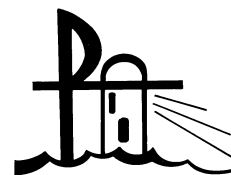




GROW IN CHRIST



Our Lady Star of the Sea Catholic Primary School Terrigal

2009 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Our 2009 school year has been filled with excitement, fun, learning and as always, a few challenges. This report is designed to give you a feel for the many and varied activities that make up the life of our school. As with any report, we can only provide a snapshot of life in school. There is so much happening at any given moment.

In Term 3 our school musical production, *The Fly on the Wall*, provided an opportunity for all of our students to perform and demonstrate first hand the skills learned through our performing arts program. It was a wonderful example of how to report to parents about curriculum outcomes in a practical and meaningful manner. The best way to judge a child's learning in music is to see them put such learning into action.

Our school completed its participation in the Leaders Transforming Learners and Learning (LTLL) project which gave us an outstanding opportunity to develop many aspects of school life under the banners of newly developed school values. It helped us to examine the quality and depth of what we offer and provided us with a catalyst to align our mission, vision and values across many aspects of school life.

The Commonwealth Government's Pride and P21 programs were welcome stimuli for our school community. We were able to complete work on outdoor areas and explore the development of a new Early Learning Centre for our community.

There is much to look forward to in the years ahead.

1.2 Message from the Parent Body

Once again the Parents' & Friends' Association (P&F) and the School Board gave parents opportunities to be significantly involved with their children's education. The P&F act as a social group and fundraising committee while our School Board helps to develop the school's mission through working with the school principal as part of the school's leadership group. As parents we are really encouraged to become involved in our children's education as partners with the school. Many parents can be seen helping in classrooms or attending the special celebrations offered throughout the year. The dads in our school are especially well catered for with breakfasts, and a Dads and Children Camp which was held again this year.

1.3 Message from the Student Body

The students, in 2009, were again heavily involved in both key moments of the school year and in the day to day running of the school. The Student Representative Council (SRC), led by a teacher, continued to provide a range of senior students with ongoing opportunities to have a voice in the life of the school. This year the SRC led assemblies, represented the school on important occasions such as Anzac Day, planned and organised welfare events, raised money for significant initiatives, led peer support and ran a range of fun days for the entire school body. The SRC also allowed the children to express opinions and views about day to day school issues and how things may be improved. Accordingly, members of the SRC occasionally met with the principal to discuss important matters. Throughout 2009, the SRC, along with other Year 6 leaders, were also involved in the process of forming and articulating our core values. In keeping with our core value of 'Respect', the school considers providing real opportunities for leadership and communication for students to be a vital part of our culture.



2. School Profile

2.1 Introduction

Our Lady Star of the Sea Catholic Primary School Terrigal enjoys an outstanding reputation for its sense of belonging and community fostered through its mission to 'work in partnership with families'. Through shared leadership, core values of Faith, Belonging, Respect, Mission and Learning are developed in all aspects of school life. Strongly connected to our parish community, the school motto is 'Grow in Christ'. The school has a reputation for academic and sporting success as well as an outstanding performing arts program. The curriculum is further enhanced by the provision of classes in Italian as a second language. A strong focus on student welfare which includes buddy programs, peer support and an active engagement in social justice ensures that children are challenged to become good citizens as well as good Christians. Situated in a semi-rural setting in the beachside suburb of Terrigal, the school features quality facilities and offers a comprehensive and inclusive experience of contemporary Catholic schooling. The parent community is engaged in all aspects of school life and provides leadership through the School Board and a vibrant Parents' and Friends' Association.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
240	219	0	0	459

*Language background other than English

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.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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
30	0	0	30



Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 91.6%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 100%.

2.6 Teacher Satisfaction

The staff at our school identified the following aspects of school life as working well:

- The relationships between school and parish
- The strength of communication between staff
- The quality of relationships within the school
- The sense of belonging and welcome afforded to all
- Professional learning offered to all staff.

The staff are very proud of their school and are committed to continual improvement in teaching / learning practices.

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	91
1	93
2	90
3	92
4	96
5	93
6	97

The average student attendance rate for the whole school for 2009 was 93%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance



- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.8 Student Satisfaction

The things which we really love about our school are the fact that we feel safe, we feel like we belong and we are treated with great respect by our teachers. They are so helpful. The facilities in our school are amazing. We love the new interactive whiteboards in our classrooms. We love going to specialist teachers for Music, Italian and Library. This year we really loved being in the school concert. The other great thing about our school is the playground. We have a huge oval, play equipment and an area just for the younger children to play. We have an SRC that contributes to the running of the school. We love coming to our school.



3. Catholic Life and Mission

3.1 Catholic Heritage

Our school and parish continued to work harmoniously throughout 2009 to model and grow our Catholic culture. One aspect of culture with which we are very familiar is that the process of evangelisation is constantly being created. With that in mind, our school and parish worked hard in 2009 to develop ongoing strategies for meeting the needs of children, parents and teachers. It is very important to the school and parish to make our families feel genuinely welcomed when they choose to be involved in school and parish events.



3.2 Religious Life of the School

Our school masses, reconciliations, liturgies and prayer continued to be a vibrant reflection of our collective desire to be a Christian community that reaches out to welcome and help others. Our parish priests led us in faith, wisdom, humour and love. Many children and parents were given real opportunities to interact and express their gifts and talents in our rich celebrations. The teaching staff again displayed an authentic commitment to the Catholic life and mission of our school.

3.3 The School in the Life of the Parish and the Diocese

The close relationship between school and parish was further developed in 2009, particularly in the sacramental programs for Reconciliation and First Eucharist. Both leadership teams have worked together to plan and implement streamlined programs that are both effective and considerate of the needs of families. Both school and parish believe these programs to be highly successful. We have made our evaluations, in part, from the reverence and knowledge displayed by the children and positive feedback from parents.

The school and parish leadership teams again reaffirmed a commitment to work together to nurture the link between school and parish. This was clearly evident in the school/parish masses led by each year group and their parents. Many families attended these 8:30 am Sunday masses and both children and parents participated through readings, prayers, processions, singing in the choir and liturgical movement. All of these masses featured a lovely morning tea where food was provided by the families of the year group attending. These morning teas were very festive and often lasted for thirty to forty minutes.

3.4 Catholic Worldview

Throughout 2009 the school and parish continued to express our core beliefs of 'Faith, Mission and Respect'. It is our ongoing desire to make our community a place where the presence of the Risen Lord is genuinely preached and experienced. We seek to constantly create a Catholic culture that is joyful and hopeful. We also consider it vital and necessary that our community reaches out in the name of Jesus to those around us in need. Our core values constantly place before us markers on the rich journey that we are on. Throughout 2009 we lived our Catholic Worldview in a plethora of ways including masses, liturgies, dadirri, retreats, the school concert, assemblies, special welfare days, and we continued to nurture our relationship with our sister school, St Ignatius Catholic Primary School, Bourke.



3.5 Professional Learning in Catholic Life and Mission

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

In line with diocesan policy, the school continues to provide outstanding models of pastoral care. The school has implemented the Friendly Schools and Families program. This program is used to underpin peer support programs led by the students. In addition to this we have a mentor program for children with social and behavioural difficulties.

The discipline aspect of pastoral care is underpinned by the Restorative Justice Approach and a step-by-step procedure to deal with both minor and serious matters.

4.3 Pastoral Care of Families

Our Lady Star of the Sea Catholic Primary School continues to provide a wide range of supports to families in need. Our school counsellor offers support to families and the Seasons for Growth Program was once again well attended by children, supported by companions from the school parent body. The school P&F operates a CARE committee which helps to support families in need.

4.4 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.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2009 our school strengthened its work in pedagogy through further implementation of the Quality Teaching Framework. Using focus questions to deepen the students' experiences of the integrated units, our school has started to align core values within the curriculum framework. With a particular focus on quality mathematics tasks, students are challenged to complete work at the appropriate standard. A standard approach to numeracy time has enabled more concentration on developing student skills in thinking mathematically.

As part of the Leaders Transforming Learning and Learners project (LTLL), our school has embarked upon a challenging process of aligning core values with major curriculum, teaching and learning initiatives. This work involves the whole school community in exploring the type of students we hope will leave our school and the way that we are equipping them socially, academically and spiritually to become those students. This approach is supported by research which encourages the holistic development of the child to become 'world ready'.

In response to feedback from parents, parent/teacher interviews were held in Term 1 to enable deeper communication between parents and teachers at the beginning of the school year. This was in addition to existing practices already in place through information nights.

In Term 3 interactive whiteboards were installed in the three Year 1 and two Year 5 classrooms to further enhance the teaching and learning.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 69 students in Year 3 and 55 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	2	3	6	18	36	35	99
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	6	3	10	15	35	31	94
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	2	0	6	35	32	26	99
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	5	3	10	23	13	46	95
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	2	9	9	26	29	26	99
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	2	8	15	29	19	27	98
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	3	2	6	30	36	23	97
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	2	8	13	21	21	35	98
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	2	5	18	32	36	8	99
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	2	5	18	32	24	19	98
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

In Year 3 the Literacy results show that the school percentage of students in the top three bands exceeds both the state and national rates. Reading results show that many children are performing at a high standard. In Numeracy the total of the top three bands does exceed the state and national rates but the results in the top band show us that we need to extend students in Numeracy so that they can demonstrate their true potential. This area will be targeted for further improvement in 2010. It is pleasing to note that in all areas the percentage in the bottom two bands was less than the national figures. Some children in this group have required additional support due to specific learning difficulties.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	2	24	28	30	17	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	0	3	25	33	18	21	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	2	4	15	41	19	20	98
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	0	3	7	33	30	28	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	0	6	13	28	37	17	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	2	3	16	28	26	25	98
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	2	4	11	24	41	19	98
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	0	5	15	31	28	21	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	7	33	28	28	4	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	2	7	23	43	20	7	98
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

The results from the tests in Literacy indicate that our Year 5 cohort performed at an exceptional level with 100% of the students achieving the national minimum in reading and spelling and 98% in writing and grammar and punctuation. The Literacy results show that the school percentage of students in the top three bands is well above both the state and national rates. The results for Numeracy show that although 100% of the students achieved at or above the national minimum standard there needs to be programs put in place for our higher achieving students in order to extend them. This will be a major focus for 2010 with teachers working in stage groups to develop tasks that will challenge students to think mathematically. Enrichment groups will be formed in 2010 and the Numeracy Champion will be given extra time to work with both students and teachers.

5.3 Extracurricular Activities

As well as providing excellent support across all KLAs our school is widely engaged in activities to broaden students' experiences in a wide variety of activities. Our school participates in public speaking and debating. During lunchtimes children have an opportunity to be a part of Mini Vinnies, play chess, participate in dance troupe and become part of the SRC. The highlight of 2009 was the school concert, A Fly on the Wall. Every child in the school was showcased in this musical extravaganza.





5.4 Professional Learning

Our school hosted the inaugural Central Coast Professional Development Day. Teachers participated and were leaders in a smorgasbord of learning activities designed to assist them in their own learning needs. Our teachers' spiritual development was supported with our Annual Retreat held at Challenge Ranch with a focus on team building around our core values.

The focus of our professional learning in line with our Annual School Plan for 2009 included the following:

- Introduction and development in the use of interactive whiteboards
- Incorporating our recently adopted school values into our teaching and learning
- Participation in a Diocesan Leadership Program
- Strengthening our skills in numeracy teaching and
- Whole school approaches to student wellbeing.

In 2010 we will continue the development of our numeracy focus and stage planning for student wellbeing.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

- Supported our sister school in Bourke with a book drive
- Visited local community centres with the school choir and band
- Organised parish-school class masses on Sundays
- Continued with our support of Dads in School with a weekend camp
- Provided Italian to all classes through Co.As.It funding
- Completed the development of the school community Core Values project through LTLL funding and embedded these in learning activities
- Ensured that the School Board was sustained through membership changes and induction
- Completed oval and playground development to assist with playground management through the Commonwealth Government PRIDE program

6.2 2010 Priorities and Challenges

- The development of a new Early Learning Centre to cater for 3-5 year olds in their two years prior to Kindergarten
- The development of school wellbeing and professional learning structures through the appointment of Stage Coordinators for professional learning and wellbeing
- Support for our children's learning in Numeracy, especially those with additional capabilities through the appointment of a Numeracy Champion and participation in the Diocesan Raising Achievement in Numeracy (RAiN) program
- Continuation of the redevelopment of our school Kindergarten Orientation Program to ensure that children's needs in transition are being met
- Participation in the consultation on the draft of the Australian Curriculum.



7. Parent Participation

7.1 Introduction

There is strong parent participation in the life of the school. This is evident in classroom parent helpers, school board membership, class parents, school canteen, social events and fundraising for the school mission projects. Parents also participate in Dads in School programs, breakfasts and camp.

The P&F is well organised and has a number of functioning committees, including the Fete Committee, Welcome Committee and Care Group.

7.2 Parent Satisfaction

Having completed an extensive values survey in 2008 which indicated the strength of the relationships within the school community, no formal data gathering was conducted in 2009. Parent participation in the school board and various forums indicated continued satisfaction with the school's direction.

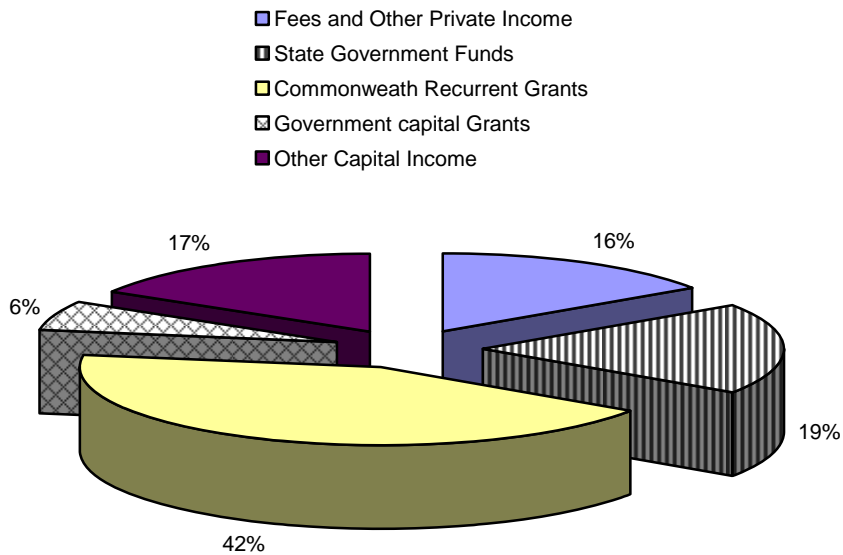


8. Financial Report

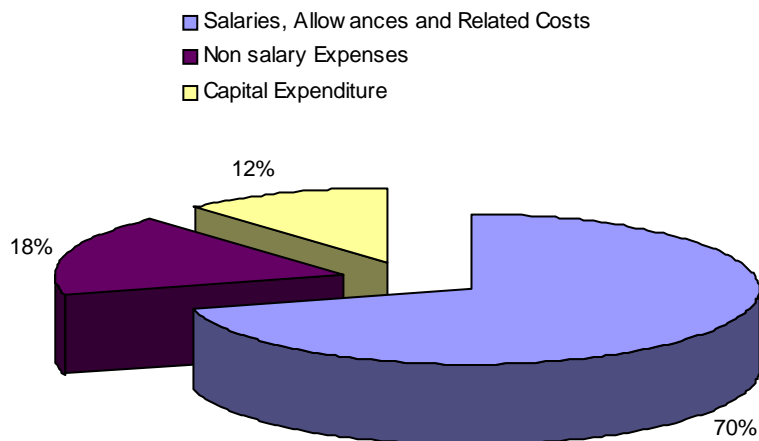
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Frances Reynolds.