



Our Lady Star of the Sea Catholic School Terrigal

2006 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

This report provides readers with an opportunity to understand more fully the way in which Our Lady Star of the Sea Terrigal lives out its Mission. Of particular importance is the manner in which our school acts "in partnership with families" to provide quality education, a sense of belonging and encourages all to grow in the love of Christ. A primary focus of the past year has been the establishment of a new School Board. This has enabled our parent body to develop real and tangible ways to engage in school governance and enhance parent participation in the education of their children. During 2006 we launched a new website which includes podcasts and vidcasts as well as links for parents to school newsletters and children's class pages. I am delighted to be able to recommend this report to you as a way of better understanding the high quality educational community which is continuing to emerge at our school.

1.2 Message from the Parent Body

Our Lady Star of the Sea School Board was formed in May 2006. The board consists of our parish priest, Principal, Assistant Principal, seven parents and one parishioner. The formation of the board and our understanding of the role of the school board have been evolving during this time, ably assisted by the Catholic Schools Office and our Principal.

In the relatively short life of the board several significant achievements have occurred. We undertook to study parents' opinions regarding the new reporting format and parents' attitude towards homework.

The former data was fed back to the Catholic Schools office. The latter data has informed our school's revised homework policy which has now been implemented. The strengthening of the partnership between parents and school and the partnership

between school and parish underlies all our work.

Our goals for 2007 are to develop closer links between the parish and the school, to assist in the creation of a calmer school environment and to establish an active school board sharing wisdom within the school and parish community.

1.3 Message from the Student Body

In 2006 our school gave us the chance to participate in leadership in many different ways. In Year 6 we have two school captains, two vice-captains, eight sports captains and eight school leaders. All our leaders go the Young Leaders Day. We lead school assemblies, run peer support, look after sports equipment and encourage participation at sports through spirit points.

Our school gives us lots of great things to do, including excursions to Canberra and Bathurst, lots of sport and our biggest event this year was our musical production in which every child in the school participated.

Our teachers are really good to us and care about our learning. Our Year 5 class are looking forward to being in Year 6 next year because they are going to be on "It's Academic".



2. School Profile

2.1 Introduction

Catholic Heritage

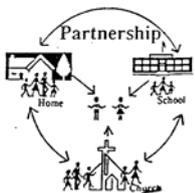
Our Lady Star of the Sea Catholic School opened in 1979 with an enrolment of 75 pupils in Kindergarten to Year 2. Sister Marcia Cox, a sister of Saint Joseph, was the founding principal.

The school continued to grow by one class each year until 1983 when the first Year 6 class completed their primary schooling. The school has a strong tradition of parent support and involvement. This assistance over the years has enabled the school to offer a quality education, both materially and spiritually.

The school has fifteen full time class teachers, a learning support teacher, music teacher and librarian. Thanks largely to the support of the parish and the parents over many years, the school is very well equipped in terms of teaching aids and resources. Due to increased enrolments and the continued demand for places, a third stream of Kindergarten was added in 2006 and is anticipated to continue into 2007.

In September 2001 the school buildings relocated to a beautiful new site in Serpentine Road. The wonderful physical structure of the school is complemented by an active learning community of children.

The Parish Community



The Catholic school is an important part of the parish faith community. The Church continues to urge that Catholic schools are maintained and developed. They are of fundamental value and

importance in assisting and complementing parents in the exercise of their educational rights and responsibilities. But in this education of the faith, the school remains a partner, joining with the home and the parish in the growth and development of religious education.

School and Parish Logo

Our Lady Star of the Sea is an appropriate patron for the school. Mary, as the Mother of Jesus, was His guide and constant companion. As a school community, staff and students draw on Mary to bring us closer to Christ so that as individuals and as a community, each grows to be more like Christ. The school places special trust in Mary and we pray to her for guidance and direction. Opportunities are provided for the children to participate in the sacramental life of the parish.

2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
215	217	0	0	432

*Language background other than English

The children work in fifteen classes with two classes in each grade, except for Kindergarten, which has three classes. The maximum class size in 2006 was 32 students. Kindergarten classes averaged 21 students per class.

2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf

The implementation of this policy is monitored by the Catholic Schools Office.

The school enrolment committee comprises the parish priest, Principal and parent association president. Enrolment interviews are held with all prospective Kindergarten children and their families before the Enrolment Committee meets in July. Sixty children were enrolled for Kindergarten for 2007.



2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
24	0	0	24

The teachers are supported by the leadership team in the school. The team meets regularly to ensure that the religious and educational aspects of school life, incorporating all teaching and learning, are of the highest priority. The Leadership Team is the Principal, Assistant Principal, Religious Education Coordinator and four Coordinators. The coordinators take a particular responsibility in leading information, communication and learning technologies, pastoral care, quality teaching and sport.

In 1996 the school organisation was supported by one fulltime and one part-time administrative officer, a music teacher and a physical education teacher. A teacher-

librarian and learning support teacher also work in the school community.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 92.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 82.1%.

2.6 Teacher Satisfaction

In 2005, teachers identified support for mathematics teaching as a high priority for 2006. As a response to this, the school embarked upon a three year strategy to improve the quality and consistency of Mathematics teaching. Support was provided for teachers through professional development for the whole staff and by the appointment of a teaching and learning Mathematics coordinator who worked with all stages supporting classroom practice. As part of the teachers Annual Review Meeting, staff were asked to name their professional development learning for 2006. Typical of teacher responses were the following:

- "I have established a love for learning in literacy and working with kindys."
- "I've learned how to provide activities which encourage higher order thinking."
- "I understand more about different learning styles, enrichment and extension in maths and open ended tasks in maths which have real purpose."
- "I have enjoyed working with teachers to develop consistency in maths programming and tasks."

2.7 Student Satisfaction

In line with the school's strategic direction, students in Stage 3 completed an online student attitude survey in relation to mathematics. Through the Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) project students



were exposed to a different model of mathematics teaching during 2006. Of particular interest in the survey material were the differences between girls' attitudes and boys' attitudes to the enjoyment of mathematics. Girls indicated that they did not like mathematics more often than boys and also that they were inclined to guess answers rather than work things out because the problems were too hard. At the conclusion of the project students were again surveyed online in relation to their attitude towards mathematics teaching and learning.

Students were asked to describe how they preferred the new mathematics small groups with streaming classes offered in 2005. Typical responses to the post program survey included:

- "I think that this year was better because I think last year the people in the lowest class felt a bit like they were dumb and the way we are doing it now we all feel equal." (Year 6 girl)
- "I like that we don't have to swap classes for maths because I don't know anybody in the other class to partner up with." (Year 6 girl)
- "Last year wasn't as cool as this year cause the teachers could spend time with us so this year is better." (Year 6 boy)

On the other hand, not everyone liked the changes.

- "Last year was good because it pushed my maths to the limits. I liked that it was hard and understandable after it got explained to you." (Year 6 boy)
- "I liked doing maths better last year. I liked working with children of my own standard." (Year 6 boy)
- "Well, I think that last year when that was happening (ability groups) it was fun but now I'm sort of enjoying this maths a bit." (Year 6 boy)

The school will continue to monitor students' attitudes to mathematics learning as 2007 unfolds.



3. Catholic Life and Mission

3.1 Catholic Heritage

From the very beginnings Our Lady Star of the Sea has been steeped in a rich Catholic tradition which stems from the connection with our Church. At the old site our school and church were one, sharing buildings, car parks, playgrounds and people. When deciding on the move to our current site it was unanimous that the school and church would again share the common site to continue the close relationship and rich Catholic tradition we had formed as a community.

At Our Lady Star of the Sea, Catholic discipleship is promoted by providing a distinctively Catholic school where children are educated in the Catholic tradition and given the opportunity to follow Jesus. The school mission reflects the commitment to a partnership with parents and the broader Church community in sharing the richness of the Catholic tradition.

This year in our school's strategic plan we focused on our ability for outreach to the broader community. We were able to form our Mini Vinnies group who support the senior St Vincent de Paul conference of Terrigal by working enthusiastically in many of their campaigns. Our Year 5 and 6 children had the opportunity to participate in the Catholic Mission's "Village Space" program that we hosted at our school for the central coast. This program was an interactive social justice experience for our youth that was deeply inspiring.

Our staff were also able to participate in an adult faith formation program provided by the diocese to deepen their faith and understanding of the Holy Trinity.

3.2 Liturgical Life

There is an extensive liturgical program at our school that includes over twelve whole school masses, year level Sunday parish masses, class liturgies and weekly reconciliations. Liturgical highlights this year were our beginning of the school year mass where we welcomed our new students,

families and teachers; the Easter celebration; our Mother's and Father's Day liturgies; graduation and end of year mass. These celebrations gave us all a wonderful opportunity to gather and worship as a community.



Prayer is a major component in the life of the school and this is reinforced with 'Dadirri', our whole school prayer time each Friday morning. All classes include daily prayer in their class routines. Staff prayer is held each Friday morning with a different staff member leading the prayer in their own creative, individual style.

Year 6 students were given the opportunity to spend a day with the parish priest, gaining a better understanding of the life of a priest and the call to vocation. They were also able to reflect upon their years at Our Lady Star of the Sea when their teachers and parish youth minister organised a retreat day for them in Term 4.

3.3 The School in the Life of the Parish and Diocese

Staff work closely with the parish community to promote and develop a caring, supportive and understanding environment for the children.

Usually our Year 5 children are given the opportunity to participate in the altar serving program run by a parishioner, but this year it was opened up to all interested children from Year 3 upwards. This allowed our younger children the opportunity to participate more fully in our worship. At the conclusion of their training, the children were



initiated into the parish as junior altar servers.

The children in Year 3 celebrated their Reconciliation and First Eucharist in 2006 while Year 2 celebrated their Confirmation. These sacramental programs are coordinated by the parish and supported by many of the parents and teachers.

The Year 6 children had the opportunity to celebrate mass with Bishop David Walker and all Year 6 children from Catholic schools on the Central Coast at The Entrance for their annual Year 6 Cluster Mass. Representatives from our Year 6 children also attended the annual Mission Mass held at St Ives in October.

3.4 Religious Education Curriculum

The Diocesan K to 12 Religious Education curriculum has three components:

1. The Foundations section which explores the context of religious education.
2. The call to Catholic discipleship.
3. The syllabus and the modules that are resource packages which assist teachers in the development of units of work.

All teaching staff have been involved with sequencing the modules to be taught throughout the year. The Religious Education curriculum is consistent with all other Key Learning Areas in that it is outcomes-based.

3.5 Catholic Worldview

Our Lady Star of the Sea school has a particular task of presenting quality education as an expression of the Catholic Worldview. Therefore staff seek to offer opportunities to apply that worldview to all aspects of school life and those outside the school.

In keeping with the school's Vision Statement, with its emphasis on giving children the experience of following Jesus, the school community participated in numerous opportunities engaging in social

justice issues in the wider community. In 2006 the school sponsored a child overseas; organised food and clothing drives for St Vincent de Paul; fundraised for Caritas Australia, Catholic Mission and other agencies, and sold craft items for the poor of Peru. In conjunction with one of our parents we funded the opening of a children's wing at an orphanage in South Africa and sent 100 Christmas boxes overseas as part of the Samaritan's Purse International Relief.

In particular, our Mini Vinnies group worked tirelessly and enthusiastically to collect many boxes of new winter clothes for the winter appeal; help coordinate and raise awareness of the Project Compassion Appeal; collected food and packed Christmas hampers for the disadvantaged in our Erina/ Terrigal region.

3.6 Parent Participation

In response to the Diocesan initiative of more parental involvement, participation in a faith formation weekend retreat led to the beginnings of our first school board.

The enthusiasm and commitment of parents, parishioners and teachers has been overwhelming in this endeavour. The shared wisdom model that the board has adopted calls them to serve the faith community in building, strengthening and nourishing the school as part of the parish.

The parent prayer group meets on Friday afternoons and through prayer, find support and enlightenment in the faith that they share.

Many of the parents have been guest speakers at the masses and assemblies, sharing their wisdom and experience to help guide the future generation.

3.7 Professional Learning in Catholic Life and Mission

As part of the Strategic Plan, the professional learning of staff and further study in Religious Education and theology is encouraged and supported by the school. In 2006 one staff member updated their qualifications in Religious Education while another staff member enrolled in this course.



The school was fortunate to have three staff members participate in the Diocesan Ministry for Teachers I and II with Bishop David Walker at Somersby.

All staff had the opportunity to participate in a spirituality day. This annual retreat provides quality time for staff to deepen their faith, to share with others and to renew their spirit.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf and

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy_-_Student_Discipline_Policy_Oct05.pdf

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The Diocesan Pastoral Care Policy was used as the basis for the collaborative development of the school-based policy. The school Pastoral Care Policy incorporated the Anti-Bullying Policy developed in 2003. Staff continued to refine the procedures for reporting and recording incidents of bullying in the school community. The children received regular input from staff to ensure that pastoral care and anti-bullying procedures were priorities for the whole school.

Pastoral care permeates all activities in the life of a school. The primary responsibility for overseeing that this is the focus of attention rests with the Principal in conjunction with the school welfare team and coordinator.

The main aim of the welfare team is to help the school achieve balance between rewards for good social behaviour and positive approaches to discipline. This is achieved by whole school focus on various individual, whole class and whole school rewards. The discipline aspect of pastoral care is underpinned by the restorative justice approach and a step-by-step procedure to deal with minor and serious offences.

Significant behavioural issues in some areas of school life were approached by involving

parents in collaborative meetings to share goals for the development of a calmer school.

4.3 Pastoral Care of Families

The care group, a subcommittee of the Parent Association, continued to work across the school supporting parents in various ways. A care group member spoke at each year level information night and invited parents to make themselves available to support various initiatives of the group.

The school initiated several meetings with parents of children with challenging behaviours and potential playground issues. The overall plan is to be active and supportive at the earliest possible convenience. Pastoral concerns have also been a focus with the development of the school board, Dads in School group and welcome group.



The school provides access to a school counsellor and the special needs teacher provides a reference point for parents to other agencies outside of the school setting.

Various policies have been established in 2006 to help develop a calmer school, including a new homework policy to take pressure off children and families.

Particular focus has been provided for year levels where there are significant peer relationship issues. This has been supported by parent meetings of the particular year level.

4.4 2006 Initiatives

Whole school approaches to student management were implemented. These



included new signage inviting children to socialise in a positive manner, new play spaces were created for different age groups and a new playground procedure helped the children to develop fairer use of equipment and space. This also helped the school to deal with overcrowding of some spaces. The school car park was incorporated into this plan and new parking procedures freed up space for play during lunch and fruit break.

The Seasons Program provided two groups of children with the opportunity to work with trained parent leaders. The program was presented over an eight week period and concluded with a special liturgy and celebration.

Positive reinforcement for appropriate behaviour has continued to be incorporated into a series of reward systems. Whole school assemblies, where spot prizes are available for acknowledging positive behaviour, and whole school rewards for all children who have not been in serious breach of school policies have also been welcomed by staff, students and parents. During 2006 these included a live band, whole school fund days and movie outings. These are in addition to individual classroom strategies which are in place.

4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf

The implementation of this policy is monitored by the Catholic Schools Office.



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

Our Lady Star of the Sea is committed to making sure that mandated learning outcomes in all curriculum Key Learning Areas are covered in the school's K to 6 programs. Our Lady Star of the Sea offers a comprehensive curriculum in all Key Learning Areas including Religious Education, English, Mathematics, Human Society in its Environment, Science and Technology, and Creative Arts.

5.2 Approach to Teaching and Learning

The staff has continued to develop more school-wide coherence in relation to teaching and learning. Several new initiatives have emerged:

- integrated units of work have been developed at a stage level;
- a whole school scope and sequence was completed and displayed in the staff room and forms the basis for stage planning;
- teachers have continued to develop their understanding and implementation of differentiated curriculum to assist in meeting the individual needs of students;
- members of the teaching and learning team attended a workshop by an educational consultant for professional development in learning styles;
- teachers commenced work on mentoring other teachers and working with grade partners to develop professional practice.

5.3 Significant Initiatives

During 2005 the school participated in a new School Review process and as a result were able to complete the development of scope and sequence for all Key Learning Areas. Parent forums were held to prioritise goals for future development in key areas of curriculum and school life.

The Early Stage 1 and Stage 1 teachers worked to further enhance their understanding of the teaching of the Literacy Block. Strategies and ideas to support student learning were developed. The Assistant Principal worked with teachers to provide practical support in Early Stage 1 and Stage 1 classrooms on a regular basis.

As a result of the school review process, the school applied successfully for an ASISTM grant through the Commonwealth. The grant will be used to develop a consistent approach to teaching mathematics across all year levels and to enhance teachers' knowledge and confidence in the area of mathematics teaching.

5.4 Student Achievement

Literacy

In 2006 there were 60 Year 3 children who sat for the Basic Skills Test (BST). The average scaled score was 4.2% above the state average and 93% of our Year 3 students were in the top three bands compared to the state achievement of 74%.

Percentage in Skill Bands Year 3

	State	School
Band 5	14	28
Band 4	28	43
Band 3	32	22
Band 2	19	7
Band 1	8	0

In 2006 there were 60 children in Year 5 who sat for the Basic Skills Test. The average scaled score was 1.8% above the state average and 92% of our Year 5 students were in the top three bands compared to the state achievement of 78%.



Percentage in Skill Bands Year 5

	State	School
Band 6	22	28
Band 5	28	37
Band 4	29	27
Band 3	14	7
Band 2	5	2
Band 1	1	0

Our Lady Star of the Sea also participated in the University of New South Wales Australasian Schools English and Writing Competitions.

In 2006 there were 115 participants in the English competition with 1 student achieving a High Distinction, 13 students achieving Distinctions, and a further 27 receiving Credits.

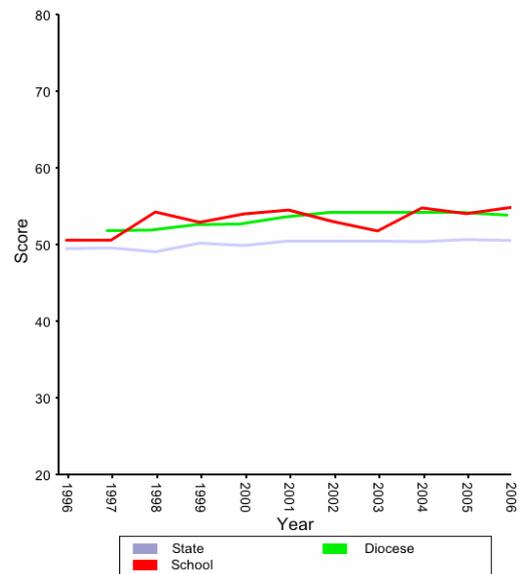
In 2006 there were 91 participants in the Writing competition with 1 student achieving a High Distinction, 14 students achieving Distinctions, and a further 27 receiving Credits.

The Commonwealth Government has set a national benchmark that describes the minimum acceptable standard that children in Year 3 and Year 5 should attain in reading and writing.

In 2006 all our Year 3 students achieved the national benchmark in reading and writing and all our Year 5 students achieved the benchmark in writing and 95% in reading.

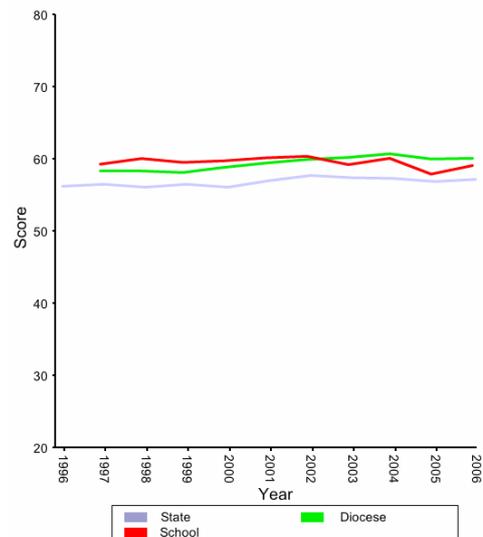
In 2005 all students in Year 3 and 5 achieved the national writing benchmark. 98.4% achieved the reading benchmark in Year 3 and 96.5% in Year 5.

Literacy (R + L) Plot Trend for ALL in Year 3



Since a dip in 2003 we have worked hard to improve our literacy results in Year 3. The English Block has become a focus of quality teaching in all areas of literacy.

Literacy (R + L) Plot Trend for ALL in Year 5



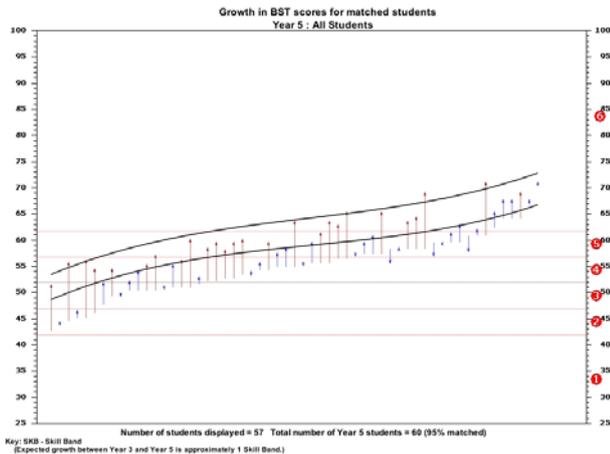
In the last few years we have dipped slightly below the scaled average score of the Broken Bay Diocesan schools but have still maintained a score above the state. There was a gain last year and we are continuing to work hard in this area to increase that gain.

The graph below shows that in 2006 the average growth from the Year 3 literacy Basic Skills Test compared to the same children in Year 5 was 4.15. The girls outperformed the boys which is further



evidence to support the introduction of the Boys Education initiative.

In 2006 the average growth from the Year 3 literacy Basic Skills Test compared to the same children in Year 5 was 4.15. The girls outperformed the boys which is further evidence to support the introduction of the Boys Education initiative.



Numeracy

The average scaled score for the Year 3 students at Our Lady Star of the Sea was 4% above the state average and 91% of our students were placed in the top three bands compared to 72% of the state.

Percentage in Skill Bands Year 3

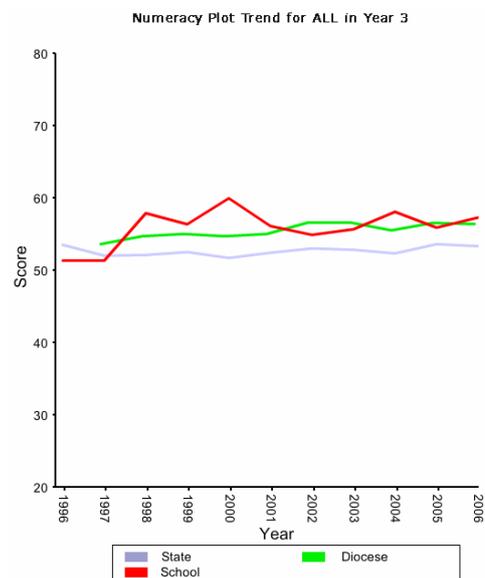
	State	School
Band 5	22	36
Band 4	24	33
Band 3	26	22
Band 2	19	9
Band 1	9	0

The average scaled score for the Year 5 students at Our Lady Star of the Sea was 2.6% above the state average and 93% of our students were placed in the top three bands compared to 80% of the state.

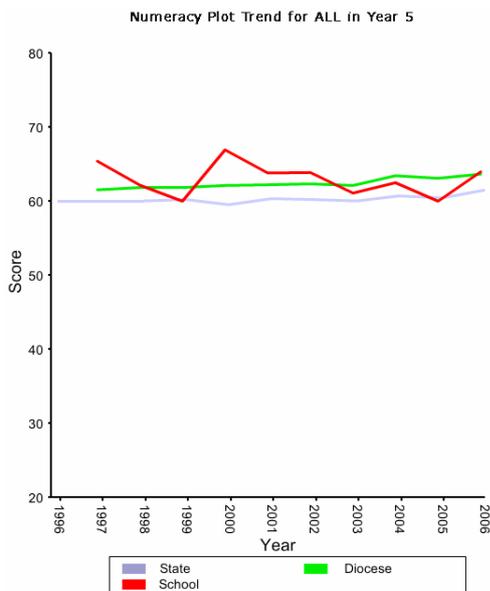
Percentage in Skill Bands Year 5

	State	School
Band 6	30	38
Band 5	26	33
Band 4	24	22
Band 3	15	5
Band 2	5	2
Band 1	1	0

Our Lady Star of the Sea also participated in the University of New South Wales Australasian Schools Mathematics Assessment. 124 students participated with 1 student achieving a High Distinction, 4 students achieving Distinctions and 21 students achieving Credits.



Since 1998 we have maintained an average scaled score above the state. We have dipped below the diocesan average but after significant work in numeracy last year we are again upward moving.

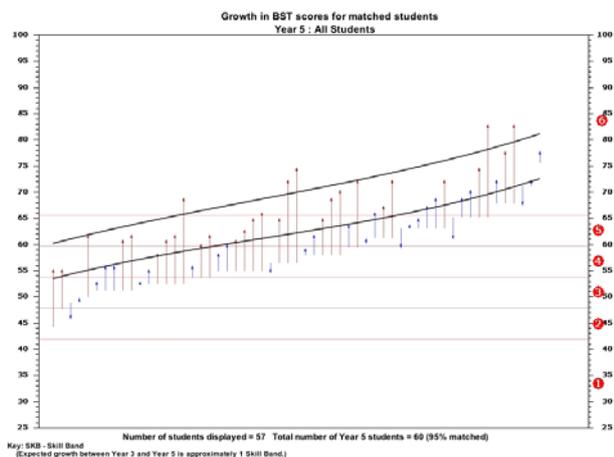


The dip below state average in 2005 led to a concentrated effort in the teaching of numeracy which has resulted in an upward trend in 2006.

The Commonwealth Government has set a national benchmark that describes the minimum acceptable standard that children in Year 3 and Year 5 should attain in numeracy.

In 2006 all our Year 3 students achieved this national benchmark and 99% of our Year 5 students.

The following graph shows that in 2006 the average growth from the Year 3 numeracy Basic Skills Test compared to the same children in year 5 was 6.33. The growth rate for both girls and the boys was similar.



Targets for 2007

From external standardised testing results of BST (Basic Skills Test), as well as our school-based assessment, the school has identified targets for 2007 including:

- developing consistency of practice across the school when teaching numeracy;
- maintaining students' progress from Stage 2 to Stage 3 in numeracy;
- improving outcomes for boys in literacy; and
- providing additional support to students experiencing difficulties in numeracy and literacy.

5.5 Information, Communication and Learning Technologies (ICLT)

A professional learning forum has been established using CASTnet (an internet delivery system) and teachers are encouraged to use the forum as a means of discussing current issues across all areas of school life. Content raised through the forum is used as the basis for weekly briefing meetings. The school looks forward to its continued development in 2006.

Professional learning for staff was a priority in 2005. Teachers were given an opportunity to nominate themselves to be trained in the use of CASTnet. This training will then allow these teachers to take on mentoring roles with colleagues.

The majority of staff continued to complete units in the International Computer Driving Licence (ICDL). Three staff completed the course and were awarded their licence.

Additional computers were provided in some classrooms. A digital camera was purchased to support assessment practices in the Kindergarten to Year 2 classrooms. During 2005 children had opportunities to use technology in many aspects of their learning. In a significant development of new technologies, ten laptop computers, two data projectors and two interactive school pads were added to the technology resources. The school was equipped with wireless



technology to enable integration of new technologies with everyday classroom life. This has been an outstanding success and 2006 will provide the opportunity to extend this approach further.

All children had regular opportunities to continue to further develop their skills in the computer room. The computer coordinator worked with children and their teacher on a fortnightly basis to reinforce ways in which technology could assist their learning. In 2005 Year 6 worked with their Kindergarten buddies as technology tutors. Year 5 students provided peer support to Year 1 students in their technology learning. Many classes also took the opportunity to work in the computer room during cooperative planning time with the teacher-librarian.

The school is looking to further develop web-based learning and has added the school newsletter to the resources which are available on-line for parents.

Children and parents were made aware of their responsibility through the Acceptable Use Policy. Each child signed an agreement stating they will use the internet in an appropriate and meaningful way only accessing suitable sites.

Parent information nights have been provided to support parents' understanding of technology within the school.

Class pages have been developed which include homework outlines and the school newsletter is uploaded to a parent class page each week.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

The learning teams offered staff skills that helped them better cater for the needs of individual students. Teachers used their team partners and teams to develop cross-curriculum units of work. The learning of the children was enhanced through a variety of creative learning opportunities.

Staff had the opportunity to participate in many professional learning opportunities

throughout the year. The professional learning profile for 2005 lists the extensive number of opportunities provided to staff in literacy, numeracy and technology. This profile is kept annually as a component of the Strategic Plan. The significance of the learning teams cannot be underestimated. Time is provided for these teams to meet and work together on a fortnightly basis as part of the regular staff meeting program.

The average expenditure on professional learning per teacher in 2006 was \$1,970.



6. Extracurricular Program

The children had numerous opportunities during 2005 to participate in a variety of extracurricular programs.

A large group of Year 6 children had the opportunity to represent the school in two debating competitions. One competition involved students from government schools while the other competition included children from the other Catholic schools on the Central Coast. The children showed they had excellent skills in their presentation, preparation and development of team arguments.



Stage 3 students also participated in public speaking competitions

Children from Years 3 to 6 participated in an inter-school chess competition in 2005. Younger children met regularly in the library to learn new chess skills from interested parents.

The choir and band excelled themselves during 2006. They shared their talents at various school and parish functions and entertained the local community on a number of occasions. A highlight of the school years was their presentation of items at a local shopping mall for the Christmas season.

During 2006, three after-school programs were added to the school schedule. Children had the opportunity to participate in drama classes on a weekly basis as well as the active after schools program during Term 3 and 4. In addition to this, Youth Group activities commenced in Term 3 for the remainder of the school year.

For the first time in 2006, all school leaders participated in the National Young Leaders Day held in every state capital. The Sydney event was a highlight for school leaders and gave them an opportunity to be inspired by other Australians who are making a positive impact in the fields of work or sport.

There were numerous opportunities for children to represent the school at interschool, diocesan and state level sporting events. All of these were well supported by parents who often acted as coaches, mentors or support personnel.



Year 6 students at the Australian War Memorial



7. Strategic Initiatives

7.1 2006 Priorities and Achievements

The school has now come to the end of the Strategic Plan which was developed in 2002. The priority areas for 2006 - 2008 will be based on specific areas identified in the school review process. A new Strategic Plan will be developed within the school community during the first half of 2006.

An additional learning space and office were provided for children and staff using the services provided by the learning support team. The space was provided to give an opportunity for staff, reading tutors and parent helpers to work with children in a welcoming and quiet environment. This additional space, which was previously the sports room, will now allow the computer facilities to be used even more effectively.

The book fair held in the library was an outstanding success and allowed the school to purchase many additional resources for the children.

Two staff participated in the diocesan mentoring program. This program develops valuable skills to enhance and refine the teaching capabilities of beginning teachers.

7.2 2007 Priorities and Challenges

The school has identified three key areas for development as a result of the Strategic Plan. As a way forward, the school has developed three teams to lead the continued implementation of these areas of school improvement.

These teams will be led by members of the leadership team.

The team leaders have responsibility for leadership of the staff and for school improvement in their respective areas. Staff meetings are allocated each term on a rotational basis for the team leaders to exercise leadership and ensure that the teams have the mechanism for reporting back to the whole staff on progress in each area.

The teams for 2006 are:

- Pastoral Care and Student Welfare;
- Teaching and Learning – mathematics; and
- Information Communication and Learning Technologies.

The broad goals for each team include:

- development of whole school approaches to policy, planning and classroom practice;
- professional development of staff;
- the development of a teams approach to planning;
- the development of consistent application and implementation of school scope and sequence; and
- the development of consistent approaches to teaching mathematics.

A K to 2 literacy learning team has also been established. This team has been joined by the learning support teacher to enable better communication with staff in relation to children with special needs.

In 2007 Our Lady Star of the Sea will be engaged with various whole school initiatives to support teaching and learning:

- The school will continue its participation in the Broken Bay Pedagogy Initiative. The focus of implementation will be mathematics.
- Boys Education initiatives, trialled in 2006 will continue to be developed in 2007. These include gender-based class groupings for sport and creative arts and the Rock and Water program in Stage 3.
- Links between Religious Education and technology have been developed and will extend into the parish. Our outreach programs will further engage students in social awareness and action through Mini Vinnies.
- The school will continue to provide and develop opportunities for gifted students through "Challenge" and a focus on differentiated curriculum.



8. Parent Participation

8.1 Introduction

Our school mission statement begins with the words "In partnership with families, we will..." This mission underpins many aspects of parent participation, which has always been a key feature of the school. The Parents' and Friends' Association were very active throughout the year in facilitating social opportunities and for fundraising within the school. Various committees take responsibility for parent and school activities including welcoming, education, environment, sport, uniform, canteen, and pastoral care.

Highlights from the Parents' and Friends' involvement include:

- the establishment of a new canteen based on NSW Healthy Schools guidelines;
- a successful school fair which raised significant funds for the purchase of new technologies for the school;
- the education committee hosted the drug information forum for the region;
- parent participation in classroom helping during the literacy block;
- providing funds for the installation of new shade over the school playground;
- supporting the sports carnivals at school;
- assisting with environmental work, including the development of new vegetable gardens.

The Parents' and Friends' Association supported the school in applying for funds under the an "Investing in Our Schools" project in 2006 for the 2007 school year.

The parish and school work together successfully in supporting our learning assistance program as well as Sunday liturgy and Youth Group.

There is always a strong parent presence at the regular school assembly. School captains

have responsibility for leading assembly. Students are enthusiastic to participate in the presentation of Merit Awards and Christian Development Awards.

A number of parent forums are offered through the Parent Association Education Committee. These included sessions in helping children to read and the development of mathematics within the school.

The parent community is regularly informed about important issues that arise at the Diocesan Parent Council. Our representatives on the Council and Central Coast executive ensure that any parent issues pertaining to the Terrigal community are raised in the appropriate forum.

The school is exploring other less formal communication options such as regular morning coffees for parents to come and talk about any issues that need addressing.

The most significant development in supporting parent participation during 2006 was the establishment of a school board. With support from the diocese a strong board was developed with responsibility for assisting in the leadership of the school. There are eight parents on the school board. This group also participates in diocesan board programs and formation.

8.2 Parent Satisfaction

During 2006, through the school board, parents were surveyed regarding homework and the A-E reporting process. Both surveys received an overwhelming response with more than 200 replies concerning homework and 230 replies about the new A-E reporting.

The school board collated and summarised the responses and, as a result, developed a new policy on homework. The board also provided direct feedback to the schools system concerning the new reports. Much of this feedback indicated that the parents were already highly satisfied with the school's existing reporting processes to parents and in fact, preferred the school's model to the one issued by government authorities.



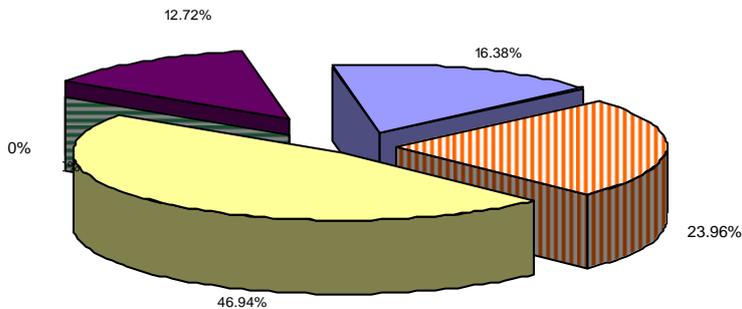
9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

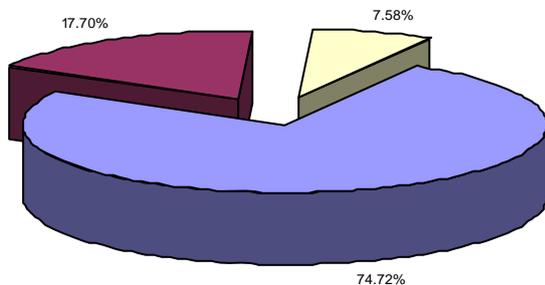
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the School's consultant, Frances Reynolds.