

2025

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Maria Kennedy

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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 Limited as Trustee for the Catholic Schools Broken Bay Trust (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

2025 has been a year of growth, consolidation and achievement for our school community. As curriculum reform continues to evolve, our staff have strengthened their commitment to high-quality, evidence-based teaching practices, with a strong focus on explicit instruction to ensure clarity, consistency and strong learning outcomes for every student.

This year marked the completion of our new learning facilities. These contemporary spaces are already enhancing teaching and learning, providing environments that support engagement, collaboration and focused instruction.

A significant achievement in 2025 has been the full integration of our wellbeing and behaviour program into the STAR Way. This framework now underpins our approach to relationships, expectations and restorative practices, creating a supportive environment where students can thrive, academically and socially.

Throughout the year, our vibrant community spirit has been evident in our learning, liturgical celebrations, sporting events and community gatherings. Our Lady Star of the Sea continues to be a faith-filled community where high expectations, strong relationships and student wellbeing remain at the heart of all we do.

Parent Body Message

2025 has been a year of celebration and strengthened community connections. With the completion of our new building works, families were welcomed into refreshed learning spaces, culminating in our first-ever community movie evening, a joyful event that brought everyone together.

Parents continued to play an active role in school life, supporting sporting events, assemblies and liturgical celebrations, and sharing in the many achievements of our students. Special traditions such as Mother's and Father's Day celebrations, 100 Days of Kindergarten, Book Week and key milestone events remained important highlights of the year.

The Parent Advisory Council continued to contribute thoughtfully to school initiatives, while clear communication through Compass and social media ensured families stayed informed and engaged.

Our strong partnership between home and school remains a defining strength of our community.

Student Body Message

2025 has been a positive and exciting year for us as students. With our new learning spaces now complete, we have enjoyed working in modern classrooms that support our learning and help us do our best each day.

This year also saw the establishment of our Student Representative Council (K–6), giving students across the school a voice and the opportunity to share ideas and contribute to school life. Alongside our Student Leaders, the SRC has helped strengthen student involvement and school spirit.

The STAR Way continues to guide how we learn, behave and support one another, creating a respectful and welcoming environment. We are grateful for our teachers, our friendships and the many opportunities we have to grow in confidence, faith and knowledge at Our Lady Star of the Sea

School Features

Our Lady Star of the Sea Catholic Primary School, Terrigal, is a vibrant coeducational Catholic school with 605 students, serving the Terrigal–Erina Parish. Founded in 1979, the school relocated to Serpentine Road, where it enjoys a peaceful setting and a strong reputation for academic excellence and pastoral care.

Our Parent Advisory Council, with representatives from each grade, meets termly with the principal to discuss school priorities and initiatives, ensuring parents play an active role in decision making and strengthening the home–school partnership.

In 2025, our facilities received a major upgrade. New classrooms with breakout spaces, refurbished Stage 3 classrooms, updated bathroom facilities and a senior undercroft providing sheltered outdoor spaces now offer modern, flexible environments that support both learning and wellbeing. These enhancements allow for clearer, more focused teaching and provide students with spaces to collaborate and thrive.

This year also saw the establishment of our K–6 Student Representative Council, giving students across the school a voice and opportunities to contribute to school decisions alongside our Student Leaders. Combined with the STAR Way, these programs support respectful relationships, responsibility, and a positive school culture.

Beyond the classroom, students engage in a wide range of co-curricular programs, including sports, debating, camps, excursions and community events. These activities foster teamwork, leadership, resilience and life skills. Special community highlights, such as our first movie evening, brought students, families and staff together to celebrate and strengthen school spirit.

Guided by Catholic values and inspired by our patroness, Mary, Our Lady Star of the Sea continues to nurture the mind, body, spirit, and wellbeing of every student, preparing compassionate, confident and responsible individuals ready to make a positive impact on the world.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
292	313	78	605

* 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 2025. 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 2025 was 90.69%. 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
92.58	91.27	91.25	90.79	90.31	89.72	88.79

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 Department of Education 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 2025:

Total number of staff	50
Number of full time teaching staff	16
Number of part time teaching staff	25
Number of non-teaching staff	9

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	36
HALT Teachers	3

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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.

In unity with the diocesan pastoral priorities and the leadership of Anthony Randazzo, we continue to affirm our commitment to forming missionary disciples who live and witness the Gospel each day. Our approach reflects the vision of Catholic Schools Broken Bay, ensuring that authentic Catholic education is delivered with care, compassion and excellence.

Leadership formation remains a key focus, with Year 5 and Year 6 students participating in dedicated leadership experiences that emphasise service, responsibility and Gospel-centred leadership.

Our Parish Priest, Vincent Casey, continues to play an active and valued role in our community. Through celebrating Masses, leading liturgies and supporting key school events, he strengthens the spiritual life of the school and nurtures meaningful connections between parish and school.

Service initiatives remain central to our mission. Through participation in programs such as Mini Vinnies, students actively contribute to outreach efforts including seasonal appeals, Project Compassion, Catholic Mission activities and support for Mary Mac's Place. These

experiences foster empathy, generosity and a lived commitment to social justice within our students.

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 2025, strategic leadership at Our Lady Star of the Sea Catholic Primary School has centred on strengthening the impact of collaborative practice and celebrating the strong academic growth achieved across the school. Building on previous foundations, the leadership team prioritised high impact teaching strategies, ensuring consistency of practice and clarity of expectations in every classroom.

A key driver of success this year has been the refinement of our Collaborative Coaching model in English and Mathematics. Coaching has evolved beyond professional dialogue to include structured observation, targeted feedback and shared accountability for student progress. Weekly coaching cycles have fostered a culture of professional trust, collective efficacy and instructional precision. Teachers have worked alongside instructional leaders to analyse student work, co-design learning experiences and implement evidence-informed strategies, resulting in measurable improvement in student outcomes.

This strengthened coaching culture has directly contributed to improved academic performance across key learning areas. Internal and external data sets demonstrate solid growth trends, with students achieving strong results in literacy and numeracy. Clear learning intentions, success criteria and timely feedback have ensured students understand their goals and are active participants in their own learning journey.

Our continued commitment to a responsive, data-informed approach has enabled teachers to identify trends early and adjust instruction strategically. Regular data conversations, moderation practices and collaborative planning sessions have ensured that teaching is both targeted and aspirational. This alignment between curriculum, assessment and instruction has been instrumental in sustaining high expectations and driving improvement.

Alongside academic achievement, the school remains deeply committed to the holistic formation of every child. Learning experiences continue to nurture spiritual growth, wellbeing and social responsibility, ensuring that intellectual development is complemented by strong character formation. Students are encouraged to demonstrate resilience, creativity and compassion, grounded in Gospel values and a strong sense of belonging.

Through purposeful leadership, embedded coaching practices and a united professional learning culture, 2025 has been marked by both academic success and strengthened professional capacity. The collective expertise of staff, combined with a shared commitment to excellence, ensures that every student is supported to achieve their personal best while continuing to grow in faith and confidence.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	53%	54%
	Reading	89%	66%
	Writing	85%	76%
	Spelling	94%	62%
	Numeracy	91%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	91%	63%
	Reading	57%	73%
	Writing	56%	65%
	Spelling	65%	69%
	Numeracy	48%	69%

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 2025.

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 significant changes made to this policy in 2025.

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 2025 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

In 2025, Our Lady Star of the Sea Catholic Primary School (OLSS) continued to place strong emphasis on parent satisfaction as a cornerstone of our supportive and inclusive learning environment. We remain committed to fostering meaningful partnerships with families, valuing their perspectives and incorporating feedback into both educational and pastoral practices.

Parents consistently acknowledge the welcoming spirit and strong community culture at OLSS. Clear and consistent communication remains a priority, with regular updates provided through Compass and email to keep families informed about school events, key information and student progress. This ongoing transparency strengthens the partnership between home and school.

OLSS remains committed to fostering an inclusive school environment where diversity is respected and valued. Parent feedback reflects ongoing confidence in our efforts to create a welcoming and supportive community for all families.

OLSS also actively promotes parent engagement through volunteering opportunities, school events and parent–teacher meetings, reinforcing our shared commitment to supporting each child’s growth and wellbeing.

Student satisfaction

In 2025, student satisfaction remained a key focus. We continued to gather feedback through surveys, class discussions and our newly formed Student Representative Council (SRC), giving students a stronger voice in school decision-making. Responses indicate that students feel happy, supported and valued and appreciate having input into aspects of school life that affect them.

Wellbeing Week activities received particularly positive feedback, with students enjoying the events and recognising staff efforts in organising them. The SRC meets regularly with the Principal, Assistant Principals and lead teachers to raise concerns and share ideas, with students reporting that their contributions are listened to and acted upon.

Students actively participate in school liturgies, celebrations, sporting events and community activities such as ANZAC Day. They are also involved in social justice initiatives, including Mini Vinnies, providing opportunities to contribute to meaningful causes and develop a sense of responsibility. These experiences allow students to engage fully in school life. Overall, feedback reflects a strong sense of involvement, engagement and satisfaction among students.

Teacher satisfaction

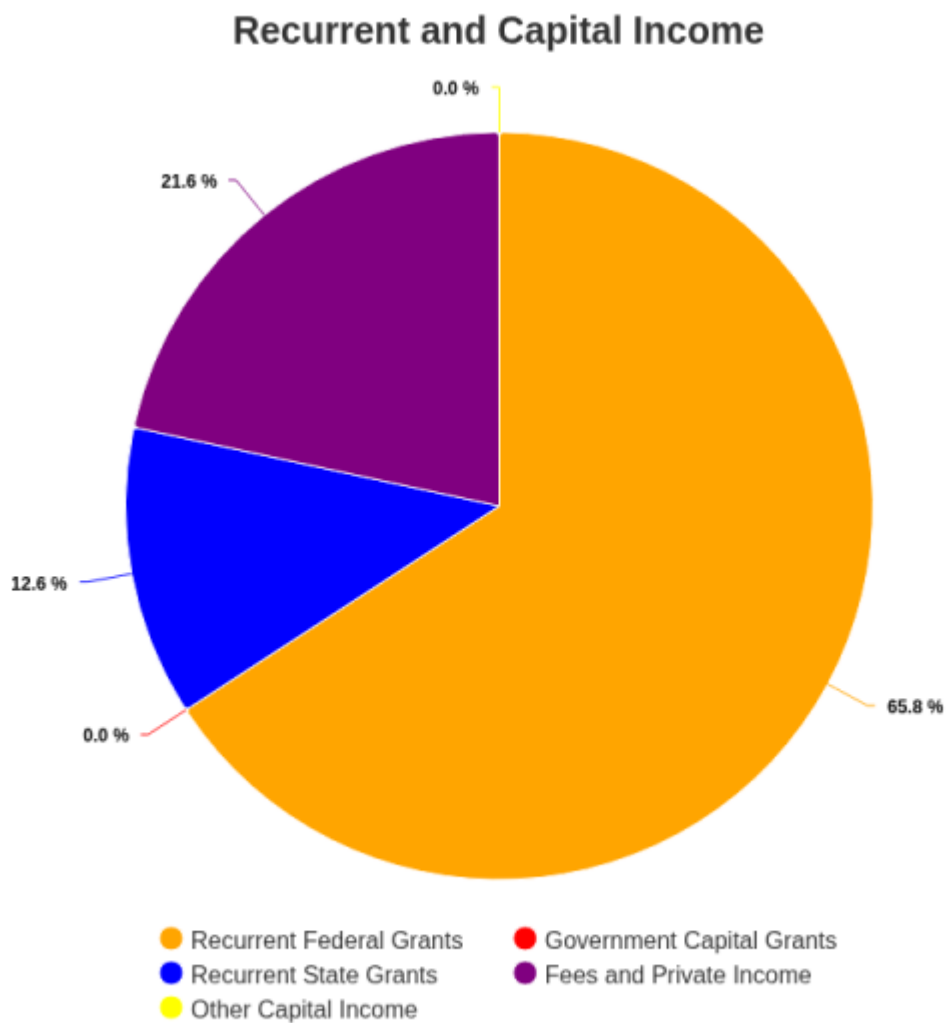
In 2025, teacher satisfaction remained a cornerstone of OLSS's collaborative and professional culture. Staff continue to feel supported and confident in engaging with school leadership, raising concerns, sharing feedback and contributing ideas that enhance school practices and student learning.

Teachers have multiple opportunities to provide input through curriculum planning sessions, whole-staff meetings, collaborative coaching and informal discussions. Feedback from the 2025 Diocesan Cultural Survey indicates that staff feel respected, valued and empowered in their roles, with high levels of confidence in contributing to school improvement.

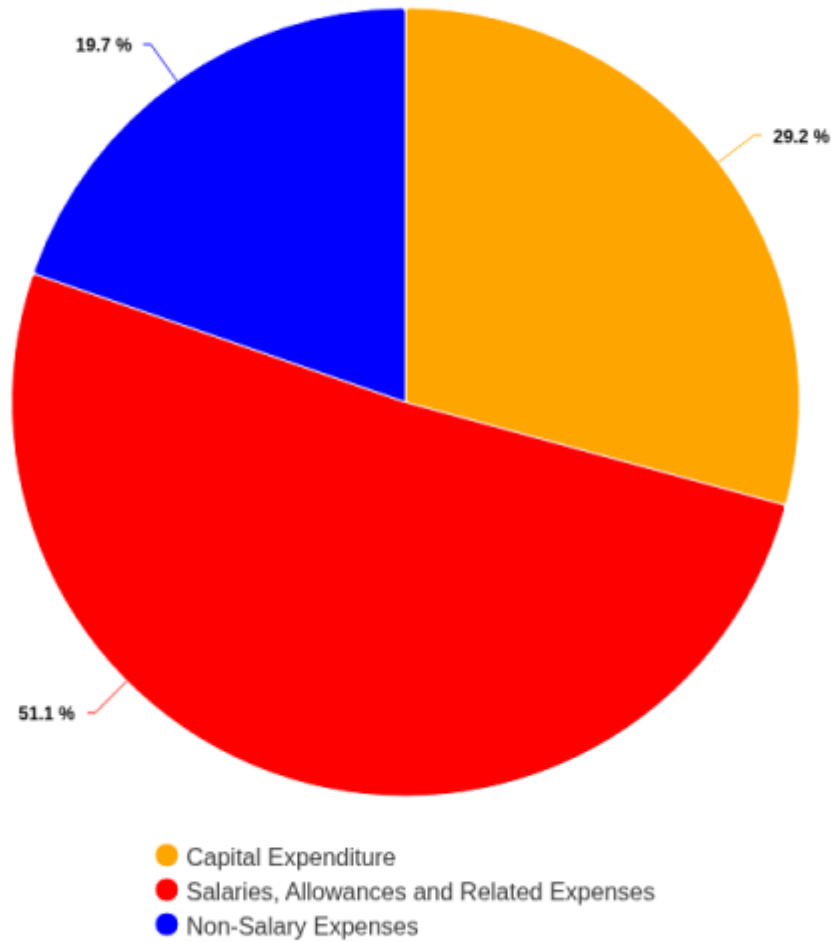
Staff were actively involved in consultations relating to building developments, offering practical insights into how learning spaces could best meet teaching and student needs. Continued enhancements to behaviour support strategies and communication protocols have been well received, with teachers noting the leadership team's responsiveness and commitment to consistency, particularly in supporting student wellbeing and engaging families effectively

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT