



# STELLA MARIS

Catholic Primary School ~ Burnie

**Stella Maris**

**Catholic Primary School**

**2019**

## **Annual Report to the Community**

**Year:** 2019 (Prepared in June 2020)  
**School Name:** Stella Maris Catholic Primary School  
**School Type:** Kindergarten to Grade 6  
**Suburb/Town:** Burnie  
**State:** Tasmania  
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**Principal:** Mrs Julia Kramer

## **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 generalized 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's 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 2019.

## **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 to be the best person we can.

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.

## OUR 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

## OUR 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 of God's creation.

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 Tuesday afternoon. Professional learning in the area of Spirituality is a priority for all staff. All classes participate in Christian Meditation where our hope is they find God in stillness. We have a prayer room where all students experience different forms of prayer as opportunities to deepen their relationship with God.

## **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 Feast days throughout the year. Each grade is rostered on to celebrate Liturgy in a more intimate setting. We celebrate special Liturgies for Mary, All Saints, Holy Week, Easter and Stella Maris Feast Day. We also celebrate Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week.

## **OUTREACH AND COMMUNITY LINKS**

The students have given generously to many charities throughout the year, notably Project Compassion, the Archbishop's Samaritan Project, Winter Relief, our adopted child, supporting students in P.N.G and the St Vincent de Paul Christmas appeal. Our student Representative Council decides on a charity or cause we can support each year. They organize the timing, the awareness raising aspect and the method they wish to use to promote their chosen cause.

- During the year a number of classes visited the Aged Care facility at Umina Park, to sing, dance and read to residents.
- Two grade 6 students represented the school at special Burnie Council meetings each month.
- A group of 8 Grade 5 students attended the Grip Leadership program to learn skills in positive leadership. This links in well with our school challenge of "We choose to be brave, we choose to be curious, we choose to be kind, just Like Jesus".

## **SACRAMENTAL PROGRAM**

During 2019, students participated in the Parish based sacramental program and received the Sacraments of Eucharist and Confirmation. Teachers worked with Fr. John Girdauskas, the Parish team and the School's Assistant Principal Religious Education to ensure that children were adequately prepared to receive the Sacraments.

All staff supported the students with prayer cards. They each received a journal at assembly and gave us regular updates. Fr. John was a regular visitor to the school and liaised with the Assistant Principal Religious Education and class teachers to plan and coordinate whole school and class liturgies.

### **NURTURING A POSITIVE SCHOOL CULTURE**

The school participated in the School Wide Positive Behaviour Support Program. This is closely linked to our Making Jesus Real (MJR) program. We also researched emotion wellbeing programs and trained staff in the Peaceful Kids Program which we wish to implement next year. Students continued the 'buddy' system, where students in the upper classes 'buddy' with a junior class. In most instances the senior students completed a reading activity.

## SCHOOL FACTS:

School sector	Non-government
School type	Primary
Year range	K – 6
Total enrolments	382
Girls	181
Boys	201
Full-time equivalent enrolments	382
Indigenous students	7%
Location	Provincial
Student attendance rate	96%
Teaching Staff	24
Full-time equivalent teaching staff	20.8
Non-teaching staff	21
Full-time equivalent non-teaching staff	12.1
Indigenous Staff	2

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

### NAPLAN 2019

The National Assessment Program in literacy and Numeracy (NAPLAN) is administered to all Australian students in years 3,5,7 and 9.

Stella Maris was not below similar schools in any area. Gr 3 average in Spelling and Grammar is down compared to All schools in Australia. These results have been analysed by teaching staff and in conjunction with ongoing student assessments are used to plan for improved student learning outcomes. A rigorous testing program occurred in November, which was analysed by teachers to assist with targets for the following year and allows teachers to provide a differentiated program for students. The staff analysis forms part of the discussion and planning for professional development for staff.

Analysing all testing data has informed our decision that the focus for 2020 is to ensure that we extend students in Maths, as the value adding for these students can be improved.

Participation rate for Stella Maris students in 2019 was 96%

Participation rate for all Australian students in 2019 was 95%

<b>This table shows our school's average when compared to students with a similar background and with students from all schools in Australia.</b>					
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar</b>	<b>Numeracy</b>
<b>Gr 3 Stella Maris</b>	441	433	408	437	418
<b>Gr 3 Similar schools</b>	425	417	405	430	404
<b>Gr 3 All schools</b>	432	423	419	440	408
<b>Gr 5 Stella Maris</b>	528	486	514	498	500
<b>Gr 5 Similar schools</b>	507	471	496	495	492
<b>GR 5 All schools</b>	506	474	501	499	496

## LEADERSHIP AND STAFFING

<b>Leadership Structure for 2019</b>			
<b>Principal</b>			
<b>Assistant Principal, Religious Education</b>		<b>Assistant Principal, Teaching &amp; Learning</b>	
<b>Learning Support Teacher</b>			
<b>E.C Team leader</b>		<b>Gr 3 – 6 Team Leader</b>	
<b>Early Childhood Team K - P</b>	<b>Early Childhood Team Gr 1 -2</b>	<b>Middle Primary Team Gr 3-4</b>	<b>Upper Primary Team Gr 5 -6</b>

Our 4 teaching and learning teams continue to work collaboratively and effectively through planning and Professional Learning and we have become a true Professional Learning Community. Utilising the teams, we can identify areas we need to focus on. These teams research and plan collaboratively, sharing resources, expertise and ideas. Our focus area for Inquiry Cycles was English and teams responded in a targeted way to the needs of each cohort of students. In 2019 Stella Maris employed 52 staff members, 24 Teaching staff and 16 non-teaching staff.

The school employed a music teacher, a physical education teacher, a learning support teacher, a Library technician, an ICT support T/A, and an art tutor, a school Chaplain and 4 part time administration support staff. The canteen and the uniform shop employed a manager. Cleaning staff included 3 part time cleaners. Two of our staff members have Indigenous heritage.

### SCHOOL IMPROVEMENT

**In summary, our school Annual Plan for 2019 was as follows:**

#### **Catholic Culture & Ethos**

- To Review and develop our Vision and Mission
- To develop staff and student prayer life.

#### **Student Learning & Achievement**

To develop Professional Learning Communities (using the focus of English), so that we can:

- Respond to student needs in a more individual way.
- Continually reflect on our practice.
- Embed and report on Design and Technologies and Digital Technologies Australian Curriculum.
- Develop Leadership capacity.
- Begin our Early Years program for 3 year olds.

#### **School Classroom development**

To complete the refurbishments of twelve General learning Areas with flexible learning spaces which allow for a variety of teaching and learning modes.



# INCOME AND EXPENDITURE

