
Visible Learning Framework, approaches and strategies infused across the curriculum.
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 - brass, woodwind, percussion, guitar, piano tutoring; Concert Band; String, Guitar, Percussion Ensembles; Choirs - SM Singers, Stella Fellas, Bella Voce, Piccolo Choir. School Musical every two years, Instrumental Music Soirees twice yearly.

SPORTING: Runners' Club, Surfing School of Excellence - coaching and competition; Tennis Coaching; Stella Maris Soccer Club - weekend competition through Church League; Sporting Competitions - Sunshine Coast District swimming, athletics, cross country; Queensland Catholic Netball Cup; 'Future Stars' Cup AFL for boys and Carol Berry Cup for girls; ARL Development Rugby League Competition, Combined Schools Rugby Union Competition; Sunshine Coast Inter-school Surfing Competitions; District Interschool Sport; Auskick (AFL) Skills program; Sporty Shorties ball skills program.

How Information and Communication Technologies are used to assist learning

In November 2012, a new library wing was completed and using flexible furniture, this space was configured as a “Media Centre”, providing a collaborative learning zone where students work in pairs or small groups to complete project-based work such as short movies, presentations, podcasts and other audio/visual creations. To facilitate this, 10 Apple MacBook Air 11” notebooks, 3 Apple iMacs desktop computers and a large television were purchased. To complement the initial purchase of 195 iPads, an additional 170 were purchased in 2013. The Year Seven cohort was provided with 120 iPads, enough to extend our 2012 trial of 1:1 use. An additional nine iPad trolleys were required to secure, charge and protect the devices. The remainder of the iPads were distributed as a trolley of thirty per year level. In most classrooms, software known as “AirServer” was purchased and installed on existing desktop computers connected to interactive whiteboards. This allowed students and teachers to “AirPlay” their iPad screens to the interactive whiteboard – a function that has proven to be useful when demonstrating both teacher exemplars of tasks and students’ problem-solving methods. The continuation of the role of Support Teacher - Learning Technologies (ST-LT) provided ongoing support for staff and students in using technology for learning, through regular sessions on iPad use, technical support, as well as the commencement of a trial Mathematics program in Year Two, in which the students accessed teacher-created video lessons on their devices, allowing them exposure to the Mathematics Curriculum in a more flexible and differentiated approach to learning. This program was created on the LIFE Learning Management System.

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. School & pastoral care climate is strongly grounded in the Catholic ethos which upholds the dignity of each person. The following programs operate within the KidsMatter Framework (mental health & wellbeing): Care Pantry; full-time Guidance Counsellor; Rainbows Program (grief and loss); Fun Friends and other resiliency programs, Personal Development Program; Student Mediation;

Class co-ordinators; Parents’ and Friends’ Committee - community-building and fundraising events; Community support - Welcome Family Picnic, Stella Fair, Parent Morning Teas, Grandparents’ Day; School Fee support through Application for Fee Concession; Student Buddy Program; Parent Buddy Program for new Prep parents; Staff Pastoral Care and Social Club Committees; Teaching of Virtues Project; weekly Student Support Team Meetings; Whole School Approach to Behaviour Support (behaviour teaching & scaffolding, class covenants, consequential 3-stage system).
Parent, student and teacher satisfaction with the school

Our Parental Satisfaction Survey (25% response rate) reflects the following percentage responses in the combined Good and Excellent ratings (from a possible Unsure, Poor, Satisfactory, Good, Excellent):

Quality of Teaching and Learning 99%; Welcoming, friendly and supportive community 98%; School-Home communication 96%; School Administration 98%; Professionalism and commitment of staff 99%; Adaptive and responsive to Student Needs 93% (5% unsure); Student Behaviour Management 92% (3% unsure); Parent Participation Opportunities 99%; Physical Environment (grounds, buildings, maintenance) 100%; Classroom and Curriculum Resources 96% (3% unsure); Pastoral Care 95% (5% unsure); Extra-curricular Activities 88% (7% unsure). Overall average satisfaction rating was 8.8 of a possible 10.

Staff surveys indicate that a very high level of relational trust exists between staff members. There is also a high degree of job satisfaction experienced by staff members.

Student Survey data affirms staff members are held in high regard at all levels.

Parent involvement in their child’s education

Parental involvement is encouraged and welcomed through a broad range of opportunities. These include: Parent Class Co-ordinators (for teacher/parent liaison, building community, family, class and school support); Buddy families for those new to Stella Maris; two formal student / parent / teacher conferences (one compulsory, one optional); additional informal meetings are encouraged; classroom support across a range of activities including liturgies, camps and cultural performances and groups; Friends of Music; Parent Partnership Meeting in February each year; tuckshop assistance; School Renewal Forums; School Board training and membership; very active and supportive Parents' and Friends' (community-building and fund-raising); parent representation on KidsMatter Committee, Care Pantry and other; Parent workshops and other in-service eg Personal Development Educational evenings, Cybersafety; Garden Club; Classroom assistance and support eg reading, Mathematics, sharing expertise; celebrations eg Book Week, Presentation Feast Day, MusicFest, eisteddfods, sports coaching support. Document developed: Achieving Better Outcomes for Students, Parents and Teachers.

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>48</td>
<td>33</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>40.1</td>
<td>17.6</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
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Qualifications of all teachers

<table>
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<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>25%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>4%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>71%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>0</td>
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</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $163,154.

The major professional development initiatives were as follows:

- Implementation of Visible Learning Mindframes, strategies and approaches;
- Literacy Development: Guided and shared reading, spelling, comprehension and meta-cognitive strategies;
- Mathematics - lesson planning and delivery;
- Peer Observation, Feedback and Coaching;
- Team Development;
- Development of a continuum for the teaching of punctuation;
- ICLT - use of ipads and other technologies for curriculum delivery.

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 98.11% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 96% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95 %</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>95 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Absentee line is used for registration of student absence by parent or caregiver. Student sign-in at Office for late arrival (accompanied by Late Slip to teacher) and parental sign-out for early departure. All signing-in and out occurs through the Office and is registered on electronically kept rolls. Rolls are marked in the morning by 9.30 and again in the afternoon, using eMinerva system. Reasons for absences are recorded.

Class teacher or Administrator contacts parent once student is absent for more than two consecutive days without notification. Support by Guidance Counsellor, Administration and/or outside agencies where difficulties with regular attendance exist. Implementation of specific support strategies as decided through student support procedures.

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

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