



School Name Star of the Sea School

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Contact Person Karen Bakon - Principal

Principal's Foreword

Introduction

Star of the Sea is a Catholic, co-educational primary school located in Cleveland overlooking Moreton Bay and Stradbroke Island. Cleveland is the oldest parish in Queensland with the first Church being opened in Dunwich, North Stradbroke Island. Being a relatively new school, the physical environments and the personalised, active and interactive learning were based on research and school visits within Queensland and in Sydney and Melbourne. As an innovative school, we are actively engaging students in their learning. We opened in 2009 with Prep to Year 3. We abide by a number of mantras including "we are building an expert team, not a team of experts", "we are about collaboration not competition" and our way of working "illuminates rather than limits, gives direction rather than destination."

In 2014, our enrolment was 298 students. In 2014, we have continued to host teams of Principals, Leadership, teachers and educational consultants from within the Archdiocese and interstate. They have been particularly interested in our flexible and contemporary learning environments, use of technologies and the motivation and engagement of all our students during Discovery Learning. Our theme for 2014 was "Reach out, Speak up" and our theme song was "Roar" by Katy Perry.

School Profile

Star of the Sea School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total student enrolments for this school 298

Total Enrolment 298 Girls 141 Boys 157

Characteristics of the student body

Our enrolment of 298 students includes 157 boys and 141 girls. The majority of our students live in the local area of Cleveland and Thornlands. 37 students travel from Stradbroke Island daily on the water taxi. A small number of students live in Thorneside, Ormiston, Wellington Point and Mt Cotton. The majority of our students live with both parents and both parents work. Currently, 7 indigenous students are enrolled, 10 children with English as a Second Language and 13 students with special needs.

The students are split into three house colours using Indigenous names for our water theme - Barinya, Elandra and Iluka.

The majority of our students who leave primary school enrol in Carmel College in Thornlands which is co-educational also.

Our distinctive curriculum offerings

Redlands Eisteddford for the first time in 2014 winning first place was our Junior Chior and third place our Senior Choir in their relevant sections. Our instrumental music program is undertaken by all students from Years 3 - 7. Currently, they may choose keyboard, drums, guitar or singing.

We have also implemented PB4L - Positive Behaviour for Learning- which assists in the maintenance of a safe and orderly environment. Kids Matter is a whole-school approach to improving children's mental health and wellbeing for primary schools. We are in our second year of the process which is based on respectful relationships. The program promotes social and emotional learning, working authentically with parents, carers and families and support for students who may be experiencing mental health difficulties. We also offer a range of co-curricular activities - before school, after school and at lunchtimes:

- Cooking
- Chess Club
- Cross Country training
- Fun Runs
- Basketball
- Netball
- Skipping
- Zumba and Hip Hop
- Robotics
- Sewing and Knitting

Extra curricula activities

These activities change each year depending on the interests of the students.

* Auskick * Soccer * Speech and Drama * Dance Fever * Cricket * Zumba * Skipping
* OzTag * Netball * Chess * Milo2Cricket * Robotics Club * Skipping * Art Club * Writing Club

How Information and Communication Technologies are used to assist learning

As a school, we have found that the use of such technologies not only prepares our students for real world situations, but it also provides opportunities for students to be involved in rich learning, that they find real and relevant. ICLTs have the abilities to be fantastic motivators and enablers for learning. Students are able to use various hardwares, such as iPods, iPads, laptops and cameras to assist them in demonstrating an understanding of concepts, in addition to assisting them in gaining a greater knowledge and understanding using tools that they feel comfortable with, and motivated to explore. At Star of the Sea, we have witnessed students become independent learners, as a direct result of technologies being embedded into our curriculum. Students exhibit reciprocal teaching skills and self help skills on a daily basis, when using technologies in their learning. We have had the opportunities to use ICLTs to assist students with learning difficulties within the classroom. iPad application technologies have been used to translate a non-writer's verbal understandings in texts, consequently producing work never produced by such students. Wireless technology is provided throughout and banks of student laptops, Ipad touches and Ipads are provided in each learning area. A digital portfolio also accompanies the report each semester.

Social climate inclusive of pastoral care and our response to bullying

Through the explicit teaching of social skills in each class, students learn important skills associated with getting along with others. Skills such as joining in, problem-solving, showing respect and including others form an integral part of the curriculum in all year levels, and students with particular social needs are given further intensive support from staff. One of the 3 school goals, 'Respect for Others', is consistently modelled and taught by staff, further promoting an environment that values each individual and the important role each member plays in the school. In addition to this, parenting support is offered by the Guidance Counsellor, both in the form of a series of informal information sessions on a range of topics, or individually as the need arises e.g. building self-esteem and resilience.

"Bounce Back" is a whole school program focussed on the building of resilience and promoting emotional and social well being. We have a Zero Tolerance to Bullying.

Parent, student and teacher satisfaction with the school

Annual internal reviews are undertaken with an external review conducted every five years. In 2014 the components reviewed were:

Prayer and Worship: "Liturgies, Sacraments and Prayer are well thought out, inspiring and deeply engaging."

Religious Identity and Culture: "Vision and mission proclaims commitment to a Catholic Christian life and culture."

Pedagogical Practice: "Teachers are committed to professional development and ensuring success for all learners"

Strategic Information Management: "Variety of communication modes used - Moodle, School Portal, Newsletter, Emails, Twitter, Feedback and Feedforward for students. Visual Behaviour Diamond, Parent/Teacher Conferences

Parent involvement in their child's education

Parents who have read, signed and abide by our Volunteer's Code of Conduct are warmly welcomed into the learning areas to support our students and staff. Parents are also involved in fundraising, the organization of social functions, attend our Parent Community Group meetings each month and provide feedback in many forms including survey responses for our annual internal reviews and 5 yearly external reviews.

Parents are kept well-informed via emails, newsletters, the school website and Moodle, our eLearning Portal. Regular communication with teachers about their child's progress is strongly encouraged. Parent education is also a strong focus. A parent library has been established and our Counsellor facilitates frequent sessions for parents on such topics as building self-esteem, building resilience, dealing with temper tantrums etc. Changes to our Home Reading philosophy and practice has also enabled greater involvement by parents to encourage their children to read for love, read for life and read for learning.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	16	11
Full-time equivalents	16	6.2
Indigenous	0	

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	0%
Masters	11%
Post Graduate Diploma/Certificate	5%
Bachelors Degree	79%
Diploma/Certificate	5%

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was \$ 82 000

The major professional development initiatives were as follows

- * Educating and working with Indigenous students
- * Religious Education
- * Learning difficulties
- * Workplace Health and Safety
- * ICLT
- * Contemporary Pedagogy
- * Literacy and Numeracy
- * Design Thinking Process
- * PB4L
- * Kids Matter

School Income by Funding Source

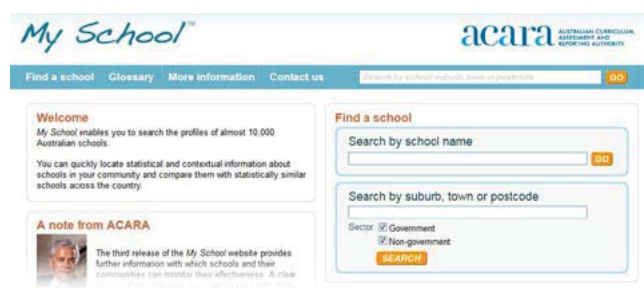
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Where it says 'Search by school name', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 98.71 % in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 100 % of staff were retained by the school for the 2014 year.

Key Student Outcomes

Whole School Attendance Rate	95	%
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Prep Attendance Rate	N/A		Year 4 Attendance Rate	96	%
Year 1 Attendance Rate	96	%	Year 5 Attendance Rate	96	%
Year 2 Attendance Rate	94	%	Year 6 Attendance Rate	94	%
Year 3 Attendance Rate	95	%	Year 7 Attendance Rate	93	%

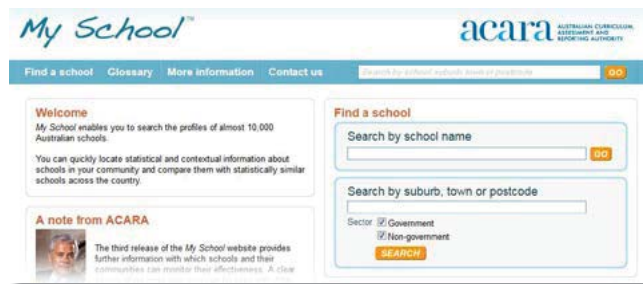
Policy and practice to manage student attendance

Class rolls are marked electronically 2 times per day. Parents are required to notify a child's absenteeism by phone, in person or in writing. Parents who have not notified are sent an SMS at 9:30am each day. Recording of attendance covers illness, appointments, family reasons, transport issues. At the end of each semester students with 100% attendance are recognized on assembly with a special award.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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