



Melbourne Archdiocese  
Catholic Schools

# 2024

## 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](http://www.stellamaris.catholic.edu.au)

Registration: 2033, E Number: E1391

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## Principal's Attestation

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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 21 Mar 2025

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## About this report

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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](#).

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## Governing Authority Report

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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

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## Vision and Mission

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

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## School Overview

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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 2024, 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, 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 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) 1079
- Number of Teaching Staff (Total FTE) 67.32 (FTE: 62)

In 2024 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.

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## Principal's Report

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At the end of 2024, I was filled with profound gratitude for the exceptional children, families, and staff who comprise the Stella Maris community. We are privileged to enjoy a rich diversity of cultures, languages, and beliefs, and yet, year after year, we come together—united in our shared commitment to creating an environment where students feel safe, are encouraged to learn, and are inspired to grow. At the end of 2024, in particular, I was especially mindful of the great fortune we have to live in a country where such unity is possible. It is a privilege not afforded to all.

Our School Improvement Plan has continued to build momentum as the expertise of our staff deepens. Central to our work is our aspirational goal: to develop students who possess the hope, love, and confidence to think, feel, and act in regenerative ways. Academically, we maintain our commitment to ensuring that every student achieves at least twelve months' growth in English and Mathematics within a twelve-month period.

Our 2024 learning theme, "We are in a constant state of becoming" provided a rich foundation for deep, creative, and regenerative thinking across the school, notably expressed through our Discovery and Encounter programs and culminating in an outstanding Arts performance.

Throughout the year, I had the privilege of spending significant time in all our learning spaces—working alongside students, engaging in conversation, problem-solving, and coaching. These experiences have strengthened my connection to our students and affirmed the vibrant, supportive environment we have collectively nurtured. I commended our students for the culture they have helped to create: a culture of perseverance, safety, growth, and regenerative action. They are young people of whom their families—and indeed all of us—can be justly proud.

I extended my deepest appreciation to all our volunteers. The work we do as educators would not be possible without your invaluable support. In particular I recognised Kathryn Collyer, Lisa McSmith, Cheryl Sanstoupet, and the P&F Community Team. Their tireless efforts have ensured that our community continued to thrive throughout the year. On behalf of all, I offered them our sincere gratitude.

Thanks to the extraordinary efforts of the P&F, a wealth of enriching events were made possible once again this year, including Confirmation, camps, excursions, "Get to Know You" interviews, Fun Day 24, Mothers', Fathers', and Grandparents' celebrations, the School Disco, Fun Run, Book Fairs, Eucharist, Student-Led Conversations with digital portfolios, Reconciliation, social justice initiatives, the Christmas Market, Gala Days, and Christmas Carols (complete with a community BBQ).

To our Year Six students: you were an exceptional cohort. I was immensely proud of your seven years at Stella Maris, and particularly of the leadership and spirit you have demonstrated throughout this final year. After many years spent building the culture of our senior community, it has been a joy to witness you embody our vision and confirm that we are indeed travelling the right path.

The staff and I have worked diligently over time to cultivate a senior community that sets the standard for our entire school—a place of leadership, positive influence, and aspirational learning. We seek to provide a senior environment that inspires younger students to feel safe, to dream boldly, and to strive towards excellence. We aim for a palpable “learning hum” of positivity, energy, and focus, where students engage deeply with their learning and grow in hope, love, and confidence. In 2024, our senior students brought this vision to life in extraordinary ways. While high-profile events such as the Arts performance and Christmas Market stand out, it is the countless everyday moments that truly attest to the culture that has been created.

I saw you laugh, forge friendships, persevere through challenges, and celebrate success. Your journeys were not always without difficulty—there were disagreements, disappointments, and mistakes—but through those experiences, you grew, matured, and became the remarkable young people we know and believe in.

Finally, I acknowledged and thanked those families and staff members who departed from our community. Your contributions enriched Stella Maris, and I trust you will carry a piece of this special place with you, wherever your journey may lead.

To all members of our community: Viva La Stella!

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## Catholic Identity and Mission

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### 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

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

### **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; MACS average (2024) 76% Stella Maris Average (2022) 86, (2023) 86, (2024) 89

Student Survey - Catholic Identity, Student perceptions about the Catholic identity of the school.

; MACS average (2024) 65% Stella Maris Average (2022) 63, (2023) 65, (2024) 74

### **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

Extra Curricular team unpacking and creation of a deeper understanding of House colours, symbols and meaning

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 again

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

Ran Christmas Market as part of Social Justice actions again

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## Learning and Teaching

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### 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

### Achievements

Maths Online Interview (MOI) and English Online Interview EOI completed for all Foundation and Year 1 students

Maths units planned using Victorian Curriculum and Numeracy Learning Progressions

Maths intervention groups focusing on Number Year 3/4 students

Introduction of Elastik Writemark Assessment for Student writing for Middles/Seniors

Initial Lit screener test for Foundation

Used Essential Assessment Maths and English General All tests each team to identify at risk low/high students in Maths & English using data (Maths & English Coach)

Maths and English moderation PLT sessions using Victorian Curriculum and English and Numeracy Learning Progressions

Discovery groups run by expert teachers working with At Risk high students in Maths, English, Art, Science, Regen and PE

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

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

### Student Learning Outcomes

At, Above or Below Expected Level

Foundation English:

In 2024 74% of Foundation students at or above expected level in Reading.

In 2024: 44% of students above expected level.

Juniors English:

In 2024 85% of students at or above expected level in Reading.

In 2024 14% of students are two years and beyond above the expected level.

Naplan Reading - 83% Year 3 & 5 students at or above standard

Naplan Writing - 89% Year 3 & 5 students at or above standard

Naplan Number - 82% Year 3 & 5 students at or above standard

Trend data suggests increased targetting of 'At Risk' high students is required

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	422	63%
	Year 5	518	71%
Numeracy	Year 3	422	74%
	Year 5	519	82%
Reading	Year 3	427	80%
	Year 5	527	88%
Spelling	Year 3	426	73%
	Year 5	517	81%
Writing	Year 3	433	89%
	Year 5	524	94%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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## Student Wellbeing

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### 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

### Achievements

Recognition of 'At Risk' students 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

Our 2024 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 - Olsen Cipto (\$250 scholarship each & book)

**Adam Goodes & Malala Yousafzai Scholarship Award:** 2 “I work hard for positive outcomes for others - Samuel Cowin (\$250 scholarship each & book)

**Joseph's Corner: Making a Difference Scholarship Awards** - “I make a difference through Service, Stewardship, Social Justice” Rhyanna Corpin (\$250 scholarship & book)

**St Mary of the Cross Mackillop - Catholic Identity Scholarship Award** - “I see a need” Josephine Ho (\$250 scholarship & book)

**Julia Gillard Leadership Scholarship Award-** “I inspire through my leadership” Ben Jackson (\$250 scholarship plus book)

**Lalor Hero Volunteers Award:** Marlina Setiawan

“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 Cooper Jenkins, Sebastian Mengual, Finn Kim, and Leon Bell 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, Oliver Parkinson, Theia Sta Maria, Sian Soares, and Catelyn Collyer 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 Jaiden Jithin Jacob, Eliza-Mae Davis, Stella Kaur, and Leo Di Natale 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 Otilie Murphy, Imogen Hallifax Veer Solanki, and Elizaveta Loginova, 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 Aahan Duggal, Liam Corcuera, Adeline Phan, and Samuel Thompson, 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 Neev Solanki, Katherine Teguh, Brax Lewis, and Marcus Markovski, 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 Maria Deng, Adrian Pagnoccolo, Benjamin Scherer, and Hazel Vella, 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 Trinay Karthick, Riley Woolcock, Taylah Wojtas and Serah Michael, 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

### Student Leadership

This year, the Community Partnership Team achieved many milestones, but one of our greatest successes was the 'Hampers of Hope' initiative. Through this program, we collected over 28 hampers filled with food to support those in need during the Christmas season. It all started with them wanting to give to the homeless when in the city for an excursion, to arranging someone from the Salvation Army for an incursion in Seniors.

What made this achievement possible? Our outstanding Community Partnership Leaders from the Senior Community dedicated their lunch breaks to plan and collaborate across our four communities. They created a Canva presentation, which they shared with mentors and their classes, clearly explaining the purpose of the initiative and inspiring everyone to contribute to making a difference this Christmas.

Employed two new LSOs support extensive students

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

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

Whole school PLT to educate staff in the NCCD requirements

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

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

NCCD process completed with positive quality assurance feedback from MACS

Western region principals visit to Stella Maris to observe learning adjustments process and structures in action across the school

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

Creation of Behaviour Tracking document to gather and analyse student data  
Students with additional needs SWANs handover of PLPs for 2024

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

Transition handover of year 6 SWANs students with Emmanuel College

PSG meeting with families of at risk 2024 Foundation students

## **Student Satisfaction**

Using the **MACSSIS 2024 data:**

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

A general message across the senior community students was, "I know i can raise issues but I am unlikely to raise them"

**Relative strengths with percentage and key word were;**

Rigorous Expectations 81% (MACs ave 77%) encouraged with high expectations

Learning Dispositions 76% (MACs ave 73%) strive, best, trying, mindset

Student Voice 63% (MACs ave 56%) student leadership, value viewpoints

**Relative weaknesses with percentage and key word were;**

School Engagement 51% (MACs ave 51%) focussed but not excited

Enabling Safety 61% (MACs ave 57%) recognise staff are there for them but wouldnt raise concern

## **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 2024 our attendance rates are outperforming similar school averages.

Overall attendance rate across semester one and two was 84%.

Overall attendance level, being the percentage of students attending at least 90% was 42% in semester two.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	85.4
Y02	83.8
Y03	84.8
Y04	83.7
Y05	85.3
Y06	83.1
Overall average attendance	84.4

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## Leadership

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### 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.

### Achievements

Leadership Team coaching - "How to work with almost anyone" and 4th Quadrant

Established a cycle of the Community Coaches meeting fortnightly

Further developed 'Ways of Working' document across communities and Extra Curricular teams

Established Staff induction website

Ran Staff Retreat - Focus: 'Reconciliation Action Plan', 'Regeneration' 'Instruction model' and 'Discovery and Encounter'

Revisited the Instructional Model and how it was created

Ran Staff professional learning linked to student safety and behaviour management

Setup structures to support Curriculum Coaches to meet regularly

Ran PLT: Digging deeper into the instructional model

Restructured LOTE Program: F-2 Auslan, 3-4 Aboriginal Languages & Boonwurrung 5-6

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



## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2024

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.

- 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 intialLit
- Examples of small group staff learning focused on:
  - Principal and Religious education Coach attended ongoing Catholic Identity training.
  - 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

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Leading Personalised Learning</li> <li>• Stephanie Alexanders Kitchen Garden program</li> <li>• Feedback for improving classroom practice and Coaching for learning conversations</li> <li>• Ongoing First Aid training</li> </ul>	
Number of teachers who participated in PL in 2024	100
Average expenditure per teacher for PL	\$400.00

## Teacher Satisfaction

**Based on the 2024 MACSSIS data:**

**Staff relative strengths from the data and key words:**

Staff leadership 96% (Macs ave 81%) - friendly, supportive, best interests, respectful

School Improvement Plan Collaboration 96% (Macs ave 67%) clear, achievable

Collective Efficacy 96% (Macs ave 75 %) challenge, motivate, assist, improve Psychological safety (Macs ave %)

School Leadership Instructional Leadership 85% (Macs ave 57%) communication of vision, listening

**Staff relative weaknesses from the data and key words:**

Feedback 68%(Macs average 39%) - staff want more feedback, more often!

Student Safety 75%(Macs average 64%) - disrespect amongst students

Professional Learning 78%(Macs average 62%)

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	6
Graduate	3
Graduate Certificate	0
Bachelor Degree	37
Advanced Diploma	4
No Qualifications Listed	23

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	73
Teaching Staff (FTE)	62.7
Non-Teaching Staff (Headcount)	44
Non-Teaching Staff (FTE)	29.34
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### 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."

The Power of Parent Involvement and Engagement

Our strong culture of volunteering remains at the heart of parent involvement and engagement. Research shows – and our own experience confirms – that strong family-school partnerships significantly enhance student success. Through your presence, skills, and contributions, you help build a connected, vibrant community that continues to thrive.

Beyond fundraising, your involvement strengthens relationships, fosters pride in our school, and draws on the diverse talents of our families. Thanks to the generosity and commitment of the P&F, we continue to bring our 2017 Master Plan to life.

Fundraising Success

In 2024, the P&F Community achieved outstanding results:

Total Funds Raised: Approx. \$78,000, including a highly successful Family Fun Day

Family Fun Day Total: Approx. \$49,000

Original Target: \$35,000 – significantly exceeded

This extraordinary achievement sets us up for another strong year ahead.

#### Acknowledging Our Volunteers

This year, we celebrated Marlina Setiawan as the recipient of the Lalor Hero Volunteers Award, recognising her outstanding contribution to our school community.

I offer my heartfelt thanks to every volunteer who gave their time, skills, and energy this year. Your work behind the scenes is truly the heartbeat of Stella Maris.

Special thanks must go to our P&F Executive Team—Kathryn, Lisa, and Cheryle—for their outstanding leadership, and to our Family Fun Day 2025 leaders—Karina, Michelle, and Erin—for delivering a seamless and highly successful event.

#### Events and Activities

Throughout 2024, the P&F supported a wide range of initiatives including sacramental celebrations, social events, fundraising drives, student-led learning events, and community days such as the Fun Run, Christmas Market, and Christmas Carols. Every event strengthened our sense of connection and belonging.

#### Playground and Facilities Improvements

Over the years, P&F fundraising has raised more than \$800,000 to enhance our school grounds. Recent projects completed include:

- Sensory Barn

- Geologist Kingdom

- Reimagine Village

- The Arts Precinct

- STEAM Innovation Space

- New Memorial Garden

Upcoming projects include a Human Foosball Court, Sensory Play Area, Netball Court expansion, and the development of our new land into a “Wild West” landscape.

#### Looking Ahead

I look forward to working with Kathryn, Lisa and the Executive Team, and our wider volunteer community throughout the next year. Together, we will maintain our successful calendar of events and continue to build on the incredible legacy of connection and contribution at Stella Maris.

Thank you once again to every parent, volunteer, and sponsor for your dedication, generosity, and community spirit. You are the heart of Stella Maris.

### **Parent Satisfaction**

Whilst parent responses to the survey were low, based on MACSSIS data:

Catholic identity received a positive response from 66% of parents which is inline with the MACs average.

Family engagement received a positive response from 46% of parents which is inline with the MACs average.

School fit positive responses were a relative weakness being 72% siting just below the MACs average.

Across the parent data our male responses outperformed MACs averages.

Retention of students sits in the target range at 94%

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stellamaris.catholic.edu.au](http://www.stellamaris.catholic.edu.au)