



## SCHOOL PROFILE

School name Star of the Sea School

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Contact person Veronica Tomerini-Smith - Principal

### Principal's foreword

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. Our school enjoys rich connections with the Star of the Sea Parish community, as well as the Indigenous community of Stradbroke Island. We are a Parish school that embraces a Marian charism with Our Lady being the patron of our school. Our school motto, 'May Christ light your way' is embraced in all aspects of our school life from the understanding that just as the stars provided light and life for sailors at sea, Mary is seen as our guiding light to Jesus. This is lived in our learning and teaching, as well as in our school's religious life, as we strive to illuminate rather than limit; and to give direction rather than destination. Our theme for 2017 was "Be Bold."

Star of the Sea is a relatively new school, welcoming foundation students in 2009. Our school facilities support personalised, active and interactive learning that is research based. As an innovative school, we are actively engaging students in their learning with proven teaching methodologies within our flexible and contemporary learning spaces.

### School facts

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: 205 Girls: 105 Boys: 100

## Characteristics of the student body

Star of the Sea School has 205 students enrolled from Prep – Year 6 inclusive of 100 boys and 105 girls. The majority of our students live in the local area of Cleveland and Thornlands. Students travel from Stradbroke Island daily on the water taxi with 20 students doing this in 2017. A small number of students live in Ormiston, Wellington Point and Mt Cotton. Our school community falls within a mid-socioeconomic banding with the majority of our students residing with both parents and with both parents employed. Currently, 5 indigenous students are enrolled, 10 children with English as a Second Language and 14 students with special needs. Approximately 71.2% of our student population identifies as Catholic. The students are divided into three sporting houses which each having an Indigenous name aligned to our water theme - Barinya, Elandra and Iluka. The majority of our year 6 students transition to Carmel College in Thornlands for their secondary education which is a co- educational college.

## Social climate

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, students are supported by our Guidance Counsellor. Additionally, the Guidance Counsellor offers parents support both in the form of a series of informal information sessions on a range of topics, parent retreats, or individually as the need arises e.g. building self-esteem and resilience. In week 7 of each term, our school participates in Well Being Week to promote activities to support mind, body and spirit. All in the community are encouraged to participate in activities that focus on the wellbeing of self and others. "Bounce Back" is a whole school program focused on the building of resilience and promoting emotional and social well being. This program is supported within whole school Kids Matter initiatives. Christian meditation occurs at the beginning of each school day and at the end of play breaks. Our behavior learning is supported by a five step process which was reviewed in 2017. We have a Zero Tolerance to Bullying.

## Curriculum - our distinctive offerings

At Star of the Sea School, our staff plan, teach and assess from the Australian Curriculum. As a Catholic school, the teaching of religion occurs within two dimensions including content from the Archdiocese of Brisbane Religion Curriculum P-12 and within the religious life of the school. Lighthouse Keeper's Projects' support the religious life of the school through fundraising and service. Each year level participates in one project each year which is linked to the Religion curriculum where possible eg SVDP Christmas Appeal. Team teaching occurs in each year level and supports a collaborative learning and teaching approach to curriculum design and delivery. All students are supported within a balance of classroom routines that support explicit instruction and differentiation across the curriculum. Students with identified learning and teaching needs are catered for with individualised programs. Monitoring of student learning occurs with the support of our Data Coach. Our Data Coach works collaboratively with teachers to analyse assessment information to assist in developing curriculum programs that offer precise and personalised instruction to each student. All students from Prep – Year 6 engage in Discovery Learning which is supported by a design thinking process. Discovery Learning is initiated from the Australian Curriculum. It enables natural connections across and within learning areas (e.g. History, English, RE, Science) to support authentic learning and teaching experiences for students. This process is inquiry driven, open ended and supports students to become collaborative, critical and creative thinkers. We offer specialist teachers/programs in the learning areas of LOTE (yr 5&6), PE and Music.

## **Curriculum - our extra curricula activities**

Our PE program is designed to exploit community expertise in delivery and is connected to extra curricular initiatives including school based teams for touch football and sport aerobics. In addition to school sporting teams, extra-curricular activities include Auskick, Speech and Drama, Skipping, Oztag, Netball, Basketball, Milo2Cricket, Rookies to Reds. We also offer a range of co-curricular activities - before school, after school and at lunchtime including: chess club, cross country training, fun run, netball, skipping, sport aerobics, robotics and mindful meditation.

## **Parent, student and teacher satisfaction**

Star of the Sea School has a positive reputation in the local community with regular accolades from the public about exemplar behaviour whilst in school uniform. Formal e.g. surveys and informal e.g. anecdotes reinforce the high degree of parent satisfaction with our school. Another forum is enrolment interviews and annual visits to our feeder kindys which also are avenues for feedback. Teacher satisfaction with the school is high based on such forums as the results of the BCEO Staff Survey and annual component reviews of our Strategic Plans. Students take great pride in their school adhering to our three goals Respect for Self, Respect for Others and Respect for our Environment.

## **Parent engagement**

Star of the Sea school has an active parent community with all parents members of the school Parent Community Group (PCG). This group supports initiatives and activities with either a community fundraising and/or fun-raising focus. Parent volunteers are welcomed in the learning areas and also to attend school events including liturgies, assemblies and masses. Communications with parents include email, newsletter, the school website and the Parent Portal. Regular communication with teachers about their child's progress is strongly encouraged. The Guidance Counsellor facilitates sessions for the parent community as identified including building self-esteem and resilience. Our school's reading philosophy and practice enables greater parent involvement with parents joining weekly before school reading. Each term, parents are invited to attend an open morning where each learning area showcases learning in a 'celebration of learning.'

## SCHOOL ACHIEVEMENTS

### **Achievements against 2017 annual plan**

In 2017, the school strategic plan identified goals with specific achievements in 1) Strengthening Catholic identity through initiating a focus on the Relationships and Sexuality Education (RSE) program 2) Using data to lead learning and teaching as evidenced in student progress and achievement towards SMART goals 3) Development of technology plan. The development of a focus team to plan the RSE program encouraged conversations to explore Catholic identity within our school context; these conversations were further enhanced by focused staff learning and reflection activities. A continued focus on actions to implement high yield strategies enabled the collaborative review of our school's data wall to enable monitoring processes to occur within focused data analysis sessions. Combining this with analysis of monitoring tools data to inform next steps teaching, supported learning progress for students towards identified SMART goals as part of teaching learning cycles. Review and Response processes were also used to support this progress. The engagement of a professional partnership with Literacy Solutions enabled a review of literacy routines and the development of whole school literacy approaches.

### **Future outlook**

Data evidenced in growth in student progress and achievement towards our 2017 SMART Goals in literacy supports the continuation of strategies into 2018 that intentionally focus on a 'strength based approach' with an explicit improvement agenda. A key strategy will be the introduction of purposeful, collaborative learning opportunities through 'WRAP conversations' that will occur within short term planning cycles. These will provide a 'wrap' of support through consistent analysis and use of data that clearly identifies the implications for the 'next steps' of teaching practice and includes 1) Explicit literacy routines that reflect expected and effective practices with precise and personalised pedagogy supporting differentiation. 2) Monitoring of growth of student achievement, teacher capacity. 3) Strategies to support a shared understanding of school strategies and goals. Professional partners will be engaged in the focus area of ICT to support the development of a digital strategy to inform resourcing and practice; this will also enable exploration of STEAM within curriculum programs.

## STUDENT OUTCOMES

Whole school attendance rate		94.00	%
Prep attendance rate	94.00	%	Year 4 attendance rate
Year 1 attendance rate	93.00	%	Year 5 attendance rate
Year 2 attendance rate	95.00	%	Year 6 attendance rate
Year 3 attendance rate	91.00	%	

### Management of non-attendance

Class rolls are marked electronically twice 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. This is followed up by a phone call to the parent if a response does not occur within a reasonable time frame. Parents are required to give notice in writing of any planned non-attendance. Recording of attendance covers illness, appointments, family reasons, transport issues.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	440.22	431.30	511.67	505.60
Writing	426.39	413.60	454.52	472.50
Spelling	416.78	416.20	484.52	500.90
Numeracy	392.17	409.40	487.91	493.80

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	20	14
Full-time equivalents	18.05	6.12
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	3
Post Graduate Diploma/ Certificate	
Bachelor Degree	16
Diploma/Certificate	1

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 55,036 .

The major professional development initiatives were as follows:

Learning and Teaching: Literacy Solutions: Professional engagement supporting literacy routines involving focused PD sessions (P-2 and 3-6), coaching and mentoring (including feedback); SRSS (Reporting); Spelling and Phonics (David Hornsby); Maths Lab PD; Seven Steps to Writing Success; LI and SC (BCE EO); ICT: Digital Skills including staff portal; Staff spirituality: Iconography; RSE; Behavior Learning: PB4L; 5 Step School Behaviour Support PD; Well Being: Kids Matter (each term with specific focus areas); Anxiety and Resilience (Staff and Parent Sessions)

**Average staff attendance rate** The staff attendance rate was 95.55 % in 2017.

### Proportion of staff retained from the previous school year

From the end of the 2016 school year, 94.0 % of staff were retained by the school for the 2017 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'

Find a schoolSearch website

Go

**School sector** ^

- All
- Government
- Non-government

**School type** ^

- All
- Primary
- Secondary
- Combined
- Special

**State** ^

- All
- NSW
- Vic
- Qld
- SA
- WA
- Tas
- NT
- ACT

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.