



**Star of the Sea Catholic
College
Annual Community Report
2017**

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

General Information

Purpose of Report

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 2017.

School Name:	Star of the Sea Catholic College
School Type:	Kindergarten to Grade 10
Suburb/Town:	George Town
State:	Tasmania
Address:	Cnr Friend & William Streets, George Town, 7253
Telephone:	03 6382 1242
Email:	sots.reception@catholic.tas.edu.au
Principal:	Mr Richard Chapman

School Profile

History and Mission of Star of the Sea Catholic College

Founded in 1957 on the charism of the Presentation Sisters and boasting a strong, proud history, our K-10 co-educational 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 at the end of 2017: **Kinder-6: 90** **Years 7-10: 65** a total of **155**

Governance

Star of the Sea Catholic College is a systemic school in the Catholic Education System in Tasmania. All Systemic Parish Schools operate under the authority of the Archbishop of Hobart.

The Tasmanian Catholic Education Commission is a body commissioned by the Archbishop of Hobart to advise him on educational policy and issues of the Archdiocese.

Systemic Parish Schools are accountable to the Director of Catholic Education of Tasmania as an agent of the Archbishop.

Policy and curriculum development and application, employment and supervision of staff, and the general organisation of the school are the responsibility of the Principal. To provide assistance the Tasmanian Catholic Education Office allocates each school an Assistant Director.

The School Advisory Board provides advice to the Principal and is responsible for the financial management of the School. The School Advisory Board is responsible for providing an audited financial statement to the Tasmanian Catholic Education Office. The Principal is responsible for providing an annual school report to the Tasmanian Catholic Education Office and the school community. The Board meets once a month during school time.

The 2017 Board members were:

Mr Michael Doherty (Chair)
Mrs Debbie Millward (Secretary)
Mrs Lisa Hawkins (Treasurer)
Fr Edward Zammit (Parish Priest)
Mr Richard Chapman (Principal)
Mr Michael Vanderzwan
Mr Paul Thomas

Students

School sector	Non-government
School type	Primary and Secondary
Year range	K – 10
Total enrolments	155
Girls	82
Boys	73
Full-time equivalent enrolments	152.6
Indigenous students	1.93%
Location	Provincial
Student attendance rate	91.2%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 957

Bottom quarter	Middle quarters		Top quarter
48%	31%	15%	6%

Student Outcomes

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.

NAPLAN Results for 2017

NAPLAN 2017 Percentage of students above benchmark

Year Level		Reading	Writing	Spelling	Grammar Punctuation	Maths
3	<i>Star of the Sea</i>	99%	99%	72%	91%	82%
	<i>National Average</i>	87%	91%	85%	89%	87%
5	<i>Star of the Sea</i>	81%	36%	63%	81%	82%
	<i>National Average</i>	84%	78%	85%	81%	84%
7	<i>Star of the Sea</i>	89%	73%	94%	83%	83%
	<i>National Average</i>	82%	73%	82%	80%	84%
9	<i>Star of the Sea</i>	61%	58%	70%	78%	66%
	<i>National Average</i>	76%	62%	78%	82%	82%

Secondary Students

2017 saw the following destinations for our Year 10 students:

- 78.6% of students continued into Year 11 at various colleges.
- 14.3% of students were successful in obtaining an apprenticeship.
- 7.1% of students went on to TAFE.

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.

Student Attendance

Our student attendance for 2017 was 91.2%. 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.

Staffing

Leadership structure for 2017
Principal
<i>Assistant Principals:</i>
Religious Education
Curriculum (K-10)
Primary and Organisation
Secondary and Organisation

In 2017 Star of the Sea Catholic College employed 34 staff members, consisting of 20 Teaching staff and 15 non-teaching staff.

Teaching Staff 2017

Denise Armstrong	<i>BTeach; Dip. Art, Craft and Design</i>	Trudy Hoffman	<i>BEd</i>
Rose Briscoe	<i>BA; DipEd</i>	Michelle Hault	<i>BEd (Primary)</i>
Anna Broughton	<i>BA; Cert.Ed</i>	Chris Jones	<i>BA; DipEd</i>
Richard Chapman	<i>BSc; MTh; Grad Cert RE; Grad Dip Ed</i>	Sharon Leslie	<i>DipTeach (Primary)</i>
Claire Condric	<i>BEd (Primary)</i>	Melissa McGillivray	<i>BEd</i>
Oliver Cook	<i>BEd</i>	Denise Milburn	<i>BEd</i>
Craig Duncan	<i>BEd</i>	Kerri Radford	<i>BEd</i>
Kerrin Edwards	<i>BEd</i>	Suzi Romein	<i>BEd</i>
Jane Fleming	<i>BMusic; BTeach</i>	Sally Walters	<i>Cert.Ed</i>
Gary Goodall	<i>BA; DipEd</i>	Karen Tame	<i>BSc; DipEd</i>
		Karen Stewart	<i>BEd</i>

Average Attendance Rate of Teachers

The average attendance of staff was 94.3%. This was calculated by subtracting the sick days/personal leave taken from the total number of days expected at school.

Professional Learning

Our staff were provided with professional learning opportunities, both within and outside of the Catholic Education system. On average, approximately \$2,200 was spent on each teacher for their professional development.

Capital Works

- The Art room was decommissioned in 2016 due to asbestos issues. This was a demountable that had been in use for many years. It was removed part way through 2017.
- The new Art room is now forming part of a “technology Hub,” which is being developed in the Trade Training Centre rooms. The Art room has taken one room, woodwork another and the third room is set up with computers.
- The Secondary classrooms have ceased to be used as Year 7, Year 8, etc rooms, but are now subject-based (English, Maths, HaSS, Religion).
- There have been minor upgrades to both the Primary and Secondary play areas, including improvements in gardens, some painting, a chessboard and hopscotch.
- The old Convent is currently being used by CatholicCare as a base for one of its counsellors and St Vincent de Paul for their emergency assistance program.
- Some rooms and offices are now being used differently, but there have been no changes to the structure of buildings as such.

Renovations to the secondary area are due to begin in the second half of 2018.

Catholic Culture and ethos

The College is 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 2018 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. Our Chapel was repainted and re-carpeted in order to make it a more welcoming space for students.

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 2017 six of our Grade 3 and 4 students celebrated the Sacraments of Reconciliation, Confirmation and First Eucharist.

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 a pet food drive for the RSPCA. Other students had the opportunity to attend a Caritas Justice Day, while some, including our choir visited the Ainslie Aged Care facility. Our secondary students were involved in a Sleep Out to support the works of St Vincent de Paul.

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 focus for 2017 was once again on Literacy, especially Oral Language, and the College continued to be involved in Tasmanian Catholic Education's Literacy Strategy to support this.

In 2017, students had access to devices (Laptops, Macbooks 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, 6s and 7s in the First Lego League which led to our team participating in Sydney in the national competition. 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 continued in the secondary area, with the first 10-15 minutes of each English lesson dedicated to quiet reading.

A skilled Learning Support team continues to 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, while CatholicCare supplied a counsellor to the College for one day per fortnight.

The College provides for students the full range of curriculum offerings and all staff are using the Australian 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.

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.

School Improvement Goals and Progress for 2017

Following is a condensed version of the College's School Improvement Goals for 2017 and the progress made on these goals at the time of writing.

1.0 CATHOLIC CULTURE AND ETHOS

GOALS	INDICATORS OF SUCCESS	PROGRESS
<p>SCHOOL IMPERATIVE To enhance the prayer life of the College by exposing students and staff to different forms of prayer.</p>	<p>Staff/students more comfortable with different prayer types.</p>	<p>Ongoing. There has been opportunities for different types of prayer but it is always ongoing.</p>
<p>To raise awareness of the charism of Nano Nagle and the Presentation Sisters throughout the College.</p>	<p>Staff and students know the story of Nano Nagle.</p> <p>Spaces completed around the College.</p>	<p>Completed and ongoing. Banners representing the charism are displayed, icons of Nano Nagle have been placed around the College, a spirituality day for staff based around Nano Nagle was held.</p>
<p>To make the Chapel in the old convent suitable for use of staff and students.</p>	<p>An enhanced chapel which school and parish is using.</p>	<p>Completed. The Chapel has been refurbished and is in use.</p>
<p>To celebrate the College's 60th Anniversary</p>	<p>Specific days that acknowledge the 60th Anniversary.</p>	<p>Completed. The College held a weekend of events to recognize the 60th Anniversary.</p>

2.0 LEADERSHIP

GOALS	INDICATORS OF SUCCESS	PROGRESS
<p>SCHOOL/SYSTEM IMPERATIVE To have the College Leadership Team take part in the Educator Impact Leadership process.</p> <p>To have a Leadership Team with clear roles and responsibilities.</p>	<p>Leadership Team will all have taken part this year.</p> <p>All members of the community are aware of who does what around the College.</p>	<p>Completed. All of the Leadership Team took part in Educator Impact.</p> <p>Completed and ongoing. The structure has been operating successfully. There are still ways to present to the community the roles and responsibilities of leadership.</p>

3.0 LEARNING ENVIRONMENT

GOALS	INDICATORS OF SUCCESS	PROGRESS
<p>SCHOOL IMPERATIVE To enhance the learning areas in the Secondary area</p> <p>To revitalise SWPBS and have structures around it that are clear to everyone.</p> <p>To encourage high expectations of all students within the College.</p>	<p>Work has begun on the College by Term 3.</p> <p>Students displaying positive behaviour (and this can be seen through data). Rewards and recognition taking place on a regular basis. Key words can be seen around school and in newsletter.</p> <p>Students more focussed on work and know what is expected of them.</p>	<p>Ongoing. Hold-ups have seen this pushed out to 2018, although there has been some minor improvements.</p> <p>Completed and ongoing. Data is now regularly analysed, both primary and secondary have a rewards system operating, reminders are occurring in the newsletter.</p> <p>Ongoing. Whilst the message has been clearly put out to students, it is always an ongoing task.</p>

4.0 CURRICULUM AND TEACHING

GOALS	INDICATORS OF SUCCESS	PROGRESS
<p>SYSTEM IMPERATIVE To be teaching Digital Technologies in the Primary area across all year levels.</p>	<p>Greater understanding by teachers of the DT curriculum.</p> <p>Students exposed to DT curriculum.</p>	<p>Ongoing. Whilst there has been an increased exposure to the DT curriculum, there is still more work to be done as time progresses.</p>
<p>To have at least half the teachers involved in the EI process.</p>	<p>At least half of the teacher will have finished the process by the end of the year.</p>	<p>Completed. All except two teachers participated in the EI process, and this will continue into 2018.</p>
<p>To have the College move towards a common planning process.</p>	<p>By the end of the year everyone will be using a common planning process.</p>	<p>Ongoing. Some moves were made towards this through the registration process, but it is yet to be completed.</p>
<p>To introduce a language in the curriculum, and to look for a way to make this sustainable.</p>	<p>By the end of the year the Primary students will have been exposed to German and there will be a clear way forward for languages in the College.</p>	<p>Completed and ongoing. All primary students participated in German classes. This continues in 2018, but now the College needs to look at ways at making it sustainable.</p>

5.0 STUDENT LEARNING AND ACHIEVEMENT

GOALS	INDICATORS OF SUCCESS	PROGRESS
<p>SYSTEM IMPERATIVE To continue the College’s involvement in the TCEO Literacy Strategy</p> <p>Use NAPLAN, PAT and PIPs data, along with classroom data, to assess progress of the students.</p>	<p>Staff involvement in Literacy Project.</p> <p>Staff involvement in PDs.</p> <p>Teachers are more “data aware” and are regularly referring to it.</p>	<p>Completed and ongoing. Staff were involved in the Literacy Project and goals were set around this. This continues in 2018.</p> <p>Ongoing. The data was put together late in 2017, and in 2018 the teachers will have the opportunity to become more “data aware.”</p>

Income and Expenditure

