



Stella Maris

Catholic Primary School

2022

Annual Community Report

Year:	2022 (Prepared in March, 2023)
School Name:	Stella Maris Catholic Primary School
School Type:	Kindergarten to Grade 6
Suburb/Town:	Burnie
State:	Tasmania
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Principal:	Mrs Christina Gretton

ABOUT THIS REPORT

The purpose of this Annual School Community Report is to provide the community with a holistic overview of the work and operation of Stella Maris Catholic Primary School. It is by no means an all-inclusive report, but a generalised summary of a number of internal reports and documents that all Systemic schools are required to provide to the Tasmanian Education Office, the Federal Government and other regulatory authorities. Some of the information herein is taken from a number of other reports and documents such as Stella Maris' Annual Plan, School Improvement Validation Report and Board Financial Report. Every year is full of new experiences, opportunities and successes. We trust that the following report provides the reader with some understanding of the work and achievements of Stella Maris Catholic Primary School for 2022

SCHOOL PROFILE

Stella Maris School is situated in Futuna Avenue Burnie. The school was officially registered as a primary school under the direction and care of the Sisters of Mercy in 1900. Since 1994 the school has had a Lay Principal. The school presently caters for students from Kindergarten to Grade 6.

CATHOLIC LIFE AND MISSION

As a Mercy school, Stella Maris embraces the challenge to empower young people to play a vital role in the world of the future. We challenge each other: ***We choose to be Brave, we choose to be Curious, we choose to be Kind, Just like Jesus.***

The Mercy mission demands a particular commitment to the life of Jesus Christ. As upholders of this mission, we as educators are called upon to find new and creative ways in which to meet the challenges of today's complex society. We aim to create a sense of community where academic excellence, acceptable behaviour and full student participation are encouraged.

Through the curriculum, students at Stella Maris are given the opportunity to become equipped with knowledge and skills necessary to facilitate learning now, and in the future. Our staff strives to ensure that students witness quality, equity and justice and always feel secure and safe in the school environment. All students are given opportunities to experience success, and are encouraged to reach their full potential as valued members of society regardless of their level of ability. We endeavour to recognise the value and dignity of all people in our school community, and to promote positive interaction between all members of our community.

VISION

At Stella Maris

We strive to be the best person we can.

We choose to be brave.

We choose to be curious.

We choose to be kind,

Just like Jesus.

MISSION

At Stella Maris we follow the Mercy tradition inspired by Catherine McAuley. We provide a God centred educational environment, ensuring high levels of learning for all. We involve and engage families in decision making. We reach out and make connections with our world. We take care of all God's creations. We are inclusive. We value the opinions, the successes and needs of all in our community on their lifelong journey of faith and learning. We are filled with hope that by taking a shared responsibility, we have endless possibilities.

OUR SPIRITUALITY

Nurturing the Spirituality of all members of the school community begins with daily prayer in the classroom and prayer is part of every gathering. Staff pray together each Monday afternoon and the Leadership Team gathers together for prayer every morning. Professional learning in the area of Spirituality is a priority for all staff. All classes are encouraged to participate in Christian Meditation where our hope is they find God in stillness. We have a prayer room where all students have opportunities to further deepen their relationship with God by experiencing different forms of prayer, and to listen to, wonder, reflect on, and respond to a variety of Gospel stories through Godly Play.

LITURGY

Celebrating through Liturgy is central to our spiritual development. We celebrate the Eucharist all together at the beginning and end of the year, and for special Liturgical events, such as Pentecost. We also celebrate special Liturgies for our Mercy Feast Day, Mary, All Saints and All Souls' Day, Holy Week, Easter and Christmas, as well as Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week. Each grade is rostered on each term to celebrate Liturgy in a more intimate setting.

OUTREACH

The students have given generously to many charities throughout the year, notably Project Compassion, the Archbishop's Samaritan Project, St Vinnies Winter Relief, and the St Vincent de Paul Christmas appeal.

SACRAMENTAL PROGRAM

During 2022, students participated in the Parish based Sacramental Program and received the Sacraments of Reconciliation, Eucharist and Confirmation. The Sacramental Program Coordinator, Claire Willis, worked with Fr. John Girdauskas, and the School's Religious Education Coordinator to ensure that children were adequately prepared to receive the Sacraments. Fr. John was a regular visitor to the school and liaised with the Religious Education Coordinator to plan and coordinate whole school Masses and liturgies. Classroom teachers planned grade level liturgies each term, and sought assistance from the Religious Education Coordinator when required.

NURTURING A POSITIVE SCHOOL CULTURE

The school participated in the School Wide Positive Behaviour Support Program, which focused on teaching our three expectations - We are **respectful**, we are **safe** and we are **responsible**. This is closely linked to our Making Jesus Real (MJR) program. We began training staff in the Peaceful Kids Program. We also began implementing the Peaceful Kids Program into classes this year. Students continued the 'buddy' system, where students in the upper classes 'buddy' with a junior class, for a variety of activities.



GOVERNANCE

The role of the Governing Council is to advise and assist the Archbishop in the exercise of his ecclesiastical, educational and legal authority. In association with the Principal and the School Board, Governing Councils have the responsibility to ensure that each school and college operates effectively as a Catholic school and meets legislative requirements and functions within appropriate financial, legal and industrial parameters. In 2022, the Systemic Catholic Schools Governing Council performed this role collectively for 26 systemic schools and colleges. The Association of Catholic Colleges in Tasmania Governors' Council (ACCT) performs a similar function for the eight Archdiocesan colleges.

SCHOOL FACTS:

School sector	Non-Government
School type	Primary
Year range	K – 6
Total enrolments	378
Girls	187
Boys	191
Indigenous students	37 (10%)
Location	Provincial

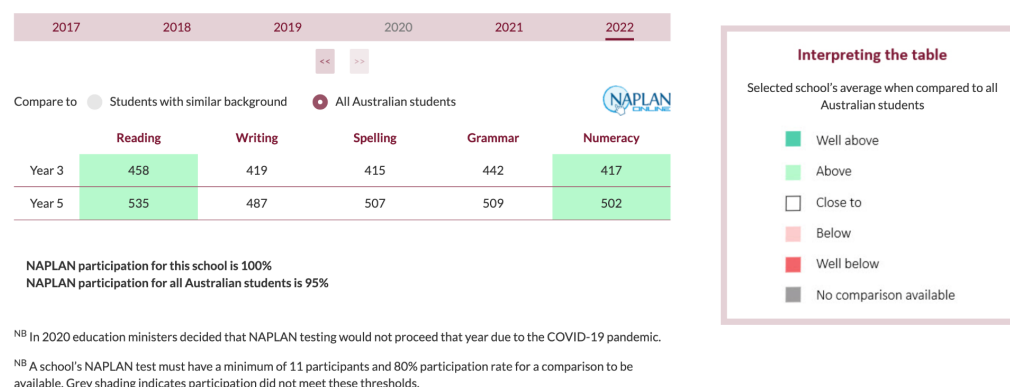
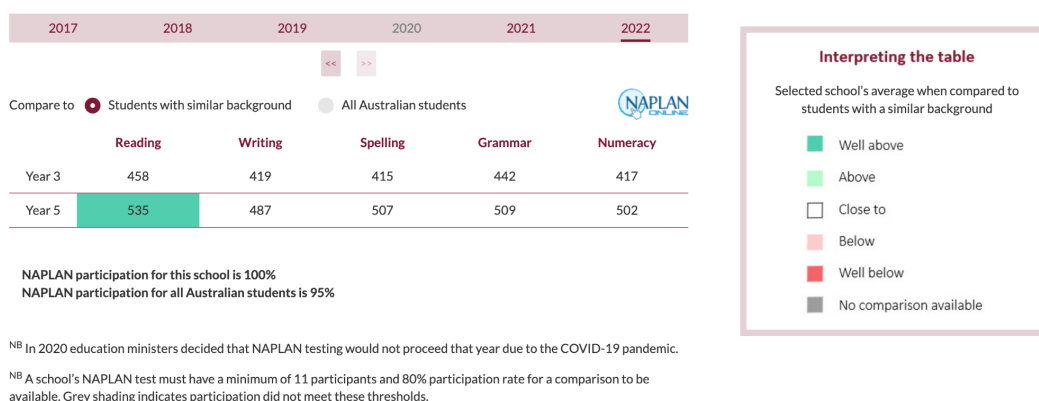
Student attendance rate	87%*
Teaching Staff	25
Full-time equivalent teaching staff	20.2
Non-teaching staff	23
Full-time equivalent non-teaching staff	12.6

*NB School attendance data in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks, and floods experienced in certain regions across Australia at that time.

STUDENT OUTCOMES

Each year we interrogate all data, including standardised data. We do this to set school wide focus areas for the following year.

NAPLAN 2022 RESULTS



For a full breakdown of Naplan results please visit:

www.myschool.edu.au/school/40027/naplan

Assessment and reporting procedures are important to assist with curriculum planning and effective teaching and learning.

Open and honest communication, within a shared and welcoming culture, is the most essential element in the family/teacher/child relationship. This may include communication diaries, emails, phone contact, face to face contact or appointments requested by either the teacher or the parents.

We use both formative and summative assessments to collect information to assist student's learning, inform parents of student progress and be an effective tool in evaluating and planning further teaching experiences.

Formative assessment involves continuous or ongoing assessment and evaluation processes. Formative assessment techniques are often informal and are closely linked to the teaching practices in the classroom such as anecdotal records, learning logs, contracts, reflective journals and goal based assessment.

Standardised testing is undertaken in each grade in order to assess the children's abilities against standardised norms. These assessments in English and Maths work as a screening tool to identify children at risk and those who are working above the class average. Results of these assessments are recorded and kept in school records. During 2022 these included: PAT testing for Gr 1-6, Reading Benchmarks testing for Prep-Gr 4, PIPs testing for Preps and the 5 year old check for Kindergarten.

We communicate student progress to parents in a number of ways. Formal reporting procedures are in place to facilitate reporting to all parents. Parent/teacher interviews are programmed for term 1 and term 2 . Written reports to parents are prepared mid year and at the end of term 4.

Learning Plans (LP) are developed for children with learning needs who require specific classroom adjustments that enable them to access and participate in the classroom curriculum. A Learning Plan (L.P.), is created for students with a formal diagnosis and is formulated by the classroom teacher in consultation with parents, Student Support Coordinator, Teacher Assistant, and when appropriate, the child. All personnel involved with the L.P. receive a signed copy.

OUR LEARNING COMMUNITY

Our Learning Community works strategically towards the flourishing of every member. We have a deeply held belief that all are worthy of genuine love and respect. We nurture and challenge each other's imaginative, creative and intellectual capacities beyond horizons that any one of us alone can envisage. We want to create space for community, conversation and action in the way Jesus saw the world. We dream that everyone has the potential to contribute in a meaningful way, to an honourable, fair, just, tolerant, knowledgeable and curious world.

Strategic & Annual Plans process may involve the following :

- Standardised and formative assessment
- Research
- Parish Priest & Church priorities
- Teaching teams
- Peer feedback
- Focus groups
- Board & P&F
- Student and Parent surveys
- AITSL Standards
- School Validation
- CET priorities
- National and World priorities

During 2022, we followed the Australian Curriculum in all learning areas, aiming for authentic and rigorous learning, particularly in Literacy and Numeracy.

SCHOOL IMPROVEMENT

As part of our School Improvement process, we develop an annual plan each year. In summary, our Annual Plan for 2022 was as follows:

STUDENT LEARNING:

- Literacy project – evidence based & consistent approach
- Online assessment engagement inc. Essential Assessment
- SEL – Peaceful Kids, Brains = Behaviours, Interoception
- Age appropriate pedagogies

LEADERSHIP

- Teacher Performance & Development – AITSL Goal setting & Mentoring
- Community Connections
- Wellbeing initiatives for all
- PLC refresh
- Development of the new leadership team

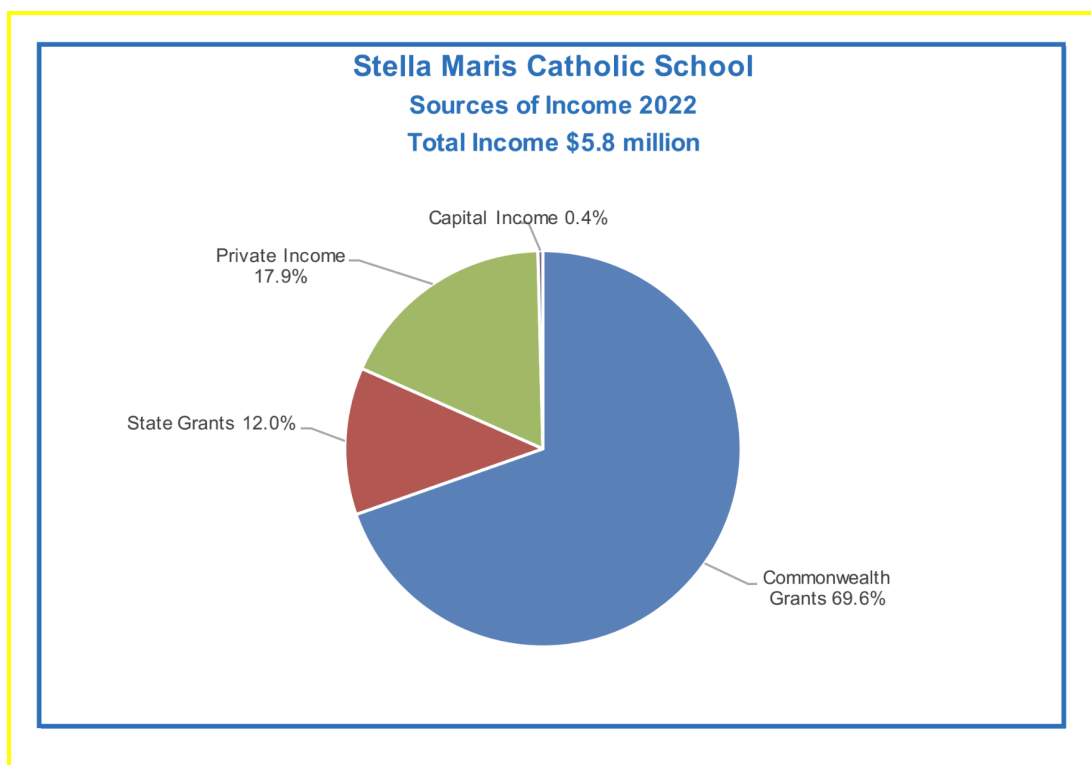
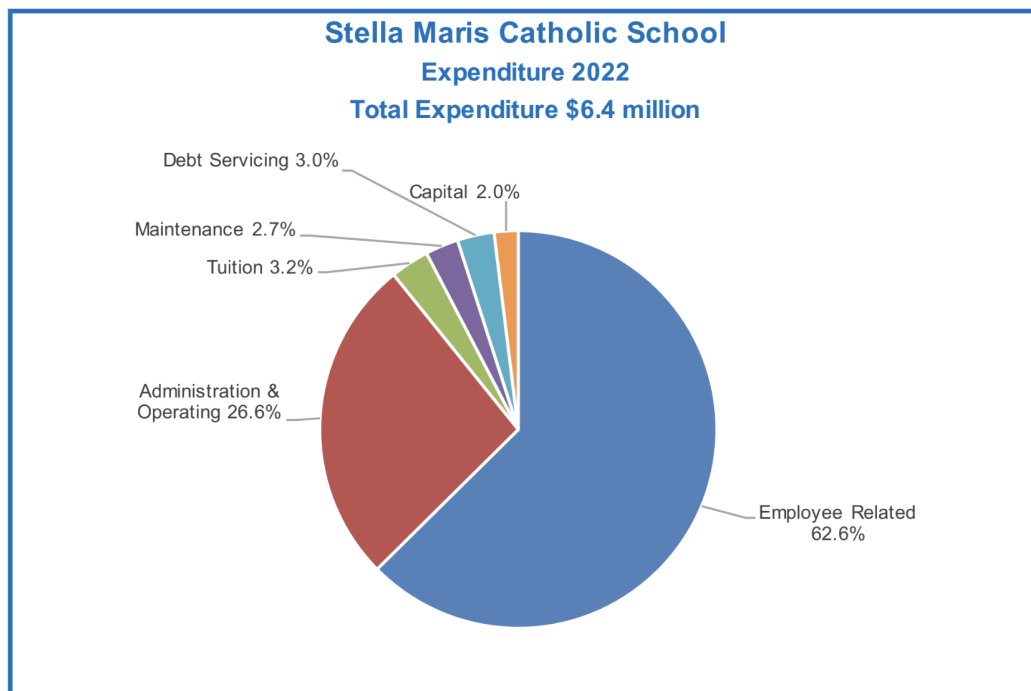
CATHOLIC IDENTITY & EVANGELISATION

- Imbedding Daily Religious Rituals
- Linking Mercy Tradition & Our Indigenous Story
- Continuing with our Faith Formation

MISSION

- Development of outdoor learning areas: Hub, Gr 1, Gr 2, Gr 5
- Master planning for external buildings
- Logo refresh

INCOME AND EXPENDITURE



This report was prepared by Christina Gretton, Principal in March 2023.