



Star of the Sea Catholic College

Annual Community Report 2016

Vision Statement

***Our Catholic College has the students as its focus,
parents as its partners, quality as its goal and
the Gospel at its heart.***

In a setting alive with the values which Jesus lived and taught,
we seek to be a faith-based learning community,
providing for each student
a rich and balanced education,
personally fulfilling in the present and enriching for the future.

As we live out this vision statement we find
inspiration in the Gospel,
guidance from the Church teachings and
direction from the shared values that we call our Guiding Stars.

Guiding Stars

**Learning... Believing... Belonging...
Respecting... Reaching Out... Personal Best... Star Pride**

School Name: Star of the Sea Catholic College
School Type: Kindergarten to Grade 10
Suburb/Town: George Town
State: Tasmania
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Principal: Mr Richard Chapman

Introduction

The purpose of this Annual School Community Report is to provide the community with a holistic overview of the work and operation of Star of the Sea Catholic College. It is by no means an all-inclusive report, but a generalized summary of a number of internal reports and documents that all Systemic schools are required to provide to the Tasmanian Catholic Education Office, the Federal Government and other regulatory authorities. Some of the information herein is taken from a number of other reports and documents. Every year is full of new experiences, opportunities and successes. We trust that the following report provides the reader with a good understanding of the work and achievements of Star of the Sea Catholic College for 2016.



School Profile

School statement

Founded in 1957 on the charism of the Presentation Sisters and boasting a strong, proud history, our K-10 Catholic College blends a proud tradition with current educational practices. We rejoice in and build on the spirit of the Presentation Sisters under whose leadership the College was opened in 1957, then under the title of Stella Maris School.

The families of our College are drawn from the coastal, rural and industrial areas of the George Town municipality embraced by the George Town-Lilydale-Karoola parish boundaries. We are blessed to have as Parish Priest Father Edward Zammit, OFM, who works in partnership with the College and with a dedicated Parish Pastoral Council. All families, parishioners and members of the wider community collaborate for the benefit of the students of the College.

Student enrolment in 2016: **Kinder-6: 97** **Years 7-10: 50** a total of **147**

Throughout the year covered in this report a very favourable student-teacher ratio operated for these students in class settings and for subject arrangements in senior grades.

The commitment of skilled, well-qualified teachers ensures that we engage students in rich programmes for all key learning areas, in a wide range of electives and in outreach and service activities. With Religious Education at the centre of our curriculum we operate with a strong commitment to all core subjects. Our commitment to the key academic subject areas has been maintained, with further options being made available through our consortium operation of the George Town Training Centre. All of this was achieved alongside the full school academic programme for which Star is so well-known.



Catholic Culture and Ethos

The College is well-known for its outstanding pastoral care program, its family atmosphere, its commitment to community connections and for its daily, whole-school operation as a Positive Behaviour community of “Safe, Respectful, Engaged Learners”. The full implementation of the Whole School Positive behaviour Support process has further confirmed this positive environment and will continue to have impact in 2015 and beyond.

Spirituality

Existing within the tradition of Nano Nagle and the Presentation sisters, the school promotes the ideals of Nano Nagle; Attentiveness, Hospitality and Compassion. Our Primary and Secondary assemblies begin with a Presentation prayer and we celebrate the Feast of the Presentation with Mass and an afternoon of fun activities. Our staff meetings begin in prayer and we look to use different styles of prayer to deepen staff and student understanding of prayer.

Liturgy

Liturgies were celebrated in the form of whole school Masses on the Feast of the Assumption and Feast of the Presentation, whilst classes also participated in class Masses. The school also recognized Ash Wednesday with Primary and Secondary liturgies. There were also chances for prayer for Mother’s Day, Holy Thursday, Grandparent’s Day, the Blessing and Induction of College Leaders, ANZAC Day, NAIDOC week, and our Awards evening. Classes also participated in class prayer. Most were attended by our Parish Priest.

Sacramental Programs

The Sacraments of Initiation and Reconciliation are Family based, Parish centred and School supported. Along with all other Catholic Primary Schools our students through discernment within their family, choose when their children will celebrate the Sacraments of Reconciliation, First Eucharist and Confirmation. There is a program that helps support students in preparing for these Sacraments facilitated by the Parish. Our school and classroom teachers celebrate and support students in their preparation along this journey to becoming adult members within the Catholic Church. In 2016 some of our Grade 3 students celebrated the Sacrament of Reconciliation.

Outreach

The students have given generously to many charities throughout the year. Some of these include Project Compassion, the Archbishop’s Samaritan Project, Catholic Mission, Mini Vinnies and along with donating food for St. Vincent de Paul. Some of our students also organized Cup Cake Day to raise money for the RSPCA along with a pet food drive. Other students had the opportunity to attend a Caritas Justice Day, while some, including our choir visited the Ainslie Aged Care facility.



School Facts

School sector	Non-government
School type	Primary and Secondary
Year range	K – 10
Total enrolments	147
Girls	76
Boys	71
Full-time equivalent enrolments	144.6
Indigenous students	2.72%
Location	Provincial
Student attendance rate	91.4%
Teaching staff	19
Full-time equivalent teaching staff	15.6
Non-teaching staff	15
Full-time equivalent non-teaching staff	8.2

Student background

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value: 957

Bottom quarter	Middle quarters		Top quarter
47%	29%	16%	7%

Student Learning and Achievement

Each year, students in Grades 3, 5, 7 and 9 participate in the National Assessment Program for Literacy and Numeracy (NAPLAN) testing. In May 2012, students in government, Catholic and independent schools across Australia received results in a common reporting format and published on the “My School” website.

Each child’s report showed national information including how children performed in relation to other students in a particular year group, and against the average score for each of the Reading, Writing, Language Conventions (spelling, punctuation, grammar), and Numeracy tests. Our whole school results are shown below.

NAPLAN Results for 2016

AREA	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
GRADE 3					
STAR OF THE SEA	421	420	413	419	393
<i>NATIONAL AVERAGE</i>	<i>426</i>	<i>421</i>	<i>420</i>	<i>436</i>	<i>402</i>
GRADE 5					
STAR OF THE SEA	505	478	491	494	483
<i>NATIONAL AVERAGE</i>	<i>502</i>	<i>475</i>	<i>493</i>	<i>505</i>	<i>493</i>
GRADE 7					
STAR OF THE SEA	547	526	544	540	548
<i>NATIONAL AVERAGE</i>	<i>541</i>	<i>515</i>	<i>543</i>	<i>540</i>	<i>550</i>
GRADE 9					
STAR OF THE SEA	589	559	578	571	584
<i>NATIONAL AVERAGE</i>	<i>581</i>	<i>548</i>	<i>580</i>	<i>570</i>	<i>589</i>

Reporting Student Progress

Parents receive written reports twice each year and parent/teacher meetings are also held twice a year (start of year and beginning of Term 3). Written reports assess all the key learning areas using an “A to E” format, where A signifies that the student is achieving well above the expected Grade level and E signifies that the student is achieving well below the expected Grade level. Students with special learning needs who are working from an Individual Education Program (IEP) receive a modified report, which does not use the A-E format. Our student attendance for 2016 is 91.4%. It is an expectation that Parents notify the school should their child not be attending on any given day. Parents, who have not notified the school regarding non-attendance of their child are notified phone if their child is not at school.

Curriculum and Future Planning

As a learning community, we endeavour to provide a holistic educational experience which encompasses the core curriculum areas of Mathematics, English, Science, Humanities, Health/Well-being and Physical Education as well as the Visual and Performing Arts and LOTE. We nurture the spiritual dimension through our Religious Education program which permeates our values education, our grounds, our social-emotional education, supports our pastoral care and guides us in our day-to-day interactions within our school community.

Religious Education lessons are conducted in class groups and the Sacramental programme is conducted under the model: parish-led, family-centred and school supported. We support students in developing the spirit and practice of reflection and prayer through meditative practices, class and individual prayer, and class and College liturgies.

With learning as the core business of the College, we are committed to ongoing professional learning and effective teaching to achieve ever-improving outcomes for students. The clear focus for 2016 was on Literacy, especially Oral Language, and the College continued to be involved in Tasmanian Catholic Education’s Literacy Strategy to support this.

In 2016, students in Grades 5-10 were able to access 1:1 devices (Laptops and iPads) which were supplied by the College. This helped to enable our students to become ITC capable and also led to involvement by our Grades 5s and 6s in Robotics programs with UTas and First Lego League. Our Kinder to Grade 4 students were also able to regularly access iPads and Macbooks to aid their learning, and a number of desktops were also used around the College.

We maintain clear focus on supporting students’ development in English/Literacy and Maths/Numeracy. The dedicated teaching blocks for both of these parts of the curriculum hold priority status at all levels of the College and staffing is allocated to ensure the highest level of support for these areas. Students in secondary were also able to access Maths tutoring after school and a lesson every fortnight was set aside for secondary students to focus on areas of their learning (in all subjects) they were having trouble with. An emphasis on reading was also introduced into the secondary area, with the first 10-15 minutes of each English lesson dedicated to quiet reading.

A skilled Learning Support team continues operate for the support of the range of students in need of both intervention and extension. The Learning Support Co-ordinator, who liaises closely with TCEO personnel and with the range of agencies enlisted for student and family support, ensures that parent partnership operates for all students in focus. The College also employed a counsellor for a day a week to assist students and families in times of difficulties.

The College provides for students the full range of curriculum offerings and all staff are using the National Curriculum as their foundational document. In support of quality teaching and learning all staff are committed to ongoing professional learning at group and individual level.

Leadership and staffing

Leadership structure for 2017
Principal
Assistant Principals
Religious Education
Curriculum
Primary and Organisation
Secondary and Organisation

Our Primary teachers work collaboratively through weekly meetings. These meetings are driven by discussions around curriculum and data and improving student learning outcomes. All of our teachers have the opportunity for Professional Development, both inside and outside the Catholic Education system.

In 2016 Star of the Sea Catholic College employed 34 staff members, consisting of 19 Teaching staff and 15 non-teaching staff.

The College Board is made up of the Principal, Parish Priest and parents of current and past students. They meet once a month during term time. The Board has the role of advising the Principal and endorsing the College budget.

Student leadership was nurtured through structures and practices that operate across the College: elected Student Captains and Leaders, appointed House Captains, Class Captains, and involvement in groups like Mini Vinnies.

INCOME AND EXPENDITURE

