



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 15 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision:

Creating a learning community
nurturing and integrating Faith and Life
In a Spirit of openness

Our mission:

To develop students with the hope, love and belief to think feel and act in regenerative ways, through developing positive relationships in a connected community, where Gospel values, an inquiring attitude, and personalised learning are nurtured as all aspire to experience success.

We cultivate passion, spirit, creativity, innovation, stewardship and global mindedness, as we engage in learning together.

School Overview

Stella Maris Catholic Primary School Point Cook is the fourth school established in the HolyTrinity 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 2025, 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 (eight 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, an arts precinct including a performing arts and visual art spaces. An extension to the senior community has recently been constructed.

Outside areas include three 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, Spanish, Auslan, Bunnurong, digital technology, positive education, ReGen - Climate 7, Guitar, Keyboards, Vocals and Yoga. We run Discovery Groups to cater for the top 25 per cent of student achievers across curriculum areas such as Mathematics, English, Discovery and Encounter, Science, Arts enrichment and Regeneration.

The school has a psychologist and speech therapist on site.

- Year Established 2006
- Student Enrolments 742
- Foundation Year Students 108
- Catholic Students 64 %
- Nationally Consistent Collection of Data(NCCD) Listed Students 32 %
- English as an Additional Language (EAL) Students 53%
- Direct Measure of Income (DMI) 99
- Index of Community Socio-Educational Advantage (ICSEA) 1097
- Number of Teaching Staff: 94 (Total FTE) 71.64

In 2025 as part of our ongoing School Improvement Plan our targets were:

- 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 hope and love and belief to think, feel and act in regenerative ways.

Principal's Report

As we conclude the 2025 school year, I am once again reminded of the privilege it is to lead such a vibrant, generous and committed community. This year has been marked by reflection, gratitude and celebration, culminating in our Art Exhibition, Rites of Passage and Christmas Carols evening, one of the most significant moments in our school calendar.

A Thriving Learning Community

At Stella Maris, we continue to be blessed with students who are eager to learn, families who actively support the school, and staff who demonstrate unwavering commitment to the wellbeing and development of every child. Our community is enriched by diversity of cultures, languages and beliefs, and united by a shared purpose: to provide a safe, nurturing and inspiring environment where all can flourish.

This collective commitment underpins our work and remains something we do not take for granted.

Celebrating Student Achievement and Growth

Throughout the year, we have recognised the achievements of our students across many areas, including our Year Six graduates, award recipients and those honoured through our Gospel Values Awards. These acknowledgements reflect not only academic success, but also the character, effort and values we seek to nurture in every learner.

Year Six Cohort - The Class of 2025

Our Year Six cohort, who began their journey as Preps in 2019, have been an exceptional group. Their time at Stella has been shaped by significant growth, resilience and achievement.

Two defining moments for this group was the 'Homelessness Project' and the Christmas Market. The Homeless Project, allowed for students to find solutions for this social issue and share this with local councils. These events exemplified what can be achieved when students, staff and families work in partnership. Students also developed products to sell at the Christmas Market to raise funds for St Vincent de Paul, Salvation Army, Joseph's Corner and Bahay Tuluyan. The cohort raised over \$8,000, the highest total to date, with the funds directed towards charities identified throughout the year.

Beyond the financial outcome, the true success lay in the process:

- thoughtful planning and organisation
- high expectations and creativity
- collaboration and shared responsibility
- a genuine commitment to making a difference
- connecting learning to Catholic Social Teaching Principles

Most importantly, the students demonstrated empathy, leadership and a strong sense of social responsibility. They have built a senior community that is inclusive, supportive and optimistic, one that reflects the very best of our school.

While their journey has not always been without challenge, they have consistently shown resilience, integrity and leadership. They leave Stella with a legacy they can be proud of.

To our Year Six families, I extend my sincere thanks for your partnership over the past seven years. Your support and engagement have been instrumental in shaping both your children's experience and the broader life of the school.

Community and Partnership - Engagement

The success of Stella Maris continues to be grounded in engagement with strong partnerships between students, staff and families. Events such as the Family Fun Day and Christmas Market and our Arts exhibition highlight the engagement, the generosity and the commitment of our parent community, who contribute their time, skills and resources so willingly.

This shared sense of purpose strengthens our culture and ensures that our school remains a place where connection, belonging and learning thrive.

Staff and Family Farewells

At the end of each year, we acknowledge those who move on to new opportunities.

We extend our gratitude to staff members Angie, Jess, Max and Kim as they transition to new roles and settings. We also recognise staff taking leave in 2026.

In particular, I acknowledge Angie, who joined Stella in 2011, the same year as myself. Over many years, she has made a significant contribution to the life of the school, including her work in establishing our Regeneration curriculum and learning experiences. Her dedication and service have been outstanding.

We also farewell a number of families, including the Van Der Does family, who have been part of our community for 13 years. Their long-standing support and involvement have been deeply valued.

Lalor Local Heroes Award

It was with great pleasure that we recognise this year's Lalor Local Heroes Award recipient, Steph Van Der Does.

Steph's contribution to our Parents and Friends Community Engagement team has been exceptional. Over many years, she has undertaken numerous roles with commitment, reliability and generosity, often without seeking recognition.

Her leadership has helped shape a welcoming, collaborative and community-focused P&F culture that will continue to benefit families into the future. As her family concludes their time at Stella, it is fitting that we acknowledge the lasting impact she has made.

Steph, we thank you for your service and your enduring contribution to our school community.

As we reflect on the year that has been, there is much to celebrate. Stella Maris continues to be a place where students grow in confidence, capability and character, supported by a community that values connection, learning and care for others.

I thank all members of our community for your ongoing support and partnership throughout 2025. I look forward to continuing our journey together in the year ahead.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

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

Intended outcomes:

- 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

- Beginning of year mass - including 'Welcome to Country' ceremony with Bunurong woman Samantha Bennett
- Caritas - Fundraising
- Burning of Palms in preparation for Ash Wednesday
- Ash Wednesday celebrations
- Celebrated Easter Liturgy - connecting tradition to contemporary issues
- Organised Catholic Identity Professional Learning for staff each term - Elio Capra
- 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
- Hosted Social Justice Conference run by Bahay Tuluyan connecting to human dignity for all children.

Value Added

Melbourne Archdiocese (MACs) School Snapshot data:

Staff Survey - Catholic Identity, Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life; Stella Maris Ave 83% MACS average (2025) 76%

Student Survey - Catholic Identity, Student perceptions about the Catholic identity of the school; Stella Maris Ave 70% MACS average 65%

Family Survey - Catholic Identity, Parent perceptions about the Catholic identity of the school; Stella Maris Ave 75% MACS average 65%

General:

- Easter liturgy linked to learning and Catholic Identity from a historical and contemporary perspective
- Climate 7 - Continue to develop 7 Ways across Whole School within Discovery & Encounter
- Further developed Discovery & Encounter units linked to developing Personal and Social capability and catholic identity
- Further unpacked Discovery & Encounter as an Extra Curricular team embedding a deeper understanding of House colours, symbols and meaning
- Ran Catholic Care incursion - Community partnership team
- Ran Communities in Control Conference
- Ran Mothers Day, Fathers Day, Grandparents Day morning tea, activities and liturgy
- Ran Community partnerships Tree Planting day again
- Ran Kids View Social Justice Conference again
- Ran Christmas Market as part of Social Justice actions again
- Excursion/Incursion with salvation Army and St Vincent De Paul society

Learning and Teaching

Goals & Intended Outcomes

Goal:

To create and implement an effective instructional model.

Intended outcomes:

- 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

2025 Annual Action Plan:

- Mathematics - Increase the ability of the top 25% of students in Yr 3-6 to think multiplicatively when working with multiplication, division, fractions, and decimals.
- English - Increase the ability of the top 25% of students in Year 2 to use inferential comprehension when reading

Achievements

Maths Annual Action Plan achievements included:

- Pre testing on Scaffolding Numeracy Middle Years
- Identified top 25% (42 seniors and 40 middles)
- Ran Multiplicative moderation to inform teacher knowledge and practice - Butterfly House
- 3-6 Community teams read Multiplicative Thinking Article - Michelle to run a protocol
- Collected post data for Year 3- 6 Maths Discovery Groups
- Collected post data for Year 3 -6 Maths Discovery Groups
- Principal observed and gave feedback for Discovery Groups
- Class teachers had a play with SNMY to improve multiplicative thinking
- Ran post-assessment with top 25% or Year 4 in multiplication, division and fractions using Essential Assessments
- Teachers completed and self assessed their response to SNMY as a team

- Michelle ran Team Time. Using Cassandra's SNMY tool, modelled to the teaching team how to use the assessment to group students into a zone they are in to inform small focus group teaching, targeting students who have finished LFIN and not in Michelle's Discovery group
- Pete supported Ruby on extending students specifically around fractions and multiplicative thinking, division
- Pete observed top 25% year 3 and 4 students to see how they are being extended in the Fractions and Decimals unit in class
- Teachers reflected and discussed their experience SNMY. "What zone are they in?"
- Pete ran a questioning protocol with Bridget and Sam around multiplicative thinking, "What do you know? What do you want to know? What will you do?"
- Team identified the Discovery students non-movers, focussed on these students, "Why not moving? How can we move them?"

English Annual Action Plan achievements included:

- Completed MAZE for all Year 2 students
- Identified Top 25% year 2 students in reading based on MAZE data
- Carolyn, Carly and NT administered Probe with top 25% year 2 students identified through MAZE (32 students) as base data
- Carolyn, Carly and NT administered Probe with top 25% year 2 students identified through MAZE (32 students) as base data
- Carolyn modelled Key Into Inference with students for the team to watch (fishbowl). Film for Junior team to watch.
- Carolyn coached in Junior Planning Day to revisit and review sessions on Keys to Inferencing
- Carly/ NT modelled Keys to Inferencing to Junior Team (Fishbowl)
- Junior teachers scaled themselves on Key Into Inferencing knowledge confidence
- Coaches guided practices around Key Into Inference with top 25% Year 2 during focus reading group
- Junior team to review and reflect on the implementation of Keys into Inferencing in Guided Reading Practice
- Carly and NT observed teachers and conducted 1:1 coaching on Guided practice in Reading focusing on Keys to Inferencing
- Teachers gave feedback on the implementation of Keys into Inferencing
- Coaches analysed MAZE data to identify student growth

Student Learning Outcomes

Mathematics Annual Action Plan

Using Essential assessments and Scaffolding Numeracy in the Middle Years:

2025 Year 3&4 Maths Results For Top 25%

- Growth achieved from beginning of Term 1 until the end of Term 2 (6mth+):
- Year 3: Mult - 82% of students Div - 82% of students Fractions - 93% of students
- Growth achieved from beginning of Term 3 until the end of Term 4 (6mth+):
- Year 4: Mult - 92% of students Div - 92% of students Fractions -100% of students

2025 NAPLAN Results

- Year 3: 78% of students at strong or exceeding level
- Year 5: 80.7% of students at strong or exceeding level
- 11.4% increase in growth trend Year 3 (2023 students) to Year 5 (2025 students)

English Annual Action Plan:

Using DIBELS:

- 36% of Year 2 students with above expected level of reading comprehension. (MAZE TEST, so achieving above 25% expected growth in comprehension in Year 2 in 12 months.)
- 50% of Year 2 students with above expected level of Reading skills (Composite score Test)
- 81% of Year 2 students with at and above expected level of Reading skills (composite score)

Composite Score 12 months School growth compared to Expected growth

	Beginning	End	School Growth	Expected Growth	Growth Difference
Foundation	297(306)	453	156	114	42
Year One	354(330)	487	133	111	22
Year Two	358 (329)	469	111	111	0
Year Three	354 (332)	464	110	110	0
Year Four	349 (331)	451	102	111	-9
Year Five	343 (335)	461	118	114	4

Analysis:

- Foundation and Year One significantly outperformed expected growth.
- Foundation students were below expected level at school entry.
- All grades were above expected level at the beginning of the year.
- Foundation, Year One, Year Five, and Year Six outperformed expected growth in 12 months.
- Year Four did not make the expected growth.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	444	72%	433	68%
	Year 5	520	83%	519	77%
Numeracy	Year 3	436	78%	429	76%
	Year 5	511	81%	515	82%
Reading	Year 3	432	79%	430	80%
	Year 5	516	86%	522	87%
Spelling	Year 3	443	78%	435	76%
	Year 5	512	87%	515	84%
Writing	Year 3	437	95%	435	92%
	Year 5	518	90%	521	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Goal:

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

Intended Outcomes:

- 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

2025 Annual Action Plan:

- Improve the likelihood that a student will raise a concern or worry with an adult at school

Achievements

Our National Consistent Collection of Data (NCCD) is calculated on 32% of the student population, and subsequently their families are supported with adjustments to learning across specific areas of their development via Program Support Group Meetings and Personalised Learning plans. NCCD funding supports 'At Risk' students across our community.

Student Wellbeing Annual Action Plan achievements included:

- 4 x PLTs: Instructional Model and Managing Behaviours
- 2x PLTs: Mental Health In Primary Schools Approach - "Notice", "Inquire"
- MHIPS leader & Principal planned the "Plan" approach
- Michelle, Joanne and Kim audited PAT SEL questions to see which questions relate to our goal
- Michelle, Joanne, TeRina and Kim analysed PAT SEL (pre-assessment) survey to identify relative strengths and weaknesses
- Michelle and Kim presented findings from the students' pre-date using relative strengths and weaknesses protocol
- Leadership Team Analysed 2024 PAT Wellbeing Survey -strengths & challenges

- Michelle and Kim presented findings from the mid PAT SEL data to leadership team using relative strengths and weaknesses protocol
- TeRina and Kim modelled the script (How to complete the survey) to be used to the Senior Community Team
- Kim, Nella and Michelle presented "more of and less of" implications from data to leadership team
- Kim, Michelle and Nella analysed "more of and less of", with the wellbeing survey protocol from Senior data
- Kim investigated using an ongoing wellbeing survey - create a Google Form (Issue this week? Which adult did you go to?)
- Kim investigated other software and tools (such as PULSE) for collecting wellbeing data
- Kim, Michelle and Nella analysed "more of and less of" protocol for ideal school from Year 4 data
- Nella and NT ran strengths, challenges and opportunities protocol during leadership feedback around St Francis' visit
- Senior Community team reviewed the PAT SEL survey data to identify what learning has been covered and where to next
- Staff Used the data to inform planning of Capability Lessons
- Community coaches met to discuss student handovers and transition day with Marcia
- Senior team reviewed Senior/ Buddy Mentor program using a reflection WWW and EBI protocol in planning
- Recess and lunchtime coaching during Soccer and Football games

Our 2025 Rites of Passage award winners

They made fantastic contributions to different aspects of our Stella culture. The attached quotes give some insight into the criteria we use to make the decision.

Adam Goodes & Malala Yousafzai Scholarship Award: 1 "I work hard for positive outcomes for self - Aarav Rana (\$250 scholarship each & book)

Adam Goodes & Malala Yousafzai Scholarship Award: 2 "I work hard for positive outcomes for others - Jake Palermo (\$250 scholarship each & book)

Joseph's Corner: Making a Difference Scholarship Awards - "I make a difference through Service, Stewardship, Social Justice" Aadhvik Hasanabada (\$250 scholarship & book)

St Mary of the Cross Mackillop - Catholic Identity Scholarship Award - "I see a need" Krisha Bhojani (\$250 scholarship & book)

Julia Gillard Leadership Scholarship Award- "I inspire through my leadership" Aiden Gunawan (\$250 scholarship plus book)

Lalor Hero Volunteers Award: Steph Van Der Does

"Volunteers are the backbone of our diverse and vibrant community". A parent in our community who has committed time, effort for the betterment of the school and community.

As part of our 'Rites of Passage' and recognising transition across the school we recognised eight students from each community who exemplify each of our Gospel Values. Many aspects are considered when deciding the recipient:

- Do they apply themselves and have a positive approach to learning?
- Do they use feedback given to continue learning growth?
- Are they considerate of others?
- Do they contribute in making Stella Maris a safe community by being a positive bystander and build positive relationships?

We have seen the **Gospel Value of EMPATHY** in you Aryan Banispersand (FCA), Matisse Di Primo (JCD), Patrick Rhodes (MCD), Margaux Juan (SCE) when you live out Romans 12:15 "Be happy with those who are happy, and weep with those who weep."

We have seen the **Gospel Value of RESPECT** in you, Bailey Allen (FCB), Isaac Ford JCA (absent), Matthew Doan (MCG), Aaron Acharya (SCD) when you live out JOHN 13:34 "A new command I give you: Love one another. As I have loved you, so you must love one another.

We have seen the **Gospel Value of CO-OPERATION** in you Ava Chauhan (FCC), Henry Miller (JCH), Sebastian Surjadi (MCF), George Wilken (SCB) when you live out Ephesians 4:3 "Eager to maintain the unity of the Spirit in the bond of peace"

We have seen the **Gospel Value of CREATIVITY** in you Chloe Thorpe (FCC), Emily Rhodes (JCE), Noah Sneddon (MCA), Eric Rhodes (SCE), Kaede Hiromatsu (SCC), when you live out ROMANS 12:6 "Having gifts that differ according to the grace given to us, let us use them."

We have seen the **Gospel Value of ENTHUSIASM** in you Jack Moss (FCB), Sienna Ralph (JCB), Arjun Chepyala (MCC), Millie Dye (SCA), when you live out Corinthians 9:7 "Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver."

We have seen the **Gospel Value of INTEGRITY** in you Jaleesa Nyanguile (FCD), Gabrina Mundanmani (JCC), Mahi Jaiswal (MCH), Romik Kansara (SCB), when you live out Psalms 41:12 "Because of my integrity you uphold me and set me in your presence forever."

We have seen the **Gospel Value of COMMITMENT** in you Arzoey Kaur (FCD), Samuel Noronha (JCG), Julie Andraws (MCE), Leah Antonello (SCB), when you live out Matthew 5: 16 “In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

We have seen the **Gospel Value of INDEPENDENCE**, in you Zak Shafiq (FCA), Chantelle James (JCF), Chelsea Nguyen (MCB), Kay Sie Tay (SCC), when you live out 2 Corinthians 3:17 “Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom”

Value Added

Our Year 6 Mentorship Program

The Year 6 Mentorship Program is designed to strengthen student wellbeing and connection by ensuring every Year 6 student has a trusted adult, in addition to their learning area teacher, within the school community. This initiative responds to student well-being data (MACSSIS), particularly the need for students to feel they have someone they can talk to when needed.

Through intentional relationship-building, mentors provide additional support beyond the classroom, helping students feel known, valued, and supported during their final year of primary school.

This program operates within a strict child-safe framework. All mentoring interactions must be transparent, professionally boundaried, and aligned with Child Safety Standards at all times.

Additional note for Child Safety Considerations. This is not: Private or personal conversations and emails

Developed Personal Strengths Strategies:

Staff worked with students developing their personal strengths and supporting themselves and others as they face challenges. We continued embedding Growth Mindset, Character Strengths, and Positive Psychology across the school.

Staff further defined and embedded 'Expert' Behaviours in staff:

- Clarified and embedded "Ways of Working" including,
 - Rules and Gospel values
 - Language of choice
 - Traffic light process
 - Individual and group rewards
- Utilised 'Learning Walk thrus' strategies
- Embedded "Notice, Inquire and Plan" - Nip it in the bud, approach to MHIPS

Student Satisfaction

Using the **MACSSIS 2025 data**:

Every domain improved again relative to our past scores and in comparison with MACs averages but still sits below staff expectations.

Relative strengths with key word were;

Catholic Identity indicates student perception of Catholic Identity in the school

Rigorous Expectations encouraged with high expectations

Teacher student relationships with social connections

Learning Dispositions indicates student mindset about themselves

School belonging with being together

Relative weaknesses with percentage and key word were;

School Engagement indicated students are focussed but not excited

Climate indicated students want an increase in a kind and helpful social and learning climate

Enabling Safety indicated feel safe and connected but want more access and quality to staff support

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);
- 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 2025 our attendance rates are outperforming similar school averages.

Overall attendance rate across semester one and two was 87%.

Average Student Attendance Rate by Year Level	
Y01	85.39
Y02	83.84
Y03	84.81
Y04	83.69
Y05	85.34
Y06	83.08
Overall average attendance	84.36

Leadership

Goals & Intended Outcomes

Goal:

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

Intended outcomes:

- Create and implement an effective instructional model.
- Challenge all students at different stages on the learning continuum.
- Empower student voice and agency across the school to create change and 'regenerative' thinkers.

2025 Annual Action Plan

Using walk thru strategies to develop effective teaching strategies - Precision of Practice

Achievements

The leadership team Introduced the 'Rapid Action Plan', Kanban protocol, cycle to plan for and track strategic leadership actions. Refer to the indications of achievements made in the Learning and Teaching and Student Wellbeing spheres as they explicitly give examples of the actions and achievements of leaders in the school.

The Power of Parent Engagement and Shared Leadership

Our volunteer culture is one of the great strengths of Stella Maris. Parent engagement is not simply helpful, it is foundational to school life and directly contributes to the success of our students and teachers. Volunteers are the backbone of our diverse and vibrant community. The consistency of this contribution across the year has again been extraordinary. The growth has been significant.

The Shared Leadership approach within our Community Engagement team goes beyond fundraising. Shared leadership through parent engagement strengthens connectedness, builds trust and invites the diverse gifts of our families into our school to enrich the wider community.

Financially, the support and engagement generated by our P&F Community Engagement Team has played a major role in the continued development of our grounds in line with our

2017 Master Plan. The P&F have raised approximately \$1 million dollars over the past 14 years.

This year we were fortunate to once again have strong and consistent leadership within our P&F executive. Kathryn and Lisa have provided outstanding leadership — ensuring families feel welcomed, included and empowered to contribute.

There are never enough words to fully capture the generosity, skill and energy they bring. Their leadership is determined, organised and deeply inclusive. They have led with warmth, positivity and a clear capacity to invite others in while guiding processes with confidence and clarity. Thank you, Kath and Lisa.

Our Family Fun Day 2025 leadership team — Karina, Michelle and Erin — did an outstanding job leading the event for the first time, our 14th Family Fun Day. It was a tremendous success and a wonderful day for the whole community. The financial contribution was a profit of \$43,000. Over 150 parents volunteered during the preparation and on the day.

Projects completed or underway (2025–2026):

- Resurfacing of the all-weather outdoor basketball area
- Running track, seating spaces and garden beds in the Wild West area
- Tree planting in the Wild West play space
- Painting of the external facade of the senior community as part of our Arts exhibition.
- Building Cubby Houses

Possible future projects (2026–2027):

- Human Foosball
- Expanded multi-use sports area / netball court
- Coffee mornings in the Community Hub every Friday.

Teacher/leader practice outcomes:

By end of 2025, we aimed to achieve the following improvements based on staff surveys:

Psychological Safety:

Growth: Increase from 82% to 92% on the staff survey indicator: 8.1 “Staff share information about what works and what doesn’t work.”

Growth: Increase from 66% to 76% on the staff survey indicator: 8.5 “Staff are comfortable with experimenting with new teaching approaches, even if they may not work.”

Feedback Practices:

Growth: Increase from 86% to 96% on the staff survey indicator: 5.1 “How often do you receive feedback?”

Growth: Increase from 60% to 70% on the staff survey indicator: 5.3 “How useful is the feedback?”

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Our 2025 MACSSIS data indicated growth of staff perception of professional learning quality and coherence from 82% to 86% (Macs ave 64%)

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 2024 continued in the areas of Regeneration, Discovery and Encounter, the pedagogy of encounter and Digitech expertise.

Examples of whole staff learning focused on:

There was a large focus on embedding our instructional model and then considering it within the context of the new Vision for Instruction and Vision for engagement.

- Melbourne Archdiocese Flourishing Learners community gatherings
- Whole staff completing ongoing Catholic Identity training as part of TAP
- Regeneration- 'The mission to resource the choosing self'
- Digitech skills - for example google classroom, google meets,
- Our 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:

- Mental Health in Primary School First Aid training
- Berry Street training
- Solution focused coaching master class
- Phase 1-4 GCI coaching training
- Positive Approach and Assertive student management
- Graduate teacher registration training and mentoring
- Stephanie Alexanders Kitchen Garden program
- Feedback for improving classroom practice and Coaching for learning conversations
- Ongoing First Aid training

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2025	94
Average expenditure per teacher for PL	\$400.00

Teacher Satisfaction

Based on the 2025 MACSSIS data:

Staff relative strengths from the data and key words:

Staff ratings are all above MACs averages in all categories.

Staff and leadership relationships 93% (Macs ave 81%) - quality

Collaboration around improvements 97% (Macs ave 71%) - coherence

Collaboration in Teams 91% (Macs ave 73%) - working together to improve teaching and learning

Catholic Identity 83% (Macs ave 77%) - principals faith leadership and dimensions

Staff relative weaknesses from the data and key words:

Feedback 65%(Macs average 43%) - staff want more feedback, more often!

Student Safety 76%(Macs average 69%) - disrespect amongst students

Psychological safety 79%(Macs average 66%) - safe to make mistakes and take risks

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	1
Graduate Certificate	0
Bachelor Degree	32
Advanced Diploma	3
No Qualifications Listed	29

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	74
Teaching Staff (FTE)	64.1
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	30.034
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

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

Intended outcomes:

- 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

The Parents and Friends (P&F) Community continues to be a vital part of Stella Maris, supporting the enrichment of our students' learning and helping to shape our school environment. Through your efforts, we are able to keep the school budget firmly focused on maximising student outcomes while enhancing the spaces where our students grow and play.

As I often say, "We, the staff, cannot do what we do without you."

Refer to leadership sphere statements Acknowledging Volunteers and Shared Leadership

Fundraising Success

Our team once again exceeded expectations, raising an incredible amount of funds:

- 2025 overall total: approx \$68,000 (including 2025 Family Fun Day)
2025 Overall Target: \$35,000 – once again surpassed by a significant margin!
- 2026 Family Fun Day total: Approximately \$43,000

2026 is already shaping up to be another record-breaking year!

Events and Activities

Across the year, our P&F Community supported and led an extraordinary range of events, including:

- Diwali integration within our Visual Arts Exhibition
- Colour Run - Fun Run
- Confirmation, Eucharist and Reconciliation celebrations

- Camps and Excursions
- Get to Know You Interviews
- Hot Dog days
- Family Fun Day
- Mothers', Fathers' and Grandparents' celebrations and stalls
- School Disco
- Book Fairs
- Student Led Conversations with digital portfolios
- Social Justice initiatives
- Christmas Market
- Gala Days
- Christmas Carols and BBQ
- Our school resource (library) area: volunteers run the schedule the Book Fairs, ordering and the borrowing and stocktaking

Each event strengthened connection between families, staff and students, helping Stella Maris remain a deeply relational community. Each event was powered by an incredible team of volunteers, whose dedication and passion made everything possible.

Over the next twelve months

I will continue working closely with the executive. We will have new members but ongoing support and the experience of Tamara, Niddy around the team will ensure another successful year.

Tamara Hausmann will be taking over as President for the next two years. Tamara has Mia (Yr.6 in 2025), Bailey (Yr. 3) and Dalton. Nidhi Shah will be taking over the Social Media position. She has Diyaa in foundation.

We will maintain our strong calendar of events. Karina, Michelle and Erin will once again be there steering the Family Fun Day.

I again commit to supporting the P&F Community Engagement team while empowering shared leadership ensuring staff engagement in P&F initiatives strengthening the partnership between school and families

Once again, thank you to every parent, volunteer and sponsor who has helped make this year remarkable. Your contribution strengthens our community and enhances the daily experience of learning for every child at Stella Maris.

Parent Satisfaction

Our parent responses to the survey were improved this year, based on 85 respondents in our MACSSIS data:

Relative strengths:

School Climate 88% (Macs ave 84%) - social and learning climate

Communication 84% (Macs ave 73%) - timeliness, frequency and quality

School Fit 77% (Macs ave 76%) - school matches child's needs

Catholic identity 75% (MACs ave 66%) - overall Catholic Identity

Relative weaknesses:

Family engagement 57% (Macs ave 47%) - families as partners

Barriers to engagement 63% (Macs ave 64%) - factors that hinder interaction or involvement

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