



Star of the Sea Catholic

College

Annual Community Report

2022

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 generalised 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 2022.

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 Father Bala as our Parish Priest. He 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 2022: **Kinder-6: 100** **Years 7-10: 85** A total of **185**

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 2022 Board members were:

Mr Andrew Parkes (Chair)

Mrs Nikki Laughren (Secretary)

Fr Bala (Parish Priest)

Mr Richard Chapman (Principal)

Mrs Kerry Munro

Mrs Cassie Webb



Students

School sector	Non-government
School type	Primary and Secondary
Year range	K – 10
Total enrolments	185
Girls	92
Boys	93
Full-time equivalent enrolments	179.8
Indigenous students	4.25%
Location	Provincial
Student attendance rate	83.3%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 951

Bottom quarter	Middle quarters		Top quarter
54%	25%	15%	5%

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 2022

NAPLAN 2022

Year Level		Reading	Writing	Spelling	Grammar Punctuation	Numeracy
3	<i>Star of the Sea</i>	419	366	380	373	360
	<i>Similar schools</i>	409	397	382	398	371
5	<i>Star of the Sea</i>	528	456	486	461	481
	<i>Similar schools</i>	503	457	480	473	470
7	<i>Star of the Sea</i>	515	504	510	502	494
	<i>Similar schools</i>	509	495	511	493	498
9	<i>Star of the Sea</i>	559	527	557	567	559
	<i>Similar schools</i>	548	538	551	544	552

Secondary Students

2022 saw the following destinations for our Year 10 students:

- 95% of students continued into Year 11 at various colleges or into school-based apprenticeships or traineeships.
- 5% of students moved into the workplace or apprenticeships.

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 2021 was 83.3%. 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 by text message if their child is not at school.

Staffing

Leadership structure for 2022
Principal
Deputy Principal
Religious Education Coordinator
Learning Support Coordinator
Curriculum Coordinator
Daily Planner

In 2022 Star of the Sea Catholic College employed 47 staff members, consisting of 22 Teaching staff and 25 non-teaching staff.

Teaching Staff 2022

Denise Armstrong	<i>BTeach; Dip. Art, Craft and Design</i>	Trudy Hoffman	<i>BEd</i>
Rose Briscoe	<i>BA; DipEd</i>	Claire Honeychurch	<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>	Melissa McGillivray	<i>BEd</i>
Oliver Cook	<i>BEd</i>	Melitta O’Toole	<i>BEd (Primary)</i>
Lynelle Davis	<i>BA; BSW; Grad Cert RE; MTeach</i>	Suzi Romein	<i>BEd; MSpecial Ed.</i>
Craig Duncan	<i>BEd</i>	Louise Sikkens	<i>BEd; MEd; DipTeach</i>
Kerrin Edwards	<i>BEd</i>	Karen Stewart	<i>BEd</i>
Gary Goodall	<i>BA; DipEd</i>	Karen Tame	<i>BSc; DipEd</i>
Michelle Hamburg	<i>BA; Grad Dip Ed</i>	Damien Taylor	<i>BTeach; Grad Dip Ed; Grad Cert Theology and Leadership</i>
Fiona Harmer	<i>BA; Grad Dip Ed; Grad Cert Education;</i>	Sally Walters	<i>Cert.Ed; Grad Cert Teaching Mathematics</i>

Average Attendance Rate of Teachers

The average attendance of staff was approximately 94.4%. 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. Due to the continuing COVID-19 restrictions in the first half of the year, most professional learning was done within the College or via Zoom.

Capital Works

There were no major capital works in 2022.

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 2023 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.

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, and along with donating food for St. Vincent de Paul. The College will continue to focus on opportunities for outreach in 2023.

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 2022 was on becoming trauma informed, Religious Education in the Primary school, and Behaviour Management.

In 2022, 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 dedicated *Digital Technologies* subject. 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 a 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. Secondary students 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.

In 2022 the school formally adopted the MaqLit reading program to teach Kinder-3 students, whilst it was also used for intervention in the secondary area. Support for this program was provided by Catholic Education Tasmania.

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 counsellors to the College for three days per week.

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 Primary House Leaders.

School Improvement Goals and Progress for 2022

Following is a condensed version of the College's School Improvement Goals for 2022 and the progress made on these goals at the time of writing.

MAKE DISCIPLES OF ALL

GOALS	INDICATORS OF SUCCESS	PROGRESS
Provide opportunities for our students to be involved in outreach to the community (AC)	All students will be involved in some sort of outreach project each year.	Ongoing: The school supported afternoon teas following funerals in the parish. The school was also part of the Senior Citizens concert.
Work with all of our community to build positive relationships with each other	Relationships between staff and parents, staff and students and between students will be marked by respect and a common understanding of being part of a welcoming community.	Ongoing: Kindness Day and RUOK Day were successes. The issue of positive staff relationships is addressed in Staff Meetings.

EXCEL IN LEARNING FOR ALL

GOALS	INDICATORS OF SUCCESS	
Provide opportunities for the formation of staff, students and parents (AC)	<ul style="list-style-type: none"> ● Staff will be fully involved in Spirituality Days. ● Students will have opportunities for Reflection Days and chances to build their understanding of the charism of the Presentation Sisters. ● Parents will feel welcome and comfortable at school events involving prayer and liturgy. 	<p>Ongoing: Staff and students have had opportunities to be involved in Spirituality Days and Reflection Days. Parents and carers continue to be invited to prayer and liturgy.</p>
Provide opportunities for our students to be involved in active learning, both onsite and offsite	<ul style="list-style-type: none"> ● Students will have the opportunity to attend camps and excursions. ● Teachers will feel comfortable organizing excursions as well as taking classes outside for lessons where appropriate. ● Lessons will provide opportunities for active learning for students rather than 	<p>Ongoing: Camps were held in 2022, with a Year 7 Camp being introduced. Learning around Compass Events for staff took place so that excursions would be easier to organize.</p>

	<p>spending lots of time sitting at desks.</p>	
<p>Provide a range of different learning and teaching approaches for our students</p>	<p>Teachers will have opportunities to reflect on the work of Lyn Sharratt and, in doing so, be able to recognize what works in their classroom and what doesn't.</p>	<p>Ongoing: Staff Meetings around the work of Lyn Sharratt were superceded by the <i>Insight into Learning</i> project..</p>

NURTURE LEADERSHIP FOR ALL

GOALS	INDICATORS OF SUCCESS	
<p>Seek ways to be more collaborative as teachers, both within Star of the Sea and with other schools</p>	<ul style="list-style-type: none"> ● Teachers will be involved in moderation meetings within the school. ● Teachers will be involved in moderation and network meetings within the system. ● The school will seek ways to collaborate with other schools, especially building stronger relationships with St Patrick's College as per the Northern Catholic Schools Review. ● Staff Meetings will provide opportunities for teachers to collaborate around best practice in the classroom. 	<p>Ongoing: Staff were involved in moderation. St Patrick's principal resigned. Work in Staff Meetings focussed on trauma education.</p>
<p>Seek ways to strengthen student leadership across the school, with an emphasis on the role of student leaders to be a way</p>	<ul style="list-style-type: none"> ● The school will be listening and acting upon requests and ideas of student leaders. 	<p>Ongoing: SRC was re-introduced in 2022 and this provided more opportunities for student voice to be heard..</p>

<p>of consultation and increasing school spirit</p>	<ul style="list-style-type: none"> • Student leaders, and students in general, will feel they have a say in what happens around the school. 	
<p>Focus our staff professional learning on behaviour management, students with additional needs and pedagogy</p>	<p>Teacher meetings will have an emphasis each term on behaviour management, pedagogy and students with additional needs.</p>	<p>Ongoing: There was more of a focus in Teacher Meetings in 2022 on trauma-informed learning.</p>
<p>Seek opportunities for the formation of student leaders (AC)</p>	<p>Student leaders will have a strong understanding of the charism of the Presentation Sisters and be able to pass that on to other students.</p>	<p>Completed and Ongoing: The Presentation Charism Day with students from other Presentation schools, run by the College Leaders, provided this opportunity and continued in 2022.</p>

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

GOALS	INDICATORS OF SUCCESS	
<p>Improve the school community's knowledge of Tasmanian Aboriginal history and culture through our Aboriginal and Torres Strait Islander Education Plan</p>	<ul style="list-style-type: none"> ● Staff will have a good understanding of Tasmanian Aboriginal culture and history. ● Students will have a good understanding of Tasmanian Aboriginal culture and history. ● Recognition of Aboriginal Tasmanians will be a natural part of school events. 	<p>Ongoing: There has been improvements with regards to recognition of Tasmanian Aboriginals at school events, and we also had some Teacher Meetings dedicated to learning history and culture of Tasmanian Aboriginals.</p>

SUSTAINABILITY

GOALS	INDICATORS OF SUCCESS	
<p>Create a culture of sustainability within our school community</p>	<p>The school will be using less electricity, will be recycling more and will have its garden operating fully.</p>	<p>Ongoing: This seemed to have stalled, with only limited work being done on the garden and limited recycling opportunities.</p>

Income and Expenditure

