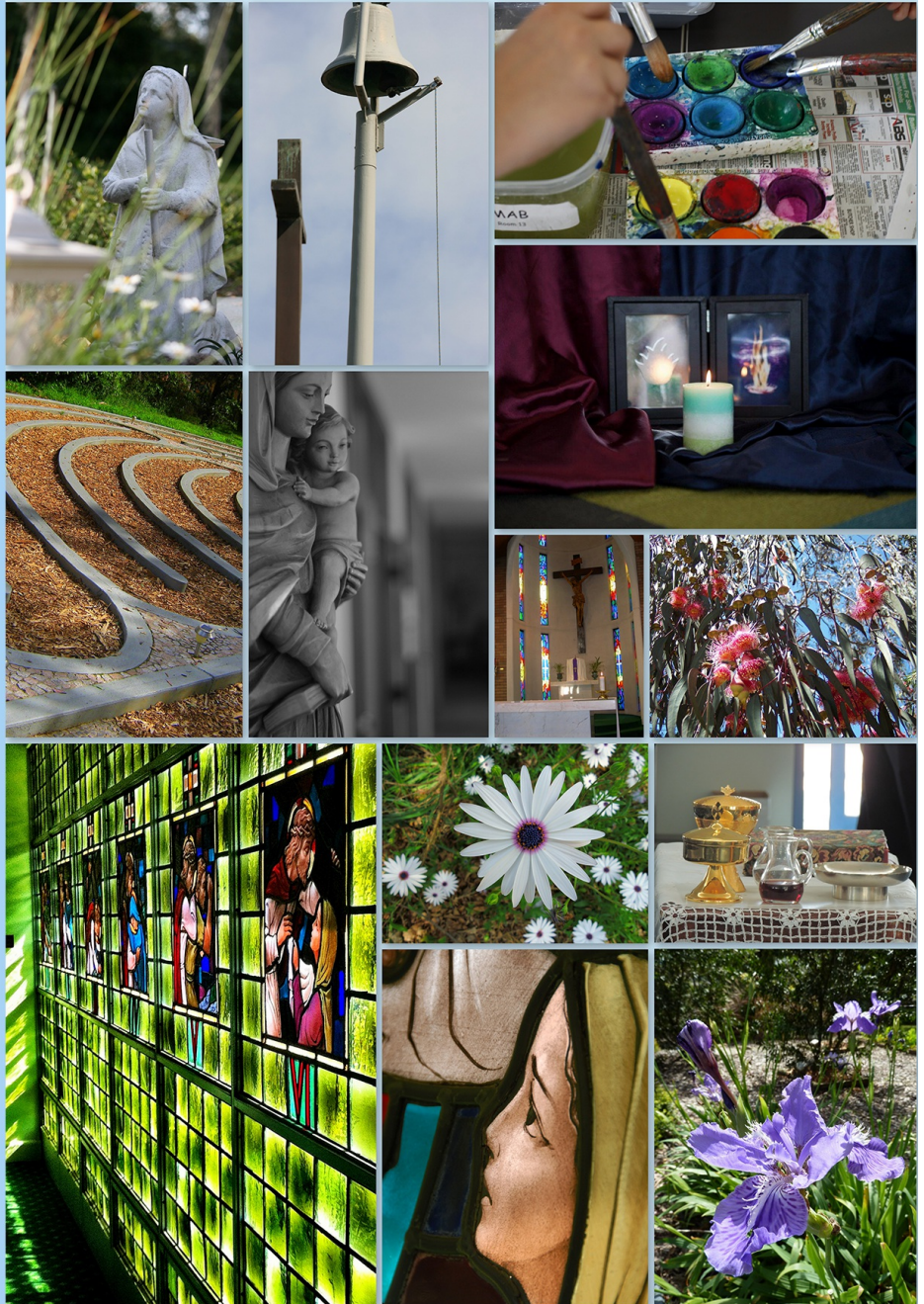


2015

annual school report



Our Lady Star of the Sea Catholic  
Primary School, Terrigal

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## ABOUT THIS REPORT

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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 also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2015 was another busy but highly successful year in the history of Our Lady Star of the Sea School. The community has been both active and productive, with student learning in our Catholic context remaining a central focus. The year featured our participation in the Catholic Schools Office (CSO) quality assurance review. This was conducted by a panel of educators from within and beyond the Diocese of Broken Bay; the final report was very positive in its commendations and recommendations for future goals. We also successfully held our air-conditioning fundraiser in Term 1 and now have all learning spaces outfitted with air-conditioning thanks to the hard work of the community. A myriad of other events ranging from the iPad pilot program, our '*Freeze and Breathe*' anti-bullying initiative, and our continued partnership with parish, were some of the highlights of a successful year.

It is with great pleasure we present the 2015 Annual Report to you. By reading through this you will not only get a strong sense of what occurred in our community this year; it will provide a sense of who we are as a community and what we believe.

### **Parent Body Message**

In 2015, the School further refined its focus as an engaged and vibrant school community. Parents continue to demonstrate a significant voice in both formal forums such as the Parents and Friends (P&F) and School Board, as well as by generously taking up roles as classroom helpers, assistants and advocates.

Many parents assisted through involvement in areas such as class parents, daytime committee, care group, social committee, welcome committee, welcome BBQ, swimming and athletics carnivals, Mother's day and Father's day events, school disco, canteen, school excursions, Fair by the Sea and the list goes on. It is our children who have benefited greatly by this; as they have moved on to high school, past students continue to attend and support community events at the school.

During 2015 the school worked closely with the Board and P&F to redefine future structures for a more streamlined approach. In 2016 the Parent Council, which will be linked to and part of the P&F, will exist instead of the School Board. We thank the many parents who have contributed this year to the school community and look forward to their continued engagement in 2016.

### **Student Body Message**

2015 was a very successful year for our school. As leaders, we had many opportunities to support our school and develop ourselves in leadership. Our Year 5 students also went through a program of leadership at our first leadership camp in Term 4. The year had many highlights including the iPad pilot program in three classes, our "*Freeze and Breathe*" anti-bullying and wellbeing initiative, and the air-conditioning fundraiser which we all got behind. We were also

successful in getting an award as a nationally recognised *KidsMatter* school. We are very proud of our school knowing 2015 was a very successful year.

**Parish Priest's Message**

I am very happy to be part of the Our Lady Star of the Sea parish community which I joined in 2015. The school is very closely connected to our parish and works hard to ensure we have a positive relationship. The family masses have been a wonderful opportunity for our school families to share in the life of the parish and this helps both our parents and children connect to our parish. It has also been pleasing to see Friday masses so well supported and Reconciliation has been a focus for the children once a term.

I have felt very welcome by the children, staff and parents and want each to also feel welcome in our church and parish. I look forward to a continuing relationship with the school in 2016.

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## SECTION TWO: SCHOOL FEATURES

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### 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 Catholic Primary School is a three stream K-6 school. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of Terrigal - Erina parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven. In 2001, 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 a rural setting, situated on Serpentine Road Terrigal.

The school has grown steadily over the years to its current size. In 2011, as the result of a Building the Education Revolution (BER) project, a dedicated Early Learning Centre (ELC) was built on-site. It caters for 3 to 5 year olds and has an enrolment of 60 children each day.

The school has a very active parent community that also extends into the parish community. The Parents and Friends (P&F) Association is a focal point of the school in terms of fundraising and support.

The school has established a set of core values as they relate to curriculum, policy and practice. Through an extensive process, the community named the following five values as central to its mission:

- Belonging
- Faith
- Mission
- Respect
- Learning

The school is also active in attending to wellbeing (staff, students and parents) and this is achieved through the lens of the *KidsMatter* framework. In 2015 the school became nationally recognised as a *KidsMatter* school.

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 unique, we work towards establishing and then teaching towards the characteristics of each child. We embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. 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.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
261	288	27	549

\* Language Background Other than English

The School enjoys a strong reputation in the local community and as such enrolment demand is on the increase. Many grades in the school have a waiting list as cohort numbers have reached capacity. Students come largely from within the boundaries of Terrigal-Erina Catholic parish.

### 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 2015 was 93.93 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	95 %	93 %	94 %	94 %	93 %	94 %

Student attendance rates are within acceptable averages. The school continues to dialogue with the community about the importance of learning momentum being maintained by regular attendance and punctuality. In some instances specific dialogue occurs between school and families on this issue.

### 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).



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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
34	8	42

\* This number includes 19 full-time teachers and 15 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.	34
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.

<b>Day 1</b>	Staff Induction for year ahead
<b>Day 2</b>	Literacy - small group instructional reading strategies
<b>Day 3</b>	Staff spirituality - Joy of the Gospel

Professional learning (PL) took a range of forms and topics over 2015. In Literacy, classroom coaches and the broader staff consolidated previous learning that had focused on reading instruction, before moving to writing assessment and instruction in the second half of the year. Staff continued to work on Numeracy initiatives including the principles of Extending

Mathematical Understanding (EMU).

Work around digital tools, specifically iPads, continued, ensuring readiness for 2016 directions, especially the *Bring Your Own Designated Device* (BYODD) initiative. A range of compliance and safety training also took place.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

2015 was a very successful year in our Catholic Life and Mission. The community worked towards consolidating links between parish and school communities. The strong attendance and engagement at parish-school family masses held on weekends was further strengthened during 2015; participation in these masses has become more embedded with a degree of ownership transferring from the school to parents. This was evident in examples such as music ministry and the K-6 whole school family mass held in November. 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 aspects of ownership by organising hospitality after Mass to promote the identity and connections with the regular faithful. During 2016 it is hoped this practice can be further consolidated, becoming more customary for regular school-family Masses to occur.

School enrolment processes also included strong inclusion of the parish-school relationship. The enrolment information evening featured a strong and visible presence by parish staff, enhanced with the arrival of Fr Jacek Kokosa CSMA as Parish Priest. School-based opportunities for Reconciliation and Friday Masses were also established. Grades were rostered to participate in both and this was well received by the broader faith community of Terrigal parish, as well as providing regular opportunities for the children.

The school also continued its support for the parish Sacramental program and co-facilitated enrichment days for Penance, Eucharist and Confirmation. The enrichment days will be wound back in 2016 due to concerns about duty of care for children outside the school, with a parish model to be implemented instead. Among others aspects of Catholic Life and Mission, our school consolidated its work with Mini Vinnies. This small outreach group represented the school at a number of events within the St Vincent de Paul Society, and organised events such as the winter appeal and Christmas appeals, both of which were very successful.

In addition, the school continued to celebrate a number of class-based and school-based liturgies. 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 2016.



### 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 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 2015 the school further embedded work on Literacy and Numeracy that had commenced in 2014. With the support of Education Officers from Catholic Schools Office, two staff-based literacy coaches were released one day per week to work with teachers to support practice. Their work consolidated understanding of reading instruction (shared and small group) before moving to a writing focus for the second half of the year.

In Numeracy, further work was undertaken embedding the principles of Extending Mathematical Understanding (EMU) to support common practice across the school and deepen students' conceptual understanding of Mathematics. School-based databases in assessments were further developed to triangulate data from the Mathematical Assessment Interviews (MAI), Progressive Achievement Test (PAT) and NAPLAN. In 2016 it is hoped that parents will become more familiar with the practices of assessment now in place, to support feedback to them.

The school's Quality Assurance Review from an external panel took place during Term 3. Aspects of curriculum Learning and Teaching were closely looked at and overall the school was strongly commended for its systematic and rigorous approach to ensure learning. *"The panel appreciates that recently, there has been an increased emphasis on quality teaching and learning; endorses the directions in which the school is heading; and encourages the school community to continue to build strong foundations for educational excellence. The panel endorses current directions and recommends a continued focus on building and sustaining high quality learning, K-6, with an emphasis on the diverse needs of all students."*

During 2015 iPad pilot classes were developed from work commenced in 2014. This occurred in three classes and was complemented with a program of professional learning that supported teachers of those classes and in turn the broader community of students, staff and parents. A series of consultations took place with parents with a view of expanding into a BYODD program commencing in 2016. The school released the document *"Our vision for learning in the 21st century"* with the rationale and detail around the initiative. The program is expected to commence in Years 4 and 5 in 2016 with expansion to Years 4-6 from 2017.

During 2015 the school commenced implementation of the new NSW Science and Technology syllabus. This was successful and we intend to consolidate this work in 2016. Work was also

undertaken preparing for the implementation of new History and Geography syllabuses in 2016, with staff commencing the process of designing a school-based scope and sequence. Both History and Geography syllabuses will be implemented during 2016.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65.70 %	52.20 %	2.90 %	10.70 %
	Reading	78.60 %	48.20 %	2.80 %	11.00 %
	Writing	71.40 %	46.80 %	0.00 %	7.40 %
	Spelling	48.60 %	41.20 %	5.70 %	14.80 %
	Numeracy	50.00 %	33.50 %	5.70 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36.50 %	35.90 %	5.40 %	16.60 %
	Reading	44.60 %	33.50 %	9.50 %	18.10 %
	Writing	24.30 %	19.10 %	4.10 %	17.60 %
	Spelling	32.40 %	32.60 %	12.20 %	15.30 %
	Numeracy	25.70 %	27.80 %	2.70 %	15.80 %

### NAPLAN Comments

An analysis of band achievement for Year 3 students shows that in all aspects of Literacy, a



significantly 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 writing with no students in the bottom two bands. These successes indicate that work in the early years establishing foundations in literacy has been very successful. In Numeracy, students in Year 3 performed well with 50% being placed in the top two bands, compared to 33.5% nationally. Results in the bottom two bands are also strong with a much smaller percentage of students in the bottom two bands compared to the percentage across Australia. This data is pleasing and reflects the work that has been undertaken in recent years in professional learning for staff in Numeracy.

The results in Mathematics have not transferred as successfully to Year 5 students as yet with a similar percentage of students in the top two bands compared to the national average. A more pleasing aspect to this is a much lower percentage of students in the bottom two bands in Numeracy. In Year 5 Literacy, results were less consistent. Grammar & Punctuation and Spelling had similar percentages in the top two bands compared to national averages, although it is pleasing that much smaller percentages of students were in the bottom two bands.

The school addressed this in 2015 by ensuring programs of support and intervention are implemented in class for students at risk in the middle years, and that all students are extended and challenged in their learning. Writing results in Year 5 have demonstrated a small but significant positive shift from 2014 and this will be monitored closely for 2016. It was pleasing that only 4.1% of students fell in the bottom two bands compared to 17.6% nationally, whilst 24.3% of students were in the top two bands compared to 19.1% nationally. This is an improvement from 2014 and reflects the professional learning staff have undertaken in writing assessment and instruction.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **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 2015 the school embedded practices from our *KidsMatter* focus to ensure sustainability. New staff were inducted into the culture already developed. Progress was demonstrated by:

- weekly *KidsMatter* focus and awards
- weekly communication to staff
- explicit teaching of a weekly focus in all classrooms.

A wellbeing week, where students, staff and parents were provided with opportunities to address their own wellbeing and support the wellbeing of others through *KidsMatter*, also took place. This focus was recognised in the Quality Assurance Review of 2015: *"The values of belonging, faith, mission, respect and learning are clearly articulated and understood and appear to be 'at the core' of the school community. The panel validated the strengths identified in the self-evaluation report and endorsed the goal which positions pastoral care and wellbeing to support student learning."*

This was further illustrated with recognition in receiving the nationally recognised *KidsMatter* award from the Principal's Australia institute in partnership with Beyond Blue and the Australian Psychological Society. This award recognises the school's efforts supporting mental health and wellbeing.

### **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.

Terminology such as "safe and caring hands" was 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 Diocese of Broken Bay, adapted to the needs of 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 to ensure a safe and secure environment. Additionally, 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 was ongoing for the community. In 2015 a successful parent and student education program which we named "*Freeze and Breathe*" supported student and parent awareness around issues such as bullying definitions and ways to support children in their own instances of bullying. Misconceptions of what bullying is were addressed successfully as part of this process. Feedback from parents and students in this regard was excellent. It is hoped to build on this in 2016 to ensure strong education exists for the community to minimise and ideally eliminate all instances of bullying, and promote correct and accurate understanding of bullying.

### **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 complaint 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, with 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. During 2015, no complaints were escalated beyond the school to involve personnel from Catholic Schools Office.

#### **Initiatives Promoting Respect and Responsibility**

During 2015 there were a number of processes that promoted respect and responsibility for 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, and being a 'Bucket Filler'.

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. In 2015 the school held a Year 5 leadership camp for the first time. This was part of a process where students engaged in leadership formation in theory and in practical terms as they assumed leadership responsibilities and tested their own character.

Across the school, 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) and as part of the *Freeze and Breathe* parent forum in Term 3. Parents too were the recipients of education by students on several occasions, particularly through the *Freeze and Breathe* forum. 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. Students across the school, with the support of the SRC underwent a walkathon in April to raise important funds for air-conditioning in all learning spaces. This was very successful with enough funds raised to support this in all classrooms.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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 2015, the school undertook an external Quality Assurance Review from Catholic Schools Office during Term 3.

This enabled the community to set directions for the following three years based on data and recommendations of the Review. Along with the Review, priority key improvements for 2015 were to:

- Embed and sustain close connections between the parish of Terrigal and school community
- Develop relevant teaching and learning of social and emotional concepts aligned with Personal Development and Health (PDH) units, including a whole school anti-bullying focus for parents and students
- Develop a model of teacher coaching in Numeracy to support professional learning for staff and to positively coordinate 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.

### Priority Key Improvements for Next Year

Coming from the 2015 Quality Assurance Review the school has targeted the following for 2016 priority improvements:

- In Mission: *Students will show increased confidence to participate in a range of prayer both individually and in groups.* This will be achieved by supporting staff and parents in their awareness of Catholic prayer traditions and their confidence in drawing on these to engage students in prayer.
- In Learning and Teaching: *Immersive iPad technology will be in place as a centralised resource to lift and demonstrate learner agency for students, teachers and parents.*
- In Pastoral Care and Wellbeing: *Students and parents will demonstrate increased use of Social and Emotional Learning (SEL) language as a basis for education in wellbeing.* This will be achieved by sustaining *KidsMatter* and reviewing the school's Restorative Justice and Behaviour Management approaches and related documentation.

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

The 2015 Quality Assurance Review process utilised Macquarie Marketing Group (MMG) data and built on this during its parent forum to gauge parent satisfaction. Parents were eloquent in their praise of the school staff and leadership as part of this process. Overwhelmingly there was a sense of affirmation for directions in the school and broad communication.

Parents spoke glowingly of the positive school atmosphere and sense of belonging that processes such as enrolments had fostered. Specific affirmations were provided for the '*Freeze and Breathe*' anti-bullying forum and school-based directions of the learning agenda.

In affirming directions of the school, it is hoped a program of support around detailing student achievement can be fed back to parents during 2016; this will be agenda item for the new parent council.

### **Student Satisfaction**

The Quality Assurance Review and MMG data also indicated a strong sense of student satisfaction. A group of senior students was interviewed by the Review panel as part of this process and a strong sense of student pride was most evident. Students spoke of being known and respected by the teaching staff and principal, as well as being appropriately challenged for learning in class. Students appreciated the many opportunities *KidsMatter* has brought to the school and felt their school was a safe and positive environment.

### **Teacher Satisfaction**

There has been a strong sense of mutual respect and support by teaching staff during 2015. Each staff member met individually with the principal as part of a process to gain feedback and set professional goals for the year ahead. In the feedback, staff members expressed that they felt known and respected for the positive contribution they make. They appreciated the appropriate acknowledgement of the workload demands in their role as teacher at the school.

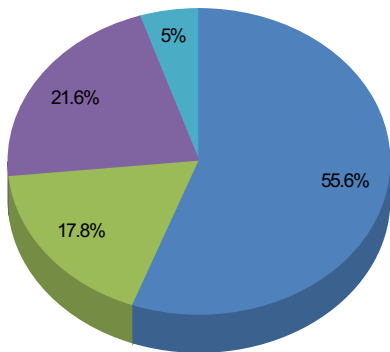
Staff were particularly pleased with the work with iPads and the directions the school is taking in 2016. Key to this is the personalised support each will gain with the model of teacher development which also utilises the curriculum context of the students in their care.



## SECTION ELEVEN: FINANCIAL STATEMENT

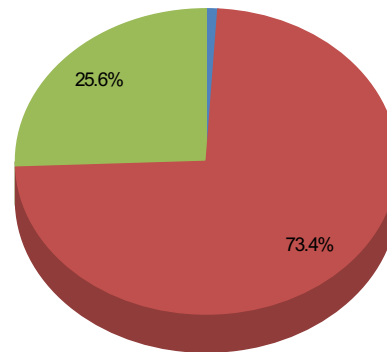
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (21.6%)
- Other Capital Income (5%)

Expenditure



- Capital Expenditure (1%)
- Salaries and Related Expenses (73.4%)
- Non-Salary Expenses (25.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,167,269
Government Capital Grants	\$0
State Recurrent Grants	\$1,012,281
Fees and Private Income	\$1,228,772
Other Capital Income	\$287,041
<b>Total Income</b>	<b>\$5,695,363</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$51,239
Salaries and Related Expenses	\$3,835,662
Non-Salary Expenses	\$1,337,781
<b>Total Expenditure</b>	<b>\$5,224,682</b>