



# 2023

## T ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr John Barton

Web: [www.olssdbb.catholic.edu.au](http://www.olssdbb.catholic.edu.au)





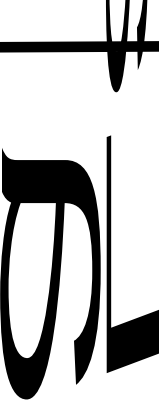
allowed parents to contribute to decisions and initiatives that directly impacted their children's education and well-being.

The school continued to uphold its reputation in the local and wider community, leveraging social media and the Compass communication hub to promote its achievements. Overall, 2023 was a year of active participation for parents at Our Lady Star of the Sea School.

### Student Body Message

As students at Our Lady Star of the Sea, Terrigal, we value our time here. We thank our dedicated teachers who offer tailored support for all our needs.

The Student Leadership led weekly assemblies, welcomed special guests and provided school tours. We relished the opportunities to lead and inspire our peers. Our involvement in events such as the Open Day for Parents allowed us to showcase the unique aspects of our school, sharing firsthand experiences with visiting families and highlighting what makes our school so



## School Features

---

Our Lady Star of the Sea Catholic Primary School is a coeducational school for 560 students. Operating on a three-stream K-6 model, with an additional fourth stream class in the Kindergarten cohort, our school caters to Catholic families residing in Terrigal and surrounding suburbs within the Terrigal - Erina Parish boundaries. Established in 1979 in the heart of Terrigal, opposite the Skillion and The Haven, the school later relocated to its present location on Serpentine Rd, Terrigal. Situated amidst a rural backdrop, coupled with its commendable educational outcomes, our school is highly sought-after on the Central Coast, maintaining robust enrolment demands fuelled by its stellar reputation and success in the wider community.

In 2023, we introduced the Parent Advisory Council, replacing the former Parents and Friends group. Comprising parent representatives from all grades, this

# Student Profile

---

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 253   | 315  | 18     | 568            |

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.







## Catholic Identity and Mission

---

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists



# Curriculum, Learning and Teaching

---

# Student Performance in Tests and Examinations

---

## NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program

- 
- 
- 
-



## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### Initiatives promoting respect and responsibility

Our commitment to fostering respect and responsibility remained central to the ethos of our Kids Matter program. We continued to engage students in four key areas to reinforce these values, integrating them into both classroom lessons and extracurricular activities:

Respect and Responsibility for the Environment: Emphasising the importance of environmental stewardship, students learned about the significance of proper waste



By focusing on these four pillars of respect and responsibility, we aimed to nurture well-rounded individuals who not only excel academically but also embody the values of compassion, integrity, and citizenship in their daily lives.

## School Improvement

---

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

The school enhanced its curriculum with evidence-based strategies from the Science of Learning, emphasising retrieval practice, interleaving, and metacognition for deeper understanding and long-term retention.

Daily Review sessions introduced in English and Mathematics aimed to manage cognitive load effectively, reducing overload and promoting efficient encoding of information, enhancing students' mastery and retention of key concepts.

The school integrated the principles and objectives of the new K-2 NSW English and Mathematics curriculum into its additional initiatives. By aligning these initiatives with the updated curricular standards, the school ensures coherence and relevance, providing students with a comprehensive and scaffolded learning experience across all subject areas.

The school provided professional learning sessions to explore the forthcoming English and Mathematics syllabus for students in Years 3- 6, scheduled for introduction in 2024.

Kindergarten and Year One have integrated the new Religious Education curriculum endorsed by the Diocese of Broken Bay, nurturing students' understanding of faith and values from an early age.

### Priority Key Improvements for Next Year

Continuation of New K-6 English and Maths Curriculum Embedding: The school will persist in integrating the updated K-6 English and Maths curriculum into its educational framework, ensuring consistency

Squad programs, aimed at fostering resilience, self-esteem, and social skills among students.

Commencement of New Building Project: The school will embark on a new building project, enhancing infrastructure to better support teaching and learning initiatives, providing modern facilities for students and staff.

## Community Satisfaction

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

At OLSS, parental consultation is fundamental. We seek feedback and engage in regular consultations through various communication channels to enhance the effectiveness of our educational program, pastoral initiatives, and the overall well-being of all our stakeholders.

"Our school is so welcoming and beautiful, and I'm so grateful to be a part of it. What stands out most is the community spirit that is weaved into all aspects of daily school life." (Kindergarten Parent 2023)

Parents appreciate our communication, facilitated through platforms such as Compass and email, ensure regular and timely feedback from our parent community. The transparency and accessibility of information regarding school events, essential notifications, and student progress, are consistently praised by parents, fostering a stronger partnership between home and school.

The Cultural Survey sent out in May 2023 served as a vehicle to assess our cultural diversity and level of inclusion. It identified our strengths and areas of

Students also feel comfortable offering suggestions for school liturgies and celebrations, with several suggestions from students in 2023 being implemented, including choices of music for liturgies and celebrations, and ideas for Year 6 Graduation events. Overall, students believe they play an active role in the life of the school and express their satisfaction accordingly.

**Teacher satisfaction**

Teacher satisfaction remains a cornerstone of our school's ethos,

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2023          |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$5,234,067        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$1,387,337        |
| Fees and Private Income <sup>4</sup>       | \$1,834,181        |
| Interest Subsidy Grants                    | \$0                |
| Other Capital Income <sup>5</sup>          | \$9,220            |
| <b>Total Income</b>                        | <b>\$8,464,808</b> |

| Recurrent and Capital Expenditure 2023     |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$995,664          |
| Salaries and Related Expenses <sup>7</sup> | \$5,960,316        |
| Non-Salary Expenses <sup>8</sup>           | \$1,891,635        |
| <b>Total Expenditure</b>                   | <b>\$7,851,951</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT