



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Stella Maris Catholic Primary School

54 - 70 Innisfail Drive, POINT COOK 3030

Principal: Stephen Harrison

Web: www.stellamaris.catholic.edu.au

Registration: 2033, E Number: E1391

Principal's Attestation

I, Stephen Harrison, attest that Stella Maris Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2024

About this report

Stella Maris Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Creating a learning community
that nurtures and integrates Faith and Life
In a Spirit of openness

School Overview

Stella Maris Catholic Primary School Point Cook is the fourth school established in the Holy Trinity Catholic Parish (previously known as the Catholic Parish of Laverton). The other primary

schools are St Martin De Porres Laverton, Queen of Peace Altona Meadows, Lumen Christi Point Cook and St Mary of the Cross Point Cook.

The school was established by a lay principal with an initial enrolment of 86 students. The school is on the traditional land of the Bunurong people and the site of the former Innisfail Farm.

Point Cook is part of a major western suburbs' growth corridor and is located 22 km southwest

of the Melbourne Central Business District. It is also home to the Royal Australian Air Force Point Cook Base.

In 2023, students come from 27 different countries other than Australia. There are 40 languages

and dialects that are spoken in students homes, and ten religions are represented in the school.

Staff also come from a range of cultural and faith backgrounds. The staff includes teachers with

a range of experience, and are led by an experienced leadership team. The school has an established School Advisory Council.

Student groupings are organised into four learning communities: Foundation (four classes);

Junior (eight 1/ 2 classes); Middle (eight 3 /4 classes) and Senior (seven 5 /6 classes). A central

learning area connects each of the learning communities and acts as a flexible learning space.

Additional areas include staff offices and amenities, a hall, a performing space and an art room.

An extension to the senior community has recently been constructed.

Outside areas include two ovals, basketball/netball courts, three adventure playgrounds, two gaga ball pits, two sandpits, shaded and passive play areas and a school farm from which the

produce is used in the garden kitchen program. Extra curricular areas are art, physical

education, Japanese, digital technology, positive education, ReGen Climate 7 and Discovery

Groups to cater for the top 30 per cent of student achievers. The school has a psychologist and

speech therapist on site.

- Year Established 2006
- Student Enrolments 727
- Foundation Year Students 108
- Catholic Students 64 %
- Nationally Consistent Collection of Data(NCCD) Listed Students 28 %
- English as an Additional Language (EAL) Students 53%
- Direct Measure of Income (DMI) 99
- Index of Community Socio-Educational Advantage (ICSEA) 1079
- Number of Teaching Staff (Total FTE) 67.32 (FTE: 62)

In 2023 as part of our ongoing School Improvement Plan we aim:

- That every child achieve at least 12 months growth for 12 months learning in reading, writing and number
- That we develop students who have a sense of purpose, hope and love, with the confidence to think, feel and act in regenerative ways.

Principal's Report

At the end of 2023 we now have time to draw breath, be grateful and proud of the effort put into learning by our students, our parents and our staff this year. We say good bye to people who have made us what we are and we thank those who gave something of themselves for the betterment of the children in our care.

When I sit back and think about 2023, I just feel like it went really fast. I said in the year six booklet, "Can you believe how long it takes yet how quickly it happens!" Well 2023 was another busy, fun and fast one.

We started with:

- fifteen new staff
- Thirty seven new students, plus 108 new preppies.
- A total population now of 740 students, over 85 staff and over 500 families

Our school improvement plan, included our intended outcome “to develop students who have the hope, love and confidence to think, feel and act in regenerative ways”, and our targets included each student achieving at least 12 months growth for 12 months time in English and Maths.

We had a learning theme “Our Reimagined Journey” stimulating opportunities for incredibly deep and creative regenerative thinking driven through Discovery and Encounter.

Events happened regularly, such as: Confirmation, Camps, excursions, Get to know you interviews, Fun Day 23, Mothers and Fathers and grandparents celebrations, Colour run, Book fairs, Eucharist, Arts exhibition, Student Led conversations with digital portfolios, Reconciliation, Social Justice actions, Christmas Market, Gala Days.

Learning all year was rigorous, well planned and impact was tracked.

No wonder we are tired and looking forward to Christmas and a holiday.

Thank you:

- to all parents for your engagement and support.

- to all volunteers for their generosity and effort.
- to all our students for coming back everyday and challenging us to create the conditions for the to be successful.
- to our staff for their hard work, dedication and care. We sink or swim based on your expertise.
- to our departing Elaine, Claire, Syntiche and Grace.
- I want to acknowledge families who are leaving, many of which are families who have been at Stella for many years.

Congratulations to our departing Year sixes. I am very thankful for everything you have brought to Stella Maris. We are a stronger school for everything you have done here. I hope you remember all the good days and the incredible relationships you developed. I hope you tuck us away somewhere in who you are, and celebrate what we gave to you and what gave to us.

Catholic Identity and Mission

Goals & Intended Outcomes

To empower student voice and agency across the school to create change and 'regenerative' thinkers.

- Learning environments are consistently safe and characterised by positive relationships and behaviours within a recontextualised Catholic Identity
- Students are challenged to develop a sense of purpose, hope and love, with the confidence to think, feel and act in regenerative ways.

Achievements

Burning of Palms in preparation for Ash Wednesday

Ash Wednesday celebrations

Celebrated Easter Liturgy

Organised Catholic Identity Professional Learning for staff each term - Denise Arnel

Developed a Sacramental Family resource to enhance family partnerships to promote Catholic Identity and spirituality

Celebrated Sacrament of Eucharist for year Four students and families

Celebrated Sacrament of Confirmation for year Six students and families

Celebrated Feast Day Liturgy

Celebrated Sacrament of Reconciliation for year three students and families

Ran Advent Liturgies (Wk8-11)

Celebrated Rites of passage as a whole community

Value Added

Ran Holy Trinity Catholic Parish sacramental parent evening

Ran Mothers Day Liturgy & activities

Ran Catholic Care incursion - Community partnership team

Ran Communities in Control Conference

Ran Grandparents Day

Ran Fathers Day liturgy & activities

Ran Community partnerships Tree Planting day

Ran Kids View Social Justice Conference

Ran Reimagined Art Exhibition showcasing D&E learning through the arts

Facilitated process of changing the original House Color names to match who we are as a school.

Developed Discovery & Encounter units linking to curriculum and building catholic identity

Ran Christmas Market as aprt of Social Justice actions

Learning and Teaching

Goals & Intended Outcomes

To create and implement an effective instructional model.

- Continuous cycles of improvement promote a performance and development culture that includes observation, modelling, feedback, mentoring, coaching and teaching sprints
- Implementation of high impact strategies build student capacity to transfer knowledge and skills and drive learning and teaching practice and the design of cross-curricular links

Achievements

Introduced Auslan, Boon Wurrung and Mandarin as LOTE extra curricular

Introduction of Initialit in Junior Community, continuation of Initialit in Foundation Community.

Coaching to develop English/Mathematics Team Leaders to be effective leaders.

Continuous Benchmarking of students in Junior Community by English Coach/Learning Adjustment Coach.

Ran Writing assessments once a term F-6 related to D&E concepts.

Established Student voice and agency connected to D&E concepts F-6.

Ran Teaching Sprints for number and writing from F-6

Whole school moderation PLTs for English (writing F-6) and Mathematics (Measurement and Geometry F-6)

F&P Benchmarking for all students F-6.

Worked with each team to identify movers and non-movers in Maths & English using data (Maths & English Coach)

Whole school moderation PLTs for English (Naplan writing samples, Yr 3 & Yr 5) and Mathematics (Fractions)

Professional reading of the teaching of Writing- Writing revolution

Professional readings and modelling Maths skills & strategies to staff in teams

Analysis of Naplan Data for strengths and weaknesses in English & Mathematics

Pat Maths and Pat English summative tracking assessment tool.

English intervention assessments for MiniLit and MacQLit 1-6 groups formed for 2024 interventions.

English Online Interview preparation, PLTs attended, resources made in preparation for Term One 2024.

Trialling of EDI Phormes in Middle and Senior Community.

Professional Development on coaching to improve crucial coaching conversations

Transition handover of new students to new teachers (Staff Only Day)

Induction website created for staff

Student Learning Outcomes

Worked with each team to identify at risk low/high students in Maths & English using data (Maths & English Coach)

Implemented InitialLit continuous assessments F-2, cumulative reviews.

Ran English intervention groups for MiniLit and MacQLit F-6.

Ran Maths intervention groups focusing on Number for Year 2 and Year 3/4 students

Worked with at risk high students in Maths, English, Art, Science, Regen and PE

Maths PLT focusing on Launch, Explore, Summarise (instructional model)

Maths Professional Development to implement direct instruction and other high impact teaching strategies into teaching

Unpacking the Seven Steps approach to teaching and learning of writing

Completed Three Way Learning conversations - student, parents and teacher

Completed Student Led Conversations - student and parents supported by teacher

Staff Only days developing upcoming units for Discovery & Encounter

Using Fountas and Pinnell:

- In 2023 80% of Foundation students are at or above expected level in reading.

- In 2022 81% of Foundation students at or above expected level in reading.
- In 2021 78% of students at or above expected level in reading.
- In 2023 69% of Junior students above expected level.
- In 2022 50% of Junior students above expected level.
- In 2021 38% of Junior students above expected level.

Using Learning framework in number:

- In 2023 97% of Foundation students at or above expected level in structuring number
- In 2023 82% of Foundation students at or above expected level in Conceptual Place Value
- In 2023 79% of Year 2 students at or above expected level in Conceptual Place Value
- In 2023 60% of Year 2 students at or above expected level in Addition and Subtraction

Using Naplan comparison from MACs school data snapshot:

- In year 3 Stella Maris students are above Macs averages in numeracy and reading and sitting 3rd of 7 in numeracy and 1st or 2nd of 7 in reading categories using like school comparisons.
- In year 5 Stella Maris students are above Macs averages in numeracy and reading and sitting 2nd of 7 in numeracy and 3rd of 7 in reading categories using like school comparisons.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	430	61%
	Year 5	502	67%
Numeracy	Year 3	413	69%
	Year 5	508	75%
Reading	Year 3	427	78%
	Year 5	520	89%
Spelling	Year 3	419	70%
	Year 5	506	71%
Writing	Year 3	438	87%
	Year 5	514	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To challenge all students at different stages on the learning continuum.

- Concepts and ideas are used to collaboratively design curriculum spanning progressions of learning
- Adjustments are identified with effective use of assessment tools and interpretation of data
- Learning goals are continuously adapted in partnership with students and families, based on evidence of student progress and growth

Achievements

Employed two new LSOs support extensive students

Ran Staff induction - sharing of crucial profiles with all staff at start of the year

Ran PSG meetings held to review individual learning goals with Learning Adjustments Coaches, teachers and families

Ran Whole school PLT to educate staff in the NCCD requirements

Facilitated Western Region Learning Diversity Leaders Network Meeting - Story of practice presentation from Stella Maris Learning Adjustments team

Ran Whole school PLT to complete compliance modules for Disability Standards for Education

Targeted support in the yard for 'at risk' students as an additional adjustment

Completed National Consistent Collection of Data (NCCD) process completed with positive quality assurance feedback from MACS

Hosted Western region principals visit to Stella Maris to observe learning adjustments in action across the school

Reviewed use of Behaviour Support Plans and Student Safety plans to ensure consistency across the school

Created Behaviour Tracking document to gather and analyse student data
Ran Students with At Risk Needs (SWANs) handover of PLPs for 2024

Ran Observations of SWANs in current learning space as part of handover process

Facilitated Transition handover of year 6 SWANs students with Emmanuel College

Ran Program Support Group (PSG) meetings with families of at risk 2024 Foundation students

Value Added

Ran Blue earth program for social emotional At Risk students once a fortnight all year

Ran Weekly coaching sessions with student leaders and various teams coaching each other

Ran Fire Carrier Commissioning ceremony

Facilitated Senior students coaching with Katrina/Discovery Groups

Ran Middle community and Senior community camps

Ran extra curricular lessons in vocals, keyboard, drums, violin and guitar

Ran Student Leadership program

- community partnerships
- sport
- regeneration
- arts
- wellbeing
- communication
- fire carriers

Student Satisfaction

Our average comparisons to Macs averages performed similar across the criteria, however continued to identify a number of trends that we be further addressed in 2024.

Staff relative strengths from the Macsis data:

- Rigorous expectations
- Learning dispositions
- School belonging

- Enabling safety

Staff relative weaknesses from the Macassis data:

- school engagement (especially boys)
- school climate (our year 4's are more positive than year 5's, disrespectful behaviors)
- student voice (our girls are struggling to recover when something negative happens)

Student Attendance

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school:

- Records every child's attendance twice per day via NForma or paper copy for CRT's.

This will be completed by the classroom teacher before 9:00 am & 2:20 pm;

- Records reasons for absence, and records the absence as "unexplained" if no reason has been provided (updating the records once a reason is established);

- Determines if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;

- Determines if the reason for the student's absence is acceptable and whether any follow up is needed to support the child's education and wellbeing;

- Notifies the parent/guardian if the absence has not been approved;

- Keeps records of all attempts to contact parents/ guardians in relation to attendance;

- Records attendance of any student who only attends half a day (two hours or more); Stella Maris Catholic Primary School | Point Cook

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- Monitors attendance and develop improvement strategies for attendance where necessary;
- Takes further action (at its discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- Reports the annual rates of school attendance. Based on the CEM School data snapshot 2020 our attendance rates are outperforming similar school averages.

Average Student Attendance Rate by Year Level	
Y01	88.4%
Y02	88.5%
Y03	87.1%
Y04	87.8%
Y05	87.9%
Y06	87.7%
Overall average attendance	87.9%

Leadership

Goals & Intended Outcomes

Strategic intent:

Maximise outcomes for all students through expert staff behaviours, developed within a coaching culture.

1. To create and implement an effective instructional model.
2. To challenge all students at different stages on the learning continuum.
3. To empower student voice and agency across the school to create change and 'regenerative' thinkers.

Achievements

Enhanced Leadership Team coaching - 4th Quadrant

Ran Staff Retreat - Regeneration and instructional model focus

Implemented EBA response: ReStructure weekly staff meetings - one meeting night directed by leadership & one meeting night directed by Team Coach

Set up structures to support Curriculum Coaches to meet regularly

Planned for Curriculum coaches meet teams every fortnight

Restructured LOTE Program:

- F-2 Auslan
- 3-4 Aboriginal Languages - Boonwurrung
- 5-6 Mandarin

Ran staff professional learning linked to student safety and behaviour management

Trialled Learning Adjustment Coaches Phase 1 Growth & Development coaching with Kylie

Planned for instructional model -sub group work on combining staff model. Presented to Leadership team for feedback.

Audited current Learning Portfolios for consistent practice and development F-6.

Provided updated and improved Parent Portal for Semester Reporting

Implemented EBA Response: Restructure Reporting Process - 3 way learning conversations changed to 1pm start 6pm finish & 5:30pm finish

Implemented EBA Response: Build a structure for 30+8 working week and time in lieu

Establishment of Purple couch as a Regulation Strategy for students

Hosted Western Zone Deputy Principal visit - highlighting student agency in coaching

Ran Whole Staff Growth and Development meetings Phase 2

Ran whole staff learning in instructional model -sub group combined staff model.

Ran whole staff learning in Instructional model presented to staff for feedback

Leadership team and staff managed jiggling and jangling the adjustments needed when staff are absent.

Principal and leadership team interviewed 141 Foundation 2024 children and their families identifying strengths, challenges and special needs.

Ran Leadership team plannings days- analyse MACSIS data and target student voice and agency

Ran Leadership team brainstorming ideas for increasing feeling of safety and increased engagement - restructuring the senior community for last term with ideas/outs/wonderings

Introduced Leadership team to the book, "How to get along with most people"

Leadership team worked on analysing and identifying implications from SIP and MACSSIS 2024 data

Attended DP network meetings - planning 2024 Leadership development

Initiated Victorian Container Deposit Scheme - Reverse Vending Machine Host

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Each year has a very similar spread of professional learning as we are building capacity in our School Improvement focus areas. Our significant introduction during 2023 continued in the areas of Regeneration, Discovery and Encounter, the pedagogy of encounter and Digitech expertise.

Examples of whole staff learning focused on:

- Regeneration- 'The mission to resource the choosing self'
- Digitech skills - for example google classroom, google meets,
- A positive approach to Student Management, including school rules, the language of choice and logical consequences.
- Coaching at Stella Maris using the GROWTH Coaching international framework (GCI).
- Information Communications and Technology in the development of personalised learning - prioritising the Google Apps for Education (GAPE) suite.
- Learning Framework in Number across all communities

Ongoing THRASS training for all staff and follow up training for Foundation teachers.

Introduction of Multi Lit suite, including initialLit

- Examples of small group staff learning focused on:
- Principal and Religious education Coach attended Catholic Identity training in Leuven.
- Solution focused coaching master class
- Phase 1-4 GCI coaching training
- Positive Approach and Assertive student management
- Graduate teacher registration training and mentoring
- Religious Education accreditation
- Google Apps for Education

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Leading Personalised Learning • Stephanie Alexanders Kitchen Garden program • Feedback for improving classroom practice and Coaching for learning conversations • Ongoing First Aid training 	
Number of teachers who participated in PL in 2023	100
Average expenditure per teacher for PL	\$600.00

Teacher Satisfaction

Whilst our average comparisons to Macs averages out performed across the criteria we identified the following.

Staff relative strengths from the Maccsis data:

- Staff leadership relationships
- Collaboration around School Improvement Plan
- Collective Efficacy
- Psychological safety
- School Leadership
- Instructional Leadership

Staff relative weaknesses from the Maccsis data:

- Feedback (Macs average 39% - Stella Staff 68%) - staff want more feedback, more often!
- Student Safety (Macs average 64% - Stella Staff 75%) - disrespect amongst students
- Professional Learning (Macs average 62% - Stella staff 78%)

Teacher Qualifications	
Doctorate	0.0%
Masters	8.7%
Graduate	2.2%
Graduate Certificate	2.2%
Bachelor Degree	67.4%
Advanced Diploma	8.7%
No Qualifications Listed	10.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	69
Teaching Staff (FTE)	56.7
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	33.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To empower student voice and agency across the school to create change and 'regenerative' thinkers.

- Students are challenged to develop a sense of purpose, hope and love, with the confidence to think, feel and act in regenerative ways.
- Learning environments are consistently safe and characterised by positive relationships and behaviours within a recontextualised Catholic Identity

Achievements

Supported Parents and Friends community to successful run Family Fun Day 23 - \$50,000 profit

Established a new P&F team and executive

Conducted regular coaching of P&F reps in competing their role

Ran Get to know you interviews with families and students

Ran National ride to school day

Ran Cheers and tears event for new foundation parents

Supported Parents and Friends community to successful run Trivia Night - \$12,000 profit

Audited Tuckshop offerings - opt in green, amber, red categories

Ran Three way learning conversations with families and students

Completed MACSSIS surveys - staff, parents and students

Supported Parents and Friends community to successful run Colour Run - \$12,000 profit

Staff set up to support Colour Run Fundraiser and Feast day on the last day of term

Ran Arts Exhibition - Re-imagined journey exhibition of the arts

Supported Parents and Friends community to successful run regular P&F /FFD Meeting

Hosted Stella Christmas Volunteer Dinner

Ran Student led learning conversations with families and students

Supported Parents and Friends community to successful support Christmas Market

Hosted Community Christmas Carols

Parent Satisfaction

In the MACCSIS Enrolments, Engagement and Inclusion data family engagement trends above MACs averages. Family Catholic Identity data trends above MACs averages. School enrolments continue to grow with the school yearly receiving over 140 applications for 108 positions in prep. Retention of students trends above 95% each year.

The aim of Parents & Friends fundraising and engagement is to improve and develop the external environment at Stella Maris through fundraising and social activities so that the school budget can be fully utilized to maximize student learning inside the buildings! As I have said many times, “We (the staff) cannot do what we do without you (the parents)!”

Our volunteer culture at Stella Maris continues to be strategic for the engagement of parents in the school life of their children. In being so, our volunteer culture is pivotal to the success of the students and teachers in our school. Student outcomes are significantly better when parents have a strong relationship with their child's school.

In addition, the active participation of parents across our school builds connectedness and community, utilises the breadth of skills available and builds the schools financial capacity to develop our grounds. The funds raised by the P&F Community continue to be used to enact the grounds master plan (November 2017 Master Plan).

Our team achieved an amazing fundraising total, once again well over our set target.

- Our 2023 overall figure was approximately \$61,000 (including 2023 Fun Day).
Our 2023 Fun Day figure was approximately \$47,000.
Our target was \$35000!

I want to say, “thanks”, and recognize the great outcomes and the ongoing talent that lies within our volunteers. It says a lot about the successful ‘Ways of working’ that we have been developing over many years that this years team once again managed to run fantastic events.

Mothers and Fathers Day celebrations, including breakfast, raffle, stall, Colour Run, Grandparents Morning Tea, Foundation transition morning teas, Trivia Night, BBQ and drinks for our Rites of Passage and Christmas Carols night, Christmas raffle, Fun Day raffle, Family Fun Day 2023, Hot Dog and slushie Days

This year’s P&F executive have created an environment for parents to get involved, have fun, and raise funds for our school’s external environment. I am incredibly grateful to April, Liz and Shweta for continuing the strong tradition of parents volunteering and leading at Stella Maris.

There were many other parents, who brought positive attitudes and generous efforts to our P&F events. It is impossible to mention everyone because at any given moment, you see parents around Stella Maris helping Jess and Michelle in the Tuck-shop, working with Kim in the Farm, supporting teachers in learning areas, doing jobs with Bec as an Espresso Martini, helping Divya and Kavita in the uniform shop or working as part of Monika and Rachel’s team of Resource Center helpers.

I want to recognize and thank the Family Fun Day (FFD23) leaders, Olivia and Lauren, and their team.

Lauren and Olivia had their own calm and easy going style, successfully managing the team with confidence and making sure we arrived at the day ready to go. They withstood the pressure at the final stages to lead a team that pulled it all together and delivered a great day. I had a chance on the day to stand with each of them, in the middle of the action, and enjoy the results of their work. It was lovely to enjoy what they had created and see all the happy families enjoying a fantastic community event. Congratulations ladies, “Number 12” was a great day for our community and highly successful financially.

Thanks to our sub teams!

Socials and Comms - Stage - Market stalls - Food Trucks - Showbags - Side show alley - Sports - Raffle - Spinning Wheel - Uniform - Food Services - First Aid - Volunteers

Thanks to our sponsors!

IN THE PAST YEAR THE COMPLETED WORKS P&F FUNDS HAVE PAID FOR INCLUDE:

The funds raised enabled me to develop the grounds outside the Senior Community and Community Hub spaces. The funds raised meant I could increase the budget, as part of the tender, and plan a scope of works to create the amazing space which includes aggregated concrete for all weather movement, artificial grass, some mature trees and native plants, seating, some mini stages for gathering and performing and our incredible Boon Wurrung art design, which we will call our, "Yarning Circle".

I will continue to support the P&F team in the most positive form possible, staying in close and regular communication with members of the team but also entrusting them with a level of decision making that empowers them to make a significant and enjoyable contribution to our community, its financial health and the development of the school grounds.

I will continue to expect staff to be encouraging of P&F efforts and committed to improving our school. I expect them to actively support and have a presence at P&F events, bringing their own passion and skills to the partnership.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.stellamaris.catholic.edu.au