

Our Lady Star of the Sea Catholic Primary School, Terrigal

Annual School Report to the Community

2014



School Contact Details

PO Box 9, Terrigal 2260

olss@dbb.catholic.edu.au

www.olssdbb.catholic.edu.au

(02) 4365 6229

(02) 4365 6230

Principal

Mr Robert Peers

ABOUT THIS REPORT

Our Lady Star of the Sea Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

I am delighted to present to you the 2014 Annual School Report. 2014 has been my first year as principal in this community and there have been many achievements building on successes and partnerships with our parish and parents from previous years. Some highlights have been the pilot introduction of iPads in two classes, a focus on both literacy and numeracy for staff professional learning and student learning, and embedding of aspects of *KidsMatter* initiatives to support wellbeing of staff, students and parents.

2014 also saw a renewal in our close partnership with the parish of Our Lady Star of the Sea (OLSS) which was realised in our re-energised parish - family Masses led by the school. These were both well attended by our families and well received by the wider parish community.

As the newly appointed principal of Our Lady Star of the Sea, I feel very proud to be leading this community. It is with great pride I present the 2014 annual report to you. I hope it provides a snapshot of life at Our Lady Star of the Sea and gives you a sense of the dynamic and supportive culture that characterises our community.

Parent Body Message

In 2014 Our Lady Star of the Sea continued to be an engaged and vibrant school community. With the increase in student numbers there has been a corresponding growth in parental involvement. The contribution of both expertise and time from our parents, carers, parish members and wider community has seen an invaluable transformation to resources both in the classroom and broader school.

Many parents assisted in such areas as class parents, daytime committee, care group, social committee, welcome committee, class/parish Mass BBQ, the welcome BBQ, swimming and athletics carnival, assisting in our classrooms, executive positions on the Parents and Friends (P&F), the school board, Mother's day and Father's day events, school disco, our canteen, school excursions, *Fair by the Sea* and the list goes on.

It is our children who have benefited greatly by this and as they have moved on to High school, continue to attend and support community events at Star of the Sea.

On behalf of the entire school community I would like to extend a personal message of thank you to all parents who have helped to make these events a success. I wish the parent body all the best for the future.

Student Body Message

2014 was an exciting time for our school. Our new principal has worked hard to get to know all the students. The school worked hard to provide students with lots of opportunities and this was very much appreciated. A highlight was the introduction of iPads, which took place in two pilot classes, and the community is excited about their expansion in 2015 to support our learning.

As school leaders, we were given many extra and important opportunities. This was not restricted to the official captain and vice captain roles, but also in programs such as peer support, running assemblies, Student Representative Council (SRC) and in many other ways. Students from Year 6 also served to introduce prospective parents to our school at the school tour and introduction evening held in April. We enjoyed the many roles asked of us and have grown as a result.

Overall 2014 has been a great and successful year for students.

Parish Priest's Message

2014 was a very successful year in the partnership between our parish of Terrigal and the school. Our newly appointed principal worked closely with parish staff to support our common mission and purpose and this was very successful. There were many highlights including the successful sacramental programs where the school and parish combined to prepare our children for the Sacraments. A further highlight in 2014 was the successful renewal of commitments to the family-grade Masses on weekends. These Masses celebrated our common identity as a parish and school and were both well attended and well received.

The school and parish combined on many occasions, including Friday 12 noon Masses for grades, and numerous liturgies and Masses on feast days and special occasions. We look forward to our continued partnership in 2015.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady Star of the Sea Catholic Primary School Terrigal, is a Catholic systemic co-educational school.

Our Lady Star of the Sea is a three-stream Catholic school serving the parish of Terrigal and administered by the Diocese of Broken Bay Catholic Schools Office (CSO). Although our community has grown steadily over the years, we remain committed to ensuring a personal and loving community that underpins each family's presence here.

Our school opened in 1979 in the heart of Terrigal opposite the Skillion and The Haven, on a most beautiful part of the NSW Central Coast. Through the hard work of then Parish Priest, Father Carol Grew, and the generosity of the parish community the school relocated to the new site in August 2001. It is a rural setting, situated in a peaceful valley on Serpentine Road Terrigal/Erina. Following construction of the school, a school/parish hall, new church and parish offices were all completed by January 2003.

We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is different, we work towards establishing and then teaching towards the unique characteristics of each child.

We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child – mind, body and spirit. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

We warmly welcome both visitors and our own community to view our Annual School Report. This 2014 report serves as a reference for the day to day events of our school in 2014 – and the celebration of the many special events we enjoyed. More importantly though, the report will give you a snapshot that articulates who we are and what we believe.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
264	265	20	529

* Language Background Other than English

Enrolment demand was on the increase in 2014 following trends from previous years. 2014 was the first year that a full three stream school existed. There are now waiting lists in several grades and it is necessary to tighten enrolment procedures to closely reflect the Diocesan Enrolment policy.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.97 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.00 %
Year 1	94.00 %
Year 2	95.90 %
Year 3	95.90 %
Year 4	94.30 %
Year 5	94.40 %
Year 6	95.30 %

Student attendance was relatively consistent across the grades. The trend from some families to apply for leave from attendance for various reasons was addressed periodically in 2014 and will be followed up as necessary in 2015.

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance

with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
33	9	42

* This number includes 21 full-time teachers and 12 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	33
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Introduction for 2014 - New principal and staff meeting to discuss professional expectations
Day 2	English - Instructional reading strategies K-6
Day 3	The school's identity as part of the parish of Terrigal

In 2014 staff professional learning undertook a specific structure where a shared ownership and responsibility for personal professional learning took place. As part of the School Improvement Plan (SIP), staff focused on numeracy and literacy as core components for all professional learning, with voluntary participation in mobile devices (iPads), assessment, data and tracking and student review teams.

These structures reflected a staff composed *Belief and Values Statement* for professional learning, formulated in Term 1. This reflected a shared commitment towards professional learning from all staff.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

During 2014, the school committed to a significant strategic priority towards enhancing the sense of belonging and partnership between the school and parish communities. This was manifested through a specific focus on developing strong attendance and engagement at parish-school family Masses held on weekends. Whilst these have been held previously, their priority from all stakeholders (parishioners, staff and school families) had diminished with only small numbers in attendance and little real involvement from students and families.

This initiative was most successful in 2014. Students were given specific roles and responsibilities in the Mass and their sense of belonging and purpose meant they sought to attend. Class parents also took on an aspects of ownership by organising hospitality after Mass to promote the identity and connections with the regular faithful. Preceding this, the principal of the school attended all weekend Masses in March to explain the concept to parishioners and ask for a sense of welcome and understanding as we sought to revitalise the connection between parish and school. This was extremely well received by many regular parishioners who provided formal feedback to the school and parish about their perceptions. During 2015 it is hoped this practice can be consolidated becoming more customary for regular school – family Masses to occur, including an opportunity for a different model whereby families take ownership of this with the school taking a support role.

The connection between parish and school was also highlighted during the school's implementation of the enrolment process. In 2014 this was refined to ensure that a specific visit to the parish church and office was part of school tours upon enquiry. Parish Priest reference forms were part of the enrolment package and the Catholic nature of the school was an explicit part of the dialogue between the principal and those families seeking enrolment.

The school also continued its support for the parish Sacramental program and co-facilitated enrichment days for Penance, Eucharist and Confirmation. School staff and the Religious

Education coordinator (REC) facilitated groups of students in both their preparation and understanding for these Sacraments made at parish level. This was complemented by class-based Religious Education (RE) lessons as part of the Broken Bay RE modules.

In 2014 the school continued to celebrate a number of class-based and school-based liturgies. Some of these included beginning and end of year Masses, Ash Wednesday, Grandparent's day, Holy Week, Easter, Mother's day, Father's day, Year 6 graduation and feast of the Assumption to name a few. We also had a number of small prayer focuses in Lent and Advent. We expect to continue these in 2015.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2014 the school undertook a specific focus on literacy and numeracy whereby practice across the K-6 continuum was refined and developed with the support of Education Officers from Catholic Schools Office. In literacy, two staff-based coaches were released from Terms 2 to 4 to work with teachers to support needs. Their work focused on the new NSW syllabus and in particular, reading instruction. Shared reading occurred across all classes to begin the English block followed by guided and small group reading instruction. The focus for 2015 with literacy coaches will be consolidating this, developing the focus on writing and in particular moving all students forward in their writing development.

In Numeracy, there was a focus on the implementation of the new NSW syllabus in Mathematics. This also comprised work in *Extending Mathematical Understanding* (EMU) to support common practice across the school and deepen students' conceptual understanding of Mathematics. School-based assessments were established, Mathematical Assessment Interviews (MAI) and Progressive Achievement Test (PAT) online assessments, and cross-referenced to support knowledge of trends in the school and identify areas of need for students. Professional learning was also undertaken to support staff understanding on plenary sessions of Maths to ensure practice across all classrooms was consistent and according to the principles of EMU. It was determined that more work will need to be undertaken in 2015, including a coach model to support teachers in a similar way to literacy.

In 2015 this will continue with a specific focus on ensuring a coordinated approach exists between initiatives in numeracy and literacy with teacher support targeted with one of these at a time thus ensuring a depth and quality of support for teachers.

During 2014 iPads were also introduced to the school and rather than spread these across all classes in a diluted capacity, two immersed classes (one Year 3 class and one Year 5 class) served as pilot classes for the community. A program of professional learning supported the teachers of those classes and in turn the broader community of students, staff and parents had the

opportunity to learn from these classes. It is expected that this program will expand in 2015.

Science was also a focus in 2014 with the implementation of the new NSW syllabus for Science and Technology due in 2015. Work was undertaken developing a scope and sequence for Science and Technology and support will continue to be offered for teachers in 2015. It was necessary to revise and re-write the HSIE scope and sequence in 2014 and this will take effect in 2015. Japanese continued to be taught in 2014 and will continue in 2015 as will all other Key Learning Areas (KLAs).

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	71.00 %	49.90 %	2.60 %	11.90 %
	Reading	59.30 %	46.20 %	7.90 %	13.10 %
	Writing	51.30 %	39.10 %	2.60 %	11.20 %
	Spelling	56.50 %	43.70 %	6.60 %	14.80 %
	Numeracy	48.10 %	36.20 %	13.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47.90 %	36.60 %	9.80 %	16.10 %
	Reading	40.80 %	34.50 %	9.90 %	16.30 %
	Writing	5.60 %	15.50 %	8.50 %	21.40 %
	Spelling	46.50 %	33.60 %	9.90 %	16.40 %
	Numeracy	15.50 %	25.90 %	12.70 %	18.10 %

NAPLAN Comments

An analysis of band achievement for Year 3 students shows that in all aspects of literacy, a higher proportion of our students achieved in the top two bands than the national cohort and a much smaller percentage of students were in the bottom two bands compared to the national rate. Of particular strength was performance in grammar and punctuation as well as writing. These successes indicate that work in the early years establishing foundations in literacy have been very successful. In numeracy, students in Year 3 performed well with 48% being placed in the top two bands, compared to 36% nationally. Results in the bottom two bands are not as strong with a similar percentage of students in the bottom two bands compared to the percentage across Australia. This suggests that focused work is needed to attend to students at risk in the early years, in Mathematics.

For Year 5 students, results were varied. In aspects of literacy, results were strong in grammar and punctuation, spelling and to a lesser extent in reading. Growth of students however in these aspects was inconsistent, creating a line of inquiry about how the school can add value to strongly performing students after the early years. Writing results in Year 5 stood out as falling within a tall "bell curve". Whilst it was pleasing that only 8.5% of students fell in the bottom two bands for writing compared to 21.4% nationally, only 5.6% of students were in the top two bands compared to 15.5% nationally. This suggests that professional learning in differentiating instruction for students with high learning potential in writing is necessary, particularly when early foundations have been established in Kindergarten, Year 1 and Year 2.

The data indicates that numeracy again appears to be the greatest need in the school which correlates with internal Progressive Achievement Test (PAT) data, collected in 2014. Achievement for students with higher learning potential needs to lift to compare with similar successes in literacy. This will be a strong focus in 2015 with a teacher coach model to be implemented, similar to literacy.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

In 2014 the school sought to embed and strengthen the *KidsMatter* focus to ensure sustainability. New staff were inducted into the culture already underway. Progress was demonstrated by:

- weekly *KidsMatter* focus and awards
- weekly communication to staff
- explicit teaching of the weekly focus in all classrooms
- a Wellbeing week whereby students, staff and parents were provided with opportunities to address their own wellbeing and support the wellbeing of others through the lens of *KidsMatter*
- component 4 training for all staff and revision of components 1, 2 and 3. This was achieved with two extended staff (twilight) meetings. Crucial to this was the understanding of all staff of their role, not in diagnosing or counselling for mental health issues, but in creating an awareness of data collection which can then be referred to the appropriate internal team or outside agency. Professional learning for our key leaders took place by sending staff members to events such as the *Positive School Conference* in Sydney and Catholic Schools Office Wellbeing conference. These staff members in turn passed on learning to the wider staff at various times.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this

and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Student behaviour management processes were in place at various levels throughout the school both in terms of structuring the school proactively to support positive student behaviours in the first instance, then responding appropriately according to the level, frequency and types of inappropriate behaviours as needed.

Class teachers were encouraged to promote positive behaviours in class by ensuring procedures were clear and explicit. This was reinforced across the playground and school. Terminologies such as "safe and caring hands" were reiterated regularly along with the *KidsMatter* focus for the week which was usually linked to a positive behaviour or expectation.

On the occasions where inappropriate behaviours occurred, in the first instance this was responded to by the class or supervising teacher. The principles of restorative justice were used in instances of conflict between students, and usually instances did not need to escalate from that point.

In a few cases, it was necessary to involve school leadership personnel to provide targeted and / or intensive support for students to help them modify their behaviour. This involved collaboration between the school and parents.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school's anti-bullying policy reflects the policy from Catholic Schools Office Broken Bay, adapted to the needs at Our Lady Star of the Sea School. The policy seeks to proactively teach and inform the community about bullying and the need to eliminate this where possible to ensure a safe and secure environment. As well, the policy provides responsible processes for responding to bullying when it occurs.

The school sought to address bullying in the first instance by ensuring education is ongoing for the community. For students this is reflected in the PDHPE syllabus for all classes where bullying is defined and strategies for all parties were explicitly taught where there might be instances of bullying. This was also addressed in the school-wide *KidsMatter* framework and peer support

program.

Where there were instances of bullying, the school sought to respond appropriately and to ensure the dignity and welfare of all parties is appropriately prioritised.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

School-based complaints procedures included processes where in the first instance, parents would normally contact the class teacher where attempts to resolve the issues would take place. If this step was unsuccessful, opportunities to raise concerns with leadership staff exist. In such circumstances, respectful and timely responses were a priority, notwithstanding the imperative to treat all parties with respect and dignity, and to advocate responsibly for a fair response for all parties. In most cases, grievances and / or complaints were resolved to the satisfaction of all parties. In a very small number of cases, it was necessary to involve personnel from Catholic Schools Office to support and assist the process.

Initiatives Promoting Respect and Responsibility

During 2014 there were a number of processes that promoted respect and responsibility to our students. The *KidsMatter* framework itself was central to many of these. Weekly school focuses included a range of themes whereby students were encouraged to show initiative, support the classroom environment and promote a safe class and school. Some themes included respect for ourselves, respect for our environment, safe and caring hands, being a 'Bucket Filler' and many more. Weekly awards under the umbrella of *KidsMatter* were presented in class, and the focus for the week was discussed at class level by teachers and students on a scheduled, regular basis.

A further initiative promoting respect and responsibility was the student leadership model for Year 6. At Star of the Sea School, leadership entailed all students in Year 6 being officially

recognised and inducted as leaders. Real leadership opportunities existed such as leading whole school and primary assemblies, conducting tours for prospective parents to the school and serving visitors hospitality at such events as Grandparent's day.

Students were also enlisted to support parent and staff education on a number of occasions. This entailed principles whereby the role of teacher and students were interchanged formally to enable staff professional learning in Mathematics and in digital technologies (iPads). Parents too were the recipients of education by students on several occasions, particularly during the iPad trial, and this was very well received by both parents and students alike.

Further examples of initiatives promoting respect and responsibility included such structures as the Student Representative Council (SRC). This group of students worked to support the school environment by consulting with classmates and presenting to the leadership of the school suggestions and ideas for improvement, many of which were adopted. The SRC also facilitated events such as the Easter hat parade, staff versus students cricket match and fun day.

The peer support program also supported respect and responsibility. This was held in Term 3 and involved grouping students across the school with trained Year 6 peer support leaders. This became integral to the Personal Development and Health program in the school and enabled students to deal with issues such as bullying and to develop resilience.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In 2014 the school sought to develop and trial structures which enhanced the sense of belonging and partnership between school stakeholders and parish community. This was achieved by:

- developing strong attendance at parish-based school weekend Masses for all grades
- redefining school enrolment processes to develop a Catholic commitment for new families to the school.

The school also sought to examine and define staff beliefs and values as a dynamic and relevant professional learning community. This was achieved by:

- the establishment and trial of staff structures as part of a well-defined professional learning community
- the establishment of a term process for examining any student underachievement across all grades
- development of school-based assessment plan and student tracking tool (over two years)
- establishment of two literacy coaches to support staff practice in reading instruction
- successful introduction and piloting of iPads to enhance and redefine learning for the 21st century.

The school also sought to improve well being in the school. This was achieved by:

- implementing component 4 of the *KidsMatter* framework
- continuing to embed components 1, 2 and 3 of the *KidsMatter* framework.

Priority Key Improvements for Next Year

The school will be undertaking an external review from Catholic Schools Office in Term 3, 2015. This will enable the community to set directions for the following three years based on data and recommendations of the review.

Priority key improvements for 2015 are to:

- embed and sustain the close connections between the parish of Terrigal and school community
- develop baseline data of students' social and emotional learning and develop relevant teaching and learning of social and emotional concepts aligned with PDH units
- develop a model of teacher coaching in numeracy to support professional learning for staff and to positively coordinate that with the existing model of teacher coaching in literacy
- build on the expansion of iPads in the school, along with a program of professional learning for staff to meaningfully enhance and redefine learning for students in their 21st century context.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2014 a company was commissioned by the CSO to undertake a comprehensive survey of parent, staff and student satisfaction in preparation for the 2015 school review. The survey summary revealed that a very high number of parents (83%) reported overall satisfaction with the school, including 89% of respondents indicating expectations were met or exceeded. Parents indicated a very high rating of satisfaction with teaching and learning (81%), and with aspects relating to teachers and leadership.

Other aspects of parent satisfaction that came from the survey included statements relating to starting at the school in 2014 (90% very satisfied), overall satisfaction with the way the school engages with the community (81% very satisfied), and overall satisfaction with facilities and resources (81% satisfied).

These results compared very favourably to other schools undergoing the survey, surpassing benchmarks and averages on almost all indicators of the schools measured throughout NSW.

Student Satisfaction

The survey was also commissioned to measure student satisfaction by seeking the views of senior students (Years 5 and 6). 84% of students reported overall satisfaction with the school. The same percentage of students (84%) indicated overall satisfaction with the quality of teaching and learning and a very high proportion of students (87%) were positive about their experience with teachers. Feedback related to pastoral care and bullying were also very positive for the school and have been highlighted separately in this report.

The satisfaction report summarises, "These scores suggest the school is in 'good' overall health from a student perspective and has reached the 80%+ benchmark level."

Teacher Satisfaction

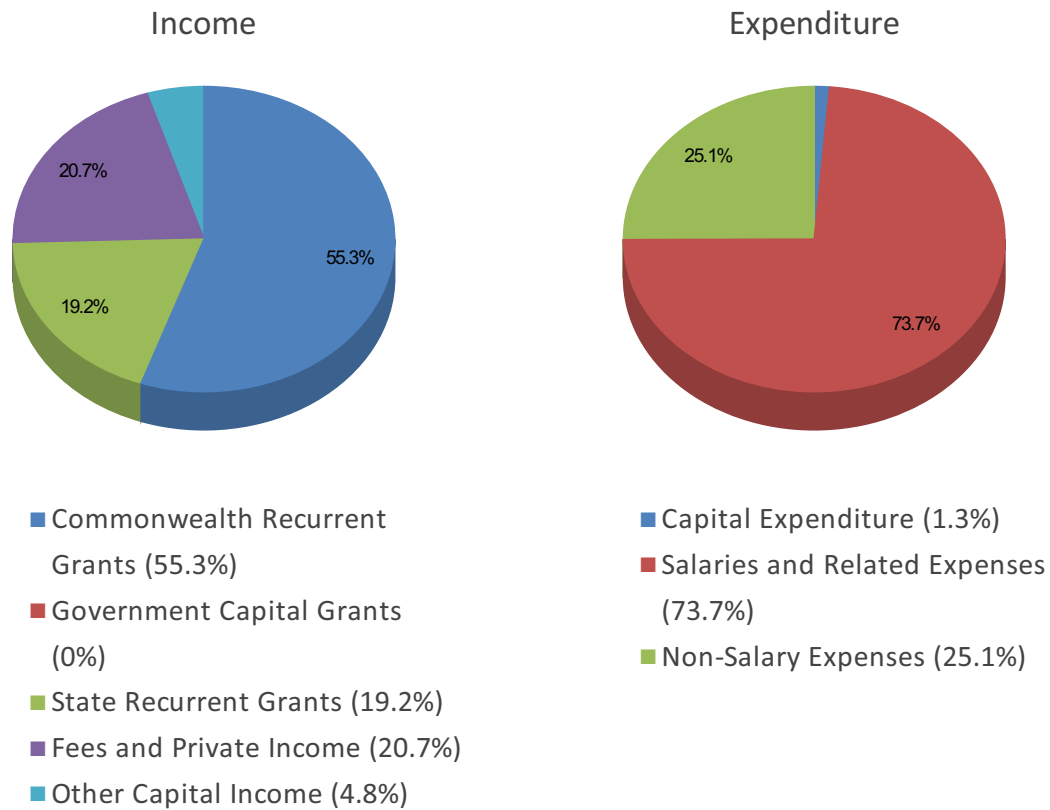
Again the survey was commissioned to gauge staff satisfaction. Staff reported a strong sense of support and were encouraged by the new principal and change of direction that has come from this. In particular the vision for learning and educational leadership was viewed as generally positive by most staff and a necessary change to the school. A very high number (81%) indicated

overall satisfaction with teaching and learning in the school with most positive about changes in expectation and agreed practice in this regard.

In regard to staff welfare, a high proportion of staff (73%) indicated satisfaction with the emphasis placed on this while 74% of staff were satisfied with the provision of a safe and caring environment for staff. A very high (81%) proportion of staff offered positive statements about staff morale and attitude. In comparison with the survey database of all schools, the school rated very highly in terms of staff responses. On almost all measures, the school rated significantly better than the norm group.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,100,940
Government Capital Grants	\$0
State Recurrent Grants	\$1,073,556
Fees and Private Income	\$1,158,110
Other Capital Income	\$270,558
Total Income	\$5,603,164

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$66,686
Salaries and Related Expenses	\$3,810,624
Non-Salary Expenses	\$1,296,301
Total Expenditure	\$5,173,611