



Our Lady Star of the Sea Catholic Primary School Terrigal

2012 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2012 proved to be an exciting year for all in our school community at Our Lady Star of the Sea Catholic School, Terrigal. As the impact of our shift to implementation of the Early Years Learning Framework takes hold, our transition to school and changes to our learning environment continue to enhance our approach to 'whole of child' learning. The result of our work helped shape the beginning of a plan to construct new learning environment for our Kindergarten classes which will be completed in the coming year. Our parent community, through the excellent leadership of our school board, has been engaged in significant consultation around community life and our connection with the parish community. A major focus for our school is a commitment to sustainability, which will continue to be a challenge as utility costs continues to increase and our desire to have less impact on our planet, drive our need for education of the whole community. We are proud of the way that we work in partnership with our families to provide an experience of school life where all can belong.

1.2 Message from the Parent Body

Over the past two years we have all seen a remarkable transformation of our school as a result of funding made available from both the Building Education Revolution (BER) and from you, through both the Parents and Friends (P&F) levy and from events such as the Fair by the Sea. More importantly than this though has been the amazing contribution of both expertise and time from our parents and carers towards the successful running of events and projects that occur around us daily in school life. Many of you have assisted throughout 2012 in such areas as Class Parents, Daytime Committee, the amazing regrouping of the Care and Social Committee, Welcome Committee which attends to many events throughout the school year, Class/Parish Mass BBQ, the Welcome BBQ, Swimming and Athletics Carnival, assisting in our classrooms, Executive positions on the P&F, Mothers' Day and Fathers' Day events, school disco, our canteen, school excursions, Fair by the Sea and the list goes on. On behalf of the entire school community I would like to extend a personal message of thank you to all Parents have helped to make these events a success.

1.3 Message from the Student Body

The change to all Year 6 being included as school leaders has given lots of students the opportunity to experience leadership. Many of our leaders have had the chance to run assemblies or represent our school at various community events. Our Student Representative Council (SRC) held several fund raisers as part of our school value of Mission and also to assist fellow students who have needed help due to sickness. Our school is well-represented in various sporting carnivals at all levels and we are lucky to be guided by caring teachers.



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 has 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 2012:

Girls	Boys	LBOTE*	Indigenous	Total
252	244	4	3	496

*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:

- 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
34	0	0	34

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 2012 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 97%.



2.5 Teacher Satisfaction

The school is continuing to promote a collaborative approach to planning, programming and decision making. The staff appreciates and recognises that they have a legitimate voice in the direction the school is taking. They have expressed their satisfaction in the continued professional learning in the area of Numeracy. Through a better understanding of how children learn Mathematics and a sharing of learning across the whole school, teachers feel they are better able to meet the individual needs of all the children in the area of Mathematics

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	93
2	93
3	96
4	94
5	93
6	95

The average student attendance rate for 2012 was 95%.

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; and
- 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



One of the highlights for our students is always the sense of shared leadership. Recently a number of students commented on what they like about our school.

"I like Our Lady Star of the Sea because it gives me and my peers in Year 6 many leadership roles, like SRC, Kinder Buddies, going to out of school events to represent our school."

"I like our school because it provides a sense of belonging, leadership and values, like respect."

"I like OLSOS because it gives me and my fellow students a chance to vote for our leaders, house captains and captains. It also gives us the chance to be Buddies, help with canteen, be a writing Buddy and lots more. We have great excursions to Bathurst and Canberra."

Our students also commented more generally about the playground and the great teachers that show them care and respect.



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 continue to be centres of the 'new evangelisation' with a core focus of bringing people to faith through personal encounters 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. The introduction of a weekly Mass for our students has also proven to be very successful and has provided the opportunity for our parish priests to engage with the children on a more regular basis.



3.3 Catholic Worldview

Distinctly Catholic, our school integrates our core values across the curriculum and belief statements of our policies. We are a Catholic School not only for Catholics; our doors are open to all those who seek nourishment. The Restorative Justice principles compliment 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 Friday morning, the recitation of our School Prayer at assembly each morning, weekly staff prayer, Grade attendance at Friday Parish/School Masses and by inviting parents to pray before meetings and information sessions. Our shared faith and love are visible evidence of the God who dwells among us and calls us on to see him face to face.



3.4 Professional Learning in Catholic Life and Mission

Our core values of 'Faith, Mission, Belonging, Learning and Respect' continue 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 took us on a journey of exploring Aboriginal spirituality and its connections with Christian spirituality and, in a special way, with our own Catholic spirituality. Our two day retreat was facilitated by Education Officers from the CSO who provided us with an opportunity to 'learn to be' in an Aboriginal way.

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) 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 including Student Welfare and Anti-Bullying, 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

Our school Student Representative Council was highly involved supporting various charitable works during 2012. More importantly, two of our students, with severe illnesses were provided help through "Shave for a Cure" which the SRC organised with the help of some parents. This was such a huge success that the SRC committed to participating again in 2013, as these two students will still be in our school.

4.3 Pastoral Care of Families

During 2012 our P&F reorganised the school Care Group following the departure of long time committee members from the school community. The Care group developed new support for families and provided services to families in need through child-care, meals, visiting and many other services.

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

2012 provided our school with significant opportunities to assess areas of need in professional learning for the implementation of our School Improvement Plan (SIP). The introduction of the Extending Mathematical Understanding (EMU) Project enabled the whole school to engage in high level professional learning using professional readings and Mathematics pedagogy updates to develop staff confidence and competence as teachers of Mathematics.



(Teachers place information on Growth Point Data Wall)

Our second priority area for professional learning was in implementation of the KidsMatter Project which now umbrellas all of our school's pastoral care and well-being. Our second main component in Social Emotional learning was completed during 2012.

To further enhance staff understanding of our place in the world our Religious Education focus included a Retreat on Indigenous Reconciliation and Creation.

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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 76 students in Year 3 and 58 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 *MySchool* 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	2.6	5.3	7.9	18.4	30.3	35.5	97
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	2.6	2.6	6.6	26.3	43.4	18.4	97
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	1.3	6.6	7.9	23.7	23.7	36.8	99
Gr. & Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	2.6	5.3	10.5	11.8	26.3	43.4	97
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	2.6	3.9	22.4	31.6	23.7	15.8	97

As shown in the table above and available on the My School Website, our Year 3 results are above both State and National standards for the minimum requirements in all aspects of NAPLAN. Again our students were ranked higher in Band 6 results for aspects of English and above the National level in Numeracy for Band 6. Our focus on Numeracy teaching since 2011 is beginning to show an improvement and we are confident that this trend will continue into the future. It is anticipated that the continued focus being placed on data gathering across the whole school, to be enhanced in 2013, will further contribute to overall levels of achievement being higher in Numeracy. The major shift from procedural to conceptual understanding in Mathematics education will continue to be the primary change in emphasis for 2013 and beyond. Our involvement in the Extending Mathematical Understanding (EMU) project is contributing to increased levels of teacher confidence, competence and collaboration in Numeracy teaching. In 2013 we expect our data wall to assist with tracking all students in our school in the Number Strand of mathematics.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	3.4	6.9	19.0	31.0	32.8	6.9	97
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	3.4	8.6	43.1	31.0	8.6	5.2	97
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	1.7	8.6	8.6	32.8	36.2	12.1	98
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	6.9	25.9	36.2	19.0	12.1	100
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	1.7	8.6	22.4	37.9	22.4	6.9	98

In Year 5 whilst results for minimum standards were above 97% in all domains and above State and National levels in all areas, the number of children in the highest Band for numeracy was below that achieved at State and National level. Again, our focus on professional learning and more strategic data collection and analysis is expected to address this issue in the medium to longer term. It is also fair to say that Band 7 results were above National and State levels in Numeracy. This result points to the continued need to support children with higher level abilities to make the most of their potential.

5.3 Extra Curricula Activities

Our school students are exposed to many opportunities beyond the boundaries of their classrooms with visits to aged-care facilities, pre-schools and support for disadvantaged families through Minnie-Vinnies. As one of our core values is Mission, our student leaders are engaged with fund-raising for various Charities and development agencies.

5.4 Professional Learning

In 2012 our professional learning focus was carefully aligned to our School Improvement Plan (SIP) goals. These included student well-being through KidsMatter component 2 and Numeracy through the EMU project. Staff meeting allocation and support for team leaders and specialist were provided in both of these areas. The school leadership team appointed a KidsMatter Leader as a priority for staff and additional staff were released to train as Numeracy Leaders to guide our professional learning in Mathematics. Other staff were also involved in sustainability initiatives and Literacy leadership. All staff participated in collaborative processes in curriculum design and teaching strategy development.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

The school joined the EMU project for 2012 to help keep a strong focus on learning and teaching in Mathematics. The Principal was provided with leadership training and as well a school specialist was also trained.

As part of the 2012 SIP, a Data Wall was set up in the staff room for both Numeracy and Literacy. The data walls contain Growth Point information for all children in Year 1 and Year 4. These two year levels were targeted for 2012 EMU Implementation

Significant professional learning activities were provided for all staff by devoting dedicated staff meetings twice per term to share learning from the EMU Leadership training.

Our KidsMatter implementation process has entered its second year with full implementation of the Social Emotional Learning Component completed by staff and supported by the KMAT Team which also involves parent members. A weekly focus topic was developed for KidsMatter and used as a major teaching point throughout the year. Children demonstrated aspects of the program through weekly assemblies to the whole school and through awards presentations. Parents were surveyed to gauge the level of support and understanding.

The School Board completed two parent surveys on communication and parish involvement using Survey Monkey as a tool to explore level of engagement.

The School Board used the survey results to prioritise communication strategies between the school and parents and also with the Parish Pastoral Council to initiate collaborative approaches to parental engagement with the broader parish community.

6.2 2013 Priorities and Challenges

Our School Improvement Plan for 2013 includes the following priorities:

- to improve student outcomes in RE with a focus on staff pedagogical content knowledge;
- engagement opportunities for unchurched and or non-Catholic families in Catholic Identity;
- integration of the language of our Core Values Mission and Faith into action; and
- Diocesan RE education syllabus to be implemented with more rigor in time allocation as a KLA.

Improve children's understanding of multiplication/division and continue our implementation of the EMU program to include all students in the Mathematics Assessment Interviews and on the Data Wall by end of term one 2013:

- to improve student numeracy learning for all students and staff;
- to improve student well-being by implementing the KidsMatter framework; and
- for staff familiarisation with the new English and Maths BOS syllabi in preparation for full implementation in 2014.



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 2012 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.

The Parents & Friends is very healthy and oversees a number of sub-committees including a Care Group, Welcome Committee and Fete Committee, to name a few. Meetings were very well attended and the P&F contributed significant funds to support the teaching and learning programs of our school.

7.2 Parent Satisfaction

During 2012, the School Board surveyed parents through Survey Monkey to gauge the level of satisfaction with current communication strategies and school/parish partnership. Typical of the responses received from parents to the parish involvement survey:

"I feel that our school offers a lot to support the spiritual needs of our family. Everyone is always welcome to attend the School Masses which are always beautiful. It is wonderful to see the children actively involved in Liturgical celebrations by participating in readings, acting out the Gospels, singing, music and Liturgical Movements. It really makes the Liturgies more meaningful for the children and certainly encourages active participation. I especially love the way that the PowerPoints are put together with photos of the kids accompanied by beautiful music."

And ...

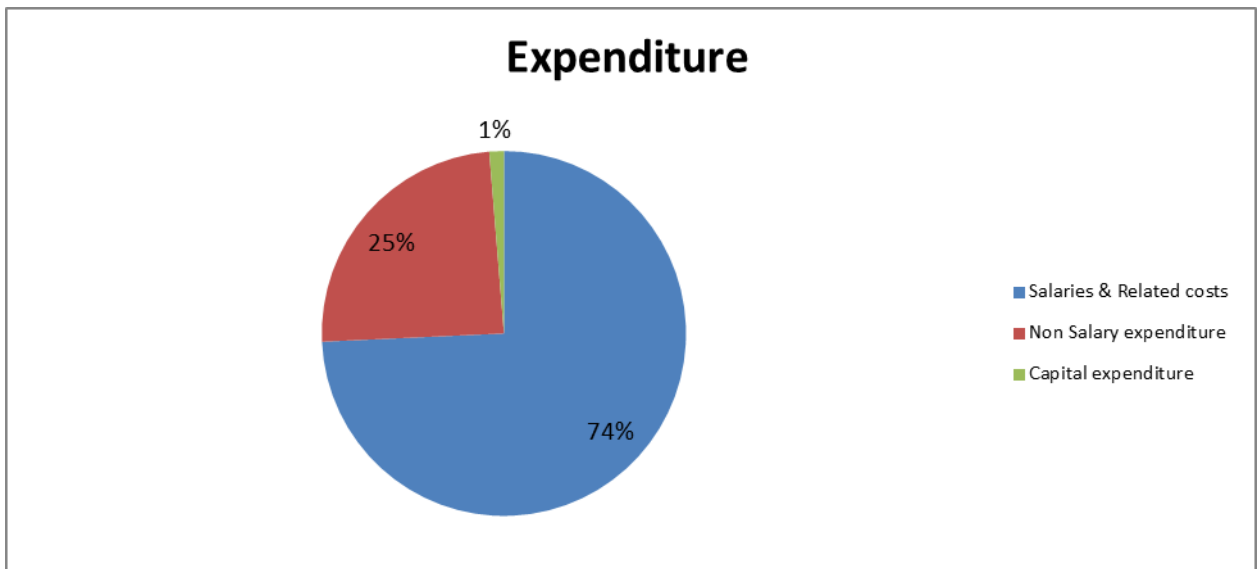
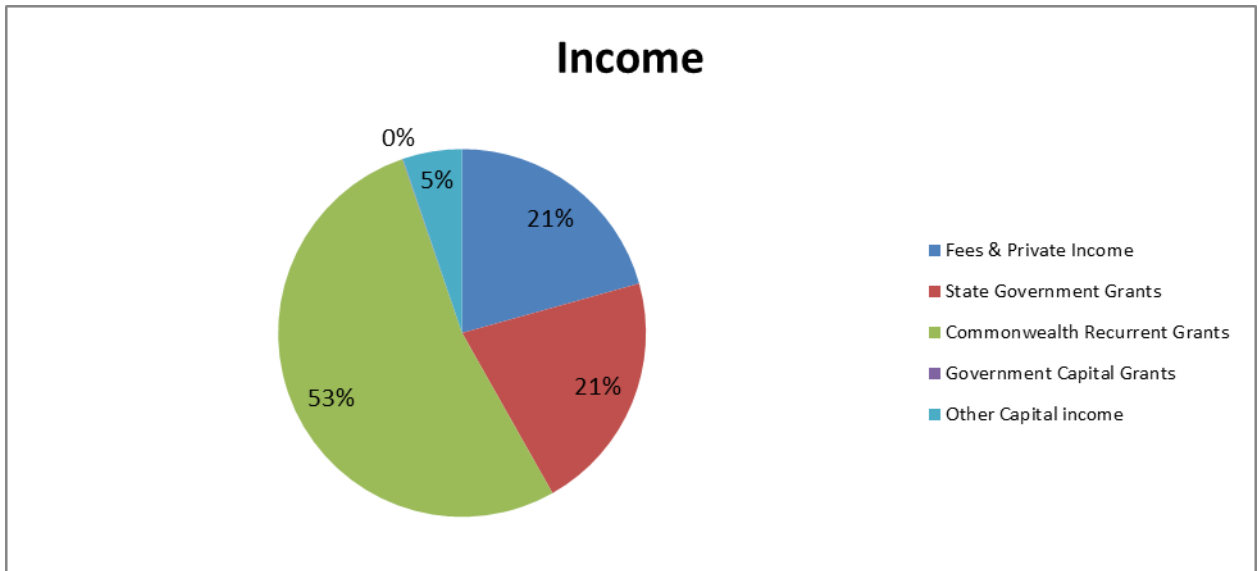
"I really enjoy when each year a Mass is dedicated to each year of the school. My child enjoys the participation and involvement. Making church going about the children and age appropriate will encourage more attendance at Mass from our family."

In relation to communication strategies, parents were very clear that they did not want to expand current communication to include social media applications like Twitter or Facebook



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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