## 2014 School Reporting - Primary

### The Schools Story

<table>
<thead>
<tr>
<th><strong>System:</strong></th>
<th><strong>School Name:</strong></th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>Star of the Sea Catholic Primary School</td>
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<table>
<thead>
<tr>
<th><strong>School Based Contact Person:</strong></th>
<th><strong>Address:</strong></th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>181 Goondoon St Gladstone</td>
</tr>
<tr>
<td>Mr Jamie Emerick</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phone:</strong></th>
<th><strong>Fax:</strong></th>
<th><strong>Email:</strong></th>
<th><strong>Website:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>49721305</td>
<td>49724727</td>
<td><a href="mailto:sosg@rok.catholic.edu.au">sosg@rok.catholic.edu.au</a></td>
<td><a href="http://www.staroftheseagladstone.qld.edu.au">www.staroftheseagladstone.qld.edu.au</a></td>
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<table>
<thead>
<tr>
<th><strong>Total Enrolments:</strong></th>
<th><strong>Year Levels Offered:</strong></th>
<th><strong>Type of School:</strong></th>
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<tbody>
<tr>
<td>420</td>
<td>Prep-7</td>
<td>Catholic</td>
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Curriculum Offerings

Distinctive Curriculum Offerings
Star of the Sea operates as a two-stream school. Its distinct Catholic ethos has a particular focus on Gospel values, the teachings of Jesus, and Mary as a guide and role model. At Star of the Sea, we understand your child is an individual and as such, has their own particular needs, interests and characteristics. We believe in supporting and nurturing your child to develop as an individual and as a member of our school and wider community. We firmly believe the primary educators of children are the parents and that a mutually supportive partnership between parents and teachers is crucial to the successful education and happiness of children.

Extra Curricula Activities
Star of the Sea offers many extra-curricular activities that complement the core School Program. Music has a particularly strong emphasis in all areas of the curriculum and is used during masses and liturgies, and school assemblies. Classroom teachers deliver an accredited program, and also lead the School Choir which performs at the annual Eisteddfod and at various community functions. An Instrumental Program is offered in Years 4 -7 in the areas of brass, woodwind and percussion. The School Band rehearses once a week, and plays regularly at school assemblies, at the local Eisteddfod and at various community functions. Students are also encouraged to attend the annual week-long Instrumental workshop run by visiting inter-state conductors.
A fully-accredited Physical Education Program is offered at the school with a variety of skills taught. Students are encouraged to participate in a period of daily physical activity. School swimming is also offered as part of the program. A gross motor program operates in the Prep – Year 3 area. The school is represented in the local Interschool Sports Competition in the following areas – Netball, Soccer (boys and girls), Hockey (boys and girls) and Rugby League. Students at the school are encouraged to participate in local primary school sports, and a moderate percentage of students have been successfully chosen to represent their region at local, regional and state level. Our school has a process to formally recognise and acknowledge these students. Students are also encouraged to take part in additional academic competitions such as the International Australasian Competitions.
A number of students participate in speech and drama lessons.
A chess club operates on a weekly basis.

How Information and Communication Technologies are used to assist learning
There is also a strong focus on information technologies with classrooms offering Interactive whiteboards, computers, laptops, Lego robots and interactive handpieces. Interactive whiteboards have been installed in all classes. Teachers are continuing to be in serviced on how to use these as an effective teaching tool. We use DS controllers to engage students in Maths and Language activities. We have initiated the Bee-bot devices in the lower school as a stand-alone activity as well as preparing our students for further interaction with the Lego robots. We are continuing to purchase more Ipads. These were originally for students with special needs, however we are finding that their use as a classroom rotation engages students and helps promote learning. All students from Year One to Seven participate in a weekly hour long lesson in the computer lab with our IT teacher. Over the course of the year, students are exposed to Microsoft products, Internet Safety activities and Robotics.
Social Climate

The school offers a fully-accredited Religion Curriculum. A Buddy System operates with Prep and Year 6 students continuing for Year 7 and Year One in the following year. The school employs a qualified School Counsellor one day per week, and the service is available to all staff, parents and students. One of the local parish priests is an active member of the school community, officiating at masses and liturgies, visiting classrooms and playing an important part in the religious and faith development of our community. Peer Support program has been established. This program develops student leadership as well as providing opportunities for student interaction across all year levels. We are implementing a range of programs to utilise our existing gardens as well as other areas that we are developing. A range of social programs for students across the school have been instigated.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. As part of our Information Technology curriculum, all students complete a cyber safety and cyber bullying program each year.

Strategies used for involving parents in their child’s education

Parents are encouraged to play an active part in their children’s education. Star of the Sea operates an open-door policy, where all staff members are accessible to parents for formal and informal discussions regarding their children’s progress. At the beginning of the school year, Parent Information Evenings are conducted in order to meet teachers, and have teaching programs and classroom routines explained. Parent workshops are conducted on a needs and interest basis. The school has a dedicated and active Board, and Parents and Friends’ Association. These groups meet on a monthly basis, and provide much appreciated input into policy and program development, and funds for additional equipment and resources. Parents are welcome to assist in the classrooms and are particularly active in the early years of schooling. Parents also volunteer their time at sporting events, tuckshop, school events, retreats and excursions.

Reducing the school’s environmental footprint

Our school has engaged in a range of environmental initiatives and programs. We actively recycle paper and cardboard and promote the sorting of rubbish within the classroom. Lunch scraps are composted and then utilised in the school’s gardening projects. We are setting up a rainwater collection point to use this water for our gardens. Our gardening groups bring in parent expertise...
and are currently engaging with Kitchen Garden Programs. Our students participate in programs based around creek to coast thinking, allowing them to explore our impact on waterways and estuaries.

### Characteristics of the Student Body

Students at Star of the Sea come from a variety of cultural backgrounds, including those of Indigenous Australia, and those from Asia, Africa and New Zealand. A number have English as a Second Language. Many travel quite extensively.

Star of the Sea draws on enrolments from many areas of the Gladstone region. It has experienced sustained growth over the years with the total capacity remaining at two-stream. Many students come from families where both parents are in the workforce, while a number reside in single or shared parenting situations. The number of students and families with English as a Second Language continues to grow in Gladstone and at Star of the Sea. We have trained one of our experienced teachers to assist our Inclusive Curriculum coordinator in this area.

The school operates within a two-stream capacity. The trend in enrolments should ensure that we stay at this level for the foreseeable future. The school averages around a 5% to 8% turnover in student enrolments. As Gladstone attracts many families who work in industry, the city is still considered quite transient in nature.

### Staffing composition, including Indigenous staff

#### Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
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<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19.42</td>
<td>12.23</td>
<td>0</td>
</tr>
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</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>3.8%</td>
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</tbody>
</table>
Bachelor degree | 96.2%
---|---
Diploma | 
Certificate | 

### Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$79,000

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Star of the Sea staff members are involved in a diverse range of professional development opportunities. Our staff has focused on implementing the National Curriculum. We have used the expertise of our Leading Teachers to review our School Curriculum Framework. This will ensure that this is a current and relevant document for all staff members. All staff continued to engage in faith development activities. The school has a focus on IT training for all staff including ongoing development.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.11%

**Percentage of teaching staff retained from the previous school year**

78.89%
**School Income**


(The School information below is available on the My School web site).

![Find a school form](image)

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Key Student Outcomes**

Generally, our student body performs very well in NAPLAN. Our approach has been guided by good teaching for the entire year, rather than focussing of test preparation. As cohorts, our classes have good results. We are continuing to use technology to assist us in assessing our results and trends across year levels. This data is used to inform teaching and learning across the school.

**Student Attendance**

Average student attendance rate (%)

| 94.8% |

Describe how non-attendance is managed by the school

Student attendance is generally very good at Star of the Sea. Our school maintains a procedure of requesting parent contact to explain student absences. Our office staff liaise with classroom teachers to coordinate this procedure. Extended absences are brought to the attention of the Principal.
Value Added

The story of distance travelled
Star of the Sea students have achieved solid results over a sustained period of time. A majority of our literacy and numeracy results reflected averages above that of the state. Our goal is to continue providing students with the support they need to continue to develop as learners. We are continuing to engage with, and use, the Sunlanda software to gain information on strengths and weaknesses in each of our year level cohorts. This information is used to guide planning and focus areas within our school. All evidence would suggest that the best way to improve our student results is to assist our teacher to become better classroom educators. We are continuing to focus on professional development for our staff.

The story of where you are going
By continuing to encourage parents to be involved in their children’s education, we hope to strengthen the school/family partnership to enhance student learning. We are focusing on the improved use of interactive whiteboards in classrooms as well as installing Redcat voice enhancers in lower school classrooms to assist with student learning. We are continuing to utilise the Activexpression hand pieces to link with our whiteboards to enhance student learning as well as gain a better picture of student achievement. Our use of the ICT room and computers is being reviewed by looking at what is best practice around the diocese and within other systems.

Parent, Teacher and Student Satisfaction

In general, the parents and students seem very satisfied with the school and its progress. The parent community is very supportive of the P&F and its goals to provide funds to support school initiatives. The School Board is well attended and parent response to board information gathering is high. The school is entering a new renewal cycle that will provide clear direction for the coming 5 year period. All recommendations from the previous renewal have been met and a development plan has been developed from the recommendations of the School Review and Improvement process. In 2014 we began implementing the recommendations from our external validation team. The process helped us develop our School Development Plan. This plan has been formulated in response our community’s feedback as well as what was identified during the validation process.