



Our Lady Star of the Sea Catholic Primary School Terrigal



2010 Annual Report

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1. Message from Our School Community

1.1 Message from the Principal

The following pages present a few highlights of school life during 2010 at Our Lady Star of the Sea Catholic Primary School Terrigal. In an exciting development the Federal Government's Building the Revolution program (BER) enabled us to construct a purpose built pre-school on site which is already having an impact on the way we view transition to school and our Early Years (0-8) educational practice. With the centre opening in 2011, we will be at the forefront of the application of educational principles which underpin the Australian Curriculum and Early Years teaching and learning. Along with the refurbishment of our Library-Resource rooms and new staff facilities, 2010 has provided us with the opportunity to continue our growth as a true contemporary and relevant Catholic provider of education on the Central Coast.

1.2 Message from the Parent Body

There are many opportunities for parents to participate in the life of the school at Our Lady Star of the Sea. With a vibrant and active School Board, Parents and Friends Association (P&F) and various committees, parents have wonderful opportunities to be included in the decision making and leadership of the school. As the school comes to the end of its last strategic plan, we anticipate involvement in direction setting for the next strategic plan will be a significant part of parental focus for the year ahead. The school actively encourages parents to connect with the broader parish community through shared leadership, sacramental programs and shared responsibility for the ongoing development of the school and parish. The Annual School Fair is a combined parish/school event and demonstrates the close ties and great relationships which exist within the Catholic community of Terrigal parish.

1.3 Message from the Student Body

During 2010 the Year 6 students and the Student Representative Council (SRC) have been working very hard. Our focus has been on trying to raise money for Project Compassion and helping implement our core value of respect for the environment by introducing Waste Free Tuesdays. In this initiative students are encouraged not to bring packaged materials into the school and no rubbish bins are provided so that children are encouraged to take uneaten food and general rubbish home. During this year we participated in peer-support and anti-bullying programs. This year has been great and we are looking forward to the completion of our library and play spaces.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
239	219	0	0	458

*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
29	0	0	29

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 2010 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

Staff were surveyed in 2010 across all areas of school life and the following points were noted with interest:

- 100% of staff rated the school is using a shared wisdom model of leadership.
- 96% felt that processes involving staff are conducted fairly and transparently.



- 100% of staff felt that the school values were promoted and articulated
- Not all staff felt that staff shared responsibility for improvement in student learning with 21% either only slightly agreeing or disagreeing.
- Teachers were happy that effective teaching in numeracy was taking place and that the school provided a range of professional learning opportunities.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	92
2	94
3	92
4	98
5	95
6	95

The average student attendance rate for 2010 was 94%.

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 (CSO) 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

During 2010 a school wide survey indicated that students in their school environment as a general rule were very happy. A significant number of students noted that they have a leadership role at school (98%). In relation to being educated about respect as a core value, 100% of students who responded indicated that they were taught to look after the environment, whilst 98% of students said they felt safe at school. Teachers were acknowledged for their support of student learning with 98% of students noting that they were given good feedback about how to improve their learning in Math and English.





3. Catholic Life and Mission

3.1 Catholic Heritage

Through the development of our core values we promote the formation of the 'whole person'. Our educational philosophy combines sound knowledge and skills with an overall personal development grounded in Christian values. Such an education involves a high level of inter-personal relationships between students, staff, parents and the wider community. With that in mind, our school and parish have developed ongoing strategies for meeting the needs of children, parents and teachers. It is essential to make our families feel genuinely welcome and by illuminating our past, present and future, we hope that they can look back with pride and forward with hope.

3.2 Religious Life of the School

Our Catholic school is more than an educational institution; it is a key part of the Church, and an essential element in the Church's mission.

Our Church continues to invite its members to gather together to celebrate their faith in God and to meet Christ in the Eucharist. We, as co-workers of the Church, share this responsibility and therefore provide children and parents with opportunities to interact and express their gifts and talents in our rich celebrations. We are committed to work in partnership with the Parish Priests and the parish to nurture and educate the children. Together we have created a climate which is truly religious and supportive of parish initiatives such as the Sacramental Program and our Sunday Children's Liturgy classes.

3.3 Catholic Worldview

Throughout 2010 we lived our Catholic Worldview in a plethora of ways including Masses, Liturgies, dadirri, retreats, assemblies, special welfare and multicultural days. Our staff members are more than employees; they minister in the name of the Church and of the Gospel and actively participate in Church life. Our teachers reflect an atmosphere of charity and justice within the school and ensure the provision of the Catholic religious perspective in the teaching and learning process and in all the activities of the school in which staff and students engage.

3.4 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.

Vatican II affirms the critical role that teachers play in enabling the Catholic School to realise its mission. Two duties in particular are central to the mission of a Catholic school: the task of synthesising culture with faith, and the task of synthesising faith with life. As our school title bears the name Mary, we remember that to be a Catholic teacher was the primary vocation of our first beatified Saint, Saint Mary of the Cross MacKillop. Our school and staff pride itself as being 'Catholic' because the Catholic faith and ethos is evident at every level of our life and curriculum.



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. This program is used to underpin peer support programs led by Year 6 students. In addition we have a mentor program for children with social and behavioural difficulties. The school also continues to consult with expert diocesan personnel to support our pastoral care programs.

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

Our Lady Star of the Sea Catholic School continues to provide a wide range of supports to families in need. Our school counsellor offers support to families as does the Wellbeing Co-ordinator who works closely with both the Principal and Assistant Principal to meet the various needs of our children and families. The school P&F also 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 (CSO).

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

In 2009, following NAPLAN results, the staff, supported by the Leadership Team were keen to investigate ways to enhance Teacher Professional Learning in relation to mathematics teaching, particularly in Number. With support from the Catholic Schools Office Education Officer, the school undertook training in clinical interviewing and growth point analysis to enable better targeting for math teaching.

During 2010 teachers began to utilise the skills learned to begin testing and analysing student strengths and weaknesses in numeracy. Provision for students with higher capabilities was offered through 'Come on Kids' as well as some individual focussed work supported by a specialist teacher. Of particular interest seemed to be a lack of persistence from some children in trying to use a variety of strategies to solve problems. The differentiation of programs continues to be a challenge in meeting the wide range of abilities and capacities in each classroom in math. This will continue as a focus for the foreseeable future.

Year 2 and Kinder classrooms were equipped with Interactive Boards providing staff with access to some of the very latest on line support materials for their teaching and learning and for children to be engaged with new technologies. An additional set of laptops was purchased and all obsolete computers were recycled. The Library refurbishment has transformed the space into a true resource area for learning available for specialised classes and also for general classroom use as a place for research and resource access.

Small group work with targeted programs continues to be the focus of classroom literacy time with an emphasis on guided reading, guided writing and shared reading and writing. Children are ability grouped for various aspects of literacy and numeracy learning. These groups vary according to the learning needs of the children involved.

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 (SMART), 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 published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.

- In the 2010 cohort, there were 58 students in Year 3 and 63 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/>).

Analysis of the NAPLAN Band distributions and information carried on the My School website indicates that the school's identified priorities for teaching and learning are correct. Our Lady Star of the Sea is above or substantially above the national schools means scores in Reading, Writing, Spelling, Grammar and Punctuation in Year 3 and above in Reading, Writing, Grammar and Punctuation in Year 5. When compared to 'like schools' however, our school is at a standard achieved by similar schools in all areas with the exception of Year 5 numeracy. This supports the school's analysis that growth in numeracy from Year 3 to Year 5 remains a prime focus for teacher intervention and whole school planning for the immediate and medium term future. Teacher professional learning in numeracy teaching has been the focus for 2010 and will remain a priority for 2011.

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	5	12	16	33	34	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	3	22	43	31	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	2	5	12	29	40	12	98
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	2	2	14	24	34	24	98
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	5	29	26	24	16	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	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	8	6	22	27	24	13	92
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	17	49	22	11	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	2	13	24	32	22	8	98
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	5	6	16	21	37	16	95
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	5	3	30	38	16	8	95

2010 data indicates lower than expected growth from Year 3-5 numeracy. Past NAPLAN growth indicates that growth for lower achieving students is at an appropriate level but growth for higher achieving students is below expectations. This is also true for 2010 data. While some students who ranked in highest band in year 3 showed negative growth, this appears to be an anomaly with the growth point calculations from year 3-5 in some cases. i.e. students were unable to achieve beyond the bands provided to demonstrate their learning.

Extra work and targeted problem solving, including higher order thinking maths groups have been established to support students with their learning. Further to this, strategies to improve growth from year 3 - 5 have included learning conversations with teachers from Stage One due to the timing of NAPLAN testing and the current numeracy approaches being followed by Stage One teachers.

Individual item analysis indicates problem solving in number as an area for attention and further learning in the areas of decimals and fractions continues to need support.

Our school is providing special targeted support for differentiated groups in numeracy as well as literacy. The effects of this targeted work will not necessarily be evident in the short term but is anticipated in the medium term.

5.3 Extra Curricula Activities

Our Lady Star of the Sea has sporting teams coached by parents involved in a wide range of weekend sporting activities including basketball, netball and soccer. During lunchtime we have chess club, dance troupe, Minnie Vinnies and our SRC meets weekly with the Well-Being coordinator facilitating these meetings. The school has a junior and senior choir. The choirs gather at lunchtime to practise under the guidance of our music teacher. Students have the opportunity to be in the school band as well as participate in keyboard lessons provided by a tutor.



5.4 Professional Learning

The whole school focus on professional learning for 2010 has been on numeracy teaching. All staff was supported in learning how to use numeracy clinical interviews and plot numeracy growth points.

In addition to this, teachers were able to pursue individualised learning pathways to continue with professional learning across a range of areas linked to whole school improvement. These included PART training, literacy support, religious education, Early Years conferences and a whole staff retreat. Stage groups were allocated professional learning time as part of their weekly meetings where teacher teams focused on stage learning around student outcomes. On average the allocation of resources for professional learning was \$1998 per teacher in 2010.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

- In 2010 the new Early Learning Centre to cater for 3-5 year olds commenced building after significant planning and design work.
- Professional learning in the Early Years Learning Framework was undertaken by several staff.
- School wellbeing continued to be a focus through the roles of stage coordinators and professional learning structures.
- The school voluntarily participated in the Diocesan Raising Achievement in Numeracy (RAiN) program and appointed two numeracy champions to support professional learning across the school.
- The school Kindergarten Orientation Program was broadened to include a more comprehensive approach to transition based on sound research.
- The school played a leading role in providing input into the Australian Curriculum in History.

6.2 2011 Priorities and Challenges

The school looks forward with great anticipation to 2011 when completion of the Early Learning Centre will enable a significant focus on transition from prior-to-school to school based early learning. The school will continue its focus on improving student learning growth from years 3-5 in numeracy. The professional learning being undertaken in 2010 has laid the foundation for continual improvement in teaching and learning strategies to assist focus students in their numeracy outcomes. Developing student achievement in numeracy, particularly for more proficient students, remains a challenge.

As the size of the school continues to increase, the pastoral care of students and families remains at the forefront of our planning. Revisiting the schools pastoral care and student management policies and procedures will be a key priority in 2011. The school seeks to maintain a high level of student engagement and high expectations for student behaviour.

A professional learning focus will continue in numeracy as well as engagement with Kids Matters. This initiative will be supported by our school counsellor.



7. Parent Participation

7.1 Introduction

A school wide survey was offered to parents in 2010 through an external company providing an opportunity for feedback in relation to all aspects of school life at Our Lady Star of the Sea. The results were shared and discussed with the School Board and some highlights are included in the following paragraph. Parent participation is highly evident at school functions, liturgies, fundraising events, classroom support, canteen and numerous committees.

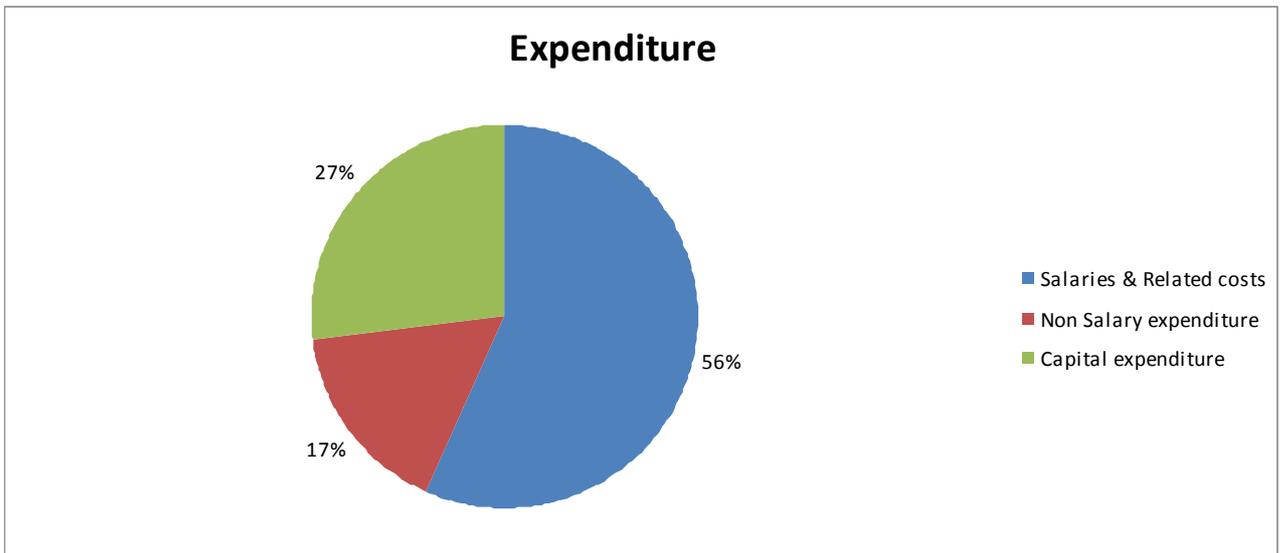
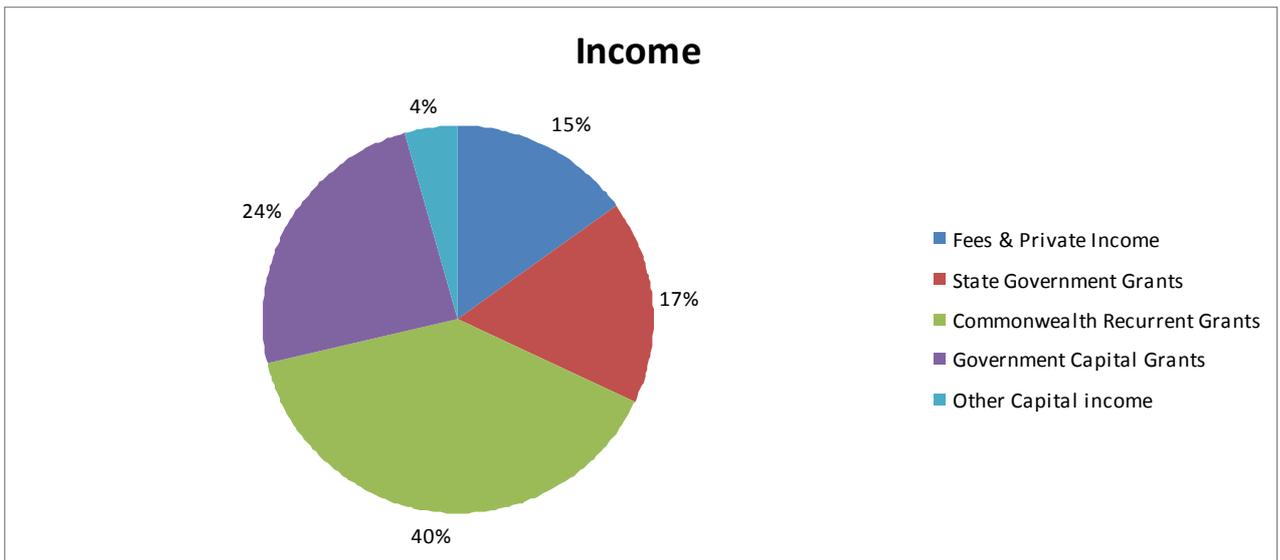
7.2 Parent Satisfaction

Parents indicated a strong sense that the school allowed for the faith life of their child to grow and develop with 98% of respondents indicating satisfaction in this area. Parent involvement is visible at school according to 94% of survey respondents. There is some concern about bullying at the school with 5% of parents worried about bullying or harassment whilst 99% of parents said that the school was student centred, safe and supportive and a place where learning and growth are priorities. In curriculum, teaching and learning 99% of parents who responded acknowledged that the school encourages parent participation and contribution but a significant number were less enthusiastic with the feedback offered by the current reporting system.



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.