



Our Lady Star of the Sea School

Ocean Grove

2021

Annual Report to the School Community

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Minimum Standards Attestation

I, Kerryn Sells, attest that Our Lady Star of the Sea School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

05/04/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

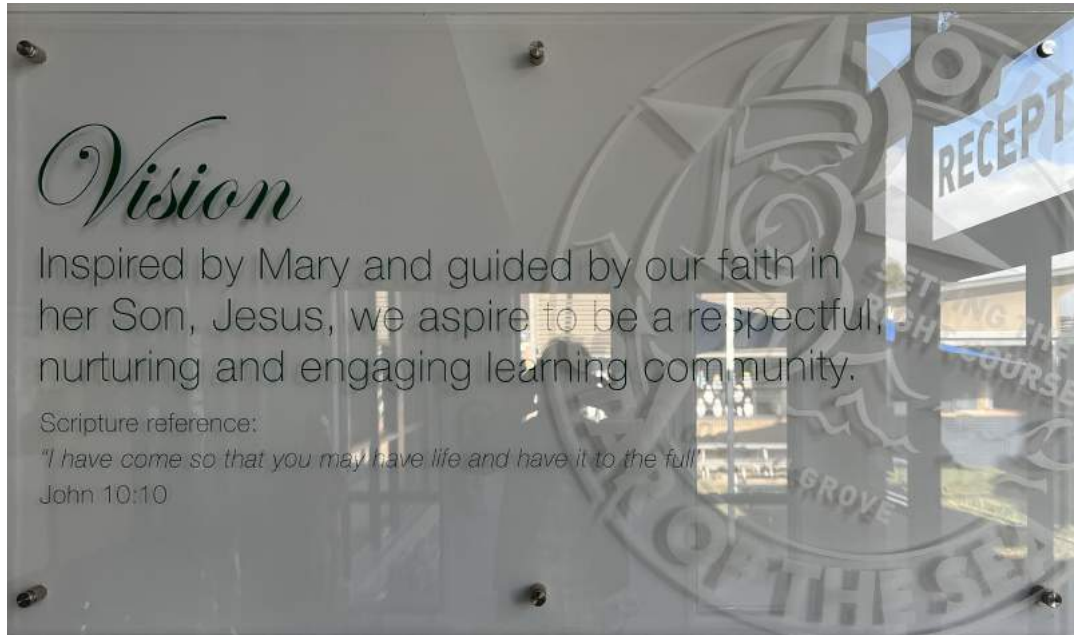
Our School Vision

Inspired by Mary and guided by our faith in her Son, Jesus, we aspire to be a respectful, nurturing and engaging learning community.

Scripture Reference

"I have come so that you may have life and have it to the full".

John 10:10



School Overview

Our School

Our Lady Star of the Sea Catholic Primary School is one of two primary schools (P-6) situated within Holy Trinity, Parish, Queenscliff, in the Archdiocese of Melbourne. St Aloysius, located in Queenscliff, is our sister school. Our Lady Star of the Sea Church is a two-minute walk from the school. Parish and school links are a vital aspect of the life of the local Church. The school offers experiences that encourage children and families to participate in parish activities, which help to promote a sense of identity and belonging.

Our School's Philosophy

Our Lady Star of the Sea School nurtures a welcoming and respectful atmosphere and promotes a spirit of cooperation. The ethos of Star of the Sea School is one that is modelled on the life and teachings of Jesus Christ and the traditions of the Catholic Church. Our Lady Star of the Sea School takes inspiration from Jesus and his mother, Mary. Our learning and teaching philosophy centres around the child, their needs and interests. Parents and carers are encouraged to be learning partners, contributing to class and school activities. The school recognises the family as the initial teacher in faith education and fosters the child's ongoing faith development. The Religious Education program, which encourages faith and life connections, coexists with and complements the school program based on the Victorian Curriculum.

School Population

In 2021, we have 570 students and 333 families, accommodated in twenty-four class groups housed in seven distinct hubs or learning areas. Teachers plan for and teach across all students in the hub.

Our Students and their families

Students come from Ocean Grove, Barwon Heads and surrounding areas. Students at Our Lady Star of the Sea School come from a prominently Anglo-Saxon background. The country of birth data indicates that 98.6% of students were born in Australia and 85% of our students are baptised Catholic. A very small percentage of families are active within the parish setting. The school facilitates the sacramental preparation programs for these Sacraments, which are celebrated in our Parish Church. Opportunities for School Partnerships Students have access to private music and tennis lessons. Support agencies provided through National Disability Insurance Scheme and Psychologist services are able to be accessed. Before and after school care can also be accessed on-site through Kelly Club.

Our Teachers

Forty-four teaching staff members, and 20 non-teaching staff, are engaged in learning and teaching and administration roles. All teachers are qualified and the majority of teachers have Religious Education Accreditation qualifications. Non-teaching staff are trained and qualified for their roles.

Our School Facilities

Features of our school facilities include child-friendly playgrounds with climbing equipment, passive play areas, sun shade areas, shared learning spaces, a multipurpose hall, an outdoor learning classroom and barbecue enclosure, an amphitheatre, hard court areas, grass areas and the use of the adjoining Shell Road Oval Sporting Complex, the Aquatic Centre and tennis courts. Technology is used as a learning tool across the curriculum and is complemented by a well-resourced library.



Principal's Report

As Principal of Our Lady Star of the Sea School, I am committed to the Vision of the school which aspires to be a respectful, nurturing and engaging learning community. We continue to be inspired by the gospel message, "I have come so that you may have life and have it to the full. (John 10:10)

In promoting the school as being a quality Catholic School, living out the gospel values and the qualities of Mary, the Mother of Jesus, I encourage all members of the learning community to continually reflect and consider, "Are we being faithful to our vision?"

In 2021, our theme "Reach for the Stars" saw us trial our new Positive Behaviours for Learning with the values of "We are Respectful, We are Safe, We are Responsible." As a whole staff we continued to collaborate and engage in the matrix to further ensure shared expectations and consistency.

Throughout 2021 and still living with the uncertainty of the pandemic, we continued to place the student at the centre of all learning and decisions, in order for them to continue to grow in their learning and flourish. Our organisational structure with hubs and the strengths of our team and collaborative approach ensured we again provided a quality, differentiated and engaging learning platform for students to ensure we are improving learning outcomes for our students and therefore enabling them to flourish.

families Prep-6 during remote learning. During our times on-site we found we were able to provide extra curricula learning opportunities at various times throughout the year such as all camps, excursions and sporting events.

The passion, commitment and integrity of all the staff continues to be truly valued. Whether we were onsite or remote with the learning, all staff are to be commended on the nurturing and care shown at all times. I feel so blessed to work with such a wonderful team.

Our students continue to make us proud with their enormous respect, resilience, flexibility and grit they showed throughout this year. It was wonderful to see them engaged in their learning and strive to reach for the stars in all aspects of school life. The Naplan results both in Year 3 and 5 were also pleasing and a credit to the students, teachers and families.

In May, we officially opened our major building project and this created a new energy in the community as we enjoyed these facilities. In November, we also saw the completion of our Outdoor learning centre and barbecue enclosure which will further enhance our work in the outdoor learning space and our community events.

All in all, during 2021 we further endorsed Respectful Relationships are the best relationships.

We also continue to make visible to all, in our actions, the 8 characteristics from the Horizons of Hope document. As a Catholic learning community we are learners who:

- honour the sacred dignity of each person
- embrace difference and diversity
- engage with the deep questions of life
- commit to achieving the highest standards possible
- search for truth
- build a culture of learning together

- honour equitable access and opportunity for all
- make a difference in the world



Parish Priest's Report

At the centre of our learning community at Our Lady Star of the Sea is the well-being of each child as a unique individual, but more than that, as a child of the God whom we call Love.

There is a saying: 'Work is love made visible,' and the incredibly hard work that our teachers and support staff undertake shows the enormous love and care they put into their work. It's not just a job, it's a true calling.

Academic achievement is not the whole picture. This is evident in the ways our students are taught to care for creation, to respect and care for one another, and to contribute to the greater community. Through daily prayer and the sacraments, our children are encouraged to dive below the surface to a deeper part of their being, to find the power of God's caring love that can sustain them through life.

Our many wonderful families also make a great contribution through the Parents and Friends, the School Advisory Council and other ways.

The Mission Fete and the fantastic completion this year of the major new building project are just two of the many successes we can celebrate.

Words cannot express my admiration for Ms Kerry Sells and her amazing team. Congratulations on another successful year, and sincere thanks to all.

Rev Darien J Sticklen BDiv (Hons)

Parish Priest

School Advisory Council Report

I am pleased to provide a chairperson's report on behalf of the School Advisory Council (SAC) for 2021. I thank the council members for their time, patience, and wisdom. Their contributions enabled seamless management of the council in a challenging second year of the COVID 19 pandemic and navigating the education and well-being of the young minds at Our Lady Star of the Sea, Ocean Grove.

One New Learning Hub and a Multipurpose Centre - completed in mid-May 2021. The 'Orange Hub' provides four new classrooms, a hub, and a breakout office. The Multipurpose Centre caters to a range of activities, indoor sport, art, drama, after-school care, and gathering space for the school community.

Morton Dunn Architects beautifully designed the project; special thanks go to Timothy Perks and his team and the builder, Magellan Projects, who delivered a high-quality building in a timely manner. Many thanks to Catholic education Melbourne (CEM) for their support and the State Labour Government for the significant funding of the building \$2.0M, making this new \$3.35 build possible.

Outdoor Learning Centre - The Outdoor Learning Centre project, funded with a generous contribution from the PFA \$20K, Federal Government, Libby Coker MP \$6K, and Building donations of \$16K. The Outdoor Learning Centre will be named in honour of our past principal Rhonda Boyd for her tireless work and commitment to education and sustainability during her many years of tenure at OLSOS. The facility will allow teachers to engage in outdoor education and includes BBQ facilities for the school community.

Grounds and Maintenance - We thank Mark Monohan, who has continued to keep the Grounds and Maintenance under control alongside the mowing team. I encourage all parents to take the opportunity to volunteer and OLSOS working bees next year. An excellent opportunity to meet other parents, staff and share a BBQ with your fellow helpers. Kids are welcome too.

Governance - Under the school's new governance structure, all school policies and SAC terms of reference were reviewed and adopted to align with the Melbourne Archdiocese Catholic Schools (MACA) requirements. The new Finance Manager, Natalie Cooper was engaged and systems updated to ICON, MACS network for catholic schools. The school and office team are commended for adaptability and upskilling over this significant implementation.

PFA - The Parent and Friend's association mapped out a full year of activities for the school; many could not proceed due to restrictions imposed by the COVID pandemic.

The ANZAC Day Care Box with student letters delivered and warmly received by many local Veterans and their families.

Finally, I want to take this opportunity to thank everyone involved in Catholic Education. The tireless efforts and dedication of our principal, teachers, non-teaching staff members, and volunteers, alongside our parish priest Father Darien Sticklen are greatly appreciated.

It has been an absolute pleasure to serve on this council for just over five years, but it is now my time to depart. The OLSOS leadership team, Kerry Sells, Paul Anderson, and our spiritual guide Father Darien Sticklen have been an incredible team to work alongside. I sincerely thank all past and present board/council members for putting their hand up and saying I care and for caring for our students, school, and community. All the best, Our Lady Star of the Sea.

Many thanks,
Briony Darcy



Education in Faith

Goals & Intended Outcomes

Goal: To enhance the Catholic identity of Our Lady Star of the Sea as an engaged, living and flourishing, faith community in the Church and world of today.

Intended Outcomes

That Catholic culture strengthens and the school learning community commits to enact our vision as disciples of Jesus.

Key Improvement Strategy

Strengthen teacher capacity both theologically and pedagogically to confidently educate in faith. Continue a dialogical approach to nurturing student's faith and building community connections as dimensions of all aspects of faith formation, wellbeing and learning.

Achievements

- Our Vision Statement continues to be the touchstone, a fundamental feature, of our school operations and culture. It encourages, enables and challenges staff, students and parents to embrace and enact our Vision and thus, enhance our Catholic culture.
- Continued implementation of Remote Learning technology and programs to support student learning in Education in Faith during periods of Remote Learning, due to Covid.
- During Remote Learning, teachers across all levels worked together to facilitate the needs of our students and parents, whilst maintaining key elements of our Education in Faith program, especially prayer.
- All teaching staff took part in the Care for Creation Prayer Experience; By engaging in dialogue, through a Pedagogy of Encounter, teacher understandings of Education for Sustainability, learning design in RE and cross curriculum links from a Catholic perspective were increased.
- Staff were invited to conversation about the rituals in our Catholic story and personal expression in regard to the theological concept of Spirit.
- In response to feedback, an Education in Faith Overview for the whole school was developed and further broken down to take into account each levels Achievement Standards and Learning Outcomes. This is to ensure that each level has a common Scripture thread and

theme woven throughout the whole school.

- Wherever possible, the community engaged in opportunities for engagement in liturgy and ritual such as a whole school focus on Stations of the Cross, Advent Liturgies and special events throughout the year.
- In response to interruptions from Covid, students in Year 3, 4 and 5 received the Sacraments of Reconciliation and First Eucharist which were enacted in adjusted formats.
- The students in Year 6 celebrated the Sacrament of Confirmation. Fr. Darien, our Parish Priest, was delegated to confirm the candidates.
- We continued to build a positive, supportive and collaborative relationship with our Parish Priest, Fr Darien Sticklen.

VALUE ADDED

- The MACSSIS School Data Survey was undertaken in 2021. Results from teaching staff indicated a very positive response to Catholic Identity. In the following responses, results are all higher than compared to 2019:
- MACSSIS 2021 (Teaching) Staff Survey
- Catholic Identity (14.1) School leadership invites discussion on the Catholic ethos of the school - 85% positive
- Catholic Identity (14.2) How clearly the school leadership team communicates the Catholic beliefs and practices underpinning the policies and practices of the school (97% positive)
- Catholic Identity (14.3) How clearly staff understand Catholic beliefs and practices underpinning the policies and practices of our school (97% positive)
- Catholic Identity (14.7) The supportiveness of the school leadership team in integrating Religious Education with other curriculum areas (100%)
- Catholic Identity (14.8) How often prayer takes place at community events such as staff meetings, school assemblies, and family gatherings (100%)
- Catholic Identity (14.9) The extent to which respect for Catholic beliefs is emphasised at our school (100% positive)
- Catholic Identity (14.10) The extent to which respect for religious belief in general is emphasised at our school (95% positive)
- Catholic Identity (14.11) How important staff participation in prayer is at our school (100% positive)
- Catholic Identity (14.12) How important staff leadership of prayer is at our school (100% positive)

- Catholic Identity (14.14) The extent to which the Catholic Church's liturgical seasons are woven throughout the school year (95% positive)
- Catholic Identity (14.15) How often our school makes time to pray in rich and meaningful ways (95% positive)
- All school gatherings involving staff, students and families begin with an acknowledgment of country and invitation to prayer.
- The school community, led by the Social Justice Action Group, were able to plan and conduct our annual Mission Fete. Given the limitations in which we had to conduct our Mission Fete, due to Covid, it was a remarkable example of collaboration, creativity, persistence and determination. Working within our Covid restrictions, the students and staff planned, organised and worked in levels to enjoy the many activities that were possible to conduct at that time. We were overjoyed and surprised by the results of our efforts as we continue to support the community of Bulbula in Ethiopia. Our Social Justice actions also extended to supporting our local organisations, Caritas and Mercy Works.
- In the lead up to Easter in 2021, the whole school was invited to go on a walk to explore the Stations of the Cross (take part in Way of the Cross Prayer) which were designed by the Year 5 classes.
- We are aware that our school needs to be distinctively Catholic. Our annual Christmas Concert had a focus on the Nativity story (told by Preps).
- Wherever possible, we came together to celebrate Liturgy. For example, staff engaged in a Beginning of Year Mass which included our sister Parish School.
- We have continued to build a collaborative and positive working relationship with Fr Darien Sticklen as he grows into his role as Parish Priest and is an inspiring, spiritual leader.

Learning & Teaching

Goals & Intended Outcomes

Goal

Goal To provide learning opportunities that challenge, engage and empower all to be confident and successful learners in all environments.

Intended Outcomes

That student engagement and teacher relationships strengthen.

That student outcomes reflect high levels of learning growth across the curriculum, particularly in English and Mathematics.

Key Improvement Strategy

Build staff capacity to design, implement, embed and reflect on agreed, consistent and effective pedagogy using personalised learning approaches.

Develop practices that explicitly build students' capacity to be fully engaged and have positive learning dispositions.

Achievements

Continuation of learning from the classroom into the home due to COVID.

Adapt and consolidate Remote Learning technology and programs to support student learning from home.

Greater implementation of Google Meets to support face to face student learning either individually, small group or whole class during remote learning.

Continuation of Learning Sprints with students on PLP's during remote learning, ensuring ongoing differentiation.

Provide onsite learning support for "at risk" students as required and with Covid safe regulations.

Ongoing provision of feedback to support and progress students as they worked remotely.

Ability to provide smooth transition, quickly, into Remote Learning, ensuring students felt well prepared and confident with learning from home.

Ability to adapt to the learning landscape as the duration of lockdown extended and the needs of students, families and teachers changed.

Opportunity for parents to have greater involvement and understanding of their child's learning and the process of learning.

Participation by all classroom teachers in Inquiry Learning professional development in, with Liz Hockey and Janene Bassegio from MACS, consolidating teacher capacity and quality teaching.

Continuously monitoring shared evidence of learning outcomes and using both at a Hub and school level.

Provision of professional learning opportunities in whole school initiatives (ie Big Write) for new staff to ensure consistent approaches at all year levels.

Working with students to establish personal academic goals in literacy and numeracy.

Provide real time feedback to students during class time.

Focus on the importance of student engagement, through the development of an aligned approach to Inquiry Learning.

Continued development of a Data Plan through professional development for the Leadership Team with Bradley Guise in Data Literacy. Collaborative staff meetings around this professional development.

Online Mathematics professional development with Michael Minas and Rob Vinderhouts, by Numeracy Leaders in collaboration with classroom teachers.

STUDENT LEARNING OUTCOMES

2021 was another Covid interrupted year for all students and whilst our 2020 Remote Learning Program had been very successful, there was an opportunity for this program to evolve. The move to more "live teaching" opportunities through Google Meets, was welcomed by students and their families. Teachers identified that the need for face to face communication with students was required to maintain engagement with learning and to provide differentiated support closest to that which can be provided in the classroom. The balance of "live teaching" and independent work through slides, allowed flexibility for families and supported different learning styles.

Those students considered at risk academically, had the opportunity to complete academic tasks onsite. As in 2020, most students indicated that learning at school was preferable because of the interaction with teachers and peers, to consolidate understanding.

MACSIS Data indicates that we are meeting our goals of: implementing, embedding and reflecting upon agreed learning practices, as well as student outcomes reflecting high levels of learning growth. In 2021, 82% of teaching staff believed their schools professional learning opportunities were closely aligned with the School Improvement Plan. 80% of teaching staff believed professional learning was designed in response to learning needs and 80% felt their own practices had improved through professional learning from 2019. In the Collective Efficacy domain, 87% of teaching staff believed that teachers help students to learn at a high level, to meet challenging standards. In the rigorous expectations domain of Student data, 84% of students agreed that teachers had high expectations of them. 95% said teachers encouraged

them to do their best and 87% of students said teachers took the time to explain work. From the Learning Disposition domain, 71% of students felt confident they could work out ways to get their school work done well.

In 2021 we were fortunate enough to again be able to complete NAPLAN online, having missed 2020 due to Covid. However, due to continued periods of Remote Learning, not all assessments identified on our Assessment Schedule were completed.

Our Naplan data indicates that our Year 3 students are above state level in: Writing and Numeracy, however we have exceeded the National level in all areas. Our Year 5 student data indicates our students are above state level in all areas: Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

When looking at the growth of our Year 5 students from their Year 3, 2019 Naplan results, we met the expected growth point level (between 74-79 points) for Reading, Spelling and Numeracy. We matched the State Average in Reading (76) and we were above the State Average in Writing, Grammar & Punctuation and Spelling, which was well above the state average growth point.

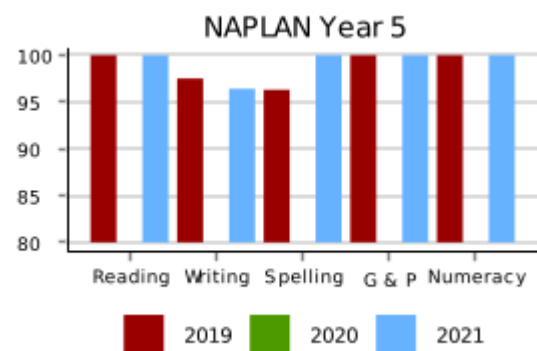


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.7	-	-	100.0	-
YR 03 Numeracy	98.7	-	-	100.0	-
YR 03 Reading	98.7	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	96.3	-	-	100.0	-
YR 05 Writing	97.5	-	-	96.4	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To strengthen personal, emotional and social key competencies and capacities of all to enable and support positive relationships and behaviours.

That students develop as responsible people with positive growth mindsets.

Achievements

During Remote Learning we ensured we found ways to stay connected, implemented a whole school wellbeing day and checked in with families regularly.

Ensured clear agreed and supported structures around managing behaviours continued

Whole school approach to Restorative Practices continued

Enhanced a consistent practice and use of Circle Time by incorporating the Respectful Relationships curriculum, to develop social and emotional learning and build positive relationships

Attendance at online Key Contact Meetings as a Lead School in Respectful Relationships

Implemented Berry Street strategies across the school including the use of strengths based language, positive behaviour management strategies, character strengths and values

Enhanced all staff capacity to increase engagement and improve student self-regulation, growth and academic achievement through introduction of the Berry Street Education Model training Day 4 - Character

Identified the shared values of Our Lady Star of the Sea for whole school Positive Behaviour for Learning: We are Respectful, We are Responsible & We are Safe.

Implemented Positive Behaviour for Learning Expectations and drafted Behaviour Management Flow Charts (Classroom & Playground)

Continued to make more explicit to students the connection between gospel values and wellbeing values

Continued to refine and evaluate student voice practices including understanding of their personal capacities to influence their own growth and that of others. The Respectful Relationships curriculum, Prep-6, was used to further explore this.

Continued to promote student voice and choice to increase student engagement eg Respect Day with the theme of Inclusion and student leadership opportunities, particularly with every Year 6 student

Presentation weekly of awards to students which include character strengths and stem from our Catholic values of Gratitude, Respect, Hope, Kindness, Forgiveness, Fairness, Zest, Persistence, Resilience, Getting Along and Love of Learning

Continued to engage as a Lead School in the Respectful Relationship initiative with a focus on curriculum.

Continued to monitor, review and follow policies including the Pastoral Care, Wellbeing, Achievement Program, Respectful Relationships and Child Safety policies and practices.

Updated Child Safety Policies and procedures in line with MACS (Melbourne Archdiocese Catholic Schools)

Healthier choices at our canteen were embedded

VALUE ADDED

Implemented a student centred Remote Learning program with a focus on relationships, connection, engagement and wellbeing

Established a shared philosophy, expectations and commitment to building positive relationship (discipline), for staff, parents and carers, through the implementation of "Positive Behaviour for Learning" with particular focus on identifying the shared values of our school community

Enacted Pastoral Care Policy and updated our Student Wellbeing Handbook and Cyber Safety practices

An experienced, qualified and capable Student Wellbeing Leader and a supportive Student Wellbeing Core Team led the commitment to Student Wellbeing

Ongoing professional learning and network opportunities which were held online for the Wellbeing Leader and the Respectful Relationships Team

Student voice and choice promoted, acknowledged and incorporated within the curriculum and day to day activities to increase student engagement.

Student leadership opportunities and student action groups continued

Regularly provide opportunities for Parent Education with information sharing through our newsletter

An explicit focus on physical activity, both onsite and through our Remote Learning Program

Provided a Camp Program for students in Years 3 - 6.

Student participation in the National Day of Action Against Bullying and Violence

Student participation in the Barwon Area Respect Cup.

STUDENT SATISFACTION

The Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) survey was conducted by Staff, Students and Families in 2021. We also used local data such as: remote learning surveys, quotes/reflections/feedback from students, parents and teachers, qualitative comments on different types of learning.

Our students have indicated that their teachers hold them to high expectations of their efforts, understanding, persistence and performance. (Rigorous Expectations - Increase from 78% (2019) to 83% in 2021.)

When compared with 2019 data, students report a stronger social connection with teachers (Teacher/Student Relationships).

The School Belonging domain, (How much students feel they are valued members of the community.) has increased from 79% (2019) to 81% in 2021. Student perceptions of the social and learning climate (School Climate Domain) of the school has increased in 2021.

In 2021 students have reported a higher perception of their physical and psychological safety. (Student Safety)

In the Enabling Safety Domain, students' perceptions of their access to and quality of staff support in order to feel connected, safe and respected while at school improved by 10 percent from 2019.

This increase in safety is also reflected in our Family data, with parent perceptions of student safety increasing by 12% in 2021 compared to 2019 data.

Families' perceptions of how well a school matches their child's developmental needs (School Fit) increased 5% percent to 86% in 2021. The School Climate domain, which measures families perception of social and learning climate of the school increased to 92% in 2021.

STUDENT ATTENDANCE

At Our Lady Star of the Sea school the attendance register used is in electronic form (SIMON) and has provision for recording the attendance of students for each calendar year.. Teachers maintain an attendance register and record student attendance for each student at least twice per day as well as any reason (given or apparent) for a student's absence. Class Teachers or Level Support

Parents/guardians/carers are required to notify the school by 9am of the reason for any absence from school on the day of absence. Teachers will email or phone the parents/carers by 9.30 am that day if a student hasn't arrived and no explanation has been given. If a response is not received within 30 mins the school administration staff to follow up. If contact cannot be made with the parent, contact should be made with the emergency contact/s nominated on the student's file held by the school. If there is still no response the Principal or a designated representative (eg. Deputy Principal) will follow up with MACS Wellbeing, DFFS or Victoria Police.

During Remote Learning due to COVID, teachers continued to monitor attendance through the online check ins. A register was also kept for students attending on-site learning during this time.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.8%
Y02	94.4%

Y03	93.4%
Y04	94.0%
Y05	95.1%
Y06	92.2%
Overall average attendance	93.8%

Goals & Intended Outcomes

To develop and sustain our Child safety practices ensuring an organisational culture of Child Safety is everyone's responsibility.

Achievements

Our Lady Star of the Sea Primary School is a Child Safe School. We promote the safety, wellbeing and inclusion of all children.

Compliance with the necessary Child Safety standards and continued to embed child safety policies & procedural documents to incorporate aspects relating to the following:

- Embedded our action plan with the seven standards of child safety into our everyday practice.
- Further embedded changes to the Working With Children Checks
- Revised our Child Safety Policy inline with MACS (Melbourne Archdiocese Catholic Schools)
- Revised our Child Safety Code of Conduct in line with MACS
- Updated our Protect - Identifying and Responding to Abuse procedures
- Updated our Child Safety Risk Register
- Devised and implemented a risk management plan specifically for COVID-19 and working with children online and worked through this with staff and communicated protocols to students and families.
- Defined the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under our care
- Defined the school responses to allegations of child abuse and child-related misconduct by employees & volunteers
- Defined the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Staff members participated in briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy are implemented.
- Ensured Child safety is an agenda item at every Staff Meeting.
- Staff members participated in a variety of training initiatives and briefings including:
 - On-line Mandatory Reporting Modules

- Protect - Responding to Suspected Student Sexual Offending
- Gender & Identity: Positive Gender Relations
- The Respectful Relationships curriculum was used Prep-6 to support student participation and empowerment strategies.
- Continued to embed the School's Child Safety Policy & Code of Conduct
- Reportable Conduct Scheme Requirements were adhered to.
- Further embedded our Organisational Duty of Care and risk management plan including for excursions and camps.
- School Attendance Requirements were met
- Continued to actively engage the school community in all aspects of Child Safety
- Prep enrolment sessions in small groups were held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'
- The school's Child Safety Strategy was communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and Website
- Students participated in the Barwon Area Respect Cup
- Student participation in the National Day of Action Against Bullying and Violence
- Implemented our Positive Behaviours for Learning whole school approach
- Ensured students have 24/7 access to a child safety tab located on our student desktop

Administrative and resource practices to ensure recruitment and performance management processes were implemented to not only identify the most suitable candidates to undertake 'Child Connected Work', but also to foster continual improvement in Child Safety practices. This was implemented through the following:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators including a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers
- Detailed records to support the screening and ongoing supervision of any individual require to undertake 'Child Connected Work' was maintained



Leadership & Management

Goals & Intended Outcomes

To grow and sustain a culture that is characterised by clarity of purpose, professional engagement and a focus on high performance and continuous improvement.

That the culture of professionalism continues to strengthen and underpin all school practices.

Achievements

- leading the school community through the COVID-19 pandemic and remote learning
- completion of the Capital Works project: a Multi Purpose Hall and 4 classrooms.
- completion of the Outdoor Learning centre including an outdoor classroom and barbecue enclosure
- participating in the Leading Improvement for Learning with Bradley Guise as a Leadership Team.
- promoting faith and life connections
- supporting an integrated curriculum approach and inquiry learning practices
- enabling structures that allow for collaboration and teamwork amongst staff
- being compliant with child safety standards to embed child safety requirements
- transitioning to New Governance
- transitioning to ICON

The Leadership Team ensured that:

- New MACS policies were edited, adopted and shared
- The transition to ICON was smooth.
- Communication was frequent and clear to staff and families during the challenges of the COVID-19 pandemic and throughout the year.
- A clear, consistent approach to remote learning was again implemented Year Prep-6.
- agile leadership was evident based on feedback from all stakeholders in the community as we endeavoured to ensure every student grew in their learning and remained connected. An example of this was increasing live teaching sessions daily.
- the organisational structure of the school allowed for teamwork and collaboration and sharing of strengths.
- shared expectations and consistent approaches to contemporary learning Prep -6 continued.
- opportunities for shadowing, mentoring and coaching were provided.
- accountability and responsibility to achieving goals was evident, with protocols and shared

expectations for effective team collaboration defined.

- outdoor learning opportunities increased
- The newsletter and website continued to be platforms for sharing policies and procedures and school news.
- teacher 's voice was encouraged within the decision making process when appropriate.
- responsibilities were shared by all.
- engagement and growth of all students with the goal of 12 months growth was monitored.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Catholic Education Office Melbourne Professional Learning Activities: Principal Networks and Principal Network with Louise Rennie and Lucy Carroll, Parish Priest and Principal Briefings, Religious Education Leaders Network, Deputy Principal Network, Learning & Teaching Network, Literacy and Mathematics Networks, ICT WESTech network meetings, Leading improvement for for continuous improvement with Bradley Guise and developing a Data Literacy Plan. Reporting, Assessment and Moderation, Sustainability Kids Teaching Kids, Ongoing Reading Recovery sessions, Students With Disabilities and Learning Diversity Services Briefing, Learning Diversity Leader Networks, NCCD Network meetings, Cert IV Learning Support Officers Training, Respectful Relationships Lead School Key Contact Meetings, Community of Practice Meetings, Leading Languages Program- implementation. EMC 3 Project Mathematics, MACS Critical and Creative Thinking MACS Outer West sustainability,

School Based Professional Learning : Technology coaching, mentoring, In light of COVID 19 extra technology learning from each other continued with Google Meet, making teaching videos using YouTube private channels, See Saw, Google Classroom. COVID-19 training module, School based protocols and Risk Management Plan for Remote Learning. Religious Dimension-Scripture and sacraments. Care for Creation, The Big Write catch up for new staff, Soundwaves PD Disability Standards Modules completed by new staff. Apple Classroom in house training, Apple PD - iPad in the classroom First Aid and CPR Training, Management of Anaphylaxis Training and Asthma Training, Mandatory Reporting eLearning Module, Emergency Management Training, Occupation and Health Training. Diabetes level 3 and 4 training. Cystic fibrosis training.

Other: Google Design Thinking, Apple Teacher. Educating for Sustainability ,Community art PD, Big Write Assessment. Literacy Strategy groups, Literacy Circles PD, Augmented Reality. Reciprocal teaching, 12 Steps to engaging readers PD, Big write planning and practice. Michael Minus series Junior PL. Michael Minus series of senior PL, Close reading, Literacy Connect. Understanding PAT Apple Early Years Play PD, PRT seminar x 4, Well being and Gardens PD, Apple Literacy PD, Apple Numeracy PD, Naplan Data and Reporting , E10 with

Macs,

Administration Professional Learning: Finance Cluster Meetings, Payroll training, ICON implementation and learning.

Number of teachers who participated in PL in 2021

61

Average expenditure per teacher for PL

\$244

TEACHER SATISFACTION

Our MACSIS 2021 data showed a positive endorsement from staff in areas such as Instructional Leadership, Self and Leadership Relationships, Support for Teams, Collective Efficacy, Student Behaviour and School Climate. This perception data was very affirming particularly in light of the continued unpredictable times. Our culture is also one of Empathy and high expectations which staff value.

The collaborative approach we take to all learning at Star of the Sea, sees teachers really valuing the support for teams and the ownership and accountability of all in the team, as we facilitate learning for our students. Drawing on the strengths of each other in this approach also increases staff morale, and we are truly a "learning community." Staff also positively endorsed that the School Leaders are clear about the purpose of the staff's work as a team to improve teaching and learning. Staff also endorse strongly that the school's resources, processes and procedures align with our School Improvement Plan and there is good collaboration around this.

Parent feedback was valued along the way and their responses on our MACSIS 2021 surveys value our teachers and continue to positively endorse in the areas of School Fit, Communication, Engagement in Student Learning and School Climate.

Student Feedback showed students positively endorsed their relationship with their teachers and how strongly teachers care about them and their future. They strongly feel teachers have rigorous expectations. Teachers continued to ensure extra curricula activities continued at different times and really enjoyed creating connection opportunities with their students which built on their positive relationships. Students also truly value the student leadership structures at school and the effort the teachers go to with this.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

84.2%

ALL STAFF RETENTION RATE

Staff Retention Rate

93.6%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	14.3%
Graduate Certificate	3.6%
Bachelor Degree	85.7%
Advanced Diploma	32.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	45.0
Teaching Staff (FTE)	39.4
Non-Teaching Staff (Headcount)	24.0
Non-Teaching Staff (FTE)	22.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

To enable our culture of learning partnerships to flourish.

Intended Outcomes

That student learning is enhanced through strengthened family and community partnerships.

Key Improvement Strategy

Continue to strengthen all learning opportunities through authentic parent and community engagement and partnerships.

Achievements

Despite the ongoing impact of COVID restrictions and lockdowns once again in 2021, our school was still able to embrace school and home/community partnerships and harness the connections and relationships that we have worked hard to build with our school community over a long period of time. Continuing to maintain connections with our school community was a huge priority during Remote Learning and when we returned to a more normal mode of schooling.

Some highlights included:

- Continuation of our purpose built Remote Learning online platform during times of lock down
- Parent engagement in their child's learning
- Return of some school excursions, incursions and as well as school camps after cancellation due to COVID in 2020
- Return of Mothers and special ladies night after COVID interruption in 2020
- Regular Google Meets and video check ins with students and families during lock down periods
- Return of Face to Face Parent Teacher interviews
- Healthy Heroes school visit by Geelong Footballers
- Year level based Christmas concerts
- Year 6 Graduation
- Year level End of Year celebration with students and families
- The completion of our outdoor learning centre and BBQ space, a welcome addition to help cater for community events held by the school.

School life returned to some level of normality for periods of time during 2021 which allowed students and parents to participate in activities which were cancelled throughout 2020 due to COVID. The return of school camps in Term 3 and slowly welcoming back small numbers of parents and carers for school events was a reason to celebrate.

A highlight of 2021 was our annual school based Mission Fete day which raised over \$10,500 for Bulbula and Catholic Missions Australia.

In 2021, our school once again undertook the Catholic Education School Improvement Survey (CEMSIS), after this survey was cancelled in 2020. Despite the dramatic impacts COVID had on many areas of school and life, our School Community results still displayed positive results. Highlights include:

- * 89% positive endorsement - Family response to school climate' Overall for School Climate.

Sub domain field: 93% positive - How welcome do you feel when you enter the school

- *Family Communication Domain - 83% positive endorsement

- * 91 % positive endorsement for Catholic Ethos and 93% positive respect for Catholic Religion emphasised.

- * 89% positive endorsement school climate Domain overall.

Sub domains 90% - feel welcome, approachable and welcoming

- * 74% positive endorsement - How well does the school support you to engage your child's learning (Family Engagement domain,)

- *93% positive - How welcome do you feel when you enter the school (School climate domain)

- * Barriers to engagement domain - Sub domain 'Engagement opportunities' 97% positive endorsement

- *School climate domain - sub domain: Approachable staff and Principal - 93% & 96% positive.

PARENT SATISFACTION

In 2021, it was evident through our MACSIS survey data and other feedback, that parents and carers have shown a further increase in the already positive perception data relating to satisfaction with the school. This is very positive, particularly with the COVID factor over the last two years. The areas of overwhelming satisfaction which showed parents positively endorsing the school were: **School Fit, School Climate, Communication, Parent Voice, School Support and Student Safety.** Communication showed a significant increase and with the challenges of COVID, families felt that the communication from teachers and leadership was beneficial as it was shared calmly and offered clarity, support and reassurance. The new and improved platforms for communication are also very parent friendly.

In relation to parent voice, we also engaged with the MACS new Terms of Reference for our School Advisory Council and strengthened further this important aspect of working closely and in partnership with families, which they value.

During both remote and onsite learning, students felt positively engaged with the student learning and appreciated the welcoming nature of the school. There is a strong sense of respect from parents to teachers and vice versa. Parents and carers generally feel comfortable to approach their child's teacher, staff members or the Principal as required.

Feedback particular to Remote Learning via emails and verbal communication, endorsed the support from teachers and the consistent, user-friendly learning platform provided for Year Prep-6. Feedback was also taken onboard to have more "Live teaching sessions" and teachers

responded by providing 2-3 sessions a day, which the parents communicated they were truly grateful for, and it made a huge difference to their child's learning. This increase of teachers connecting online, ensured the learning was engaging and students continued to grow and learn.

In 2021, parents very positively endorsed that the School Fit of Our Lady Star of the Sea matches their child's development needs.

