



Stella Maris

COLLEGE MANLY

# 2024 ANNUAL REPORT



## A Good Samaritan College for girls in Years 7 – 12

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# 1. A MESSAGE FROM KEY SCHOOL BODIES

## 1.1 A message from the College Principal

Stella Maris College is a Good Samaritan Education (GSE) secondary girls' school, operating as an incorporated body under the guidance of the Members of the Company of Stella Maris College.

The Company appoints the Board of Directors to ensure good governance and oversee sustainability in the school. Good Samaritan Education, established in 2011, guides the network of the ten Good Samaritan Colleges across Australia and provides support to achieve the mission of the schools.

Stella Maris College is committed to providing a contemporary Catholic education for girls in the Good Samaritan Benedictine tradition. The College aims to enable its students to "engage with today's world as grounded, hope-filled young people, equipped to lead wisely, to listen deeply, and treat their neighbour and the environment with justice, love and the compassion of Christ" - GSE Philosophy of Education 2019.

Classified by the government as an independent school, Stella Maris College is part of the Broken Bay Diocese and as such, works in partnership with Catholic schools in the area to further the evangelising mission of the Catholic Church.

The current strategic plan, Towards 2025, aims to:

- Express and embed our identity
- Offer our best learning and best teaching
- Build our community and relationships
- Be adaptable and sustainable.

The community of staff, students and their families are cohesive and collaborative. The staff of the College are dedicated, well-qualified and committed to providing a quality education for our students. The students are supportive and engage actively in the learning offered at the College. Parents and carers actively support the aims of the College and are involved in the community, volunteering and gathering for social and fundraising events.

The College Board are capable and committed to realising the mission of the Sisters of the Good Samaritan, who founded the College in 1931.

Elizabeth Carnegie  
Principal



## 1.2 A message from the Chair of the Board



The Stella Maris College Board, Committees, Leadership Team and student body, has had a busy year in 2024.

A building program and recruitment of a new principal have been the primary focus for the governance of the school.

As we farewell with gratitude the exemplary leadership of Ms Elizabeth Carnegie, we welcome Mrs Sharyn Quirk as new principal for 2025. A reminder that growth, transition, and renewal are a constant at Stella.

The new Creative Arts building is due for completion in May 2025 and promises to be a great facility for our students, teachers, and broader community.

The Stella Maris College Leadership Team continued its pursuit of educational excellence, built on student wellbeing and spiritual guidance of the highest calibre. Results continue to be at the highest level, focusing on each student reaching their potential and not just on maximising Band 6 results for school rankings. Stella remains a beacon of academic achievement on the Northern beaches.

As a community, we are confident that we have helped the girls resolve some strong foundations for success into their adult lives.

We have full enrolment, waiting lists for a number of years, high performance in sports and dramatic and artistic pursuits by the student cohort, and a stable staff body, many progressing their professional development. On behalf of the Board, I congratulate and thank each of them for their contributions, their professionalism, their unity as a group and their resoluteness.

We look forward with optimism and hope for 2025, with Mrs Quirk leading the community. We will no doubt see some new developments, all the while maintaining our commitment to the provision of a quality education for young women who can confidently fulfil their true potential.

Our vision remains to 'inspire young women to create a better world'. I am confident that we have many future leaders amongst our community, equipped to make a positive difference in their world.

James Mitchell

Chair, Board of Directors

### 1.3 A message from the College School Captain



*(L-R) Poppy Hyland (Vice Captain), Samantha Winter (School Captain), and Isabella Poole (Vice Captain)*

What an absolute privilege it has been to serve you as School Captain in 2024; a community that is always growing, achieving, and supporting one another.

Stella has taught us to seize every opportunity — in service, academics, creative and athletic pursuits. From the Da Vinci Decathlon and debating, to dominating in football, swimming and athletics, or lighting up the stage in dance eisteddfods and musicals: our uniqueness is our greatest asset.

This year brought challenges that only strengthened our bonds. Our Duke of Edinburgh students tackled the Snowy Mountains, Cambodia and Tasmania. We had our biggest turnout at the Stella Sleepout, with 72 students raising awareness for homelessness. Who can forget the downpour at the Athletics Carnival? We showed that Stella spirit is about persevering and making the best of every situation.

It was a year of firsts! We welcomed the new Year 7s with Leaders' Lounge Monday lunch club, a safe space to connect with Year 12s. We introduced our Year 12 mascot, 'Piggy,' who became a symbol of support, helping us create lasting memories. The Year 12 leaders hosted Stella's first Leadership Afternoon, and we broke ground on our new Creative Arts Centre. We're excited to see how this space will enrich Stella's future.

Stella Day brought Disney magic to life with lip-sync battles that had everyone cheering. At Fun Fridays, our new rainbow parachute filled lunchtimes with laughter and loud music. We supported each other in big and small ways — from cheering at carnivals and performance nights to championing Year 12 major work projects. We were there for one another during stressful exams.

Thank you to every Stella girl for making this year truly unforgettable. Stella is such a special place, and I will love this community eternally.

Who runs the world? **STELLA GIRLS!**

Samantha Winter  
College School Captain

## 2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE SCHOOL BODY

### 2.1 Contextual information about the school

Stella Maris College (the College) is a non-systemic Catholic girls' high school, registered and accredited by the NSW Education Standards Authority (NESA). Under the governance of Good Samaritan Education (GSE), it operates as an incorporated body with Company Members.

In 2021, Stella Maris College celebrated 90 years as a secondary school providing a Catholic education for girls on the Northern Beaches of Sydney. The College is located in Manly and has two campuses. Main Campus is located at 52 Eurobin Avenue, Manly, and the Benedict Campus, which opened in 2012, is located at 270 Pittwater Road, Manly.

The College has an extensive choice of subjects available for students to study and staff challenge our students to be original, creative, and collaborative learners. The College is committed to strong wellbeing practices, striving to ensure that our students are provided with support and encouragement, based on positive education principles.

The College does not have any academic pre-requisites for entry. Academic scholarships are available to students currently in Year 7 based on their performance in the ACER Scholarship test.

More information about the College can be found on the Australian Curriculum, Assessment and Reporting Authority (ACARA) My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

### 2.2 Characteristics of the student body

In 2024, Stella Maris College had a total population of 1012 students, comprising of:

- 994 local students;
- 18 international students;
- 145 students with disabilities;
- 5 Aboriginal/Torres Strait Islander (ATSI) students;

Most students live within a radius of 15 kilometres of the College and come from Catholic, government and independent schools.

# 3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

## 3.1 National Assessment Program: Literacy and Numeracy (NAPLAN)

In 2023, NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means NAPLAN achievement prior to 2023 cannot be compared to that from 2023 onwards.

The table below shows the average student results at Stella Maris College for 2024.

Using the coloured key, results are shown to be mostly above those of all students nationally.

	2023	2024					
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students				
	Reading	Writing	Spelling	Grammar	Numeracy		
Year 7	580	588	557	581	569		
Year 9	594	615	573	598	588		

NAPLAN participation for this school is 100%  
NAPLAN participation for all Australian students is 95%

### Interpreting the table

Selected school's average when compared to all Australian students

Well above

Above

Close to

Below

Well below

No comparison available



Scores comparing Stella Maris College averages to national averages in each domain are shown below for the 2024 Year 7 cohort:

Students	DOMAIN				
	Reading	Writing	Spelling	Grammar	Numeracy
Stella Maris	565	562	561	555	563
National	543	530	547	533	546

Scores comparing Stella Maris College averages to national averages, in each domain, are shown below for the 2024 Year 9 cohort:

Students	DOMAIN				
	Reading	Writing	Spelling	Grammar	Numeracy
Stella Maris	615	609	592	608	606
National	578	560	577	573	584



# 4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

## 4.1 Record of School Achievement (RoSA)

The RoSA is a cumulative credential for Year 10, 11 and 12 students leaving school prior to attaining the Higher School Certificate. In 2024, the College had five students who were eligible for the RoSA credential awarded by NESA, who left the College before completing requirements for an HSC. Four went on to combine employment with furthering their education through TAFE NSW. One student transferred her schooling overseas.

## 4.2 Higher School Certificate (HSC)

Stella Maris College is a non-selective, all girls, Catholic high school, providing a broad range of courses to cater for the diverse interests of its students.

Percentage of Year 12 Students Attaining a Year 12 Certificate or Equivalent Vocational Education and Training Qualification		
Year 12	Qualification / Certificate	% of Students
2024	Higher School Certificate	100
2024	Attained one or more VET qualifications as part of their HSC pattern of study	15

### The 2024 Cohort

149 students completed Year 12 at Stella Maris College, of which:

- 149 students received a Higher School Certificate
- 148 students were eligible for an ATAR
- 147 students were local students, two were international students
- 22 students completed one VET course, and two students completed two VET courses. Qualifications were gained in Hospitality, Tourism Travel Events, Children's Services and Beauty Services.
- Three students undertook their VET course at TAFE, the remainder studied a VET course at the College
- Six students completed a language course with the NSW School of Languages, while an additional six students completed a language course at the College
- 12 students from the cohort were accelerated in the HSC Mathematics Advanced course, completing it in 2023.
- Most students satisfied the requirements of 'Minimum Standards Testing' by the completion of Year 10, with the few remaining completing the requirement during Year 11.

A summary of the 2024 HSC results:

- The College performed above the State mean in 33 of the 37 courses conducted
- 19% of exam results were in Band 6, with 50% of the cohort achieving at least one Band 6 result
- In 96% of HSC exams, students scored marks at or above 70%
- Students placed 1<sup>st</sup> in the State in Hospitality and Tourism Travel Events
- Students placed 3<sup>rd</sup>, 8<sup>th</sup> and 9<sup>th</sup> in the State in Earth and Environmental Science

- Students placed 3<sup>rd</sup> and 6<sup>th</sup> in the State in Textiles and Design
- 78% of ATARs were over 70, with 53% over 80 and 23% over 90

#### Individual Student Performance Data:

- Distinguished Achievers:
  - 74 students achieved a Band 6 in one or more courses
- The College Dux achieved an ATAR of 98.85
- 19 student works were nominated for 'Shape' due to their exemplary standard:
  - Two in Industrial Technology Multimedia
  - Eight in Design and Technology
  - Nine in Textiles and Design
- Nine nominations were received for 'OnStage' (Drama)
- Four student works were preselected for the 'Art Express' (Visual Arts) Showcase
- Six nominations were awarded for 'Callback' (Dance)



The following tables compare HSC results from 2017 to 2023. Student Band 6, Band 5 and Band 4 achievement was above State level. This has been a consistent trend.

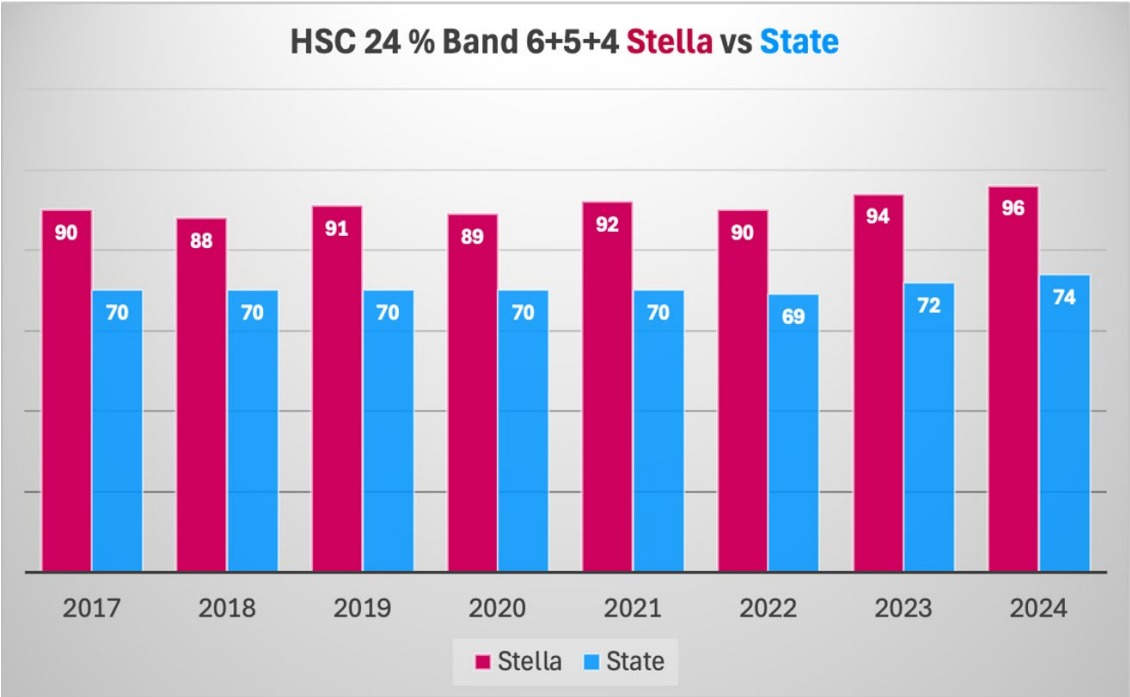
	College vs State Mean	Course Results (%) Performance Over Time											
Course	2024	2024		2023		2022		2021		2020		2019	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State	College	State
Ancient History	+4.86	88	65	100	60	100	63	N/A	N/A	90	62	100	66
Biology	+7.41	100	70	97	64	75	53	95	66	88	62	93	60
Business Studies	+10.42	98	64	85	64	95	64	96	66	94	62	83	62
Chemistry	+1.66	79	67	100	66	60	64	90	66	67	69	100	67
Community and Family Studies	+6.39	97	71	88	71	100	73	100	71	74	69	96	70
Dance	+8.93	100	89	100	92	100	92	100	85	100	87	100	82
Design and Technology	+12.84	100	77	100	78	100	82	100	82	100	83	100	82
Drama	+6.65	100	92	100	88	100	88	100	83	100	90	86	84
Earth and Environmental Science	+12.18	100	63	67	60	100	68	N/A	N/A	N/A	N/A	N/A	N/A
Economics	+9.82	100	78	100	76	N/A	N/A	100	77	N/A	N/A	100	75
English Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	4
English (Standard)	+6.75	97	67	93	59	79	55	85	57	92	57	81	52
English (Advanced)	+1.60	100	96	100	95	98	93	100	93	100	95	100	92
English as an Additional Language or Dialect	+11.72	100	53	75	53	100	46	83	58	100	57	100	59
Food Technology	+10.48	100	60	100	64	100	56	93	61	N/A	N/A	80	68
Geography	+13.27	100	73	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Industrial Technology - Multimedia	+8.07	82	55	67	54	100	51	100	53	100	52	N/A	N/A
Information Processes and Technology	N/A	N/A	N/A	N/A	N/A	100	64	0	57	100	58	100	63



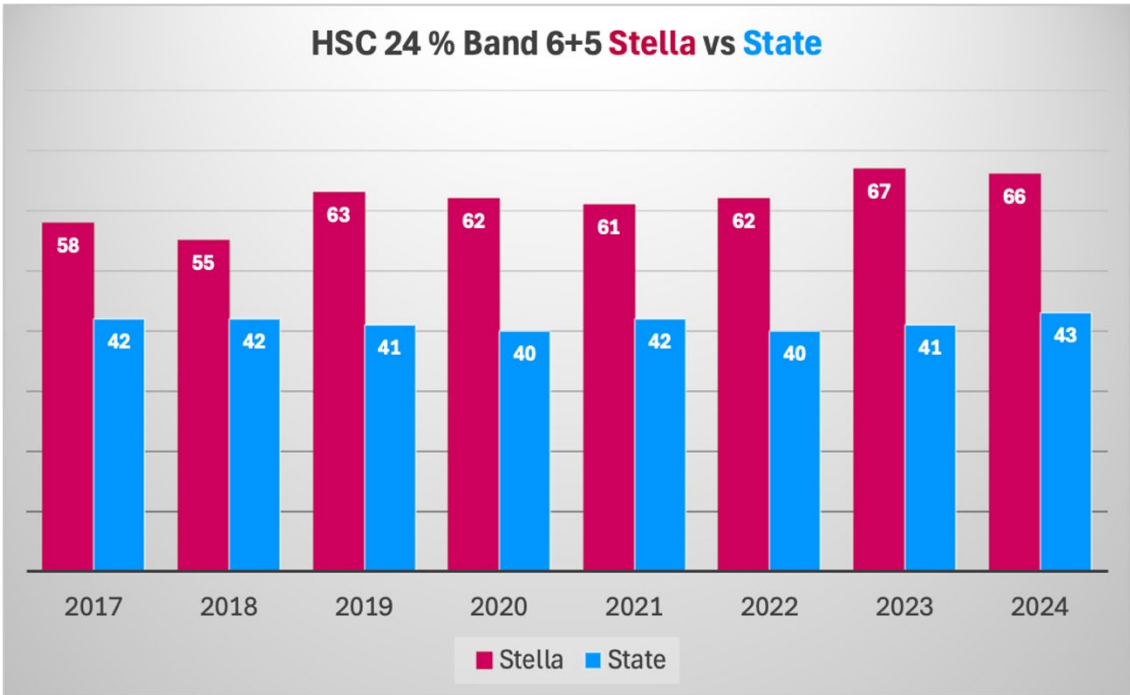
Course	College vs State Mean	Course Results (%) Performance Over Time											
		2024		2023		2022		2021		2020		2019	
		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6		Band 4-6	
		College	State	College	State	College	State	College	State	College	State	College	State
Legal Studies	+4.47	91	69	100	69	81	66	93	68	70	67	100	66
Mathematics Standard 2	+10.09	95	59	89	57	90	54	92	51	77	50	76	57
Mathematics Advanced	+5.02	100	77	100	75	89	76	93	79	73	81	100	79
Modern History	+7.23	95	71	90	64	89	67	92	64	93	66	94	67
Music 1	+4.40	100	89	100	89	100	89	100	89	100	90	100	91
Music 2	-8.23	50	98	100	99	N/A	N/A	100	99	N/A	N/A	100	100
PDHPE	+10.17	100	67	95	63	64	50	86	60	70	61	88	62
Physics	+3.48	83	65	N/A	N/A	40	68	63	71	100	67	100	64
Society and Culture	+3.16	86	79	100	80	100	75	100	80	100	80	89	79
Studies of Religion I	+7.07	100	80	100	84	100	80	100	69	100	77	100	79
Studies of Religion II	+3.38	91	81	90	82	83	79	80	72	85	74	85	80
Textiles and Design	+11.63	100	76	100	78	100	79	93	81	100	85	100	81
Visual Arts	+6.39	100	94	100	91	100	92	92	91	100	90	100	90
Chinese and Literature	+2.02	100	96	100	97	100	92	100	92	100	92	100	97
Entertainment Industry	N/A	N/A	N/A	83	68	100	72	100	75	86	73	86	78
French Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	88
Hospitality	+2.86	90	78	86	70	100	72	100	59	89	64	95	65
Japanese Beginners	+11.02	100	67	N/A	N/A	100	55	75	56	80	59	100	66
Japanese Continuers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50	79	N/A	N/A
Spanish Continuers	N/A	N/A	N/A	N/A	N/A	100	85	75	80	N/A	N/A	83	81

Extension Courses	College vs State Mean	Course Results (%) Performance Over Time											
		2024		2023		2022		2021		2020		2019	
		Band E3-4		Band E3-4		Band E3-4		Band E3-4		Band E3-4		Band E3-4	
		College	State	College	State	College	State	College	State	College	State	College	State
English Extension 1	-0.34	100	95	N/A	N/A	88	92	100	94	N/A	N/A	100	94
English Extension 2	+2.00	100	87	N/A	N/A	N/A	N/A	100	84	N/A	N/A	N/A	N/A
Mathematics Extension 1	-0.89	75	80	100	72	86	73	73	74	64	74	100	80
Mathematics Extension 2	-9.51	67	86	100	86	100	85	86	86	80	84	100	86
History Extension	+4.07	100	86	88	85	100	84	67	77	100	76	100	77

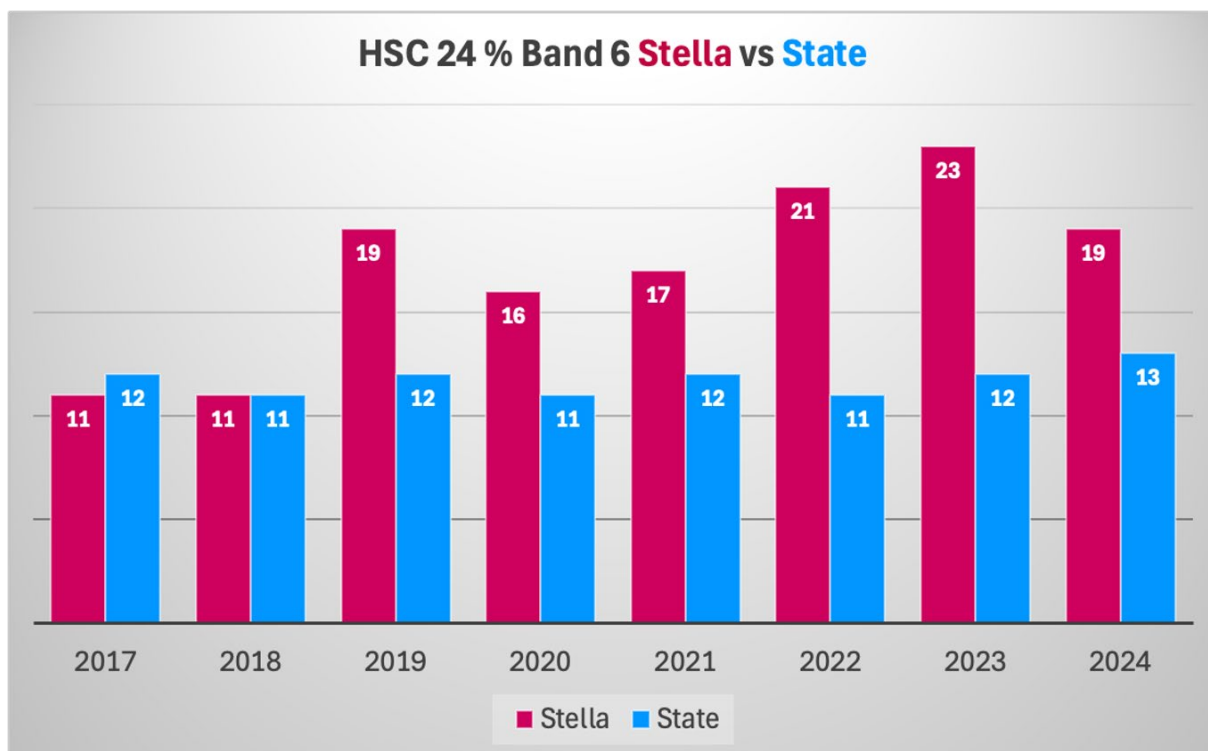
The percentage of Band 4+5+6 results in the 2024 College HSC data is consistent with previous years as shown below and significantly better than State. The data used to inform the State rates for Band 6 results only includes the courses run at the College. If all courses were included, the State rate for Band 6 results would be significantly lower.



The 2024 band results comparison displayed below shows significantly better results for Stella Maris College in the top two bands compared to the State.



The 2024 band results comparison displayed below shows Stella Maris College with a higher percentage of Band 6 results compared to the State. The pattern over the last five years shows a shift toward results in this area being significantly above State.



2024 Band Results Comparison		
Band	State	Stella Maris College
6	13	19
5	31	47
4	31	30
3	17	4
2	7	0
1	2	0
5 + 6	43	66
4 + 5 + 6	75	96



## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### 5.1 Professional Learning

The Teaching and Learning Team, consisting of the Assistant Principal Learning and Teaching, the Director of Professional Learning and Pedagogy, the Director of Studies and the Director of Information and Learning Technologies, collaborate to program Professional Learning (PL) that prioritises the needs of students and staff according to ongoing data analysis. The team leads and models best practice required for sustainable school improvement, focusing on an evidence-based pedagogical approach that supports teachers to reflect on their strategies and develop their practice.

Specific learning needs are based on data from standardised and diagnostic test results, student survey results, classroom observations, and evidence-based research on pedagogical practice. Sessions also ensure that specialised requirements for inclusive learning, wellbeing, and Information and Communication Technologies (ICT) are integrated in a collectively efficacious approach that aligns with the Australian Professional Standards for Teachers.

In 2024, our integrated PL Program in cross-curricular learning groups continued to build on a school-wide pedagogical approach to explicit teaching, focusing on writing with clarity, sophistication and cohesion. Our Learning Support Officers also joined our PL groups to ensure all staff members use a common language and approach in the support of our students.

Teacher professional learning is not limited to our internal program. Teachers are encouraged to pursue subject/role-specific learning through external providers and their professional networks, in consultation with their line managers and/or Head of Department.

For the first 6 months, our internal program provided both NESA Accredited and Elective PL across the four mandated priority areas. However, in August, NESA retired the Elective and NESA Accredited categories for PL, allowing educators to use their professional judgement within their educational contexts.

Teachers continue to meet the [NESA requirements](#) for the Maintenance of Accreditation (100 hours over 5 FTE hours or 7 PTE). The Director of Professional Learning and Pedagogy logs all internal PL in our Learning Management System (iWise) and can generate an individual report as an official learning log which is mandated by NESA. All approved external PL is also automatically added to a staff member's personal learning log, so the College can track compliance requirements.

The following table includes data captured for internal and external professional learning following the NESA's retirement of the mandated categories:

Internal and External Professional Learning		
PD Type	Number of teachers	Total Hours
Internal	98 119 (inc. all Casuals)	1425 (integrated PL) 959 (Staff Days)
External	105	1017
<b>Total</b>	<b>322</b>	<b>3401</b>

## 5.2 Teacher Accreditation

Teacher Accreditation Status of Teaching Staff	
Recognised Accreditation Level by end of 2024	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	94 + 6 regular Casuals
Experienced Teacher (AIS)	63
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total</b>	<b>98 (+6 Casual Teachers)</b>

## 5.3 Teacher Qualifications

Qualifications of Staff	
Teaching Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	96 (+ 9 on partial or full leave of absence for 2024)
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2
<i>*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the Accreditation Table as some teachers with Conditional accreditation may not be included.</i>	

# 6. WORKFORCE COMPOSITION

## 6.1 Our staff

School Staff		
Category	Number of Staff	Full-time Equivalent
Teaching staff	98	88
Non-teaching staff	56	41.9

Of the 154 people on staff at the College in 2023, none are known as Aboriginal and/or Torres Strait Islander.

Performance Measures	
Category	Percentage
Average teacher attendance expressed as a percentage of the average number of teachers present each day	94.45
Proportion of teaching staff retained end of 2024	93.88



# 7. STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

## 7.1 Student attendance

On average, 90.58% of students attended school each school day in 2024.

Student Attendance Rates	
Year Level	Attendance Rate %
Year 7	92.51
Year 8	90.07
Year 9	88.54
Year 10	89.38
Year 11	91.65
Year 12	91.35
Whole school	90.58

## 7.2 Management of non-attendance

The College acknowledges that regular attendance at school is essential in order to maximise the potential of students. In partnership with parents/carers, it is a core responsibility of the College to promote the regular attendance of students.

The College procedure to manage non-attendance is:

- Clear information is made available to both students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.
- An electronic roll is marked at the start of each day. In addition, a roll is taken during each lesson in order to capture any partial absence. Teachers simply mark students as absent. This absence remains as unexplained until an explanation is received by Student Services at which point the appropriate absence code is entered against this student. The codes used are those designated by the government.
- All reasonable measures are taken to contact parents/carers promptly of an unexplained absence occurring (via SMS by 10:30am on the day of absence).
- Families are encouraged to holiday or travel during school holidays.
- Exemption from the compulsory education requirements of the Education Act may be granted by the principal when it has been clearly demonstrated by the applicant that an exemption is in the student’s best interests in the short and long term and that alternatives to exemption have been considered. Procedural fairness is accorded to an applicant for an exemption. Exemptions are granted for students engaged in employment in approved entertainment industry activities and in elite arts or sporting events (national and international).
- Records are kept ensuring that ‘leave granted’ does not exceed that which is allowable.

It is the responsibility of the Head of Year (HOY) to check period absences of students on a daily basis and consecutive absences weekly. For students who are repeatedly late to



school, HOYs check in with the Pastoral Care teacher that there hasn't been an explanation given and then speaks with the student. HOYs take note of students who are absent for more than 2-3 days or on set weekdays, without explanation. Letters may be sent home when attendance percentages become a concern, or the HOY makes contact with the family if there is a pattern building of student absence. From there, the family may disclose that they are having difficulty getting the student to school, in which case the HOY will arrange a meeting with the parents/carers, the student, the Pastoral Care teacher, College Counsellor and the HOY.

### **7.3 Student retention rates of Year 10 to Year 12**

Of the 180 students who completed Year 10 at the College in 2022, 150 (83%) completed their HSC in 2024 (an increase from the 2023 rate of 74%). Based on information provided when students leave, they do so because of family circumstances or to complete vocational training, engage in employment or to pursue their HSC in a different educational setting.

### **7.4 Post school destinations**

Following completion of the HSC, most students continued to further study.

Of the 148 Year 12 students who were eligible for an ATAR, 122 students (82%) according to the Universities Admissions Centre were offered a place at university. This does not include those who may have deferred the offered place as well as those students who were offered a place at university interstate (ANU) or internationally.

There was a total of 223 offers released to the 2024 cohort with Macquarie University being the most popular university, followed closely by UTS. The most popular area of study was Society and Culture.

A total of 108 early offers were distributed to 77 students ahead of the UAC main offer rounds. This count is based on data from student communications and official figures provided by UAC, Macquarie University, and ACU. It's probable that additional offers were also made. Notably, 53% of students who applied for the Schools Recommendation Scheme (SRS) received an offer, marking an 8% increase compared to last year.

A breakdown of the offers and fields of study released to the College by UAC are listed below:

Post School Destinations	
University	Offers
Macquarie University	56
University of Technology Sydney (UTS)	49
Australian Catholic University (ACU)	30
University of Sydney (USYD)	27
University of New South Wales (UNSW)	18
University of Newcastle	10
University of Notre Dame	8
University of Canberra	7
International College of Management Sydney (ICMS)	5
Charles Sturt University	3
CQ University	2
Torrens University	2
AIE Institute	1
ACPE	1
Southern Cross University	1
UNE	1
University of Wollongong	1
Western Sydney University (WSU)	1

Post School Studies	
Field of Study	Offers
Society and Culture	47
Management & Commerce	38
Health	36
Creative Arts	36
Natural and Physical Sciences	31
Education	19
Architecture and Building	9
Information Technology	4
Engineering and related Technologies	3

# 8. ENROLMENT POLICIES

The following policies are available publicly on the College website:

- 1. [Enrolment \(Local Students\) Policy](#) Next review date March 2026
- 2. [Enrolment \(International Students\) Policy](#) Next review date March 2026

# 9. OTHER SCHOOL POLICIES

Summary of College Policies		
<a href="#">Child Safeguarding Policy</a>	Next review date	Access to full text
<p>The aim of this policy is to ensure child safeguarding legislation is adhered to and that safeguarding policies and procedures arising from these legislative obligations support the College community in building a culture of safety for all our students. The protection and wellbeing of our students is of fundamental importance to the College. The College embraces the personal and educational necessity of a safe environment, properly understood as the responsibility of the whole school community.</p>	February 2026	This policy is available on the College website or on request.
<a href="#">Wellbeing Program (Pastoral) Policy</a>	Next review date	Access to full text
<p>The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students as outlined in the College Wellbeing Program (Pastoral) Policy.</p> <p>In 2024, Pastoral Care teachers followed their PC class through from Year 7 to Year 12 and have two planning / catch up periods in their load per cycle to get to know their students, communicate with parents/carers and plan PC lessons in line with the programming led by Heads of Year.</p> <p>The Wellbeing Team continued to engage with Elephant Education for their Years 7 – 9 Sexual Health incursions. For Years 10-12, we engaged with <i>Tomorrow Woman</i>, a program that aspires to reignite girls and women around Australia with their voice, empowering them to confidently express their needs and opinions in the moments that matter.</p> <p>The addition of a Director of Students to the Wellbeing Team was an incredibly positive step. The Director of Students spent their wellbeing allocation focusing on mentoring new Heads of Year, and firming up a strong relationship with Inclusive Learning, so that those students who require extra support, feel seen and heard.</p>	January 2028	This policy is available on request from the Assistant Principal Wellbeing.

<a href="#"><u>Anti-Bullying Policy</u></a>	<b>Next review date</b>	<b>Access to full text</b>
<p>The College's anti-bullying policy provides processes for responding to and managing allegations of bullying, including the contact information for the Police Youth Liaison Officer and various online support networks. This policy was disseminated by Heads of Year and was again included in the Student Diary for 2024. The eSafety Commissioner was consistently promoted to help parents/carers and students understand the protection measures that are available to families.</p> <p>The anti-bullying policy at Stella Maris College was a point of focus for all year groups in 2024. The Wellbeing Prefects visited year groups and took charge in championing what it looks like to be a good friend.</p> <p>The student-led initiative of the College's third 'Operation Wellbeing' was another success. The session, managed by the student leaders, included workshops and activities aimed at promoting communication and open dialogue.</p> <p>The continued success of the anti-bullying policy is a testament to the dedication of our student leaders and the school's commitment to creating a safe and nurturing learning environment.</p>	February 2025.	This policy is available on the College website or on request from the Assistant Principal Wellbeing.
<a href="#"><u>Discipline (Student Management and Engagement) Policy</u></a>	<b>Next review date</b>	<b>Access to full text</b>
<p>The College Student Management and Engagement Policy clearly specifies that use of any form of corporal punishment is never permitted. In addition, Stella Maris College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at school.</p> <p>The policy is based on principles of procedural fairness and involves parents/carers in the processes of procedural fairness for suspension and expulsion. Disciplinary actions do not include exclusion.</p>	January 2027	This policy is available on the College website or on request from the Assistant Principal Wellbeing.
<a href="#"><u>Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct</u></a>	<b>Next review date</b>	<b>Access to full text</b>
<p>The School requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct, and staff are encouraged to report any breaches of the Code or standards. It is also critical that the broader School community reports staff misconduct and reportable conduct (both defined below) to ensure the safety and wellbeing of students, and that the School complies with its legislative reporting obligations. The School has a legal</p>	August 2026	This policy is available on the College website



<a href="#"><u>Concerns and Complaints Policy</u></a>	Next review date	Access to full text
<p>The College uses procedural fairness in all aspects of complaint handling.</p> <p>Initially, issues should be directed verbally or in writing to the relevant staff member. If the issue remains unresolved then either party may make a complaint to the next level of management, detailed within the Communications Structure noted in the policy, until the issue is resolved.</p> <p>Issues are to be dealt with as swiftly as possible, in a courteous and respectful manner. Some issues require mediation, or an interview, and parties must be open to resolution, dismissal of the complaint or an apology given.</p>	January 2027	This policy is available on the College website or on request.
<p>obligation to investigate and report to the NSW Children's Guardian all allegations of reportable conduct made against staff at the School as defined by the Children's Guardian Act 2019 (Children's Guardian Act).</p>		

## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievements of priorities identified		
Area	Priorities	Achievements
Strategic Development	Review the goals of the College Strategic Plan and prepare for a new Strategic Plan 2025+	<p>During 2024, the College engaged an external professional to guide the development of a new Strategic Plan. The new key areas for the plan are:</p> <ul style="list-style-type: none"> <li>- Community and Culture</li> <li>- Sustainability and Stewardship</li> <li>- Staff and Teaching</li> <li>- Students and Wellbeing</li> </ul> <p>During 2025, these goals will be planned and milestones established.</p>
	Building Works	The College has opened temporary learning spaces at 48-50 Eurobin Avenue for Creative Arts and Design and Technology. The new Creative Arts facility is expected to open mid 2025.
	Develop deeper understanding of who we are as a school of Good Samaritan Education	<p>Chapel works have continued to progress with minor works undertaken in 2024 including the installation of heating/cooling.</p> <p>The NESLI Future Leaders program run by GSE continues to support the development of leadership skills of our middle leaders.</p> <p>GSE runs immersion programs for staff, both locally and overseas. Both teaching and support staff have participated in these programs in 2024, and these opportunities will continue to be provided to all staff into 2025.</p>

Achievement of Priorities Identified		
Area	Priorities	Achievements
Staff Professional Learning	Embed the teacher professional learning sessions as essential to improving collective professional practice.	<p>Cross-curricular groups have been embraced by staff, aligning with school priority areas to ensure 'best practice' across departments.</p> <p>In 2024, we continued our evidence-based approach to improving writing quality across the Stages through explicit writing instruction. Our Learning Support Officers are now regular members of our learning groups.</p> <p>Posters with visual cues are displayed in all classrooms across both campuses for continuity of instruction.</p> <p>The professional learning program this year also addressed behaviour management and differentiation, with increased, complex needs presenting in the classroom. All teachers completed Glen Pearsall's Behaviour Management online course through the TTA. These strategies will form the basis of classroom protocols which will be rolled out in 2025.</p> <p>Teachers continued the practice of collecting and analysing data from lesson observations (Learning Walks) and compared this to student survey data to reinforce schoolwide pedagogical practices. We focused on explicit teaching strategies to measure and reflect on the impact of our current strategies and plan for 2025.</p> <p>We have utilised AI tools to assist with differentiation for students with additional learning needs, and to equip teachers with AI literacy.</p>
	Embed systems and pedagogical practices that offer efficiencies in teaching and learning.	

	Enhance support staff roles and expand opportunities for non-teaching staff professional development.	An Administration staff review led to some changes in support staff roles. An additional support staff member has been added to the Student Services Team and the Community Engagement and Marketing Team. During the review, staff were provided opportunity to take up additional professional development programs.
Learning and Teaching	To embed the goals of the College Strategic Plan – “Best learning and best teaching”	<p>‘Best teaching’ practices are shared and further developed through the College’s professional learning plan focus as detailed above.</p> <p>Each teacher participates in a fortnightly PL session to strengthen collective efficacy, roll out school wide initiatives, maintain currency in best pedagogy, refresh technology skills, discuss current issues in education, and improve teaching and learning. It also allows teachers to meet the requirements to remain registered as teachers in NSW.</p> <p>‘Best learning’ is aided by the interrogation of data and consequent strategies for improvement. In 2024, after the superb HSC results, staff worked with NESA and CSNSW data and consultants. A new position was created (Director of Studies) to support the use of data by teachers, increase their confidence and expertise in the manipulation of data and track student performance for more effective intervention.</p>
	To provide a pattern of study to support all learners on HSC, non HSC and non ATAR pathways	<p>New curriculum options were explored to add diversity to the courses available at the College. Online, external, and virtual course options were offered through TAFE, NSL and distance education.</p> <p>Students were supported to combine school and employment through the Pathways program, which led to a more positive experience of the senior school and a continuation of their education in a more suitable format through traineeships and apprenticeships.</p> <p>The College investigated new courses – Stage 6 Construction, Stage 6 Engineering</p>

		<p>and Stage 5 Workplace Skills, with a view for the courses to run in 2025.</p> <p>The College also further developed its partnership with neighbouring boys' school – St Augustine's College. This will facilitate the addition of course offerings in the future and the sharing of expertise.</p> <p>The Inclusive Learning department was expanded to support the growing list of students with diagnoses since COVID and as stated above, several PL sessions were devoted to supporting the learning and wellbeing of these students.</p>
	<p>To maintain the College as a registered and accredited school delivering the NSW curriculum</p>	<p>2024 was not a NESA inspection year for the College but given the increased number of random school inspections conducted by NESA, the College maintains compliance with relevant documentation to ensure the delivery of the NSW curriculum, enabling students to be awarded ROSA and HSC credentials.</p> <p>Changes in the 'ACE manual' were rolled out in October as per NESA requirements</p> <p>Staff in departments with new syllabuses were supported to develop teaching programs to enable the implementation schedule defined by NESA, to maintain College compliance.</p>





# 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College endeavours to ensure that all students recognise that they are a valuable part of the College community. The College works with staff, students, and parents/carers to promote learning experiences that promote self-esteem, mutual respect and responsibility.

## Positive Education Principles

The students at Stella Maris College continued to thrive in 2024, with the support of staff who engage wholeheartedly in a positive-education approach. The Wellbeing Program was further implemented, and the role of the Pastoral Care teacher was regularly reinforced as a critical support person for all students.

The key themes of the program remain as *Stella and Me* in Year 7, *My Stella Sisters* in Year 8, *Finding My Voice* in Year 9, *The Future Me* for Year 10, *Dare To Be Me* in Year 11, and lastly, *Walking the Tightrope* for Year 12. Each of these themes provided students with opportunities to reflect on their personal strengths and challenges, and to explore new ways of thinking and behaving that could help them achieve their goals.

Continually embedding positive education and wellbeing awareness into the professional development landscape in 2024 was warmly welcomed by teaching staff. Our teachers feel more and more equipped with strategies to deal with situations of emotional dysregulation and anxiety.

## Stella Sisters

Stella Sisters training was established at the end of 2019. Stella Sisters are junior leaders of the College who are endorsed by their teachers and Head of Year. In 2024, the program was rested for a new, fresh approach in 2025. A new position was established in Term 4, namely the Junior Community and Sustainability Coordinator, who will be responsible for the new Junior Leadership Stella Sisters Program.

## Year 12 Leadership Team and Student Representative Council (SRC)

These groups offer forums where student voice can contribute to the College community providing an opportunity to bring concerns to the College Leadership which has been useful in obtaining student feedback.

Over 60 Year 11 students applied for leadership training in Term 3, 2024. These students had a record of demonstrated service to the College in a variety of areas and were endorsed by a staff member. They were trained in servant leadership, shaped by Benedictine tradition and biblical principles. Vice-Captain of 2012, Rachel Nunn, was a guest presenter sharing her vast array of leadership experiences. Sixteen of these students were elected to formal student leadership roles as the 2025 Year 12 Leadership Team. These students meet with the Principal, Assistant Principal Wellbeing, HOY, and Student Leadership Coordinator on a fortnightly basis as part of their leadership formation. This allowed for prayer, self-reflection, discussion, and planning.

Eight House Representatives were also chosen as a second-tier leadership group, to assist at College Carnivals and whenever communication is needed to filter to younger year groups via the House system.

The Year 12 Leadership Team actively participated in the planning of College Assemblies which focused on cultivating connectedness amongst the community. Topics involved RUOK? Day, Harmony Day, White Ribbon Day and The International Day for the Elimination of Violence Against Women. This leadership team decided their focus would be "Community through Clubs" as they introduced Leaders Lounge, Academic Shout Outs, and Homework Club. They also continued to connect to the rest of the student body during 'Fun Fridays' to get the school community moving every Friday lunch time. For the first time, a student led afternoon tea was held at the College in which student leaders from over 20 local secondary schools attended.

The Student Representative Council (SR) is led by two students from the Year 12 Leadership Team and provides feedback to the College about the student experience through their regular meetings. The SRC raised funds for Santa Teresa on Stella Day. Other fundraising initiatives are to support the local community.

### **Faith Formation**

Lunch time faith groups running weekly in 2024 included a Year 9 Bible study, a Year 10 Prayer group, and a Year 12 Alpha Course.

Students and staff participated in the Opening Liturgy, Ash Wednesday, an Easter Liturgy, Stella Day Mass, Year 12 Graduation Mass, and the Advent Mass.

Senior student leadership and other students attended Community Mass twice a term on Sunday evenings at St Kieran's Parish, assisting with reading, prayers and the music ministry.

At Easter time, one of the senior students who sings at Community Mass became a Catholic at St Keiran's parish and received the Sacraments.

### **Retreats and Reflection Days**

Retreats in Years 8 and 10 ran for two days and one night, giving students the opportunity to reflect on our Catholic faith, our Good Samaritan Benedictine heritage, the journey ahead and to bond with the Year group. Year 11 Retreat was held twice, once for Year 11 and Year 12, due to circumstances beyond our control. The Year 12 Retreat was extended by a day to include a presentation by the Youth Mission Team at Manly Parish.

Year 7 Benedictine Day was held in Term 1, introducing Year 7 to our Catholic Benedictine Good Samaritan culture, heritage, and identity, including the history of our association with the Sisters of the Good Samaritan.

Each program provided students with the space to reflect on their choices and equip them with the skills to practically live their best life by following Jesus Christ and serving neighbour.

### **Ministry Events**

Four students attended the Good Samaritan Education Prophetic Voices camp for three days at Varroville. Students were able to connect with students from across our network.

Students across all year groups participated in Good Samaritan Education network conferences each term for students which promote social justice initiatives and showcase the amazing work of the Sister's.

### **Staff Formation**

The school year began with a joint school Eucharist celebration at St Mary's, Manly.

New staff undergo a Stella Mission Induction session.

Staff participated at every Good Samaritan Education Staff Formation event including the Sydney Pilgrimages, the Oil and Wine Staff Retreat, the Milestones Retreat, the Mission Leaders Conference, and the Benedictine Pilgrimage.

New staff attended the Diocesan Staff Mass with the Mission team.

The Staff Spirituality Day focused on Community and enjoyed a practical presentation from Indigenous Christian leader Brooke Prentis on how to embed Indigenous spiritual perspectives into the curriculum. Staff sessions at a previous staff meeting included a presentation from the Good Samaritan Archivist on the history of Stella Maris College and the Sister's strong connection to our school.

### **Social Justice Initiatives and Volunteering**

Stella Maris College shows commitment and service with our Good Samaritan partners and local community organisations through fundraising, practical service, and environmental initiatives. In 2024, the College raised \$39,853 specifically for Social Justice initiatives. In addition to these funds, the Duke of Edinburgh Program raised \$22,738.

In 2024, the College has been creative in ensuring students are encouraged by our Catholic message of hope in these rising cost of living circumstances. Students have been provided opportunities to reach out to the vulnerable in our community via:

- Prayer – in Year group meetings, Benedictine daily prayers on the portal, the Pastoral Care program, newsletter, student emails, student leadership meeting and assemblies, weekly lunch time prayer group in the Chapel.
- Assemblies run by the students – these centred around the Catholic, Benedictine value of Community (the College theme for 2024) and how we can tend to those in our community in need.
- Social Media – ensuring our Facebook message aligned with our Catholic identity and Mission – voicing hope and a sense of community and inclusion of all.

Opportunities for training and service were provided for students to develop their leadership skills and empower them as 'change-makers'. We focused upon education, connection, and donated goods.

Throughout 2024, Social Justice activities included:

- A continuation of working in the Prophetic Voices sphere with students interacting together between all 10 GSE schools via the online symposiums in Term 1. The workshopping of ideas was developed to foster respect for First Nations people and strategies for addressing the persistent and complex issue of homelessness. The Prophetic Voices work culminated in the 3-day camp at Varroville with further interaction between students from all GSE schools.

- Students being involved in the Making a Difference (MAD) Social Justice Club led by the senior prefects. They developed initiatives to make a practical difference in the community. A focus for the year was looming beanies for rough sleepers, which were donated to St Vincent de Paul's Winter Appeal. In addition, students fundraised for the purchase of gift vouchers, and these were donated to The Good Samaritan Inn and The Northern Beaches Women's Shelter. Students celebrated International Tree Day by planting new trees in the playground and hand-crafted items for purchase at the Stella Day MAD Eco stall. Continued student focus on posters and other educational frameworks to drive education around sustainability practices within the school community.
- Year 9 volunteers cooked meals for vulnerable people on the Northern Beaches as part of the GIFT cooking program at St Kieran's Manly Vale Parish. This occurred twice each term. In addition, students volunteered at the local One Meal charity to cook, pack and serve meals to people in need.
- The St Vincent de Paul Sleep Out was undertaken by 75 students on-site and overnight to raise awareness and funds for people experiencing homelessness.
- Pastoral Care classes creating 63 hampers for donation to the St Vincent de Paul Christmas Appeal. These hampers included nutritious food items, gift vouchers and toys for children.
- Stella Day focused on connecting with our Good Samaritan partners with an emphasis upon raising money for Kiribati and drawing attention to the need for reconciliation with Indigenous Australians. A shift in focus upon the importance of environmental sustainability also emerged on this key day. Stella Day changed to align with the emerging concern amongst the staff and students about the issue of Climate Change. As Stella Day falls within Reconciliation Week, we continued to raise education and funds to support First Nations people.
- A Mufti Day was held to fundraise for the Good Samaritan Foundation. A prime focus in Term 1 was to raise funds for Mater Dei. This was followed up by our Music Department and student rock band touring Mater Dei in Term 4 for a concert.
- College support of local Hospice, Bear Cottage, by raising funds through student volunteering at the Christmas Gift Wrapping stalls.
- In addition to supporting local causes, Stella Year 11 students contributed care packs for clients and their families living at the AYA Hospice. The Manly Young Adult and Adolescent (AYAH) Hospice at North Head is a dedicated service for young people with life-limiting illness in the age range of 15 to 24-year-old patients. Our music staff conducted a twilight concert in February helping to create a relaxed and vibrant atmosphere for patient's enjoyment.
- To mark Refugee Week in July, a guest speaker from the Jesuit Refugee Service (JRS) addressed the Year 9 cohort raising awareness and education about refugee and asylum seeker social justice issues.



- Homework assistance was regularly conducted by several senior students onsite at the Women and Children First Domestic Violence Refuge. The children of mother's working to rebuild their lives were able to access tutoring and homework help. They also got the chance to socialise with the Stella students with a session of afternoon tea and courtyard games which was important for the children in these circumstances to feel normalised with their fellow peers.

## **Social Justice Immersion**

- A group of Year 10 students participated in the Red Earth Indigenous Immersion to Cape York in the Winter Holidays. This immersion was held jointly with Mercy College, Woolwich. Students spent time with Indigenous elders on Loggy Crossing and Wurrey homelands, listening to their stories around the campfire, and experienced deep learning around bush tucker, sacred sites, Indigenous art and stories, traditional medicine, ways to behave on country around sacred sites, and how to listen to and care for country. The experience fostered a deep understanding within the students of the need for reconciliation with First Nations people.

## **Co-Curricular and Extra-Curricular Activities**

Staff generously volunteer thirty hours of their time each year to create a strong vibrant College community. Students are encouraged to be actively involved in the extra-curricular activities offered at the College to develop their interests and talents, improve academic skills and build community spirit. The College offers an extensive range of activities which include:

- Animanga Club
- Art Club
- Book Club
- Dance, Drama and Music Ensembles
- Debating
- Duke of Edinburgh
- Environmental Club
- Faith Group
- Alpha Faith group
- Chapel Prayer Club
- Free After School tutoring
- Make a Difference (MAD) Social Justice Club
- Meditation group
- Music Groups
- Origami Club
- Pilates
- Prayer Group
- Sailing
- SPECTRA Science Club
- Sports Teams
- Stellamatics Maths Club
- Writers' Group

## Duke of Edinburgh's Award

The College offers the opportunity for students to be involved in the Duke of Edinburgh Award scheme with students from Years 9 to 12 completing their Bronze, Silver and Gold Awards. A large number of Year 9 students joined the Award and a record number of Year 10 students managed to complete their silver award and will move onto their gold award in the new year. Seventeen students completed the requirements for their gold award.

2024 Active award participants:

- Year 9 = 118
- Year 10 = 90
- Year 11 = 46
- Year 12 = 31

Local, interstate, and overseas experiences featured in 2024, with students completing day hikes in our local area – Royal National Park, Lane Cove National Park and Ku-ring-gai National Parks. The year 9 bronze girls started their award journey with a three-day pack and paddle adventure in Berowra Waters.

A large group of Year 10 girls and 5 staff completed a Snowy Mountains adventure including a three-day alpine hike, rock climbing, abseiling, and survival skills.

Another group of 22 Year 10 students completed a six-day adventurous canoe journey on the Myall Lakes. A smaller group of year 10 completed a five-day horse-riding adventure at Glenworth Valley.

In August, Stella Maris completed a four-day hike along the Northern Beaches/ Cockatoo Island including the Beach 2 Beach fun run.

The year finished with In November when a large group travelled to Cambodia to immerse themselves in the rural school life of Happy Days Primary and teach English lessons in the English school.

These hikes were run by Stella staff, K7 Adventures, and Southbound ventures.

Students complete their service, physical recreation, and skill components of the Award with local sporting teams, surf lifesaving and volunteering in local businesses.

All participants had the opportunity during the year to participate in raising vital funds for Happy Days, a community funded secondary school in Cambodia, Lifeline, Capes 4 Kids, Legacy, wrapped with Love and Bear Cottage.

Year 12 Duke of Edinburgh participants organised and successfully ran an online Auction raising money for the primary schools in Cambodia, organised a massive 'Lego drive' collecting over 60kgs in Lego and 60 boxes of playdoh for the village schools in Siem Reap, and for the tenth year in a row, the Stella Duke of Edinburgh team won the largest group in the Beach2Beach charity fun run winning \$5000 for Happy Days Cambodian Village School. This fundraising money and fun run winnings were put towards the build of a new classroom block in Siem Reap, 110 new primary school uniforms, 40 new bicycles for secondary students and sponsorship of three university students for 2025.

In 2024, there were more than 40 volunteers from the College staff to assist with supervising hikes and assessing students in their award components.



## 12. PARENT/CARER, STUDENT AND TEACHER SATISFACTION

An opportunity for parents/carers to express opinions in relation to decisions of the College Principal, management of students and College programs, is given in the General Business agenda item of each Parents and Friends (P&F) Association Meeting. These are held once each term.

Parents/carers are consulted in the Professional Review process for the principal. In this process, parents/carers have a chance to express issues of concern, satisfaction, and development areas.

The College has a Complaints and Concerns Policy for handling parental/carer complaints and complaints from other members of the public. This policy is located on the website and on the parent/carer portal. Families are informed of this information in the Family Handbook and procedural fairness is explained to complainants in each case.

If a parent/carer decides to withdraw a student from the College, an Exit Interview is generally conducted with the family to determine whether there are issues related to parent/carer satisfaction. Feedback from students assists in determining the level of satisfaction of students with College programs.

Students are represented by the Student Representative Council (SRC) and Senior Student Leaders and can present concerns to the College Leadership Team at regular meetings each fortnight.

Exit Interviews are usually conducted with teachers and other staff who leave the College to determine whether there are areas of dissatisfaction for staff. There is also a General Business agenda item at each staff meeting and staff can raise issues of concern. Staff can also place items on the agenda before the meeting.

There is a high level of satisfaction expressed by teachers at the College. Teachers have several avenues to raise issues with the Principal and Leadership Team, including faculty meetings, Pastoral Team meetings and staff briefings. The staff members of the Independent Education Union (IEU) bring matters of staff concern to the attention of the principal. All members of the Leadership Team and the principal maintain an open-door approach and are always prepared to meet with staff.

In terms of ad hoc community satisfaction feedback, members of the Leadership Team and the principal are prepared to meet with staff, students and parents/carers regarding unresolved matters of concern.

# 13. SUMMARY FINANCIAL

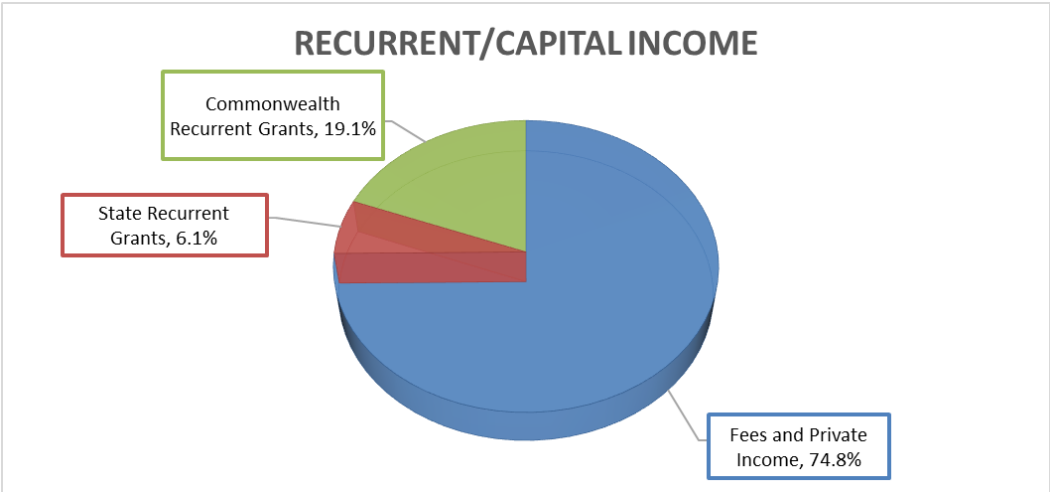
Financial income and expenditure for the College is shown below.

The percentages represent specific dollar amounts aggregated from the financial information submitted via the Commonwealth’s financial questionnaire.

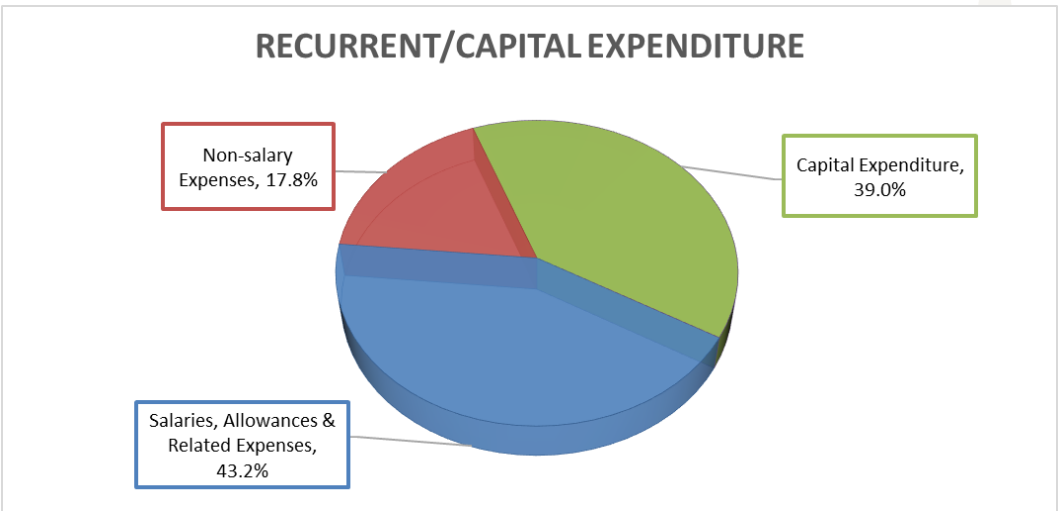
Non-salary expenses include expenditure on all purposes other than employee related expenses, such as teaching and learning, administration and financing costs.

RECURRENT/CAPITAL INCOME		RECURRENT/CAPITAL EXPENDITURE	
Fees and Private Income	74.8%	Salaries, Allowances & Related Expenses	43.2%
State Recurrent Grants	6.1%	Non-salary Expenses	17.8%
Commonwealth Recurrent Grants	19.1%	Capital Expenditure	39.0%
Other Capital Income	0.0%		

## 13.1 Recurrent/Capital Income



## 13.2 Recurrent/Capital Expenditure





# 14. PUBLICATION REQUIREMENTS

The Annual Report provides reliable and objective information to the College community about school performance measures and policies as determined by the NSW Government and Australian Government legislation.

The Annual Report is provided to NESA and made available on the [College website](#) by 30 June in the year following the reporting year. Printed versions are also available, on request, to persons who are responsible for a student and are unable to access it online.

Further information about the contents of this report may be obtained by contacting the College, visiting the [College website](#) or visiting the [MySchool website](#).



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