

**Star of the Sea Catholic
College
Annual Community Report
2019**

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 2019.

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 throughout 2019: **Kinder-6: 115** **Years 7-10: 68** a total of **183**

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 2019 Board members were:

Mr Paul Thomas (Chair)

Dr Mark Symes (Secretary)

Fr Edward Zammit (Parish Priest)

Mr Richard Chapman (Principal)

Mrs Jacquie Leslie

Mrs Suzanne Painter

Mr Andrew Parkes

Mr Michael Doherty

Students

School sector	Non-government
School type	Primary and Secondary
Year range	K – 10
Total enrolments	183
Girls	89
Boys	94
Full-time equivalent enrolments	176.2
Indigenous students	5.46%
Location	Provincial
Student attendance rate	91.3%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 943

Bottom quarter	Middle quarters		Top quarter
57%	28%	11%	4%

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. In 2019 students participated in NAPLAN Online for the first time.

NAPLAN Results for 2019

NAPLAN 2019 Percentage of students above benchmark

Year Level		Reading	Writing	Spelling	Grammar Punctuation	Maths
3	<i>Star of the Sea</i>	91.7%	100%	83.3%	75%	100%
	<i>National Average</i>	96.1%	96.9%	93.3%	95.1%	95.7%
5	<i>Star of the Sea</i>	81.8%	72.7%	72.7%	81.8%	90%
	<i>National Average</i>	94.9%	93.1%	94.1%	92.6%	95.6%
7	<i>Star of the Sea</i>	90%	85%	85%	85%	89.5%
	<i>National Average</i>	94.7%	89.8%	93.3%	92.6%	94.7%
9	<i>Star of the Sea</i>	85.7%	78.6%	85%	85%	100%
	<i>National Average</i>	92%	82.9%	93.3%	92.6%	96.3%

Secondary Students

2019 saw the following destinations for our Year 10 students:

- 100% of students continued into Year 11 at various colleges.

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 a Learning Program (LP) receive a modified report, which does not use the A-E format.

Student Attendance

Our student attendance for 2019 was 91.3%. 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 2019
Principal
Religious Education Coordinator
AP: Curriculum (K-10)
AP: Secondary and Organisation
Primary Organisation
Learning Support Coordinator

In 2019 Star of the Sea Catholic College employed 41 staff members, consisting of 23 Teaching staff and 18 non-teaching staff.

Teaching Staff 2019

Denise Armstrong	<i>BTeach; Dip. Art, Craft and Design</i>	Gary Goodall	<i>BA; DipEd</i>
Rose Briscoe	<i>BA; DipEd</i>	Trudy Hoffman	<i>BEd</i>
Rebecca Britton	<i>BA (Music Education)</i>	Chris Jones	<i>BA; DipEd</i>
Anna Broughton	<i>BA; Cert.Ed</i>	Sharon Leslie	<i>DipTeach (Primary)</i>
Richard Chapman	<i>BSc; MTh; Grad Cert RE; Grad Dip Ed</i>	Melissa McGillivray	<i>BEd</i>
Claire Honeychurch	<i>BEd (Primary)</i>	Melitta O'Toole	<i>BEd (Primary)</i>
Oliver Cook	<i>BEd</i>	Suzi Romein	<i>BEd; MSpecial Ed.</i>
Lynelle Davis	<i>BA; BSW; Grad Cert RE; MTeach</i>	Sally Walters	<i>Cert.Ed; Grad Cert Teaching Mathematics</i>
Craig Duncan	<i>BEd</i>	Karen Tame	<i>BSc; DipEd</i>
Kerrin Edwards	<i>BEd</i>	Karen Stewart	<i>BEd</i>
Jane Fleming	<i>BMusic; BTeach</i>	Madeline White	<i>BEd</i>

Average Attendance Rate of Teachers

The average attendance of staff was 95.14%. 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 \$890 was spent on each teacher for their professional development.

Capital Works

Redevelopments to the secondary area began in early 2019 and were in use by the end of the year. These redevelopments saw new learning spaces for the students, an upgrade of student toilets and renewal of corridor spaces.

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 2020 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 of our whole-school liturgies and prayers 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 2019 three students celebrated the Sacrament of Reconciliation and four students celebrated the Sacraments of 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. The College will continue to focus on opportunities for outreach in 2020.

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 2019 was on Visible learning, Religious Education in the Primary school, and autism.

In 2019, students had access to devices (Laptops, Macbooks, Chromebooks and iPads) which were supplied by the College. This helped to enable our students to become ICT capable, as did the *Digital Technologies* subject that was included formally for the first time in our curriculum. 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.

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 Coordinator, 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. CatholicCare supplied a counsellor to the College for four days 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, and involvement in groups like Mini Vinnies.

School Improvement Goals and Progress for 2019

Following is a condensed version of the College's School Improvement Goals for 2019 and the progress made on these goals at the time of writing.

CATHOLIC IDENTITY AND EVANGELISATION

Links to 1.3 School Climate, 1.4 Community, 1.5 Spiritual and Professional Formation, 1.6 Religious Education

GOALS	INDICATORS OF SUCCESS	PROGRESS
To have students play a greater role in our prayers and liturgies, specifically through involvement in music.	Singing in liturgies, etc.	Completed and ongoing: There has been a marked improvement in the participation of students in the liturgies. It is always ongoing as we look for more opportunities for students to be involved.
To give students the opportunity to be involved in outreach and service in the local community.	All students will have completed some type of outreach or service by the end of the year.	Ongoing: Due to a late start for our Outreach program, not all of our students were involved in something. An earlier start will be needed in 2020.
To find ways of advertising the availability of the sacraments to families within the community, especially Baptism.	We have some interest in the Sacraments.	Ongoing: The Sacraments were advertised, but with little take-up. We need to consider other ways of promoting this.

FOSTERING LEARNING

Links to 2.1 Quality Teaching, 2.2 Learning and Teaching Programs, 2.4 Staff Professional Learning, 2.5 Student Achievement, 2.7 Equity

GOALS	INDICATORS OF SUCCESS	
To have consistent approaches to learning, especially in Primary literacy and numeracy.	Students feel more comfortable year-to-year with expectations. Textbooks being used.	Ongoing: Difficult to assess success after two years, but it will continue into 2020.
To have dedicated literacy and numeracy blocks in the Primary school.	Feedback from staff indicating that they are not being interrupted.	Completed: This was timetabled and will continue to be timetabled for 2020.
To use data to better monitor and review the progress of students.	Staff will have seen the data and be able to work with it.	Ongoing: The data has been collected and collated, but the next step is for staff to be more comfortable in using it.
To promote high standards and aspirations among students.	Consistent messaging across the school about importance of learning. An operational working party.	Ongoing: This will need to be addressed again in 2020.
To give staff the opportunity for Professional Learning that is suitable for them.	All staff will have at least one thing ticked off their Professional Learning wishes.	Ongoing: PL opportunities continue to be offered. Data was collected around which staff were taking up PL opportunities regularly.
To promote Visible Learning within the staff and have this implemented in classes.	Staff have an understanding of Visible Learning and are implementing elements of it in the classroom.	Completed and Ongoing: This was addressed in multiple staff meetings and will continue to be addressed in 2020.

LEADERSHIP

Links to 3.1 Leading the Catholic School Community

GOALS	INDICATORS OF SUCCESS	
To look for ways to bring in more student leadership opportunities into the College.	SRC model up and running. Student Leadership group doing some more tasks.	Ongoing: This needs further development in 2020.

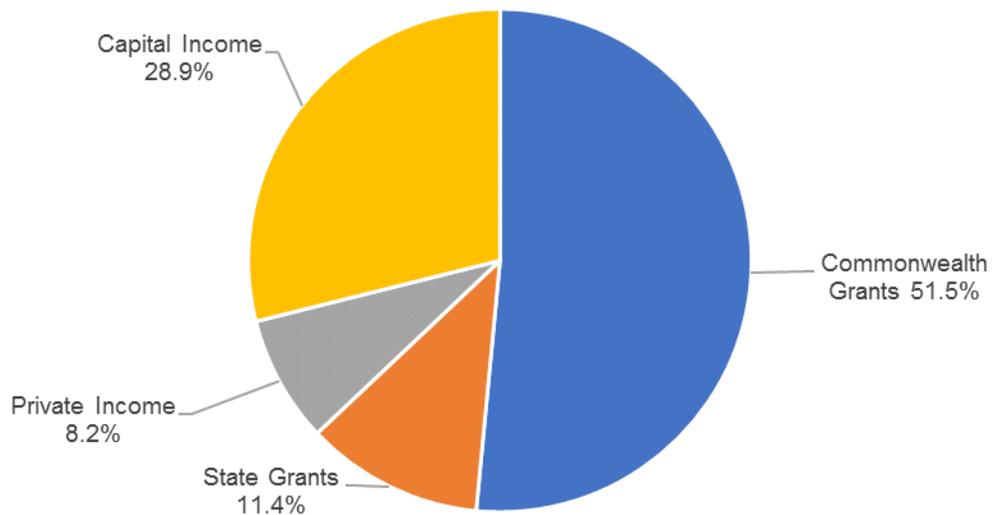
SUPPORT FOR MISSION

Links to 4.3 Positive Behaviours, 4.4 Equity

GOALS	INDICATORS OF SUCCESS	
To make inroads in becoming “autism friendly,” to make the school a safe and inviting environment for everyone.	Greater awareness of autism around the school community. Better practices in classes.	Ongoing: Although staff have a greater awareness of students with autism, we will still continue to focus on this in 2020.

Income and Expenditure

**Star of the Sea
Catholic College
Sources of Income
2019
Total Income \$5.2
million**



**Star of the Sea
Catholic College
Expenditure 2019
Total Expenditure \$6.5
million**

