



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Our Lady Star of the Sea School

13 - 29 John Dory Drive, OCEAN GROVE 3226

Principal: Kerryn Sells

Web: www.staroceangrove.catholic.edu.au

Registration: 1833, E Number: E1325

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 Apr 2024

About this report

Our Lady Star of the Sea School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best. I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simon
Executive Director
Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

Mission Statement:

We inspire faith-filled students who authentically respond to the Gospel Values.

We foster a diverse community that values inclusion, compassion, empathy and daily mission living in order to make a difference

We value collaboration and high expectations to grow our students and instil a love of learning.

Our personalised teaching approach empowers each individual to flourish.

We nurture authentic leaders with a global perspective; developing empathy and understanding for cultural, environmental and social justice issues.

We embrace differences and create an inclusive learning environment, cultivating respect and kindness.

We gratefully acknowledge the good in our lives and strive for a welcoming, supportive, and safe community.

We are stewards of creation and show responsibility for the environment and actively care for creation.

School Overview

Our Lady Star of the Sea Catholic Primary School, nestled in Holy Trinity Parish, Queenscliff, is part of the Archdiocese of Melbourne, alongside its sister school, St Aloysius. With a strong emphasis on community ties, we foster connections with the nearby Our Lady Star of the Sea Church, promoting participation in parish activities for a sense of identity and belonging.

Our philosophy revolves around creating a welcoming and respectful environment promoting a spirit of cooperation and empathy, inspired by Jesus Christ and Catholic traditions. Central to our approach is "The Star Way," prioritising student-centred learning with a focus on individual needs and interests. Success for all is key, ensuring all students learn and grow within supportive year-level hubs. There's a commitment to enhancing student agency, preparing our students for active citizenship in a modern, technological world. Recognising parents as primary educators, the school encourages their involvement in shaping their children's education and faith development.

With a student population of 595 and 393 families in 2023, the school operated across twenty-seven classes grouped into seven hubs. Serving students mainly from Ocean Grove, Barwon Heads, and surrounding areas, the demographic is predominantly Anglo-Saxon, with the majority being baptised Catholics. Despite limited active involvement in the parish, we facilitate sacramental preparation programs and offers partnerships for additional services like music and tennis lessons, as well as support through agencies like the National Disability Insurance Scheme.

Employing forty-nine teaching staff and twenty-three non-teaching staff, all qualified and many with Religious Education Accreditation, we ensure a dedicated team for both academic and administrative roles.

Our facilities cater to holistic development, and include child-friendly playgrounds with climbing equipment, passive play areas, sun shade areas, shared learning spaces, a multipurpose hall, an art room, 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 integrated into learning across the curriculum and is complemented by a well-resourced library.

In summary, Our Lady Star of the Sea Catholic Primary School prioritises respectful relationships, community engagement, student-centred learning, and holistic development, fostering a nurturing environment rooted in Catholic values and modern, evidence based, educational practices. Through strong parish connections, differentiated teaching methods, and robust facilities, we aim to empower students for success in both academic and personal spheres.

Principal's Report

As Principal of Our Lady Star of the Sea School, I am committed to the Vision of the school and encourage all members of the learning community to reflect and consider in all we do, "Are we being faithful to our vision?"

In 2023, Our Lady Star of the Sea School embraced the theme "Beacons of Hope." This theme saw us embark on a journey of compassion and community engagement whilst providing quality education to our students to ensure success and growth for all. From spreading Christmas cheer to embracing diversity, promoting mental health, implementing authentic sustainability practices and fostering reconciliation, our school community exhibited unwavering dedication to making a positive impact.

As a community, our culture of empathy, consistency and shared expectations creates an environment where mutual respect thrives.

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, placing the student at the centre of all learning and decisions and improving learning outcomes, therefore enabling each individual to continue to grow and flourish. Our leaders across the school engaged in an intensive instructional coaching course, committed to supporting and building capacity of all staff in delivering quality learning and teaching.

In the realm of education, our school continued to prioritise holistic development. The further integration of visual arts into the curriculum empowered students to explore creativity and self-expression, fostering cognitive, emotional, and social growth. Additionally, the completion of bike shelters and the upgrade to the master plan and grounds reflected our commitment to providing a conducive learning environment for all students.

Sports achievements further highlighted our students' talents and sportsmanship, with notable victories in State football and Runners Up in State Mixed Netball championships. Camps and extracurricular activities provided valuable learning experiences, while initiatives such as the Solar Buddy Program empowered students to become global citizens, addressing issues of energy poverty and social injustice.

Mental health and well-being remained a priority, with the implementation of programs like Tuning Into Kids and Lunch Time activities aimed at nurturing positive mental health practices. The official recognition as a FIRE Carriers school underscored our commitment to reconciliation and Indigenous cultural awareness.

Leadership opportunities empowered students to become agents of change, with Year Six students demonstrating exemplary leadership qualities and commitment to making a difference in their school and wider community. The collaborative creation of a school mural

in partnership with First Nations artists celebrated cultural diversity and promoted meaningful connections.

The passion, commitment and integrity of all the staff continues to be truly valued.

Our students continue to make us proud with their enormous respect, resilience, love of learning and kindness.

As we reflect on the achievements of 2023, we are filled with pride and gratitude for the collective efforts of our students, staff, and community members. Together, we have illuminated the path of learning, hope, compassion, and understanding, embodying the ethos of "Beacons of Hope" and inspiring positive change not only in the lives of our students and learning community but also, in the wider world.



Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To enrich the identity of Our Lady Star of the Sea through fidelity to the school's vision and values

To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.

Intended Outcomes:

That liturgy, prayer and knowledge of the scriptures are integral to our Catholic identity and values

That learning in faith is recontextualized for students, to create meaning and relevance to their own lives and that of others e.g., To be a Fire Carrier School

That staff knowledge and confidence around contemporary approaches to RE teaching, assessment and Catholic Social Teaching is increased

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. Regularly throughout 2023, all staff read and reviewed the Vision Statement in the context of what information was being delivered or task undertaken. In light of this, our theme for the 2023 school year was 'Beacons of Hope'.

During Staff Meetings and through a Pedagogy of Encounter, teacher understandings of scripture, learning design in RE and cross curriculum links from a Catholic perspective were increased;

- Staff participated in a Way of the Cross prayer around Indigenous Stations of the Cross. Using a range of prompts, there was time given for personal reflection and consideration of how this prayer can be applied in all year levels
- Facilitated by the RE Leader and Rose Thomas, an RE Consultant from MACS, there was a revision of the three strands of learning and the achievements in the RE curriculum. Staff explored some effective tools that can be used for assessment in RE. This was further considered during a Term 2 Staff Meeting where staff were supported

to build confidence in using the Achievement Standards and moderation in RE. Next steps towards their own learning in regards to moderation and assessment in RE were identified

- Facilitated by Sacred Heart College in Geelong and guest presenters such as Sr Cathy Solano and Fr Richard Leonard, a small number of staff attended Circle of Mercy Professional Development sessions which explored interculturality and our call to be witness to hope. In addition, a small number of teaching staff also attended a number of sessions titled 'Nostra Aetate: Interfaith Conversations for Today'
- In order to integrate our Term 3 teaching units around our connected world - Mission, all staff engaged in a Staff Meeting designed to engage them in prayer, exploration of scripture, Catholic Social Teachings and a practical activity related to our call to Mission
- A full Staff Faith Development Day at the Mary MacKillop Heritage Centre Melbourne focused on Mary MacKillop's outreach to the poor, her charisma and inspiration, qualities, and how that relates to our school community. Furthermore, two staff members; the RE Leader and Principal undertook a five day pilgrimage where they were immersed in the truly inspirational, faith filled life of Mary as they traced her life across Victoria and South Australia ending in Adelaide
- Advent and Christmas were considered in 2023 in light of information about Advent, Matthew's Nativity story and Christmas traditions. Staff learnt about The Jesse Tree and how it could be implemented for students in classrooms.

The Teacher Accreditation Platform (TAP) facilitated by MACS was used to record and track staff participation in gaining and maintaining accreditation in Religious Education.

Students and staff from each year level attended and participated in at least two Parish Masses, further strengthening our links with the community.

The Uluru Statement was reflected upon through prayer and related questions developed to take to a Parish Forum.

In 2023 we proudly became a 'FIRE (Friends Igniting Reconciliation through Education) Carrier School'. The Fire Carrier Project is to promote respect, fairness and inclusion for Aboriginal people.

An Education in Faith Overview for the whole school was developed and further broken down to take into account each level's Achievement Standards and Learning Outcomes. This was to ensure that throughout the year, each level had 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 Holy Week, Advent Liturgies and special events throughout the year such as the Feast Day of Saint Mary MacKillop.

In a continued tradition, the whole school celebrated Mission Week culminating in a Mission Fete Day raising money for a community in Bulbula.

All school gatherings involving staff, students and families began with an acknowledgment of country and invitation to prayer. A range of prayer types were explored such as Visio Divina and Christian Meditation.

Conferred by the Most Rev Martin Ashe DD VG and supported by Fr Darien Sticklen, the students in Year 6 celebrated the Sacrament of Confirmation.

We continued to build a positive, supportive and collaborative relationship with our Parish Priest, Fr Darien Sticklen. He attended Sacrament information sessions with students and parents in the lead up to Sacramental celebrations.

The Religious Education Leader attended Western Region Network meetings each term in order to continue religious formation and build capacity as a leader in the Catholic identity of the school.

Value Added

In 2023, our school participated in Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS).

Results from student survey data indicated a very positive response to Catholic Identity. In this domain, results rose from 55% to 63%.

In particular, 10.1 (how often teachers present Catholic beliefs and practices in a way that makes sense to you?) rose from 61% in 2022 to 72% in 2023 and 10.5 (how often the class prays together) rose from 63% in 2022 to 89% in 2023.

Staff survey data in the Catholic Identity domain remained consistently high at 89% positive with the MACS average being 75%.

For families, their perception of engagement with the overall Catholic Identity of the school dropped slightly from 72% in 2022 to 69% in 2023, still above the MACS average of 64%.

Learning and Teaching

Goals & Intended Outcomes

Goals:

To enrich the identity of Our Lady Star of the Sea through fidelity to the school's vision and values

To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.

To build agency by giving all learners the tools to make choices and take action in their learning.

Intended Outcomes:

That instructional models of teaching are supported by coaching and mentoring by school leaders and peer observation and feedback

That instructional models for teaching are embedded in daily lessons and are supported by coaching and mentoring by school leaders and peer observation and feedback

That there is a clear focus on the collection and collation of data, particularly in the areas of Literacy and Numeracy.

That the capacity of classroom teachers will develop best practice with a whole school approach to learning and teaching

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



Achievements

At Our Lady Star of the Sea, the student is placed at the centre of all learning. The school's organisational framework facilitates collective and collaborative teacher planning, with a Learning Support Teacher and Learning Support Officers assigned to each year level or Hub, to ensure this learning is differentiated and takes place in a welcoming environment. Professional Development and programs are implemented to ensure the growth of the whole child.

- Professional Development in Aboriginal Perspectives to build staff capacity and forging understanding and relationships with the Wadawurrung community, further supported by Artist in Residence classes with Norm Stanley and MACS.
- Promotion of Indigenous culture and reconciliation via the FIRE Carriers program, with initiation of our first FIRE Carriers.
- Ongoing Professional Development for Senior and Middle School leaders in Instructional Leadership, facilitated by Trish Gooch.
- Expanded opportunities for shadowing, coaching, and mentoring at both Hub and school-wide levels, along with the implementation of the Instructional Playbook with supporting, evidence based strategies.
- Prioritising coaching opportunities across all curriculum areas within the Hub.
- Ongoing professional growth through weekly staff meetings and specialised Literacy and Numeracy Professional Learning Teams.
- Advancing evidence-based teaching techniques, particularly in Mathematics, through whole-school professional development sessions led by Michael Minas. Further PD through MACS at a whole school level, to support implementation appropriate for our student learning.
- Facilitated learning with staff during staff meetings and Professional Learning Teams on the Five Pillars of Literacy Development: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
- Ongoing Professional Development in Student Agency with Dr Jenni Wilson.
- Implementation of learning dispositions practices across the school to foster higher-order thinking skills in students and enhance learning outcomes.
- Introduction of the Elastik data platform to facilitate class and year-level data tracking, enabling informed teaching decisions based on effective evidence-based practices.
- Expansion of outdoor learning experiences with a focus on environmental appreciation, promotion, and sustainability practices.
- Further integration of the Indonesian Scope and Sequence lessons to enhance the progression of the Indonesian Language Immersion Program.
- Hosting the Indonesian Language Speaking Competition for Geelong schools, both primary and secondary.
- Collaboration with teachers from our Indonesian sister school through hosting and joint projects.

- Sustained commitment to student well-being through the integration of positive education principles into the school culture.

Student Learning Outcomes

In 2023, the National Assessment Program scale changed, to map student outcomes onto proficiency standards with 4 levels of achievement. These levels are Exceeding, Strong, Developing and Needs additional support.

Exceeding: exceeds expectations

Strong: meet challenging but reasonable expectations

Developing: working towards expectations

Needs additional support: not achieving the learning outcomes expected and require additional support.

Both our Year 3 and 5 results indicate the the majority of our students sit within the Strong proficiency levels in all subjects. This was followed by the Developing and Exceeding proficiency levels, with very few students in the Needs Attention band, over all test areas.

In Year 3, Reading had the highest number of students achieving the Exceeding proficiency, followed by Numeracy and Spelling. In Writing, the largest percentage of Year 3 students were in the Strong proficiency, with a number of these students on the scale score cusp for Exceeding.

In Year 5, Reading again had the highest number of students achieving the Exceeding proficiency, followed by Spelling and Writing. For Numeracy, the majority of students were in the Strong proficiency, with the second largest number of students in Developing, but again many were close to the cusp of Strong at the time of testing.

Those students who Naplan identified as the Needs Attention proficiency, had already been identified by the school and participating in intervention programs to support learning. The fact so few of our students fell within the Needs Attention level is attributed to the structure of the school which supports the Three Tier level of instruction and additional teacher support for differentiation.

These results support our belief that our lowest academic performing students are well supported and moving into the Developing proficiency. They also support our commitment to extending more students beyond the Strong proficiency into Exceeding. The school structure of a Learning Support Teacher and Learning Support Officers in each year level, underpins this learning. Professional Learning in the area of Numeracy continued to be priority for our school, with continued refinement of practises as the year progressed.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	53%
	Year 5	480	57%
Numeracy	Year 3	413	67%
	Year 5	475	65%
Reading	Year 3	428	84%
	Year 5	493	74%
Spelling	Year 3	409	63%
	Year 5	477	63%
Writing	Year 3	422	83%
	Year 5	486	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals:

To enrich the identity of Our Lady Star of the Sea through fidelity to the school's vision and values

To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.

To build agency by giving all learners the tools to make choices and take action in their learning.

Intended Outcomes:

That the school wide approach to wellbeing continues with a continuous emphasis on supporting students through an embedded culture of positive education.

That student engagement and teacher relationships strengthen.

Achievements

Throughout the year, our focus on holistic development within our Catholic context included:

Implementing and reflecting on school-wide approaches that connect wellbeing, learning, and personal growth.

Fostering a Student Wellbeing Core Team to drive initiatives across all hubs and leadership levels.

Maintaining compliance with child safety standards throughout our operations.

Conducting various wellbeing programs, interventions, and community events to promote child safety awareness.

Implementing initiatives such as Positive Behaviours for Learning, Restorative Practices, Respectful Relationships, Kimochis Education, eSmart, Ride to School, Walk to School, and the National Day of Action Against Bullying and Violence.

Emphasising Growth Mindset through our inquiry focus.

Further embedding clear structures for managing behaviour, particularly Positive Behaviours for Learning.

Consistently utilising Circle Time across the school.

Promoting student voice and leadership opportunities, especially among Year 6 students.

Continuing the school-wide implementation of Restorative Practices and Berry Street strategies, emphasising strength-based language and positive behaviour management.

Awards system based on character strength and values of Gratitude, Respect, Hope, Kindness, Forgiveness, Fairness, Zest, Persistence, Resilience, Getting Along and Love of Learning.

Inducting students into the FIRE Carrier project to promote respect and inclusion for First Nations people.

Implementing the Mental Health In Primary Schools Leader and program.

Providing Parent Education with Tuning Into Kids and managing Big Emotions and Anxiety.

Refinement and clear pathways provided to staff on our School Referral Procedures.

Value Added

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

Introduction of a Mental Health in Primary Schools Leader

Ongoing professional learning and network opportunities for Student Wellbeing Leader and Mental Health in Primary Schools Leader

Enhancement of student leadership opportunities and student action groups (Take Charge)

Refinement of our School Referral Procedures

Staff Professional Learning in the area of Mental Health

Introduction of Daily Lunchtime Activities

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

Students and Teachers commissioned as FIRE Carrier leaders

Parent Information Session - "Helping Your Child Regulate BIG Emotions"

Provided parent education by running the Tuning Into Kids Program

Conducted Student/Parent information session supporting Personal Development

Student Satisfaction

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2023 data indicated:

Our students have indicated that their teachers hold them to high expectations of their efforts, understanding, persistence and performance. (Rigorous Expectations - 81%)

The strength of the social connection between teachers and students, within and beyond the school continues to strengthen, particularly for our Year 6 students. (Teacher/Student Relationships 78%)

How much students feel they are valued members of the community continues to be strong. (School Belonging 78%)

The extent to which students feel they have opportunities to have an impact on their school is particularly strong for our Year 6 students at 74% (Student Voice)

Our Families' perceptions of the social and learning climate of the school is strong. School Climate (90%)

Student Attendance

Staff record attendance twice daily. Once at the start of the day (9am) and once at the start of the afternoon session. (2pm)

The classroom teacher or the Specialist teacher is responsible for recording the Attendance record using the SIMON platform.

Parents/guardians/carers are required to notify the reason for any absence before 9am in one of the following ways:

(i) online using the Parent Access Module (PAM)

(ii) electronically by emailing the class teacher

(iii) by telephoning the office

If Parents/Guardians/Carers use the Parent Access Module (PAM) to notify the absence, the reason for absence must be recorded.

If a student is absent without explanation by 9:30am, the parents receive an automated text message advising of the unexplained absence and prompting to record absence in PAM or contact the school office via phone.

In the event this communication remains unsuccessful the school (either class teacher, Learning Support Officer, Learning Support Teacher or Office staff) contacts the parent/guardian by phone for an explanation as soon as possible on the day of absence.

In the event this communication still remains unsuccessful, a subsequent attempt to contact

individuals identified as the student's emergency contact is made. The school makes all reasonable attempts to determine the location and wellbeing of the student.

Information about the number of days of absence are recorded on student files and on student reports by the classroom teacher.

Records of Absence are stored on the SIMON platform.

Where the rate of absenteeism is of a concern, the school will follow up with the parents/guardians and will include a discussion with the Principal.

Average Student Attendance Rate by Year Level	
Y01	90.4%
Y02	89.2%
Y03	90.4%
Y04	89.4%
Y05	88.7%
Y06	89.0%
Overall average attendance	89.5%

Leadership

Goals & Intended Outcomes

Goals:

To enrich the identity of Our Lady Star of the Sea through fidelity to the school's vision and values

To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.

To build agency by giving all learners the tools to make choices and take action in their learning.

Intended outcomes:

That an instructional model of coaching is adopted for all leaders

That instructional models of teaching are supported by coaching and mentoring by school leaders and peer observation and feedback

That leadership capacity is built to provide teaching staff structured coaching and mentoring conversations around the school's pedagogy and instructional models.

That opportunities are provided for staff dialogue around professional goals that are aligned with our School Improvement Plan

That our school embraces a culture of learning where communication and technology platforms are effectively used to support authentic partnerships with all stakeholders

Achievements

In 2023, significant strides were made in leadership and educational development within our community:

Capacity Building in Instructional Coaching: Our Leadership Team, Curriculum Leaders, and Learning Support Teachers engaged in an intensive course focused on Jim Knight's evidence-based instructional coaching model, enhancing their ability to support staff effectively.

Personalised Professional Development: All staff were provided opportunities to pursue coaching, mentoring, and shadowing aligned with their individual goals, fostering personal and professional growth.

Cultural Competency Enhancement: Staff received training to build their knowledge and confidence in Aboriginal and Torres Strait Islander People Education, contributing to a more inclusive learning environment.

Goal-Oriented Professional Learning: Teachers identified individual and hub goals as part of their personal professional learning plans, fostering a culture of continuous improvement.

Collaborative Curriculum Development: Our organisational structure prioritised collective and collaborative teacher planning teams, ensuring a differentiated curriculum with students at the centre.

Valuing Distributive Leadership: We continued to prioritise distributive leadership, valuing the voices of all staff members in decision-making processes.

Enhanced Communication Channels: Clear channels of communication were strengthened, reinforcing our strong sense of community and ensuring transparency.

Child Safety Compliance: We remained committed to compliance with child safety standards, embedding necessary requirements throughout our operations.

Policy Review and Implementation: With guidance from MACS, we ensured a clear suite of policies that were regularly reviewed and made available to all stakeholders.

Consistent Learning Approaches: Shared expectations and consistent approaches to contemporary learning from Prep to Grade 6 were emphasized, promoting continuity and coherence in our educational practices.

Student Growth Monitoring: We monitored the engagement and growth of all students, striving for a goal of 12 months' growth annually to support each student's progress.

Family Engagement: We actively engaged with families through initiatives such as the School Advisory Council and Parents and Friends Association, fostering collaboration and partnership in our educational endeavours.

These achievements reflect our ongoing commitment to excellence, collaboration, and student-centred learning within our community.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Catholic Education Office Melbourne Professional Learning Activities:

Principal Networks and Principal Conference, Parish Priest and Principal Briefings, Religious Education Leaders Network, Deputy Principal Network, Student Wellbeing Network , Learning Diversity Leader Networks, Learning & Teaching Network with Bradley Geise and Developing a Data Literacy Plan, Literacy and Mathematics Network meetings, ICT WESTech network meetings, Sustainability Kids Teaching Kids, , NCCD Network meetings, Child Safe Standards Briefings, Cert IV Learning Support Officers Training & PD, Respectful Relationships Lead School Key Contact Meetings, Community of Practice Meetings, Leading Languages Program- implementation MACS Critical and Creative Thinking, Science & Aboriginal cultures PD, Learning for Sustainability PL, MACS Infrastructure servicing, National Catholic Conference, Mary MacKillop Pilgrimage, Mental Health & Wellbeing PL, Work Cover Training. Union representative training CEMEA consultative committee training.

School Based Professional Learning :

Instructional coaching for Leadership and Curriculum Leaders with Trish Gooch, Michael Minus Mathematics and Differentiation, PD Multiplicative Numeracy thinking, Exploring Numeracy. See Saw and Google Classroom training. Teachers as co-learners, Religious Dimension: Scripture and Sacraments. Advent in the year of Matthew/Mark. Walking in the Footsteps of Mary Mackillop PL whole staff. Critical & creative Thinking. Helen Christensen Aboriginal & Torres Islander perspectives PD, Connecting to country. SOLAR science of Reading PL via Literacy Leaders, Teaching the Great Southern Ocean, Communities of practice with Resource Smart Schools Tier 3 training, SoundWaves PL. Little dreamers PL, Disability Standards Modules completed by new staff. Apple Classroom in house training, Apple PL - iPad in the classroom.

First Aid Level 1&2 and CPR Training, Anaphylaxis and Asthma, Mandatory Reporting eLearning Module, Diabetes level 1,2,3 training. Cystic fibrosis training. Emergency Management Training Dynamic E Learning. LSO/LST Mathematics intervention. Teacher and LSO MacqLit training, Dr Karen Mapp- Family engagement, Jenni Wilson - student agency and Dispositions and Critical and Creative Thinking, Sensory Regulation Workshops.

Other: Google Design Thinking, Apple Teacher. Educating for Sustainability , Dyslexia e learning, Science of Reading e learning, Mathematics mindset - Jo Boalar, The Big Write catch up for new staff. Big Write Assessment PD. Big write planning and practice. Literacy Strategy groups, Literacy ,RSS workshop, Naplan training - Eastern Hub, Berry Street.

Expenditure And Teacher Participation in Professional Learning	
These diverse learning opportunities reflect a commitment to continuous professional growth and the holistic development of educators within the Catholic education community	
Number of teachers who participated in PL in 2023	49
Average expenditure per teacher for PL	\$773.00

Teacher Satisfaction

In 2023, our MACSSIS data revealed a strong endorsement from staff across various areas including Professional Learning, Support for Teams, School Climate, Staff-Leadership Relationships, Student Safety, Instructional Leadership, and Feedback. This positive perception data significantly exceeds the MACS average, indicating a high level of satisfaction and affirmation within our community.

Our culture at Our Lady Star of the Sea is characterized by empathy and high expectations, values that staff deeply appreciate. We embrace a collaborative approach to learning, where both teaching and non-teaching staff equally contribute to supporting teams and fostering accountability. This collective effort not only enhances staff morale but also creates a vibrant "learning community" where everyone's strengths are valued.

Staff strongly endorse the clarity of purpose provided by school leaders in improving learning and teaching. They also appreciate how resources, processes, and procedures align with our School Improvement Plan, fostering effective collaboration.

Student feedback on MACSSIS reflects continued growth, with students expressing a strong sense of belonging, positive school climate, and supportive relationships with their teachers. They appreciate the rigorous expectations set by their teachers and value opportunities for student leadership. Overall, students take pride in their school and recognise the efforts of teachers in enabling these opportunities for growth and development.

Teacher Qualifications	
Doctorate	0.0%
Masters	19.3%
Graduate	3.5%
Graduate Certificate	1.8%
Bachelor Degree	52.6%
Advanced Diploma	14.0%
No Qualifications Listed	8.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	57
Teaching Staff (FTE)	50.5
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	26.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals: To enrich the identity of Our Lady Star of the Sea through fidelity to the school's vision and values

To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.

Intended Outcomes:

That learning in faith is recontextualized for students, to create meaning and relevance to their own lives and that of others

That student leadership is authentic and contributes towards whole school decisions.

Achievements

In 2023, Our Lady Star of the Sea engaged in a variety of enriching community activities:

Whole School Art Show: A vibrant Arts Trail showcased outstanding artwork from students in Year Prep through Year 6, accompanied by live music and delicious food.

Festive Season Endeavours: Students and staff participated in heartwarming activities including visits to elderly homes, performances at Carols in the Park, and assembling Christmas hampers for those in need. Year Five students assembled 28 hampers for St Vincent de Paul through generous donations and fundraising efforts.

Diversity Day Celebrations: The school celebrated Diversity Day, emphasising inclusion and acceptance within the community.

Mural Project: Collaborating with Norm Stanley and FIRE Carrier students, a mural depicting native bird life and plants with indigenous names was completed, enhancing student knowledge and awareness of indigenous culture.

Covenant of Actions Implementation: The school continued to implement its Covenant of Actions (Reconciliation Action Plan), raising awareness of the Fire Carriers Program and inducting student and staff representatives as Fire Carrier ambassadors.

Parish School Links: Various initiatives strengthened links with the parish community, including statement of the heart voice sessions and sacrament celebrations. A Kindness

Initiative saw Year Four students write Christmas cards and letters distributed at the church, strengthening connections with the parish community.

Sustainability actions remained a big focus including National tree planting within our school grounds and being part of the I Sea I Care Education.

Parent Education workshops offered including Tuning Into Kids sessions and Managing Big Emotions sessions.

Broader Community: The school also celebrated Indonesian Day, hosted and maintained sister school connections with Bali and hosted the Victorian Regional Indonesian Speaking Competition with 180 students and participated in the ANZAC Day March.

Sporting Achievements: The school achieved notable success in sports, becoming Victorian State champions in boys AFL football and State runners-up in mixed netball.

Charity and PFA Events: Students participated in Jump Rope for Heart, Project Compassion, and Easter raffles for Caritas. The Parents and Friends Association organised various activities including Mothers and Fathers Nights, school discos, and the Arts Trail.

Parent Engagement: Parent evenings, including events such as the Piano Bar, Year Level catch ups via the parent liaison role in each year level, Working Bees and Welcome Picnic fostered community engagement and collaboration between parents and the school. We continue to have a very active School Advisory Council and Parents and Friends Association.

These activities reflect Our Lady Star of the Sea's ongoing commitment to community engagement, inclusivity, cultural awareness, and being an outward facing school, which contributes to holistic student development.

Parent Satisfaction

In 2023, it was evident through our MACSSIS survey data and other feedback, that parents and carers continue to feedback positive perception data relating to satisfaction with the school. The areas of overwhelming satisfaction where parents positively endorsed the school were: School Fit, School Climate, Communication, and Student Safety. School Climate is the families' positive perception of the social and learning climate of the school. The increase in positive endorsement of communication perception data reflects the continued improvements we make to our communication channels.

We also continued to actively engage with our School Advisory Council and Parents and Friends Association. This important aspect of working closely and in partnership with families, is truly valued by all stakeholders.

There is a strong sense of respect from parents to staff and vice versa. Parents and carers generally feel comfortable to approach their child's teacher, staff members or the Principal as required.

Regular, positive feedback about the nurture and care school staff show for students and learning opportunities provided is received with appreciation.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.staroceangrove.catholic.edu.au