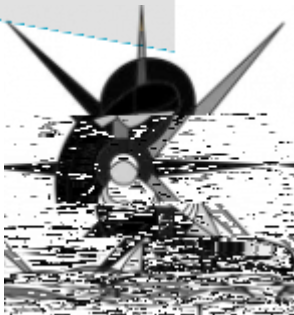




CATHOLIC EDUCATION

AL SCHOOL REPORT

ANNI



165 Serpentine Road, TERRIGAL 2260  
Principal: Mr John Barton  
Web: [www.olssdbb.catholic.edu.au](http://www.olssdbb.catholic.edu.au)

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

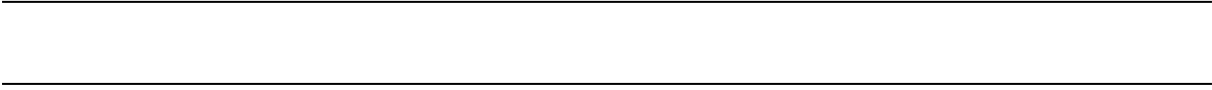


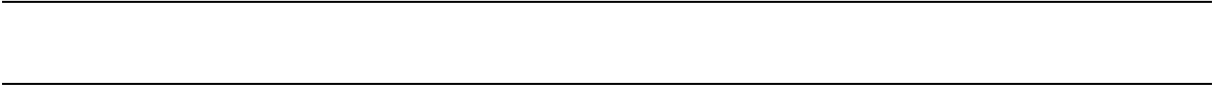
The 2022 school year was a welcome return

much more meaningful and regular contact with the Principal on matters relating to the life of the school. Parents very much appreciate the opportunity the school gives to allow them to participate in decisions and initiatives that directly affect their children.

We are proud of the reputation our school enjoys in the local and wider community, and the way in which the school is promoted through social media and Compass communication hub.

We love being a student at Our Lady Star of the Sea, Terrigal. As students, we get so many opportunities to be a part of interesting and fun learning activities. The teachers go out of their way to make





Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

245	300	20	545

\* Language Background Other than English

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children

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.

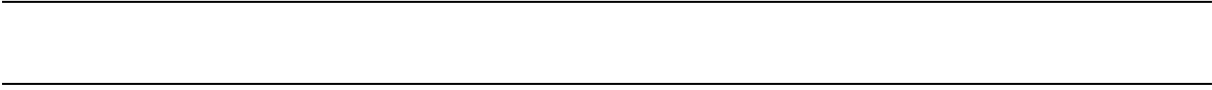
Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools

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As a Catholic community, the School shares in the mission

gardens for the facility along with talking to the leaders and residents of the home, to understand both their role and the purpose of the facility.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. With the majority of the COVID-19 restrictions lifted, we were able to engage our community once again in meaningful celebrations that reflected our faith. Mother's Day, special feast days along with our opening and closing school masses, were the highlights of this renewed focus on our faith. The school also continued to celebrate a number of class-based and school-based liturgies and masses, including our grade masses on a weekend with the Parish.

Our Parish Priest, Father Vince Casey, is a wonderful support to the school in carrying out its mission and strengthening its Catholic identity. In 2022, Father Vince was a regular visitor to the school, took part in class religion lessons and celebrated liturgies with the students on a regular basis. His enthusiastic involvement assists the school greatly in conveying our catholic Mission to the students.

Our school consolidated its work with Mini-Vinnies in 2022, with a very dedicated group of students. 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 and Christmas appeals, Project Compassion initiatives and Catholic Mission Initiatives (Socktober). Such projects were complimented by lessons in the classroom which again provided links to the students between their Religion lessons and their faith in action.

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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

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

		56%	52%	6%	12%
		67%	54%	7%	11%
		69%	50%	3%	7%
		53%	48%	6%	15%
		40%	34%	7%	15%
		34%	31%	7%	14%
		42%	39%	6%	11%
		30%	25%	8%	18%
		29%	37%	15%	14%
		13%	25%	9%	16%

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.

The School's policies and procedures for the management of student behaviour are



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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 have been captured in the Towards 2025 Strategic Plan.

- The development of a whole school approach to spelling incorporating the daily word study of focusing on spelling strategies.
- The establishment of mandatory pre and post tests across the school to determine planning and programming of learning activities.
- - The creation of this role has allowed both a crucial support to parish/school relations but also a support for key events, new parents in the community, the success of liturgies and a support for the Religious Education Coordinators and Parish Pastoral Associate.
- - The timing of parent/teacher communications was reviewed allowing for a more timely approach to discussions for future planning between home and school. Protocols around appropriate communication from parents was also reviewed ensuring issues were addressed in a more practical and time efficient manner.
- - Initiatives were put in place to further acknowledge key academic achievements across the school. These K-6 initiatives included the Spelling Bee competition, an annual Science Week, and Public Speaking Competition to support the outcomes of the new English Syllabus.

The implementation of the Essential Assessment Program as a basis for data collection and the planning of units of work to support individual learning.

Targeted professional learning for the new 3-6 English Syllabus in preparation for full implementation in 2024, while continuing professional learning in support of the K-2 English syllabus.

Introduction of The Fluency Project A data driven project that has students working on their reading, with the knowledge that fluency acts as a bridge between automatic word reading and comprehension.

- 2023 will see the review of the current Behaviour Management Policy. A key focus for the year is aiming for a more consistent and uniform approach to behaviour across the school



- The school will seek to improve its Community Outreach focus by engaging with the nursing homes for visits by the students. While this was curtailed by the

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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.

Consultation with parents is a cornerstone of everything that occurs at OLSS. Parents were surveyed and consulted on a number of occasions to test the effectiveness of programs, seek input on initiative proposals or test the effectiveness of programs that have been put in place.

Parents were consulted regarding the new approach to earlier Term 2 interviews. The feedback indicated a clear support for the new approach as it allowed parents to meet the teacher early in the school year and communicate their hopes and concerns around their child's performance. Plans could then be set much earlier for the remainder of the year.

Parents provided very positive feedback

students. The Council is very satisfied that their comments are listened to and that any initiatives are responded to and genuinely considered.

Students feel comfortable in offering

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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.

Commonwealth Recurrent Grants <sup>1</sup>	\$4,893,423
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,300,414
Fees and Private Income <sup>4</sup>	\$1,614,837
Interest Subsidy Grants	\$1,019
Other Capital Income <sup>5</sup>	\$23,351

Capital Expenditure <sup>6</sup>	\$569,618
Salaries and Related Expenses <sup>7</sup>	\$5,362,015
Non-Salary Expenses <sup>8</sup>	\$2,275,755

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.

