



Our Lady Star of the Sea Catholic School Terrigal

2007 Annual Report



The Hon John Della Bosca presents the National Numeracy Award to the Principal and School Captains

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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Wow! What a year! 2007 represented the culmination of a significant amount of hard work by teachers, students and parents in our school community. It is fair to say that our school received wonderful recognition for the high quality education that it provides. During 2007 our students were runners up in the State Final of *It's Academic*, Gold Medallists in the National Wakakirri Dance Festival and were honoured with a National Numeracy Award.

Students in Wakakirri Costume



Apart from all of this success, we completed the development of a new outdoor learning area, new shade and play areas and participated in the Blue Earth Discovery Program for physical fitness. Our school featured highly in Regional and Diocesan Athletics, Swimming and Cross-Country competitions.

At a leadership level, our school was successful in applying to be a part of the Leaders Transforming Learning and Learners Project in partnership with the Catholic Schools Office and Australian Catholic University. This project will provide great impetus for the development of leadership at all levels of the school and improved teaching and learning as a direct result. It follows on naturally from our continued involvement with the Quality Teaching Framework which began two years ago.

Among our key goals has been the development of a 'Calmer School'. This has led to a close examination of all aspects of

school life which have an impact on our capacity to learn more deeply in a settled school learning environment.

As well as our own successes, our Parents' and Friends' Association (P&F) held their most successful Fair in the history of the school and were significantly involved in many aspects of school life. Along with our School Board, which is reaching more deeply into the leadership of the school, parents remain critical in the partnership which we are trying to develop for the benefit of their children's education.

We can be justifiably proud of all that has happened in 2007 and look forward in anticipation of all that promises to unfold in 2008.

1.2 Message from the Parent Body

May 2007 saw the completion of the school board's 1st year which we marked with a thoughtful and prayerful retreat. The board members have developed a greater understanding of the shared wisdom model of leadership during this year with valuable support from our Principal. This understanding has led to discussions on the 'Catholic Schools at the Crossroads' document with deep reflection by board members on the nature of our school community. In 2007 the school board committed to further outreach to families and the marginalised in our community. Practical measures that reflect this commitment include the board developing a flyer for distribution to local pre-schools and child care centres, and an information evening for prospective parents prior to application for enrolment.

Closer relationships between the school and parish community has been another goal of the school board. The strategies that have been successfully employed during 2007 have included parish council leadership attending our meetings and supporting the parish council's transition to a new leadership group embracing the shared wisdom model.

A third goal for the board is the maintenance and improvement of the physical



environment of the school. Strategies utilised during 2007 have included liaison between the school and council and the project management of the development of a school oval.

The school board is supportive of the school's leadership team undertaking the Leaders Transforming Learning and Learners research project. Our plans for 2008 include engaging parents in focus groups and surveys on their perception of the values of our school community. 2008 will also see the board recruiting new members.

School Board 2007

1.3 Message from the Student Body

As we complete Year 6 at Our Lady Star of the Sea we would like to thank our parents for giving us the opportunity to go to school here and our teachers for all their care. In 2007 we had a fantastic year with great success in Wakakirri supported by many of the parents. We also came second on *It's Academic* and won many sporting events.

Our school organised an excursion to Canberra with all of Year 5 and 6.

We have a new art room and seats and we hope that the school will be able to get an oval soon.

In 2007 we participated in the Young Leaders program in Sydney where we heard an inspiring range of speakers. Our SRC is taking responsibility for leadership in environmental education in our school including recycling, composting and our worm farm and vegetable garden. We are also leading fundraising for our school outreach programs.

Year 6 would like to thank our teachers who have helped us since Kindergarten for all of the great fun and learning.



2. School Profile

2.1 Introduction

Catholic Heritage

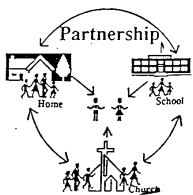
Our Lady Star of the Sea Catholic School opened in 1979 with an enrolment of 75 pupils in Kindergarten to Year 2. Sister Marcia Cox, a sister of Saint Joseph, was the founding principal.

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 sixteen classes, 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 2008.

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 2007:

Girls	Boys	LBOTE*	Indigenous	Total
218	224	0	1	442

*Language background other than English

The children work in sixteen classes with two classes in each grade, except for Kindergarten and Year 1 which has three classes. The maximum class size in 2007 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 systemic schools in the Diocese.

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 families. In line with a desire for a more inclusive enrolment policy, all families seeking enrolment who support the school's ethos will be considered for enrolment. Seventy children were enrolled for Kindergarten for 2008.

Anticipated total enrolment for 2008 is 450.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.



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
29	0	0	29

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 comprises 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 2007 the school organisation was supported by one full-time and one part-time administrative officer and a music teacher.

A teacher-librarian and learning support teacher also work in the school community. Work with children who have special needs is supported by the addition of three part-time teacher assistants.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2007 was 94.7%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 100%.

2.6 Teacher Satisfaction

Teachers were surveyed about their job satisfaction and how successfully they felt we achieved some of our goals for 2007. They were asked to give a ranking from 1 to 5, 1 being low and 5 high, as well as offer comments.

In the area of how well the school provides access to appropriate professional learning, the response was very positive with more than half of the teachers giving a rating of 5 with such comments as 'Professional learning opportunities have been readily available both on a whole school level and individually.' Special mention was made about inservice opportunities in Maths, Literacy and Quality Teaching.

One of our major goals for 2007 was to create a calmer school. Teachers felt we had made a significant difference in this area with all but two teachers giving a rating of 4 or 5. They see this as an area that is ongoing and that will need further development next year.

Teachers were very positive about the opportunities given to them during the year for collaborative planning. They felt that it was a great use of release time by timetabling it to all teachers in the same grade at the same time.

When asked to comment on whether they felt the links between the parish and school had been strengthened, teachers differed significantly in their responses. Some teachers felt that we were doing very well



and that the links appear to be getting stronger but a few felt that more work was needed in this area.

All staff members felt strongly supported and valued in their job giving a rating of either 4 or 5. One teacher felt that this was one of our core strengths and another stated that 'Positive feedback is always forthcoming, and work done is publicly and privately acknowledged.'

The leadership team is seen by all teachers as having a clear vision. Change is led in a collaborative and supportive way where ideas are shared and encouraged.

As one teacher commented, 'I'm really satisfied with our school. I think we should keep doing what we are doing in regards to continuing to create a collaborative, inclusive, positive and flexible culture. We rock!'

2.7 Student Attendance

The average student attendance rate for 2007 was 93%. This is in spite of a number of students experiencing higher than average absences due to overseas travel to extended family.

2.8 Student Satisfaction

In ascertaining student satisfaction at Our Lady Star of the Sea, student councillors were asked to assist in formulating survey questions, to then question their peers from Kindergarten to Year 6 and to record responses. From this data conclusions were then drawn.

In response to what students considered the best aspects of their school, the most popular response was the oval and playground area. The oval is a large area used extensively during school time as well as providing ample space during breaks. The nature of the new playground – climbing apparatus, colourful, child-friendly areas, basketball rings, and new shade cloth areas – was very appealing to the students.

Maths at Our Lady Star of the Sea received favourable comments from the children. The children appreciated the opportunity to be

involved in maths tasks. Learning centres and the ability to choose activities in their integrated theme work gained recognition from the students.

A number of positive comments were also made about the outdoor learning area.

Student comments about their positive relationships with staff ranked highly. The staff are considered kind, fair and friendly.

That the school has a canteen for the first time was relevant to the children.

Students also noted satisfaction with the variety and amount of sports and musical equipment that was available for them to use.

Although only a few students commented on the use of computers at the school, when asked for clarification, some agreed that the computers were great resources but perhaps they had come to take these for granted as they were constantly used as learning tools.

A significant highlight for students included Years 5 and 6 competing in the Wakakirri Festival. The whole school was able to share in the excitement of the event and securing first place. Having Year 6 students involved in the television program, *It's Academic*, and being runners-up was an exciting opportunity and a great achievement for our school. The fete was also enjoyed by the students as a wonderful community building event. Finally, the fun water carnival was an event that brought considerable satisfaction to the students.

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 close connection we have with our church 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 have again focused on our ability for outreach to the parish and broader communities. Our Mini Vinnies group who support the senior St Vincent de Paul conference of Terrigal have worked enthusiastically in many of their campaigns.

We were able to send valuable resources to our sister school in Bourke and have again opened the lines of communication for future opportunities between our schools.

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, especially when the origins of restorative justice were explained through dramatisation with the children.

Our staff also participated in an adult faith formation program provided by the diocese to deepen their faith and understanding on the person of Jesus.

3.2 Liturgical Life

There is an extensive liturgical program at our school that includes over twelve whole school 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 stations of the Cross performed by Year 6 at the parish; the Easter celebration; our Mother's and Father's Day liturgies; The Rosary Liturgy; graduation and end of year mass. One highlight in particular was our combined school Mass with the Catholic children from our neighbouring state schools. All schools participated in some way to make our celebration so special. These celebrations gave us all a wonderful opportunity to gather and worship as a community.



As pictured above, our Kindergarten and Year 1 children presented the story of Palm Sunday and Holy Thursday to the school 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.

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 sustain a caring, supportive and understanding environment for the children.

Year 5, Year 4 and Year 3 children are given the opportunity to participate in the altar



servicing program run by a parishioner. This allows 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 2007 while Year 2 celebrated their Confirmation. These sacramental programs are coordinated by the parish and supported by many of the parents and teachers.

In July we had the privilege of being part of the journey of the World Youth Day Cross and Icon. It arrived spectacularly from The Entrance on a Wednesday night and was carried by our youth through the grounds to our awaiting church. Our Mass celebration was prayerful and the children participated beautifully. After an all-night vigil, our faith community gathered together at Terrigal Haven for a dawn prayer service where we took turns in carrying the Cross and Icon to the top of the Skillion. This experience was deeply moving and filled with anticipation for World Youth Day 2008.

The Year 6 children had the opportunity to celebrate mass with the Bishop and all Year 6 children from Catholic schools on the Central Coast here at Terrigal in 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. The staff have incorporated teaching strategies that promote Whole-Brain Thinking and cooperative styles which enable the children to take on a more reflective approach to their own learning.

3.5 Catholic Worldview

Our Lady Star of the Sea 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 2007 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. In conjunction with one of our parents we sent over three hundred 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; helped coordinate and raise awareness of the Project Compassion Appeal, and 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 at the end of 2006.

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. During Lent they run the Lenten prayer program for all who wish to attend.

Many 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 2007 three staff members updated their qualifications in Religious Education, graduating with a prayer celebration.

The school was fortunate to have three staff members participate in the Diocesan Ministry for Teachers I and II with the Bishop 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 Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

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 P&F 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.

Pastoral concerns have also been a focus with the development of the school board, Dads in School group and welcome group.



Dads and Kids Camp Somersby May 2007

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.

4.4 2007 Initiatives

Reviews of some aspects of school operations have enabled resources and structures to be changed to help bring about our goal of having a calmer school. This has included changes to eating areas, playground spaces and the use of sports programs. The school is a provider of the Active After School Program designed to support families and children with fitness and exercise issues to be more engaged with physical activity.

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.

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 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; Creative Arts; and Personal Development, Health and Physical Education.

5.2 Approach to Teaching and Learning

During 2007 our school was once again focussed on the Quality Teaching Framework (QTF). During the course of the year professional learning was linked to the QTF in areas of literacy support and mathematics. In particular the following initiatives were undertaken:

- Support for students with literacy needs was developed using teacher to teacher mentoring and training.
- Whole school review of Maths teaching was undertaken.
- QTF links to Maths allowed for the development of a whole school approach to maths teaching with allocation to new resources.
- A focus was placed on integrating literacy and learning support within the classroom.
- Mathematics teaching was further enhanced by allowing teachers to work in stage teams with the maths coordinator to develop rich task for their maths groups.

Staff identified science and continued support for maths and numeracy teaching as priorities for 2008 as well as social skills for children across the whole school.

5.3 Significant Initiatives

In 2007, as a result of bringing together approaches to teaching and learning under

the QTF, Our Lady Star of the Sea has embarked upon a journey of continuous improvement across the curriculum.

Winning a National Award for Numeracy certainly gave the school impetus in professional learning.

Identified needs in social skills and science will need to be the focus for 2008.

The school was also involved in the Lighthouse project to work with children in Year 3 who are not achieving to their full potential.

There remains significant challenges for teaching and learning in the early years with a number of children requiring support in Stage One. This will be provided with funds as they become available for literacy initiatives in 2008.

5.4 Student Achievement

Literacy – Reading and Language

In **Year 3**, 2007 there were 58 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	28	19
Band 4	33	28
Band 3	26	26
Band 2	12	15
Band 1	0	11

61% of our students achieved the top two bands compared to 47% across the State (Bands 4 and).

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Our Lady Star of The Sea has consistently been above the State performance.



Year	School	State
2001	54.5	50.6
2002	53.0	50.6
2003	51.8	50.6
2004	54.8	50.5
2005	54.0	50.8
2006	54.9	50.7
2007	53.5	51.2

Writing

In **Year 3**, 2007 there were 58 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	29	16
Band 4	33	32
Band 3	29	32
Band 2	9	12
Band 1	0	8

62% of our students achieved the top two bands compared to 48% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Our Lady Star of the Sea has consistently been above the State performance.

Year	School	State
2001	51.7	49.0
2002	53.9	51.5
2003	53.8	51.1
2004	54.5	51.2
2005	54.5	50.1
2006	54.0	50.2
2007	53.7	50.8

Literacy – Reading and Language

In **Year 5**, 2007 there were 68 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	20	27
Band 5	37	26
Band 4	38	26
Band 3	3	14
Band 2	2	5
Band 1	0	1

57% of our students achieved the top two bands compared to 53% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Our Lady Star of the Sea has consistently been above the State performance.

Year	School	State
2001	60.1	57.1
2002	60.3	57.8
2003	59.2	57.5
2004	60.1	57.4
2005	57.9	57.0
2006	59.1	57.3
2007	58.1	57.5

Writing

In **Year 5**, 2007 there were 68 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the State.



	School	State
Band 6	33	23
Band 5	45	32
Band 4	20	28
Band 3	2	12
Band 2	0	2
Band 1	0	0

78% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Our Lady Star of the Sea has consistently been above the State performance.

Year	School	State
2001	58.8	56.3
2002	60.6	57.1
2003	57.3	56.4
2004	59.8	56.6
2005	60.0	56.2
2006	59.0	56.7
2007	59.6	57.2

Numeracy

In **Year 3**, 2007 there were 58 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	21	19
Band 4	28	27
Band 3	33	26
Band 2	16	20
Band 1	2	9

49% of our students achieved the top two bands compared to 46% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Our Lady Star of the Sea has consistently been above the State performance.

Year	School	State
2001	56.1	52.4
2002	54.9	53.0
2003	55.7	52.8
2004	58.1	52.3
2005	55.9	53.6
2006	57.3	53.3
2007	54.3	53.1

Numeracy

In **Year 5**, 2007 there were 68 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	23	33
Band 5	32	22
Band 4	28	24
Band 3	17	15
Band 2	0	6
Band 1	0	1

55% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Our Lady Star of the Sea has consistently been above the State performance.



Year	School	State
2001	63.9	60.3
2002	64.0	60.2
2003	61.2	60.0
2004	62.6	60.7
2005	60.1	60.4
2006	64.1	61.5
2007	61.3	61.9

The scores in the table below indicate the **average growth** achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at Our Lady Star of the Sea and for the same cohort of students in the State. The expected growth in BST scores is between 6-7. Our data indicates that growth from Year 3 to Year 5 is below the expected range. We feel that this is because of the higher achievement levels of students at year 3 and as such the test in Year 5 does not allow these children's growth to show their movement from Year 3 to Year 5.

Average Growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students.

2007	School	State
Literacy (Reading and Language)	4.88	6.81
Writing	5.80	7.17
Numeracy	5.74	8.45

The Commonwealth Government has developed National Benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the:

Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data.

	Reading %	Writing %	Numeracy %
2004	100	n/a	100
2005	98	100	100
2006	100	100	100
2007	98	100	100

Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data.

	Reading %	Writing %	Numeracy %
2004	96	n/a	100
2005	96	100	100
2006	95	100	98
2007	97	100	100

We are confident that all children who had the capacity to achieve the National Benchmarks did so.

Participation in international competitions:

Our Lady Star of the Sea also participated in the University of New South Wales International Competition in English, Writing, Spelling, Maths and Science.

In 2007 there were 107 participants in the English competition with 3 students achieving a High Distinction, 8 students achieving Distinctions, and a further 20 receiving Credits.

In 2007 there were 69 participants in the Writing competition with 2 students achieving a High Distinction, 6 students achieving Distinctions, and a further 20 receiving Credits.

In 2007 there were 114 participants in the Mathematics competition with 3 students achieving Distinctions, and a further 22 receiving Credits.

In 2007 there were 75 participants in the Science competition with 3 students achieving a High Distinction, 5 students achieving Distinctions, and a further 17 receiving Credits.

5.5 Information, Communication and Learning Technologies (ICLT)

Professional Learning has continued to be a focus of ICLT. An ICLT Learning Team has been established and given prominence. They have met each term to discuss and review various issues related to the improvement of learning when using technology.

Staff meetings based on the needs of teachers have occurred each term and have



provided teachers with the opportunity to look at the most effective ways to utilize technology using the school's scope and sequence of skills.

Many teachers have pursued further training in a variety of ways:

- attendance at NAVCON conference
- in-service from Education Officers at the Catholic Schools Office on areas such as:
 - using Apple iLife to create a Year 6 Leaving Book on DVD
 - using Apple iLife to create an interactive school Web Page
 - creating properties using links to Learning Federation Objects within the CEnet (CASTnet) environment.

When running such a large school network, staff were surveyed and issues such as printing, logging on, using specialised equipment and saving files were a priority. Staff meetings and mentoring have been set aside for this.

CEnet is used widely both as an intranet through our weekly information forum through to emailing using 'mymail'.

The children use CEnet to access their class and topic pages where teachers have established many web based learning activities related to what is being studied in their classes. Many of the Class Pages provide the children with opportunities to develop higher order thinking skills using a variety of technologies.

Parents are able to access the newsletter and listen to podcasts on matters relevant to what is happening in school through the newly established school web page.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2007.

Whole school professional development focussed on:

- developing effective literacy intervention
- whole school mathematics

- review and development of English curriculum
- First Aid – CPR updates
- Religious Education modules – Jesus.

In addition to this, team leaders worked with each stage to mentor, plan and support implementation of mathematics tasks for differentiation. The integration of grammatical structures into language activities was also a focus for 2007.

Other staff were provided with opportunity to meet their individual learning plans through diocesan inservice activities.

The average expenditure on professional learning per teacher in 2007 was \$875.



6. Extracurricular Program

The children had numerous opportunities during 2007 to participate in a variety of extracurricular programs.

Children were provided with opportunities in debating, public speaking, chess and after school drama classes.

In addition to this a wide range of sporting competitions provided chances to excel.

Our school choir and band performed at local shopping centres and for the broader school community.

During 2007, three after-school programs continued to be provided through the school and parish community. Children had the opportunity to participate in drama classes on a weekly basis as well as the active after schools program during the whole year.



Students at Surf Awareness Day 2007

In 2006, all school leaders participated in the National Young Leaders Day held in every state capital. This was followed up by a similar event in 2007 and has become a regular part of the leadership program at school. 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.

Major excursions were realigned with the Stage 3 curriculum so that a two year rotation could be incorporated into these events. In 2007 all Stage 3 students went to Canberra as part of their Leadership, Civics and Citizenship Focus. In 2008 all Stage 3 will travel to Bathurst for their Gold Focus.

Other stages follow up major units of work with excursions into the local community.



Year 2 Students below on their transport day

In addition to the opportunities presented to visit other places, many students have the benefit of visiting speakers and programs within school to support their learning. This has also been a strong focus of the Dads in School Program where some dads visit to share their insights into various occupations.



7. Strategic Initiatives

7.1 2007 Priorities and Achievements

The continued development of whole school approaches to student welfare, mathematics education and English were highlights of 2007.

Through professional learning the school decided to adopt the *Go Maths* program as a core focus for maths teaching. This is supported by enhancements in the development of extension tasks.

The school began its involvement with the Lighthouse Project used to identify Year 3 students who were not necessarily reaching their learning potential.

Individual learning support was provided to Year 1 students with specific literacy needs and in class support for other children who, whilst not specifically funded for learning support, needed additional time and resources.

The school's successes in *Its Academic* and *Wakakirri* and well as the National Numeracy Award were standouts in 2007.

7.2 2008 Priorities and Challenges

In 2008 the school has identified significant areas for continued focus.

In particular there is a need to continue to develop our partnership with parents in identifying our shared values which underpin our school's formal and informal learning.

These areas will be a priority for development of leadership with staff, students, parents and the school board.

They include:

- alignment of our Catholic Worldview and its underlying values with parents expectations and children's learning and social outcomes
- development of a shared set of graduate outcomes which indicate the specific skills and values which our children are working towards over their time at Our Lady Star of the Sea

- strengthening of the role and skills of our Student Representative Council as leaders in learning within the school
- professional learning of staff in relation to Science Pedagogy
- implementation of social skills across the whole school through the Friendly Schools program
- continued alignment of individual staff learning plans and whole school development
- implementation of our key environmental education focus for Stages 2 and 3
- implementation of the school's successful application for Commonwealth water grants
- development of a school sports oval
- further enhancements to seating and shade areas.

There are many challenges for the 2008 year which we look forward to with great anticipation.



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.

During 2007 parents contributed significantly to the overall provision of education in the school by supporting various initiatives and fundraising:

- assisting as classroom helpers
- providing support for excursion programs
- participating in our Dads in School Program including the camp weekend
- providing funds for new seating and shade
- supporting applications for water grants
- supporting the school canteen by paying for a coordinator and supplying volunteer counter staff
- providing learning resources for literacy and mathematics
- assisting with the book fair
- coordinating school care group
- providing support through the class parents.

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.

In partnership with parents and the broader parish community the school supports children through the Sacramental Program as well.

The P&F publishes a newsletter twice per term and has the major responsibility for the school fair, which in 2007 was the most successful fair ever.

The parent community has a school board member on the Diocesan Parent Council. The Parent Council run extensive information

sessions in relation to key educational issues, including parenting and social issues such as internet safety.

In 2008 the School Board hopes to develop a promotional brochure for enrolment candidates, and conduct a series of parent focus groups on school values.

The Board already plays a significant role in leadership and in 2007 took over responsibility for oversight of the school oval development and liaison with the parish pastoral council.

The Board was supported through a retreat weekend and will conduct another retreat in 2008 to continue long-term planning

8.2 Parent Satisfaction

In 2007, through the Principal's contract renewal process, it was evident that parents' surveys reflected a very positive view of the school's direction and the quality of education which their children were receiving.

Members of the P&F and the School Board receive regular informal input from parents about communication and items which they feel need support. This has proved to be an effective way to engage parents in the decision making and to help sort out issues which arise from time to time.

Parents are encouraged to be involved through these processes.

The demand for places in the school reflects a school's positive reputation within the broader community. The school has waiting lists for some classes and has grown to 450 from 430 at the same time last year.

We look forward to continued development of our school community in 2008 and beyond.



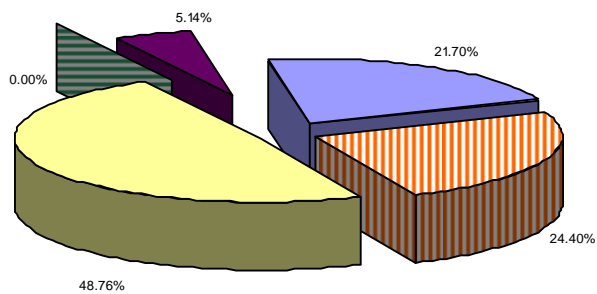
9. Financial Report

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.

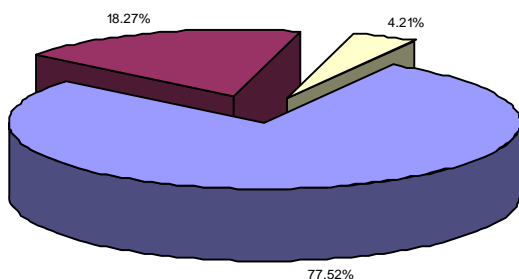
Income

- 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.