



Our Lady Star of the Sea Catholic Primary School Terrigal

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

In 2011 Our Lady Star of the Sea celebrated its 10th year since relocating from "The Haven" in Terrigal to our Serpentine Road site. The aerial photo on the cover shows our site with the Early Learning centre in the foreground. It was a wonderful opportunity to showcase many of the schools achievements over the 10 years. The year was marked by several special events including, an Art Show, Anniversary Mass and Picnic. A further highlight to the year was the opening of our Early Learning Centre in Term 2. This has helped us to develop significant changes in our transition to school programs and our Early Years approaches to teaching and learning. In reflecting on how our school has developed in that 10 year period, it has been very rewarding to see how beautifully the site has developed. We are well set up for the next phase of our school's development. Another highlight for 2011 was renewal of our School Board which has set an exciting agenda to develop our communication strategies as well as support our commitment to KidsMatter and our teaching and learning goals. I hope that you enjoy the brief account of school life in 2011 provided in the following pages.

1.2 Message from the Parent Body

Once again our parent community had many opportunities to participate in the life of the school at Our Lady Star of the Sea. In particular, the P&F revamped the CARE group in response to a number of families needing support during the year. The P&F aligned it's fundraising with the schools plans for Pastoral Care and Teaching and Learning. We were able to provide much needed resources for the benefit of the children and the school. A number of social events, including a Children's Art Show, helped us to celebrate our 10th Anniversary. For the first time our school participated in the World's Greatest Shave, again to support some families in need during this time. This was in addition to other charitable works carried out through the school. We are looking forward to the year ahead as the school continues to work on its Transition to school and early years projects. We have a vibrant play group and increasing involvement from our Early Learning Centre. It is an exciting time for our whole community, where parents are warmly welcomed and encouraged to be involved with their children's education.

1.3 Message from the Student Body

During 2011 our school student leadership had a big change. It was decided that all Year 6 students should wear badges as leaders and have opportunities to play a leadership role in the school. This helped all of Year 6 to feel valued and to help children across the school in lots of different ways.

We continued with our Student Representative Council (SRC) to help make decisions about our fundraising and also our social justice. We have a strong Minni Vinnies group and our school offers us chances to participate in music, dance, sport, social outreach, chess club and many others things. We have great teachers and a fantastic school playground.



2. School Profile

Our school is situated in a beautiful semi-rural setting, surrounded by small farm lots. Our school population is predominately Catholic and draws students from an area stretching from Forrester's Beach in the North to Avoca Beach in the South. Whilst most families are from Anglo-Saxon descent a large number of families have other cultural backgrounds at least on one side of the family within the past one or two generations.

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
251	235	0	3	486

*Language background other than English

2.2 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.

2.3 Staff Profile

The NSW government requires that this report detail 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
32	0	0	32

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.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 97%.



2.5 Teacher Satisfaction

As part of our KidsMatter program, teachers have been surveyed in relation to their engagement in school communication and social emotional support. Teachers have responded in an overwhelmingly positive way to the manner in which the school engages all staff in decision making and the level of support and pastoral care provided to staff.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	93%
1	95%
2	93%
3	93%
4	93%
5	90%
6	93%

The average student attendance rate for 2010 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.

2.7 Student Satisfaction

Children have been surveyed through the KidsMatter framework and have indicated a high level of satisfaction with the way that they are treated by other students and staff. Although there are a few students with some anxieties about bullying, this has been expressed by a very small number of students.



3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady Star of the Sea Catholic School is recognised as a vital part of the Parish community. As a Catholic School in the Diocese of Broken Bay, a key role is to assist parents in the faith development of their children. This work reaches into the heart of the mission of Catholic Education which is to invite our students to find a home for themselves in the Catholic Faith. Parents continue to hold a pivotal role in the initiation of young Christians into the way of the Gospel and the Christian tradition. With Mary as our guiding light and constant companion, we continue to be inspired and directed as individuals and as a community so that we may grow together and become more like Christ.

3.2 Religious Life of the School

Catholic schools have become centres of the 'new evangelisation' with a core focus of bringing people to faith through a personal encounter with Jesus. Together with the Parish, our school continues to offer formation to both adults and children who are seeking an introduction to the life of the Catholic Church. Each Easter we see members of our school community participating in 'The Rite of Christian Initiation.' The invitation to be part of a Christian community that reaches out and welcomes others has been received. Our commitment to work in partnership with the Parish continues to grow and the strong collaboration is evident in our Sacramental Programs, School Masses and Liturgies and Sunday Family Masses.

3.3 Catholic Worldview

Distinctly Catholic, our school integrates our core values across the curriculum and belief statements of our policies. The Restorative Justice principles complement the core values to support the religious dimension of the school. Spirituality and Catholic life and culture is fostered across the school through whole school prayer (Dadirri) every Thursday morning, the recitation of our School Prayer at assembly each morning, weekly staff prayer, grade attendance at Friday Parish Masses and by inviting parents to pray before meetings and information sessions.

3.4 Professional Learning in Catholic Life and Mission

Our core values of 'Faith, Mission, Belonging, Learning and Respect' have continued to underpin our desire to constantly create a Catholic culture that reaches out in the name of Jesus to those around us. Spiritual formation is a critical component of the ministry of our school. The continued spiritual formation of our staff members provides time to deepen our faith and intimacy with God. This year our Staff Spirituality Retreat was facilitated by Catholic Schools Office personnel who provided rich and meaningful enrichments of the Gospels reminding us although based totally upon the once-preached message of Christ, they each have a past, present and future context.

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 components of the Friendly Schools and Families program. In 2011 we began the modules and training for KidsMatter as a way to bring all of our various programs under one umbrella. It is hoped that KidsMatter will enable the school to further evaluate current practices and to enhance the very strong pastoral care culture which already is in place across the school.

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.

4.3 Pastoral Care of Families

In 2011, a number of families were affected by serious illness and degrees of family trauma. The P&F responded to these families through a recommitment to the CARE group and a re-establishment of this group as central to the pastoral care of families. The school engaged in World's Greatest Shave to show support for families dealing with cancer.

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 2011 the school underwent a process of cyclic review conducted through the Catholic Schools Office. At Our Lady Star of the Sea Catholic School Terrigal, we continue to value the diverse academic, social and behavioural needs of our students. Through the acknowledgement and the inclusion of curriculum perspectives, we continue to ensure that all students' backgrounds are considered and respected. We continue to recognise that every student is unique and we will cater for different learning styles through a multi-modal approach in our classrooms. Differentiated



scaffolding and modelling will continue to be provided throughout the Stages to support the diverse levels of abilities.

We continue to value the belief that children learn best in a climate of trust and mutual respect where teachers, children and parents inspire and encourage each other. We are committed to providing smooth transition from pre-school to school and throughout the stages of primary education and into the secondary schools. We will continue to recognise the value of the importance of quality Learning Support to cater for the diverse needs of all students.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- In Year 3, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- In Year 5 students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 64 students in Year 3 and 67 students in Year 5.



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 shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	3.1	15.4	21.5	15.4	44.6	100
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	1.5	7.7	15.4	44.6	30.8	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	1.5	4.6	16.9	16.9	27.7	32.3	98
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	4.6	12.3	24.6	18.5	40.0	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	7.7	13.8	27.7	26.2	24.6	100

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	1.6	12.9	22.6	24.2	29.0	9.7	98
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	1.5	3.1	24.6	30.8	26.2	13.8	98
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	3.1	4.6	20.0	38.5	21.5	12.3	97
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	1.5	4.6	12.3	23.1	36.9	21.5	98
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	3.2	4.8	29.0	32.3	29.0	1.6	97

As shown in the NAPLAN data above and available on the My School Website, 96% of students in Year 3 were above Bands 1 and 2 for all aspects of English and 93% above Band 1 and 2 for Numeracy. 100% of our Year 3 students were above the National Minimum in all aspects of NAPLAN except for Spelling which was at 98%. In Year 5 the results were 97% or above for all aspects of NAPLAN. Our analysis would indicate that there is still work to be done in supporting some students in their growth between Years 3 and 5. We have especially taken note that higher performing students in Year 3 are not achieving the desired growth into Year 5.



As was noted in the school review, attention to these students is a focus for consideration in the strategic plan for 2012 and beyond. As a result of ongoing professional learning the school administered the Mathematics clinical interview to inform teaching and learning in this subject. Additionally, staff designed two whole school focused teaching modules in Mathematics. This was accompanied by professional development and the installation of a Numeracy data wall to help keep track of children's progress in Numeracy. It is the intention of school staff to make this the key curriculum area for focus in the next few years. We have expressed interest in joining the Extending Mathematical Understanding (EMU) project for 2012.

We believe that more sophisticated data collection is required to expand on lines of inquiry raised by NAPLAN results over the previous few years. It is our intention to move towards a more focused 'point of need' teaching approach to Mathematics as soon as practicable and to provide all staff with the necessary professional learning to support even better outcomes for all students.

5.3 Extra Curricula Activities

Our SRC provides significant opportunities for students to engage in school leadership. During the year children have played significant roles particularly in 'mission' as we outreach through Mini Vinnies, visits to refuge facilities and aged care facilities by school music groups.

5.4 Professional Learning

The focus of professional learning for 2011 was primarily held over until the second half of the school year and post School Review. Recognising that school staff desired to be supported in their confidence and competence as Mathematics teachers, there was considerable attention paid to this through staff meetings and professional learning days.

With the introduction of our Early Learning Centre, significant professional learning was also undertaken to accommodate the Early Years Learning Framework into the life of our school, particularly at K-2 level. Staff was supported in helping to develop new approaches to transition from prior-to-school to school for children and in an inquiry based approach to student learning. This will continue into the foreseeable future.

Several teachers returning to service were supported in reaching professional competence through the NSW Institute of Teachers.

The school has invested significant resources in new technologies including interactive smart boards, which are now installed in every classroom. Teachers are working in teams to develop resources for the common use of this technology and sharing professional learning.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

2011 marked the completion of our school's 5 year strategic plan. Through the review process it was clearly acknowledged that most of the goals and outcomes from that plan had been achieved. In particular the school had achieved significant improvement in pastoral care and student well-being as well as Catholic Life and Mission. The introduction of the Building Education Revolution (BER) had a significant impact on the school's physical environment with a complete refurbishment of the school staff facilities, library and the design and building of a new Early Learning Centre for 3-5 year olds.

The school completed all of these events in the midst of a School Review and was commended for the achievements of the past 5 years.

6.2 2012 Priorities and Challenges

The school has determined to enrol in the EMU project for 2012 to help keep a strong focus on learning and teaching in Mathematics.

The school is determined to build on work commenced this year by using the data wall as a way of tracking children's development in Mathematics and Literacy in 2012.

The major challenge for our school is to continue to improve teacher's confidence and competence as Mathematics teachers.

Our second major focus is on the implementations of KidsMatter, particularly the Social Emotional Learning Component in Semester One.

With a relatively new School Board in place, there is also a determination to examine current school communication strategies to enhance parent engagement in all aspects of school improvement.

The school has started to implement communication processes, including a revamp of the newsletter, emailed communication and a weekly update to all families on events for the coming week. This will be the focus of further work in 2012.

The school will need to prioritise significant resources to support the implementation of EMU in 2012. Time and money will be required to fully engage with this project.



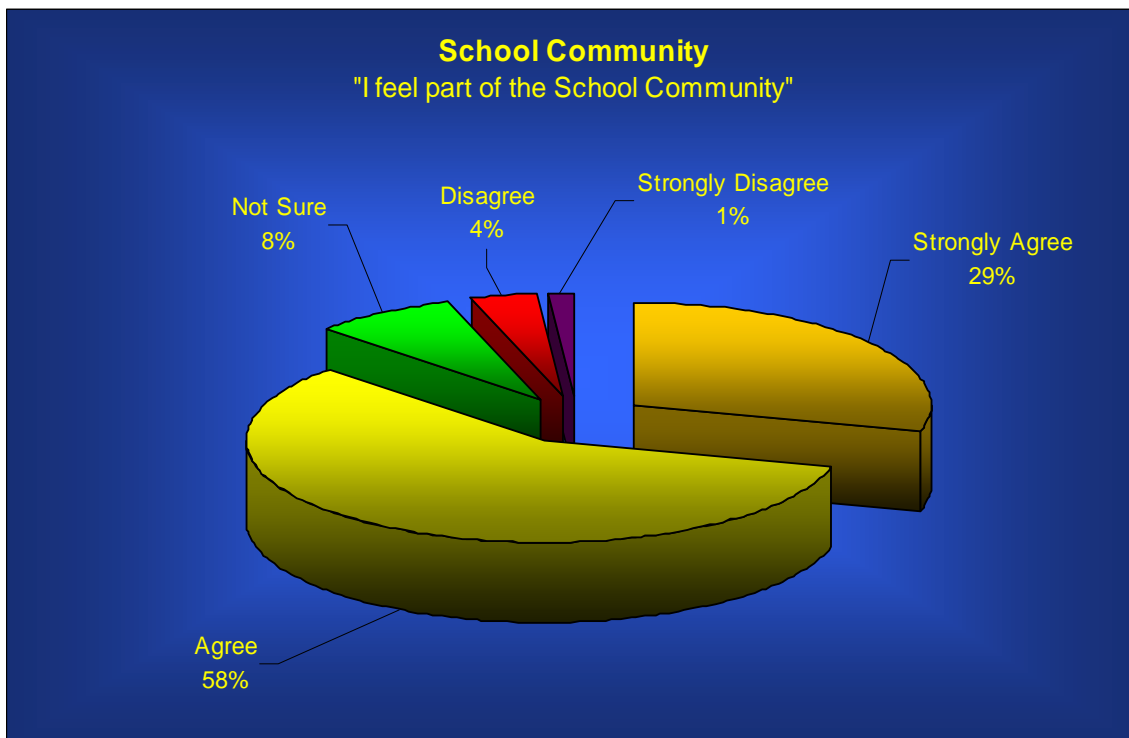
7. Parent Participation

7.1 Introduction

Our Lady Star of the Sea has made a significant commitment to parental engagement in school governance. The school is supported by an active P&F but also by a vibrant School Board made up from parent and community members.

The School Board participates in formation on an annual basis and 2011 has been a year for transition from the original School Board members to engagement with the next generation of parents. There are 15 Board members who have committed to support the school in the implementation of its next strategic plan.

7.2 Parent Satisfaction



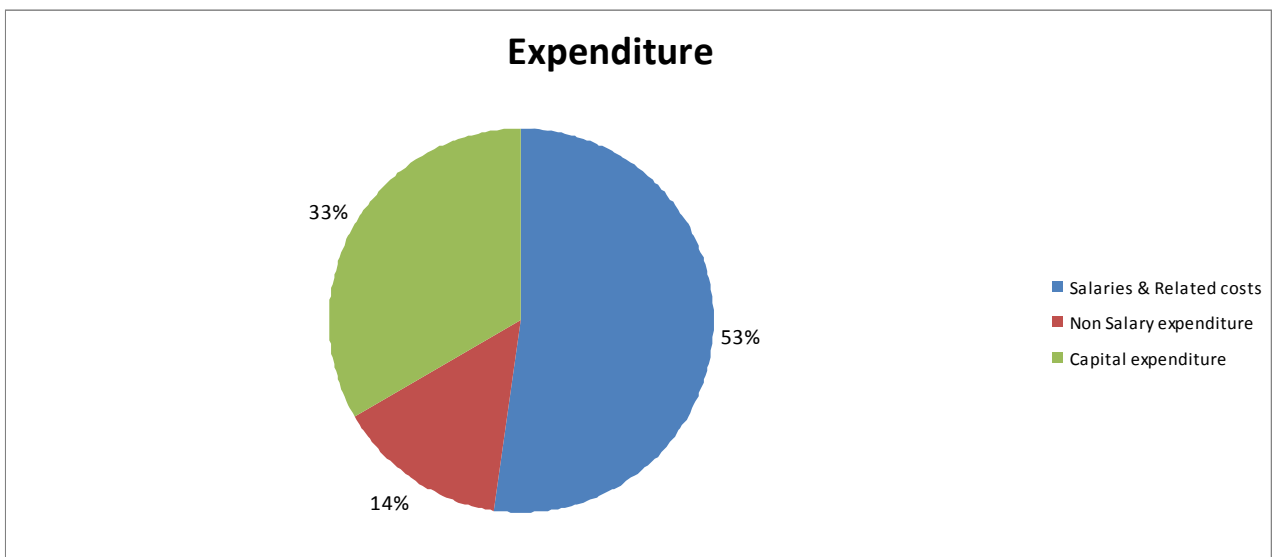
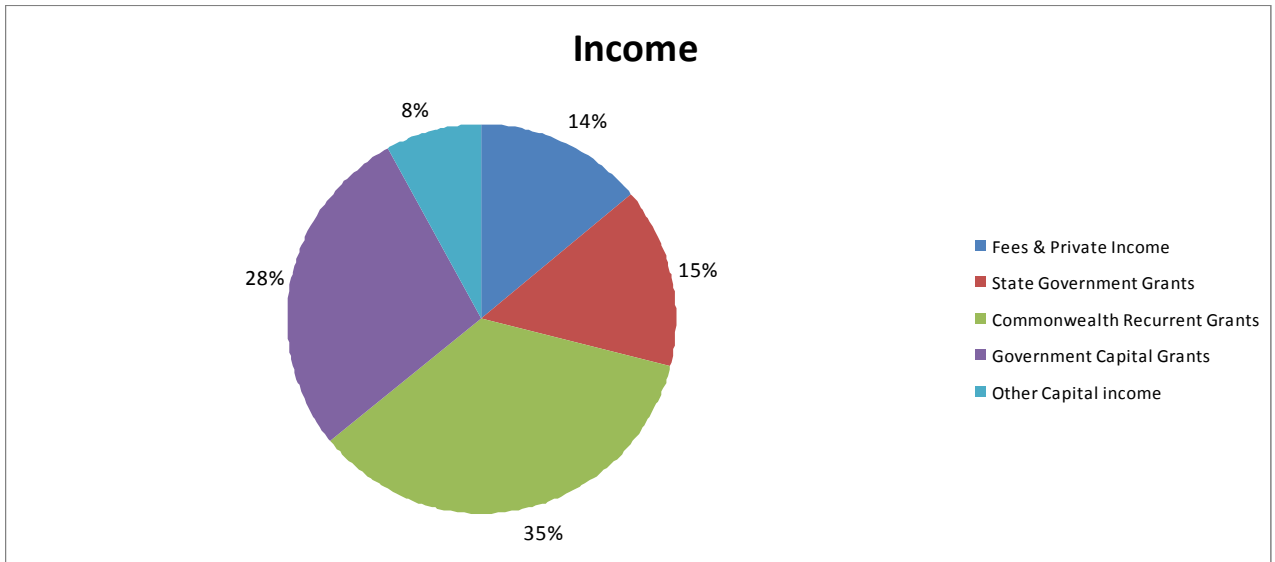
School Review in 2011 provided data both formally and informally as to the high level of satisfaction within the parent body with their school. As indicated in the chart above, there is a high degree of parental satisfaction with their sense of belonging to our school. Almost 90% of parents indicated a strong sense of connection to the school.

Growing commitment to our school from parents and a desire to be even more engaged means that Our Lady Star of the Sea continues to attract strong demand for enrolments. It is anticipated that 2012 will see the school grow to just beyond 500 students with 20 classes across Kinder to Year 6. We continue to live out of the motto "Grow in Christ".



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. 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>



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