

2024

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Maria Kennedy

Web: www.olssdbb.catholic.edu.au

About this report

Our Lady Star of the Sea Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

As curriculum reform continued to shape the national education landscape, our school community embraced the changes with purpose and unity. Staff led the way in implementing evidence-based pedagogies, ensuring students were not only developing academic skills but also the critical thinking, creativity and adaptability essential for their future.

A major milestone this year was the commencement of construction on our new learning facility, designed to support collaboration, exploration and student-led learning.

Another key focus in 2024 was the wellbeing of our students. Recognising the vital role that social-emotional development plays in lifelong success, we introduced several targeted programs to support student resilience, self-awareness and positive relationships.

Throughout the year, our community continued to flourish through shared experiences—whether in classrooms, on the sporting field, during liturgical celebrations, or through special events.

As you explore the 2024 Annual Report, we hope it reflects the collaborative spirit, innovation and heart that make Our Lady Star of the Sea a faith-filled and vibrant place of learning.

Parent Body Message

2024 was marked by a strong spirit of collaboration, with families embracing opportunities to be involved across a range of school events.

Parents were warmly welcomed into the learning environment through classroom visits and open days. Events such as sports carnivals, gala days and school assemblies provided wonderful opportunities for families to celebrate student achievements and foster community connections.

A range of beloved traditions thrived in 2024, including Mother's and Father's Day celebrations, 100 Days of Kindergarten, and the popular Book Week parade. These events strengthened home-school connections and brought joy to the community. Highlights also included the Year 6 Canberra trip, Year 5 Bathurst visit, Graduation Mass and school liturgies.

The Parent Advisory Council enabled parents to contribute thoughtfully to discussions around school priorities, wellbeing initiatives and community-building efforts.

The school maintained its strong community presence through consistent and effective communication. Platforms such as Compass and social media ensured parents remained informed and engaged with school life, strengthening the sense of transparency and partnership.

Student Body Message

As students of Our Lady Star of the Sea, Terrigal, we are proud to be part of a school that values our learning, wellbeing and growth. In 2024, we were encouraged to take on new challenges, support one another, and celebrate our achievements as a united school community.

Student Leaders took on active roles throughout the year—running assemblies, helping with school tours and representing our peers at key events. We especially enjoyed being involved in Open Day, where we proudly shared what makes our school such a special place to learn.

Our wellbeing weeks each term brought fun, reflection, and connection through activities focused on kindness, resilience and teamwork.

This year brought many opportunities, from carnivals to gala days, where we built teamwork and school spirit. We also took part in enrichment activities that extended our learning and encouraged creativity.

We are grateful for our supportive teachers, caring staff and the friendships that make each day meaningful. Our Lady Star of the Sea continues to be a place where we grow in confidence, faith and knowledge

School Features

Our Lady Star of the Sea Catholic Primary School, Terrigal, is a thriving coeducational Catholic school with 606 students. Serving the Terrigal–Erina Parish, we offer excellent educational opportunities for families in the area. Founded in 1979, the school initially operated near The Skillion and The Haven before relocating to Serpentine Road, where it enjoys a peaceful, rural setting. Our school's strong academic reputation and focus on pastoral care make it one of the most sought-after schools on the Central Coast.

The Parent Advisory Council consisting of parent representatives from each grade, meets termly with the Principal to discuss important school matters. This structure ensures that parents play an active role in decision-making and strengthens the partnership between home and school.

Our Vision and Mission focus on the holistic development of each child—spiritually, academically, physically, and emotionally. The core values of Belonging, Faith, Mission, Learning and Respect guide our educational practices, relationships, and curriculum. We aim to create an environment where each student feels valued and supported in their educational journey.

We recognise each child's uniqueness and tailor their educational experience to ensure they reach their full potential. Through collaboration among students, teachers and parents, we create a dynamic and supportive learning environment.

In 2024, we continue to integrate digital tools and innovative teaching methods to prepare students for the future. Our use of technology helps develop critical skills that students need to thrive in a rapidly changing world.

Beyond academics, we offer a broad range of co-curricular programs, including debating, sports, camps and excursions. These programs encourage teamwork, leadership, physical fitness, critical thinking and public speaking. Excursions and camps provide real-world learning experiences that help students develop resilience and life skills outside the classroom.

This year, we began significant building works to create modern, flexible learning spaces. The new facility will include seven contemporary classrooms and breakout areas designed to promote collaboration, creativity and student-led learning. These upgrades reflect our ongoing commitment to providing a dynamic learning environment for 21st-century learners.

Guided by Catholic values and inspired by our patroness, Mary, Our Lady Star of the Sea, we are committed to developing compassionate, responsible individuals ready to make a

positive impact on the world. We continue to nurture the mind, spirit and wellbeing of every student, ensuring they are equipped to lead purposeful, faith-filled lives.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
278	328	33	606

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2024 was 90.30%. 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
92.20	90.70	90.20	91.20	89.50	89.40	88.90

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	33
Number of full time teaching staff	16
Number of part time teaching staff	17
Number of non-teaching staff	3

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Students in Years 4-6 attend Mass each Friday on a rotational basis to strengthen their knowledge and understanding of Scripture and the Eucharist.

Aligned with the Diocesan pastoral mission, we embrace our role as witnesses to Christ and His missionary disciples, following the vision set by Bishop Anthony Randazzo. Our approach reflects the vision of Catholic Schools Broken Bay, where we provide an authentic Catholic education with care and compassion

Our commitment to faith formation is demonstrated through initiatives such as the Year 5 and 6 leadership days, focusing on leadership grounded in Gospel values.

Father Vincent Casey, our Parish Priest, plays a vital role in strengthening our Catholic identity. He regularly participates in school activities and celebrates liturgies and Masses with our school community, fostering a deeper connection to the Church.

Collaboration with Mini-Vinnies further strengthens our commitment to service, with students actively engaged in initiatives such as Winter and Christmas appeals, Project Compassion, Catholic Mission and connection with Mary Macs.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 2024, the leadership team focused heavily on personalised learning to better meet the diverse needs of our students. This involved a renewed emphasis on differentiating instruction, ensuring that each student's unique learning requirements were addressed. Collaborative efforts within the school community were directed towards creating evidence-based strategies that support individual learning needs. Professional learning opportunities for staff were expanded to equip educators with the latest tools and strategies, reinforcing our commitment to modern, 21st-century teaching practices.

The leadership team continued to support and enhance the coaching framework introduced in the previous year for English and Mathematics. These coaching initiatives aimed to foster a collaborative and reflective approach to teaching. Through weekly Collaborative Coaching sessions, teachers were provided with the opportunity to engage in discussions around effective instructional strategies, share best practices and reflect on their pedagogical approaches. This ongoing professional development helped educators refine their methods and enhance their overall teaching effectiveness.

The school embraces a data-driven approach to curriculum delivery, ensuring that instructional strategies were responsive to the evolving needs of students. This approach allowed teachers to tailor their lessons based on real-time data, ensuring that the educational experience remained relevant and impactful. By using data to inform teaching practices, we were able to track progress more effectively, identify areas of improvement and make necessary adjustments to support student success.

In addition to academic excellence, Our Lady Star of the Sea Catholic Primary School remained focused on the holistic development of students, nurturing their emotional, spiritual and physical well-being. The curriculum was designed not only to challenge students intellectually but also to foster resilience, creativity and social responsibility. By integrating faith-based teachings with academic subjects, the school encouraged students to develop strong values of compassion, empathy and service to others.

Through a culture of collaboration and continuous improvement, the leadership team aimed to uphold high academic standards across all KLAS. By fostering an environment where reflection, data and teamwork are integral, the school sought to ensure that every student had the tools and support needed to succeed in a rapidly changing world.

In 2024, Our Lady Star of the Sea Catholic Primary School continued its mission to provide a dynamic and student-centred educational experience, empowering students to reach their full potential while nurturing their faith and personal growth.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady Star of the Sea Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	77%	54%
	Reading	90%	66%
	Writing	99%	77%
	Spelling	71%	61%
	Numeracy	90%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	84%	65%
	Reading	84%	71%
	Writing	89%	67%
	Spelling	80%	68%
	Numeracy	89%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

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

At Our Lady Star of the Sea Catholic Primary School (OLSS), parent satisfaction is essential to our commitment to fostering a supportive learning environment. We continue to prioritise strong partnerships with parents, ensuring their voices are heard and their feedback shapes our educational and pastoral initiatives.

Parents consistently praise the welcoming atmosphere and strong sense of community at OLSS. Many highlight the transparency of communication, with regular updates through platforms like Compass and email, making it easier for families to stay informed about school events, important notices and student progress. This open communication strengthens the connection between home and school.

In 2024, we conducted a Cultural Survey to assess our school's inclusivity and cultural diversity. The results affirmed the positive impact of our initiatives in promoting cultural competency. Many parents expressed satisfaction with the school's commitment to creating an inclusive environment.

We also encourage parental involvement through volunteering, attending events and participating in parent-teacher meetings thus reinforcing our shared goal of nurturing every child's potential.

Student satisfaction

In 2024, student satisfaction continues to be a key priority at OLSS. We actively seek student feedback through various channels, including Student Leadership initiatives and surveys conducted in Year 5 and 6. This feedback consistently shows that students are happy with their school experience and appreciate being consulted on matters that affect them.

Particularly positive feedback comes from Wellbeing Week activities, with students enjoying the events and recognising the efforts of teachers in organising them. The Student Leadership Team regularly meets with the Principal and Assistant Principal to discuss student concerns and ensure their voices are heard, with students feeling their input is valued and acted upon.

Students also contribute ideas for school liturgies and celebrations. Many of their suggestions, such as music choices for liturgies and Year 6 Graduation ideas, were implemented in 2024, allowing them to have an active role in school life. Overall, students feel empowered and satisfied with their involvement in shaping their school experience.

Teacher satisfaction

In 2024, teacher satisfaction continued to be a vital part of our school's culture, underpinning a collaborative, respectful and future-focused working environment. Staff feel confident and supported in engaging openly with school leadership to raise concerns, offer feedback, or propose new initiatives that contribute to school improvement.

Multiple avenues are available for staff to share input, including curriculum planning sessions, whole-staff meetings and ongoing collaborative coaching.

Results from the 2024 Diocesan Cultural Survey again reflected high levels of staff satisfaction. Teachers reported feeling valued in their roles and comfortable suggesting improvements.

Staff were also engaged in consultation regarding the new building developments, contributing insights into how the proposed spaces could best support teaching and learning.

This year, further improvements to behaviour support strategies and parent communication protocols were introduced. Teachers appreciated the leadership team's responsiveness to previous feedback, particularly around the need for consistency in managing student behaviour and ensuring effective communication with families.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$6,068,256
Government Capital Grants ²	\$1,231,093
State Recurrent Grants ³	\$1,607,247
Fees and Private Income ⁴	\$2,192,017
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$432
Total Income	\$11,099,047

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$7,602,869
Salaries and Related Expenses ⁷	\$6,569,253
Non-Salary Expenses ⁸	\$2,294,369
Total Expenditure	\$16,466,491

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT