



STELLA MARIS PARISH SCHOOL

2023

SCHOOL PERFORMANCE REPORT

The Stella Way

PREPARED BY ELLA KIRKHAM

Our School Story



THE STELLA STORY (Mission & Vision)

Stella Maris Parish School is a Catholic primary school offering learning from Reception to Year 6 in the South Western community of Adelaide.

Our school values of **Compassion, Courage, Inclusivity** and **Respect** create a connected and thriving school environment and a holistic and purposeful student experience. We see ourselves as Good Samaritans and we share a genuine sense of belonging.

Our school purpose is to develop **empowered** and **proactive** learners and we aim to support the holistic development of all students by focussing on key values and capabilities in all areas of school life and at all times.

In order to do this, we have created our vision of the 'Stella Person' and the 'Stella Learner', which aligns with our school story and depicts who we are as people and as learners. It also signifies the aspirations that we have for our students, and the people that we want them to be when they leave Stella Maris at the end of Year 6.

THE STELLA PERSON

The Stella Person is someone who espouses our school values, guided by our Good Samaritan Charism of:

COMPASSION

to show sympathy and concern for others and ensure we 'act' to help others know they have support, love and care.

COURAGE

to show strength and persistence when we encounter challenging or difficult moments.

INCLUSIVITY

to ensure that all members of our school and community feel they belong and are included in our community.

RESPECT

to show care and love for ourselves, to others and the world in which we live.

THE STELLA LEANER

The Stella Learner is a person who deliberately and progressively builds on their capabilities to become a successful learner. The Stella Learner is:

Inspired by Faith

A Critical and Creative Thinker

Collaborative and Self-Aware

Literate and Numerate

Globally Minded

Ecologically Aware

A Responsible Digital Citizen

School Ethos and Catholic Identity

"We are proudly, a Catholic school."

At Stella Maris, each child and adult in our community is unique and important to God. We make real the values reflected in the Gospels by welcoming parents and students, fostering community and treating all with respect and love.

As a school founded by the Good Samaritan Sisters in 1956, we are firmly focussed on ensuring our 'Catholic faith' and mission is a lived element of our daily lives. Using our values, derived from the Good Samaritan and Benedictine characteristics, we promote a Christian way of being and offer an invitation for students and families to encounter God.

Our school has an annual 'theme' to guide our focus and attention. The theme relates to our school charism and our school story and provides a daily reminder of our role in continuing to develop and build upon our Catholic identity. The theme for 2023 was 'Act Justly, Walk Humbly'.

We are a part of the St Ann's Catholic Parish and Holy Spirit Catholic Church is located on the same site as the school.



School Context and History

Stella Maris Parish School is a co-educational school catering for approximately 400 children from Reception to Year 6.

Stella Maris Parish School was founded by the Sisters of the Good Samaritan in 1956. For most of the school's history, we have been a Reception to Year 5 school. In 2019, due to the restructure of the South-West Region schools, we became an R-6 school.

In our first year, the school had seventy enrolled children. From the beginning of our time as a school, parent support and co-operation has been an essential element of school life - without this support it is unlikely that the school would have survived the early, formative years.

In our school, we aim to create a family atmosphere where teachers and children know and care for one another, and where each child and parent is given as much individual care and respect as possible.

We strive to develop community, to foster and nurture learning and we are committed to continuing the Catholic Christian Story in the Good Samaritan Tradition.

We are committed to developing young people who are independent, responsible and caring members of their communities.

At Stella Maris, we welcome all families and celebrate their differences. We are inclusive, nurturing and pastoral. We care for the needs of our families, supporting them in the joint role we have in teaching and supporting their child's holistic development. Over the last 18 months, we have had a significant increase in the number of families from a non-English speaking background enrol at our school. This has seen a welcome increase in the cultural diversity in our classrooms and school community life.

A vast majority of our students who finish their journey with us at the end of Year 6, choose Sacred Heart College as the preferred High School pathway.

Enrolment Data

Year	Roll Group	Roll Group Teacher	F	M	Total
RE	23_RJB	Button	11	13	24
RE	23_RKW	Keain	10	13	23
RE	23_RMT	Thomson	13	11	24
RE	23_RTM	McCabe	13	11	24
Total for Year Group: RE			47	48	95
1	23_1EB	Bello	14	13	27
1	23_1NG	Jennings	15	12	27
Total for Year Group: 1			29	25	54
2	23_2HO	Hegarty	15	12	27
2	23_2SK	Kennedy	13	14	27
Total for Year Group: 2			28	26	54
3	23_3JM	Morrison	12	15	27
3	23_3KZ	Zervas	12	15	27
Total for Year Group: 3			24	30	54
4	23_4CK	Kelsh	13	16	29
4	23_4JP	Pipicella	12	16	28
Total for Year Group: 4			25	32	57
5	23_5BH	Brown	15	15	30
5	23_5JW	Wake-Cozens	15	15	30
Total for Year Group: 5			30	30	60
6	23_6BP	Penney	15	14	29
6	23_6KH	Hill	14	16	30
Total for Year Group: 6			29	30	59
Grand Total			212	221	433

Student Attendance

Parents are to advise the school if their child will be absent to the school absentee text number or phone line. Teachers record absences in SEQTA and an automated text message is sent to families with an unexplained absence. Attendance concerns are referred to the principal who in turn will follow-up with parents as needed. Families must put in a written request to the Principal for absences of five days or more, for example- family holidays.

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	93.2%	92.4%	92.7%	88.0%	89.6%	88.9%	92.2%	92.0%	92.1%	90.4%	86.5%	88.4%	90.6%
01	90.1%	92.5%	91.2%	91.9%	92.0%	92.0%	92.3%	92.4%	92.4%	91.1%	89.2%	90.2%	91.5%
02	94.6%	92.6%	93.6%	89.7%	87.5%	88.6%	92.4%	91.0%	91.7%	91.1%	88.2%	89.7%	91.0%
03	87.0%	93.4%	90.6%	94.6%	93.4%	94.0%	94.9%	93.5%	94.1%	93.8%	93.4%	93.5%	93.0%
04	92.3%	92.7%	92.5%	89.6%	92.1%	91.0%	89.9%	90.6%	90.3%	91.9%	88.5%	90.0%	91.0%
05	92.7%	93.5%	93.1%	88.4%	90.6%	89.5%	90.6%	94.7%	92.6%	89.1%	93.8%	91.4%	91.7%
06	92.4%	91.0%	91.7%	89.5%	89.2%	89.4%	89.7%	89.8%	89.7%	87.7%	91.2%	89.5%	90.1%
Total	91.9%	92.6%	92.2%	90.1%	90.6%	90.4%	91.7%	92.0%	91.8%	90.6%	89.9%	90.2%	91.2%

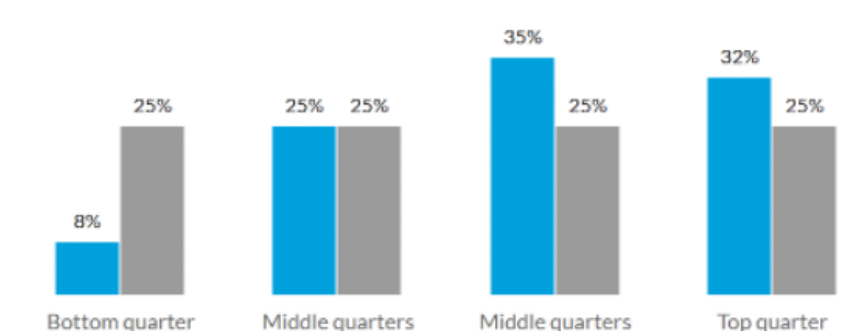
2023 Student Community Profile Percentages

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1078
 Average ICSEA value 1000
 School ICSEA percentile 78

Distribution of Socio-Educational Advantage (SEA)



■ School distribution
 ■ Australian distribution

Percentages are rounded and may not add to 100

School and Staff Structure

At Stella Maris we generally accept 2 streams of enrolments each year and at present have two single year level classes throughout the school. In 2023, due to an increase in demand we have accepted a third stream of Reception enrolments. The two teachers in each year level work very closely together to plan, program, teach, assess and moderate the curriculum for their year level. There is a strong partnership and an expectation that collaboration and consultation occurs between year level teams.

Our staff is made up of 18 full time and 6 part time teachers at an FTE level of 21.4. Non-classroom teachers include:

- Principal - 1.0
- Deputy Principal - 1.0
- Assistant Principal - Religious Identity & Mission - 0.6
- Inclusive Education Coordinator - 0.6
- Intervention support - 1.8 (3 staff)
- Italian - 0.6
- Physical Education - 1.0
- Science (R-2) - 0.4
- The Arts (Music) - 0.8
- The Arts (Dance and Drama) - 0.4
- ATSI Coordinator - 0.1

We also employ 19 part-time Education Support Officers, made up of classroom support, administration, pastoral care and maintenance.

Staff Demographics

Teaching

Full Time	Male	5
	Female	16
Part Time	Male	0
	Female	9
Aboriginal & Torres Strait Islander		0

Non Teaching

Full Time	Male	2
	Female	7
Part Time	Male	3
	Female	7
Aboriginal & Torres Strait Islander		0

Teaching Qualifications

	Masters	Bachelor's Degree	Graduate Diploma	Diploma	Grad Cert	Highly Accomplished
Teaching Staff	6	31	1	1	16	2

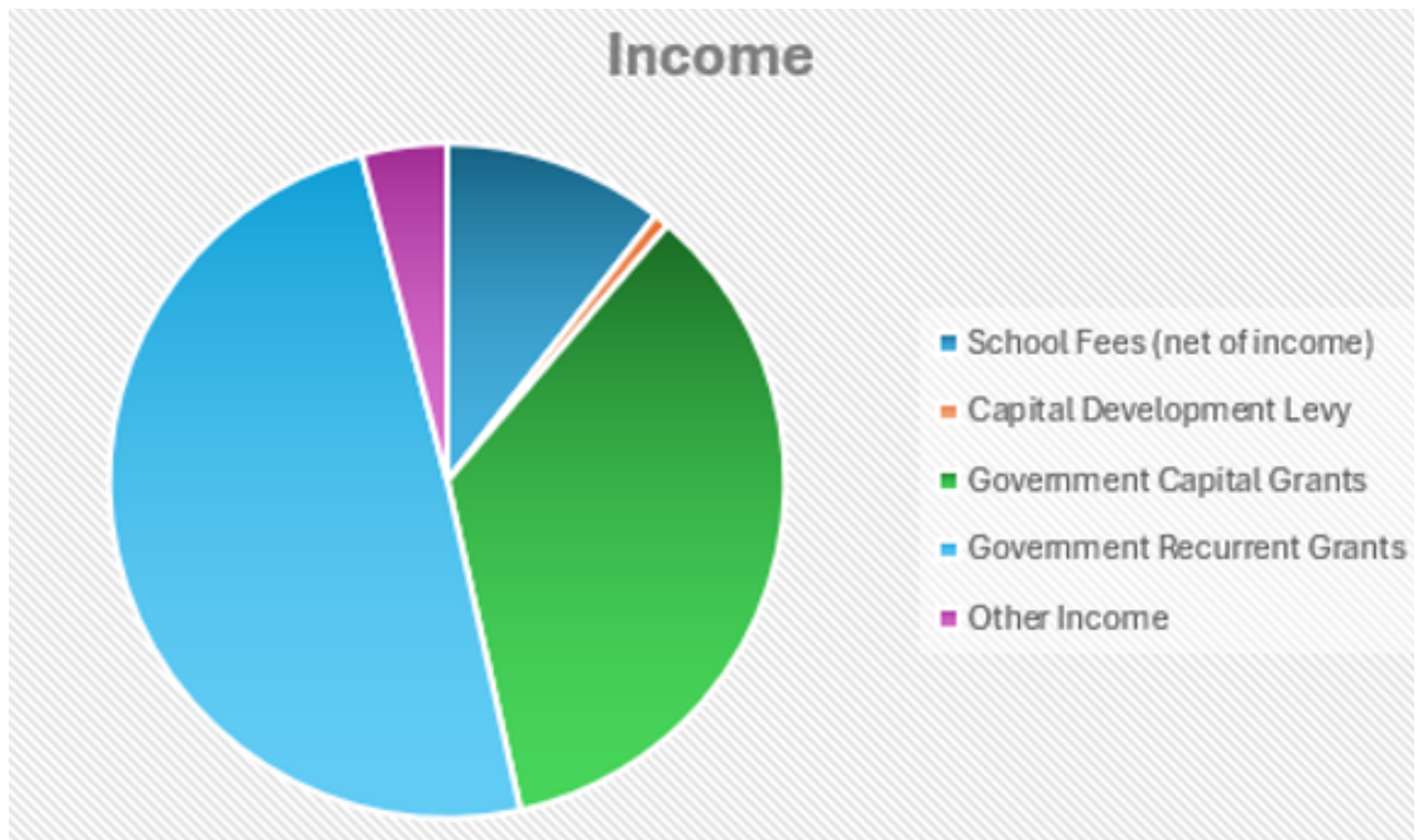
Income - Funding

In 2023 we started the year with 405 students (361 students Feb 2022). This together with the mid-year Reception and other small intakes took total student numbers to 432 in August 2023 (392.6 in Aug 2022).

Australian and State Government recurrent funding is based on student numbers as at Census in August. 2023 was the final year where Reception students commencing in Term 3 receive government funding.

Stella Maris Parish School provide fee free tuition to term 3 Receptions in 2023 as per CESA directive.

Stella Maris Parish School Income Distribution 2023



Revenue & Expenditure Statement 2023 (incl Prior Year) **

Account	Description	2023	2022
INCOME			
Recurrent Income			
	Commonwealth Government Grants	\$4,377,315.06	\$3,578,464.77
	Fee Income	\$1,179,016.05	\$1,056,911.87
	Income Other	\$411,115.89	\$180,976.87
	State Government Grants	<u>\$1,233,848.00</u>	<u>\$1,090,800.00</u>
	Total Recurrent Income	\$7,201,295.00	\$5,907,153.51
Capital Income			
	Income Capital	\$119,700.00	\$102,837.50
	Commonwealth Government Grants	\$2,820,475.35	\$0.00
	State Government Grants	<u>\$176,724.65</u>	<u>\$0.00</u>
	Total Capital Income	\$3,116,900.00	\$102,837.50
EXPENDITURE			
Tuition Expenses			
	Expenditure Administration Other	\$97,913.40	\$81,554.13
	Expenditure Classroom/Faculty/Department	\$133,888.17	\$105,213.27
	Expenditure Teaching Other	\$119,649.07	\$125,573.69
	Expenditure Teaching Salaries	<u>\$4,001,037.61</u>	<u>\$3,325,899.58</u>
	Total Tuition Expense	\$4,352,488.25	\$3,638,240.67
Administration Expenses			
	Expenditure Depreciation & Assets	\$1,514,267.34	\$319,605.86
	Expenditure Interest	\$4,032.35	\$30,828.85
	Expenditure Levies	\$351,103.53	\$335,832.52
	Expenditure Administration Other	\$467,416.13	\$524,567.27
	Expenditure Admin Salaries	\$389,312.17	\$342,407.28
	Expenditure Utilities & Rates	<u>\$28,251.19</u>	<u>\$42,736.66</u>
	Total Administration Expenses	\$2,754,382.71	\$1,595,978.44
TRADING ACTIVITIES			
Trading Account Income			
	Trading Account Income	<u>\$43,388.43</u>	<u>\$34,517.90</u>
	Total Trading Account Income	\$43,388.43	\$34,517.90
Trading Account Expenses			
	Trading Account Expense	<u>\$19,369.12</u>	<u>\$24,891.93</u>
	Total Trading Account Expenses	<u>\$19,369.12</u>	<u>\$24,891.93</u>
	Net Profit (Loss) Before Tax	<u><u>\$3,235,343.35</u></u>	<u><u>\$785,397.87</u></u>

** Unaudited inclusive of accrual, prepayments as required

NAPLAN Results

Proportions of year 3 & 5 students meeting National Reading, Writing, Spelling, Grammar and Punctuation and Numeracy Benchmarks. Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

Selected School Year **2023**

All Schools Selected 2023

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	418	441	439	429	432
5	489	469	499	495	490

2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	418	441	439	429	432
Year 5	489	469	499	495	490

NAPLAN participation for this school is 94%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

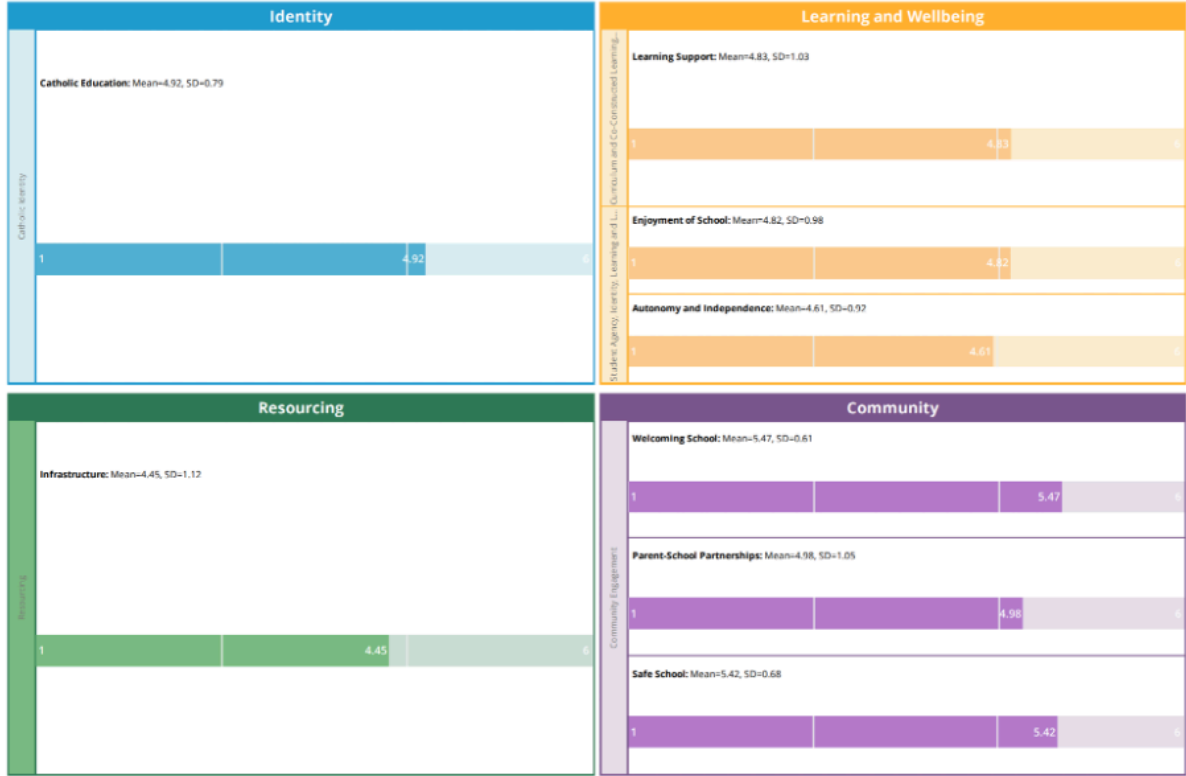
NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Community Satisfaction

The Living, Learning, Leading Surveys have been developed to support schools in rating their performance and progress towards meeting the intent of the Living Learning Leading Framework. All responses are confidential and are used for school improvement purposes. Completion of the survey is on a voluntary basis. The Living Learning Leading Framework gives us a foundation for understanding what we do in Catholic Education – who we are, what we value and how we partner with our families to ensure our students thrive. At the heart of our framework is our commitment to our students and our understanding of all people – we see them as ‘thriving people, capable learners, leaders for the world God desires.’

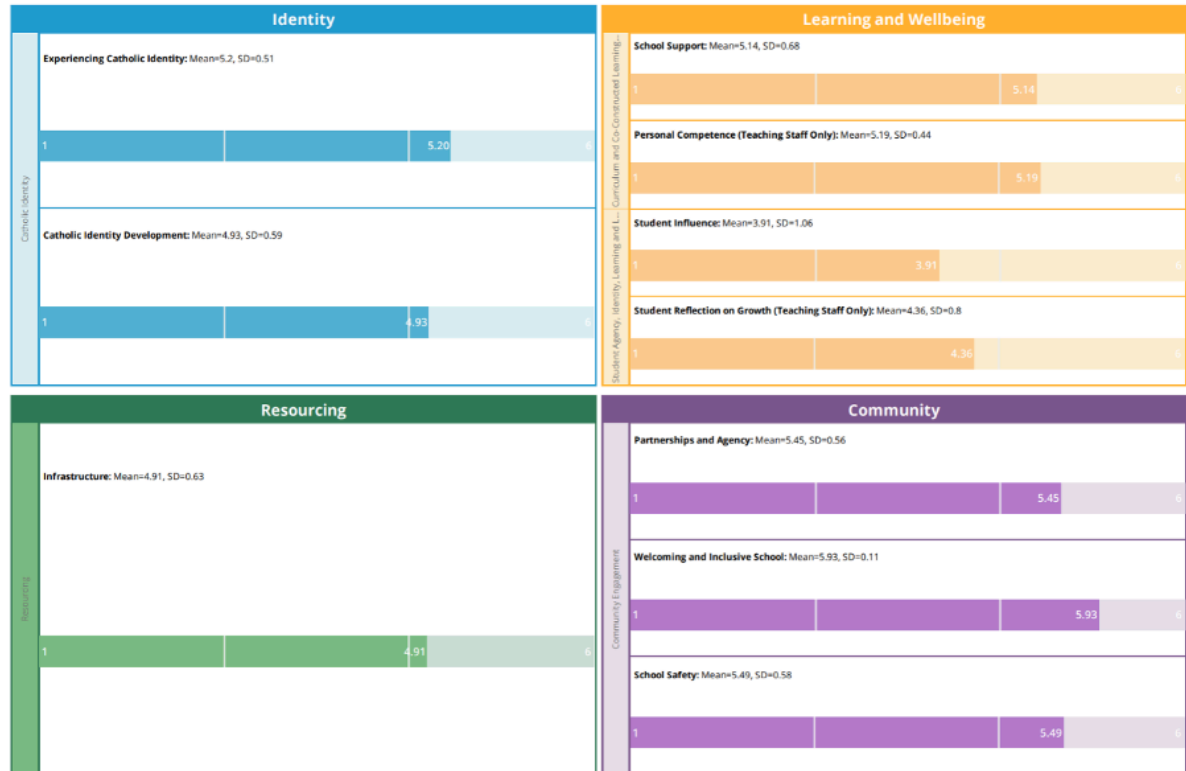
Parent & Caregiver Perceptions

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



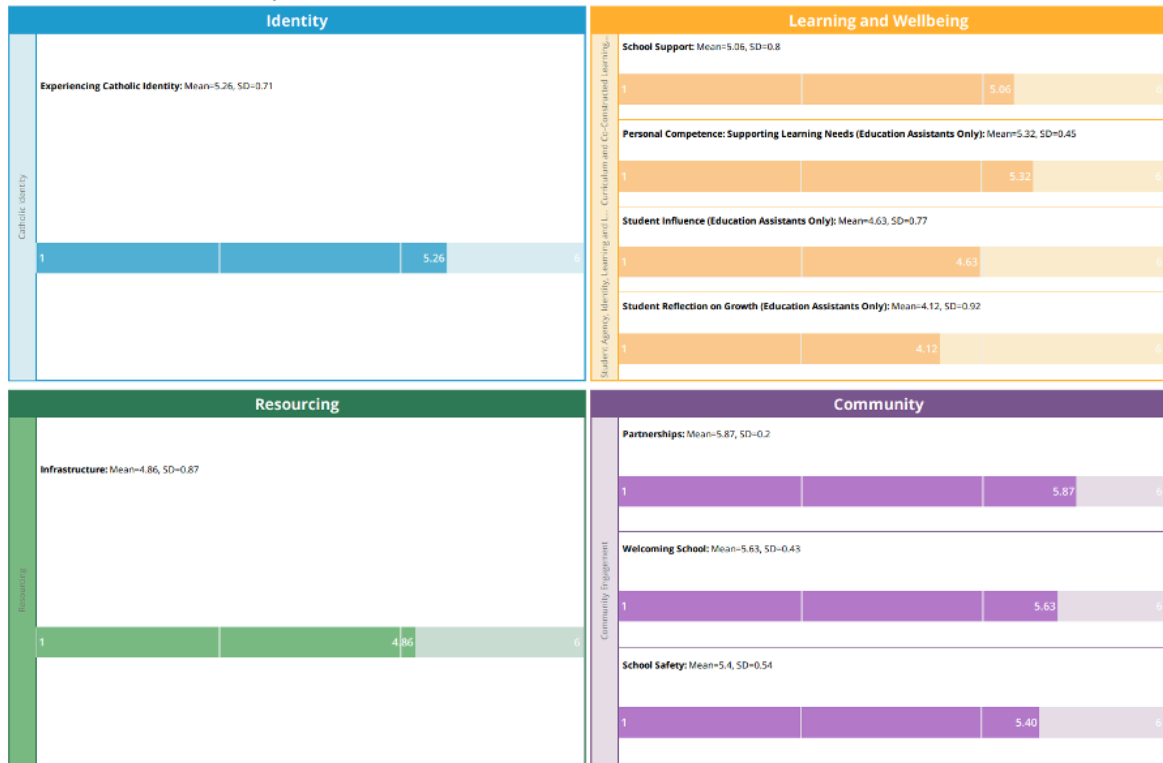
Teacher & Leadership Perceptions

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



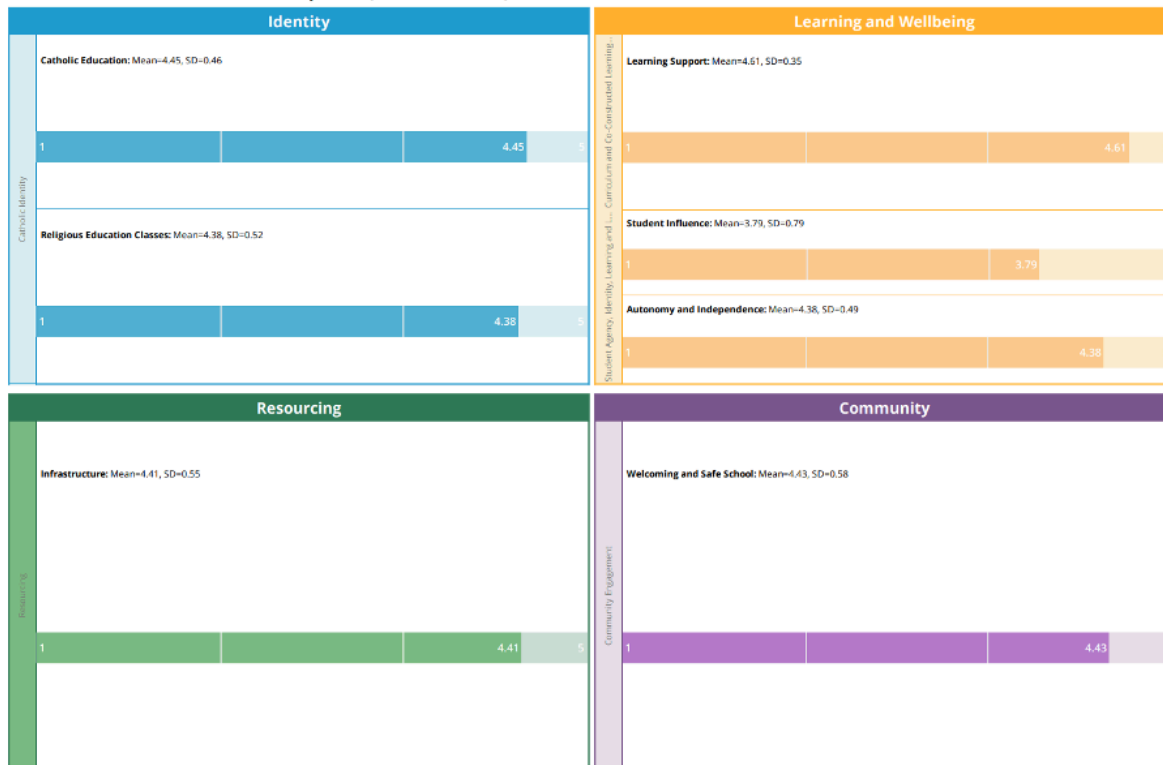
ESO Perceptions

Balanced Score Card: ESO Perceptions (LLL Framework)



Student Perceptions - Yr 2-4

Balanced Score Card: Student Perceptions (LLL Framework)



Student Perceptions- Yr 5-6

Balanced Score Card: Student Perceptions (LLL Framework)

