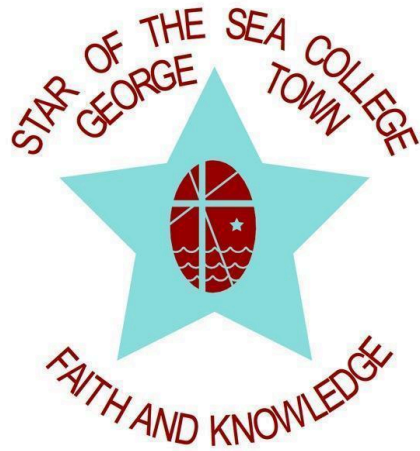




Star of the Sea Catholic

College

Annual Community Report

2025

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 2025.

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 2025: **Kinder-6: 123** **Years 7-10: 74** A total of **197**

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 2025 Board members were:

Mrs Heidi Brown (Chair)

Mrs Megan Sherriff (Secretary)

Fr Bala (Parish Priest)

Mr Richard Chapman (Principal)

Mrs Lara Sutor

Mrs Ashley Lee

Mrs Dianha Coetzer



Students

School sector	Non-government
School type	Primary and Secondary
Year range	K – 10
Total enrolments	197
Girls	93
Boys	104
Full-time equivalent enrolments	197
Indigenous students	13%
Location	Regional
Student attendance rate	87%

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 939

Bottom quarter	Middle quarters		Top quarter
57%	23%	13%	7%

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 2025

NAPLAN 2025

Year Level		Reading	Writing	Spelling	Grammar Punctuation	Numeracy
3	<i>Star of the Sea</i>	365	380	357	346	371
	<i>Similar schools</i>	363	386	366	360	374
5	<i>Star of the Sea</i>	423	422	415	417	426
	<i>Similar schools</i>	444	440	441	443	447
7	<i>Star of the Sea</i>	512	505	533	520	506
	<i>Similar schools</i>	495	493	514	493	487
9	<i>Star of the Sea</i>	538	516	534	530	542
	<i>Similar schools</i>	527	514	531	504	520

Secondary Students

2025 saw the following destinations for our Year 10 students:

- 88% of students continued into Year 11 at various colleges or into school-based apprenticeships or traineeships. 12% moved into 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 2025 was 87%. 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.

Attendance by year level:

Pre-Year 1	89%
1	87%
2	87%
3	87%
4	91%
5	85%
6	83%
7	84%
8	74%
9	78%
10	75%

Parent, Student and Teacher

Star of the Sea Catholic College is committed to listening to the views and expectations of our community and is utilizing the School Effectiveness Survey's to obtain feedback on a wide range of related educational and wellbeing topics. The feedback from these surveys supports our school with both its annual and strategic planning and its commitment to continually improve the educational and wellbeing outcomes for our students.

In 2025, 16 parents, 116 students and 18 staff participated in surveys and provided views to improve the spiritual growth, wellbeing and learning of every student.

Students (Grades 3-4):

A selection of the students top level findings are detailed below

Student Motivation - 84

Teacher Empathy - 79

Purposeful Teaching - 78

Students (Grades 5-10):

A selection of the students top level findings are detailed below

Student Safety - 66

Student Motivation - 66

Focus on Literacy - 59

Parents:

A selection of the parents top level findings are detailed below:

Learning Focus - 79

Connectedness to School - 79

Student Motivation - 77

Teachers:

A selection of the teachers top level findings are detailed below:

Respect for Students - 74

Pastoral Care - 72

Teacher Confidence - 67

Staffing

Leadership structure for 2025
Principal
Deputy Principal
Learning Support Coordinator
Curriculum Coordinator
Daily Planner

In 2025 Star of the Sea Catholic College employed 43 staff members, consisting of 24 Teaching staff and 19 non-teaching staff.

Teaching Staff 2025

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>	Denise King	<i>BTeach; Dip. Art, Craft and Design</i>
Oliver Cook	<i>BEd</i>	Jamie Laurence	<i>BEd</i>
Lynelle Davis	<i>BA; BSW; Grad Cert RE; MTeach</i>	Melissa McGillivray	<i>BEd</i>
Richard Fleming	<i>BEd</i>	Natasha Nesbit	<i>BPerforming Arts; BTeach</i>
Shona Freeman	<i>BEd</i>	Carmen Robotham	<i>BEd</i>
Kerri Gay	<i>BEd; Dip Teaching</i>	Suzi Romein	<i>BEd; MSpecialEd</i>
Gary Goodall	<i>BA; DipEd</i>	Louise Sikkens	<i>BEd; MEd; DipTeach</i>
Helen Halley	<i>BEd; BApp Social Science</i>	Karen Stewart	<i>BEd</i>
Fiona Harmer	<i>BA; Grad Dip Ed; Grad Cert Education</i>	Karen Tame	<i>BSc; DipEd</i>
		Selina Taylor	<i>BEd</i>
		Sally Walters	<i>Cert.Ed; Grad Cert Teaching Mathematics</i>

Workforce Composition

Star of the Sea Catholic College staff 2025	
Full time teaching staff - 20	
Part time teaching staff - 4	
Full-time equivalent teaching staff - 17.74 FTE	
Full time non-teaching staff - 9	
Part time non-teaching staff - 12	
Full-time equivalent non-teaching staff - 14.6 FTE	
Number of Aboriginal and Torres Strait Islander Staff - 0	

Average Attendance Rate of Teachers

The average attendance of teachers was approximately 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. All teaching staff participated in three professional learning days based around the CET's *Insight into Learning* training.

Capital Works

Major capital works began at the end of 2024, with the Secondary staff area staff room and Secondary play area all scheduled for redevelopment. These were completed in the first half of 2025.

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 2026 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 2026.

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 2025 was on becoming an *Insight* school.

In 2025, 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.

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 Student 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 2025

Following is a condensed version of the College's School Improvement Goals for 2025 and the progress made on these goals at the time of writing.

MAKE DISCIPLES OF ALL

GOALS	INDICATORS OF SUCCESS	PROGRESS
By the end of the year we will have used a variety of methods to attempt to have more parents and families attending our Masses and prayers.	Parents and families will feel welcome to attend Masses and prayers and more will attend.	In progress: Whilst parents and families feel welcome, timing is difficult. Families are more likely to attend when their child has a role.

EXCEL IN LEARNING FOR ALL

GOALS	INDICATORS OF SUCCESS	PROGRESS
By the end of Term 2 the secondary students will have a functioning and interesting playground area for recess and lunch.	The redevelopments in the Secondary play area will have been completed and students will be using the new area.	Completed: The redevelopments were completed early in Term 2 and students

NURTURE LEADERSHIP FOR ALL

GOALS	INDICATORS OF SUCCESS	PROGRESS
By the end of Term 2 we will have a common understanding as to what it means to communicate constructively at school and between school and home.	Conversations between staff and between staff and parents will be respectful and productive.	In progress: Whilst conversations are generally respectful, more work can be done by the <i>Building Cultural Capacity</i> program in 2026.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

GOALS	INDICATORS OF SUCCESS	PROGRESS
By the end of Term 2 the secondary Aboriginal students will have participated in a camp on Country.	The school will have organised, and students will have participated in, a camp on Country.	Completed: The Grade 9 and 10 students had the opportunity to participate in a camp on Country which ran in Term 1.

Income and Expenditure

