



**Star of the Sea School,  
CLEVELAND**

# Annual Report 2021

Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.

# Contact information

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<b>Contact person</b>	Lagi Aukusitino — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Star of the Sea School, Cleveland, is committed to high quality learning and teaching for the students enrolled at our school. Situated within the Archdiocese of Brisbane, Star of the Sea School is founded on Christ and the Marian Charism and is at the service of our families, society, and the Church. Star of the Sea opened in 2009 with 75 students enrolled in Prep to Year 3. The Parish of Star of the Sea embraces the communities of Cleveland, Thornlands, Ormiston, Raby Bay, Mt Cotton, and Stradbroke Island. Star of the Sea School has been built on parish land overlooking Moreton Bay and Stradbroke Island. We are a small, family-oriented school whose vision is that children will enrich their Catholic values and develop a lifelong commitment of their faith. We are a Christ-centred community that aims to unite faith, culture and learning into harmony. In striving for excellence, we are guided by Christ's values and endeavour to reflect them in our education processes to provide a child-centred, diverse, and innovative curriculum. Innovative pedagogical practices are based on current research and embedded in information and communication technologies. Extra-curricular activities include Speech and Drama, Choir, Dance, Instrumental Music, AFL, eco-sustainable group 'Eco-Warriors' and STEM club.

### School progress towards its goals in 2021

#### Catholic Identity

Goal: Embed a Marian Spirituality in the Religious Life of our School.

#### Strategies and success measures

- Staff and Students Formation Plans created.
- Staff, students, and parents are offered formation opportunities connected to school, parish and wider community.
- Collaborative Inquiry Process embedded to support achievement of goals connected to School goals.
- Iconography identified that reflects charism.
- External consultants engaged to develop imagery.
- Visual representation of charism in school environment
- Plan developed for Sacred Space within Master Plan.
- Identification of resourcing within financial plan to support creation of Sacred Space.

## **Catholic Identity**

Goal: Plan using contemporary Catholic Perspectives.

### Strategies and success measures

- Catholic Perspectives embedded within English Learning Area.

## **Learning and Teaching**

Goal: Use contemporary research to develop a whole school pedagogical approach to the learning and teaching of mathematics.

### Success Measures

- Differentiated professional learning project used to support whole school approach to mathematics learning and teaching, based on research of best practice.
- Differentiated professional learning project used to support review of practice.
- Capacity giving and building
- Vertical and horizontal alignment of curriculum to support continuity and progression of learning across year levels.
- Targeted professional learning aligned to school's improvement agenda, supported within:
  - PLC frameworks
  - BCE Performance Goals template used a framework for developing staff goals (including leadership)

Goal: Consolidate the 4C's Pedagogical Model.

### Strategies and success measures

- Action research model used by focus collaborative to identify effective practice in inquiry learning
- Use evidence from action-based research to facilitate review of inquiry learning.

## **Diversity and Inclusion**

Goal: Develop a Snug for Success program for students transitioning to Prep.

### Strategies and success measures

- Consultation and Collaboration between STIE, PLL, GC and classroom teachers to set individual goals to support adjustments for students.
- Professional development for implemented re Engage.
- NCCD Team established and completed BCE professional learning opportunities.
- 'Snug for Success' meeting format and plan of action developed and implemented.

Goal: Consolidate and the effects of First Teaching as a foundation for the development of whole school inclusive Education Frameworks.

### Strategies and success measures

- Consultation and communication processes in place with parents and students about needs, progress and how to support learning (parent and student voice).
- Explore opportunities for student/teacher/parent partnership meetings around student progress and achievement (student voice)
- PLC framework inclusive of NCCD School Team

Goal: Continue to explore opportunities for developing Community Partnerships.

### Strategies and success measures

- Identify activities to create and/or extend community partnerships across school dimensions (e.g. PCG events; Lighthouse projects; STEM with External programs for schools; Extend Enrichment Program in years 4-6 to include parent expertise).

## **Wellbeing**

Goal: Engage the whole community in the implementation of the 'Be You' initiative.

### Strategies and success measures

- This Initiative began strongly with the previous Guidance Counsellor taking lead. With the change of GC's this year, the STIE has needed to be responsible for this. Currently, we are in Stage 2 of the 'Be You' Initiative. This year we have:
- Held meetings with Be You support co-ordinator.
- Held Professional Development with whole staff around the 'Be You' initiative and mental health (*Term 1*)
- Conducted Surveys with Students, Educators and Families to gather information around wellbeing and awareness of what a Mentally Healthy Community looks like.
- Provide information via the School Newsletter and emails around different topics from the 'Be You' platform.
- Engaged school Officers in Online Professional Development Modules via 'Be You' website. (*This occurred during Covid-19 lockdowns*)

## **Future Outlook**

Following Star of the Sea's National School Improvement Review last year the school's **Explicit Improvement Agenda** was developed based on the current landscape using data and evidence collected to identify where to focus energy.

- Staff indicate a willingness to develop explicit teaching practices to cater for levels of student achievement 'beyond the C'.
- Parent community express a desire for their children to be extended in their learning.

## **NSIT Review Recommendations**

- Collaboratively develop with staff, parents, and students an EIA to provide a sharp and deep focus on necessary key improvements. The EIA will include rigorously actioned clear targets, drawn from school data and include timelines to drive the work of leaders and teachers in improving student performance and wellbeing. The EIA should include roles and responsibilities with accountabilities and key actions to ensure these are effectively implemented, communicated, and provide clarity to staff, parents, and students.
- Investigate and implement a strategic sustainability plan that aligns future budgetary forecasts with pedagogical initiatives to ensure continuity and further progression of effective and responsive classroom teaching and learning. A sustainability plan will anticipate future changes and enact processes so that the staff continue to be supported to develop, analyse, implement, and review innovative practices and sustain a culture of continuous improvement within the school community.
- Deepen teachers' understanding of the Australian Curriculum and develop from the curriculum planning documents, a whole-school scope and sequence to ensure the tracking of learning both horizontally and vertically. To easily reference, enhance and provide clarity to planning, document a whole-school overview indicating the development of cross-curricular priorities and general capabilities across the Prep to Year 6-year levels.
- Develop an assessment framework that outlines a range of diagnostic, formative, and summative assessments, including moderation, to monitor learning progress across the years of schooling and aligned to the AC Achievement Standards (A – E). Ensure teacher consistency, by using standards elaborations and criteria-based assessments to inform defensible judgements against the AC and implement in all classrooms.
- Build Leadership Team and teachers' understanding and capacity to differentiate teaching with a focus on high potential learners. Ensure classroom teachers are accountable, through planning to enactment, for delivering varying levels of teaching responses.
- Explore and engage key strategic partnerships to develop initiatives that strive to make Star of the Sea more visible in the local community. These initiatives will focus on building authentic relationships between the school and local stakeholders, such as non-systemic kindergartens

and day-care centres, in order to solidify the school's presence and educational value to new families who may not currently be familiar with Star of the Sea. An amplified and articulated presence in the local community will focus on introducing the school community to new audiences.

### **Findings / Opportunities – connect to Recommendations**

- ✓ Very solid framework focused on Learning and Teaching to build and lift from.
- ✓ Classed as a priority school – stable enrolment.
- ✓ Pat R data, Pat M Data NAPLAN (*opportunity to triangulate this data*).
- ✓ Excellent job around differentiation - (*provide more clarity using success criteria*).
- ✓ Looking beyond expected – B's and A's (*unpacking the Australian Curriculum Achievement Standards to enable multiple levels of student achievement "Going 'Beyond the 'C"*).

<b>Strategic priority</b>	<b>Goal (Improvement area)</b>	<b>Success measures</b>	<b>Strategies for improvement</b>	<b>Timeline</b>
<b>Catholic identity</b>	<b>Embed Marian Spirituality into the Religious Life of the School with a key focus of living and acting with 'Love', with Mary as our guide.</b>	<ul style="list-style-type: none"> <li>• Formation opportunities implemented with a focus of Marian Spirituality connected to our school, parish, and wider community</li> <li>• Champion Teams to continue to build the capacity of staff, students, and parents to live out and our Marian Spirituality.</li> <li>• Visual representation of our charism in the school environment and within a Sacred Space.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a three-year cycle aligning staff and student formation plans to focus Marian Spirituality as lived through Love, Service and Compassion</li> <li>• School Liturgies and Prayer Celebrations to include a Marian focus of living and acting with "Love"</li> <li>• Collaborative inquiry process through Champion Teams to support achievement of goal connected to school goal.</li> <li>• "Marian Icon" embedded into the RLOS.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 and 2</li> </ul>
<b>Learning and Teaching</b>	<b>Use #GetOnBoardBumpItUp to connect community to Explicit Improvement Agenda (EIA)</b>	<ul style="list-style-type: none"> <li>• Launch #GetOnBoardBumpItUp at Parent Information Evenings aligned to EIA overview</li> <li>• Communication platforms showcase #GetOnBoardBumpItUp in real time</li> <li>• Connect #GetOnBoardBumpItUp to Community Engagement Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline #GetOnBoardBumpItUp focus for teachers, parents, and students</li> <li>• Activate #GetOnBoardBumpItUp using marketing tools to community (<i>e.g., infographics, videos, brochures</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 (<i>sequenced within PLC structures</i>)</li> </ul>
	<b>Develop Assessment</b>		<ul style="list-style-type: none"> <li>• Develop a shared understanding of what</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline
	<b>Capable Visible Learners so that all students experience challenge, success, and improved learning</b>	<ul style="list-style-type: none"> <li>HITS PD delivered as aligned to whole school Professional Learning Plan</li> <li>Bump It Up Walls aligned to Australian Curriculum Achievement Standards</li> <li>Differentiated Success Criteria visible in Learning Loops</li> <li>Explicit connections between student goals, learning sequences and assessment</li> <li>Connected to Community Engagement Framework</li> </ul>	<ul style="list-style-type: none"> <li>an Assessment Capable Visible Learner 'looks like'</li> <li>Develop a shared understanding of the Australian Curriculum Achievement Standards Prep to Year 6</li> <li>Enhance learning sequences by embedding General Capabilities and Cross Curricula Priorities across Prep to Year 6</li> <li>Align HITS to enhance embedded Effective and Expected Practices</li> <li>Co-construct Bump It Up Walls to align with Achievement Standards</li> <li>Use PLC to establish 'Measuring and Monitoring' (M&amp;M) Framework, inclusive of peer feedback and moderation processes</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> </ul>
<b>Wellbeing</b>	<b>Embed the 'Be You' Framework</b>	<ul style="list-style-type: none"> <li>Be You Team actively promoting framework</li> <li>Action Plan created</li> <li>Forum timeline actioned</li> </ul>	<ul style="list-style-type: none"> <li>Form a 'Be You' Action Team</li> <li>Develop an action plan inclusive of priority areas</li> <li>Connect to Community Engagement Framework</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1</li> <li>Semester 2</li> </ul>
<b>Our people</b>	<b>Establish partnerships to authentically connect community stakeholders to student learning.</b>	<ul style="list-style-type: none"> <li>Community Engagement Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>Co-create a Community Engagement Framework</li> <li>Promote using established communication platforms</li> <li>Invite feedback using face-to-face and online modes</li> <li>Create focus group</li> <li>Implement the Framework</li> <li>Reflect on strengths and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> <li>Semester 1 &amp; 2</li> </ul>

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline
<b>Organisational Effectiveness</b>	<b>Co-create a School Curriculum Deliver Plan (SCDP)</b>  <b>Create a Systems Data Wall (SDW) to support monitoring against target</b>	<ul style="list-style-type: none"> <li>SCDP co-created and used to support activation of embedded signature practices</li> <li>Systems Data Wall used as part of Measure, Monitor, Act processes (refer to <i>SOTs data Health Check processes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Established PLC framework use to collaboratively create SCDP</li> <li>SCDP inclusive of annual re-orientation timeline connected to professional learning plan</li> <li>Engage with other schools in cluster to support development of SDW.</li> <li>Framing questions developed to support conversations at SDW as part of Measure, Monitor, Act processes (refer to <i>SOTs data Health Check processes</i>).</li> <li>SDW conversations embedded within PLC framework (e.g., <i>Wrap Chats, M&amp;M sessions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1</li> <li>Terms 2 -3</li> </ul>

## Our school at a Glance

### School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	215	118	97	16

Student counts are based on the Census (August) enrolment collection.

Approximately 32.5% of the students attending Star of the Sea live in the Cleveland with 29% residing in Thornlands and 10% in Ormiston. The remaining families reside in other surrounding suburbs. The ICSEA is 1068.0, slightly above the BCE average of 1067.4. In 2021, 6.4% of the students identify as Aboriginal or Torres Strait Islander; 6.4% have English as an Additional Language/Dialect (EALD), and 21.7% are Students with Disability. Students from Star of the Sea transition to secondary schools including Carmel College, Thornlands; San Sisto College, Carina, and local State High Schools.

# Curriculum overview

## Curriculum implementation

At Star of the Sea Primary School provides learning from BCE Religious Education and P-10 Australian Curriculum in the following areas:

Curriculum Area	Organisation
<b>Religion</b>	Taught each year across P-6
<b>English</b>	Taught each year across P-6
<b>Maths</b>	Taught each year across P-6
<b>Science</b>	Taught each year across P-6
<b>HASS</b>	Taught each year across P-6
<b>HPE</b>	Taught each year across P-6 Health taught by classroom teacher Physical Education taught by Specialist Teacher
<b>The Arts</b>	Taught each year across P-6 Music taught by Specialist Teacher All other areas of The Arts (Media Arts, Visual Arts, Drama and Dance) taught by classroom teacher
<b>Technologies</b>	Taught each year across P-6 Both Design and Digital Technologies taught by classroom teacher
<b>Languages</b>	Japanese taught in Years 3-6 by Specialist Teacher
<b>STEM</b>	Taught each year across P-6 This is provided as additional opportunity for rich connected learning by Specialist Teacher

Star of the Sea's organisation of the curriculum reflects ACARA's emphasis on the priority development of literacy and numeracy foundations through English and Mathematics across the curriculum. This is continued in middle and upper primary while also emphasising a broader education through planning across all curriculum areas. This emphasis can be found in the curriculum and time allocations and in year level timetables.

## Australian Curriculum

Star of the Sea Primary School implements the Australian Government mandated Australian Curriculum for Prep – Year 6. The curriculum emphasises the importance of knowledge, understanding and skills in all subject areas, General Capabilities and Cross-curriculum Priorities, as the basis for a curriculum designed to support 21<sup>st</sup> century learning.

Teachers are expected to look at the General Capabilities when planning to ensure these skills are being covered. In the Australian Curriculum, these capabilities encompass knowledge, skills, behaviours, and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively, and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Cross-curriculum Priorities were three main areas outlined in the Alice Spring's Mparntwe Declaration as areas that need to be addressed to benefit all Australian individuals and our country as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities focus on Sustainability, Asia, and Australia's engagement with Asia, and Aboriginal and Torres Strait Islander Cultures and Histories. These Cross Curricular Priorities are outlined and identified in the learning areas of the curriculum, and it is important for these to be identified and acknowledged in the planning cycle.

All Australian Curriculum subjects have been implemented into student learning at Star of the Sea Primary School.

- Religion
- Mathematics
- English
- Science
- Humanities and Social Science (HASS): Geography; History; Citizenship Education
- The Arts: Visual Arts; Drama; Dance; Media Arts; Music
- Health and Physical Education
- Technologies: Digital and Design Technologies
- Languages: Japanese (Years 4-6).

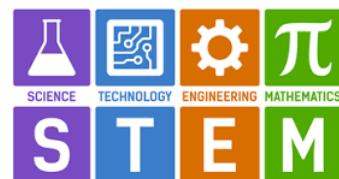
### **Specialist Lessons**

Specialist offerings have been developed to align with the Australian Curriculum and aim to enrich learning for all students through offering an opportunity to engage in physical activity, science, maths, digital technologies and cultural offerings through language and music experiences. At Star of the Sea Primary School provides specialist lessons in the following areas,

Music: Music will be offered by a specialist teacher, Miss Rebecca Bowden, to all students from Prep – Year 6. Students attend 40-minute weekly lessons.

Choir: Opportunities to participate in choir are given to all students from Prep to Year 6. This is led by a music trained teacher and students are given multiple opportunities throughout the year to perform in front of an audience.

Science Technology Engineering Maths (STEM) and Enrichment: All students from Prep – Year 6 participate in 40-minute weekly specialist STEM lessons that are also connected to classroom programs. Throughout the year, these lessons incorporate a variety of curriculum areas: Design and Technologies, Digital Technologies, General Capabilities, Science, Maths and The Arts. Enrichment opportunities will also be timetabled and offered for identified groups of students that will connect to STEM through an enrichment program. STEM is a pathway for students to inquire, innovate, wonder, plan, trial, design, create and more.



LOTE Japanese: LOTE Japanese is offered by specialist teacher to students in Year 4-6 on a weekly basis. This aligns with the Asia Cross Curriculum Priority.

Physical Activity and Sporting Programs: Prep to Year 6 students engage in a weekly 40-minute lesson. At Star of The Sea, students develop a range of movement skills through the learning of specific fundamental movements, sports, and participation in exercise programs.

At Star of The Sea, we have three colour houses: Barinya, Elandra and Iluka. Students participate for their house in Cross Country in Term 2, Athletics in Term 3 and Swimming Term 3 & 4.

Star of the Sea is in the Met East Region for representative sport and students have the opportunity to trial in any sport for Bayside District teams.

Star of the Sea has a close affiliation with other Catholic Schools in the Bayside area, as a result of this, we participate in Inter-school competitions such as: Swimming Carnivals, Athletics Carnivals, Cross Country Carnivals, and Inter-school Sport Days.

<b>Bayside Catholic Inter-School Carnivals</b>	<b>Gala Sports Days</b>
Swimming (Term 3/4) Athletics (Term 3) Cross Country (Term 2)	2x Days in Term 2 2x Days in Term 3

## **Extra-curricular activities**

Star of the Sea School has an award-winning choir that are involved in numerous eisteddfods, competitions, presentations, and performances throughout the school year. The students in these choirs practice weekly and are conducted by our school Specialist Music Teacher.

Star of the Sea School also offers the following extra-curricular activities:

- Instrumental Music Program
- QLD Colleges Music Festival
- Sports Aerobics
- Speech and Drama
- STEM Club for Year 3 – 6 students
- AusKick – introduction to AFL
- Eco-Warriors – Sustainability group for Year 3-6 students
- Fitness Fun Run (Terms 2 & 3)
- School Camp – Year 5/6 – 2 nights/3 days
- BCE Rugby/Touch tournament.

## **How information and communication technologies are used to assist learning**

Our School Vision Promotes 7 Principles for Learning. Our 7 Principles for Learning are based on our values and beliefs about how children learn to be successful:

1. A focus on the whole person whose individuality is respected, affirmed, and valued.
2. Innovative pedagogical practices based on current research in which Information and Communication Technologies are embedded.
3. An active, inquiry approach to learning which fosters enjoyment, engagement, and responsibility, as students develop the skills of independent, creative, critical, and self-reflective life-long learners.
4. Learning environments which are challenging, supportive, hope-filled, and flexible, which engage students in purposeful learning.
5. Curriculum will be implemented based on the Australian Curriculum, Queensland Studies Authority syllabus documents and best practice with a futures perspective.
6. A collaborative approach to learning grounded in quality relationships amongst all members of the school, parish, and wider community.
7. Staff professionalism modelled on Jesus, the teacher, and characterised by continuous collaborative learning and self-reflection.

## **Educational Philosophy and Aims:**

### *Our pedagogy – Our beliefs – Our way*

At Star of the Sea, all teachers collaborate in a co-teaching environment to differentiate learning for all students. We use data to inform the teaching and learning experiences for our students. We refer to the Australian Curriculum and Brisbane Religious Curriculum to make relevant program choices for our students.

At Star of the Sea School, the BCE Learning and Teaching Framework and Model of Pedagogy are adopted school wide. This supports a common language about pedagogy, and a shared understanding of learning, leading, engaging and teaching with evidence-based expected and effective practices.

As teachers, we make the learning clear through the explicit unpacking of the learning intentions and success criteria for students to know what they are learning and why. Our feedback to students relates to the learning intentions and success criteria and where possible to their own individual goal, as outlined in their learning progression. Teachers plan, evaluate, and assess the whole child looking at various ways to adapt the assessment expectations for all students to achieve. Star of the Sea teachers report to parents via parent interviews and report cards twice a year using samples of student work as a body of evidence to support these. Learning Progressions, established during Wrap Chats, are sent home each term to update parents on their child's learning in reading and writing.

## **Vision for Learning for the 21<sup>st</sup> Century**

Our Vision for Learning encapsulates the following:

- Principles of Learning
- Pedagogical Practice
- Organisational Structures
- Physical Environment
- Assessment
- Alice Springs (Mparntwe) Education Declaration Goals for Young Australians:
  1. *Australian education system promotes equity and excellence*
  2. *All young Australians become:*
    - *Confident and creative individuals*
    - *Successful lifelong learners*
    - *Active and informed members of the community*

*Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face (Mparntwe 2019).*

Within the classroom, Information Communication Learning Technology (ICLT) supports student learning, and is dictated by student age, ability, and links to the curriculum.

Information and communication technologies (ICT) are used across the school to ensure the students are accessing the Australian Curriculum and developing their ICT capacity. The school is well resourced to provide this access, with a 1 to 1 iPad ratio in Prep to Year 6. Teachers provide students with opportunities to creatively use technology to demonstrate their learning across all areas of the curriculum. The school proactively promotes Digital Resilience, providing students and parents with practical strategies to ensure responsible use of all technologies.

We have interactive whiteboards in every classroom (which are regularly used by staff and students) and wireless internet capabilities and Apple TV available throughout the school. Students use a variety of applications on their tablets. Students access online literacy and numeracy subscriptions, such as

Reading Eggs, PM Readers, Study Ladder, Targeting Maths and Mathletics to further develop their language skills.

### **Assigned Learning iPad Program**

- ALI is an acronym that reflects that the program offers an **Assigned Learning iPad** (ALi) to each student in years 4-6.
- enables students in years 4 -6 to have 1:1 access to a school managed iPad for the purposes of learning, both inside and beyond the classroom.
- complements the Australian Curriculum by providing appropriate digital learning tools in balance with traditional learning tools.
- provides every student and teacher access to his or her own device in a wireless internet environment, supporting differentiation and enabling highly personalised instruction.
- increases the teacher's pedagogical capacity by 'adding tools to the toolkit' - **it does not replace the teacher.**
- is a compulsory program at Star of the Sea School.

### **Australian Curriculum Information Technology – ICT General Capabilities:**

The Australian Curriculum Information Communication Technology (ICT) General Capabilities Learning Continuum requires the development and application of specific skills from Prep–Year 6. This requires access to reliable and relevant digital learning tools. Information regarding these capabilities can be accessed via the link: [AC ICT Learning Continuum Prep to Year 6](#)

Further information about the General Capabilities can be accessed via the link: [Australian Curriculum ICT](#).

Additionally, it is mandatory for all schools to access NAPLAN testing within an online environment from 2020. To maximise student access to the NAPLAN test, our students are to have opportunities to develop and apply the appropriate skills; this must be supported with reliable and relevant digital tools, and teaching practices.

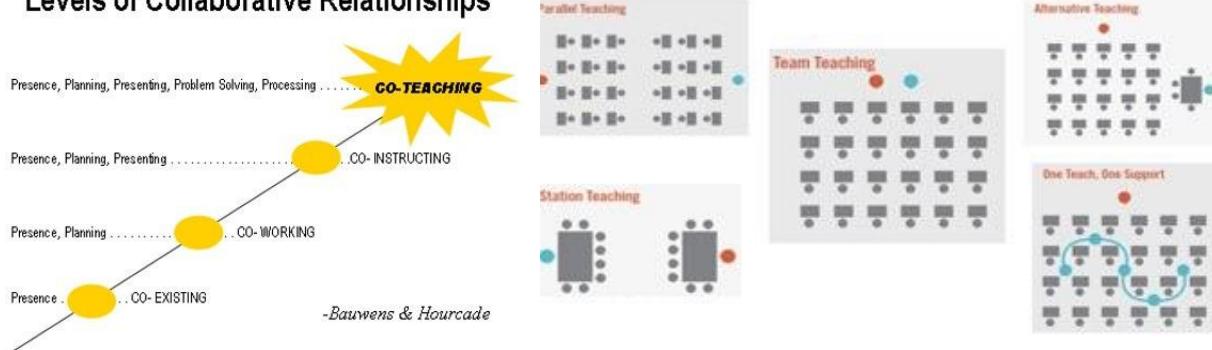
- a) Personal learning: The 1:1 environment creates new learning and teaching possibilities.
- b) Engage students: This technology enhances student's engagement in learning.
- c) Collaboration: Extends collaboration opportunities with teachers, peers, local and global communities.
- d) Anywhere Anytime Learning: Relevant and accessible technology to connect and deepen learning.

## Co-Teaching

### Precision Teaching: 4 C's – Co planning, Co teaching, Co debriefing, Co reflecting

Star of the Sea teachers work with each other to examine student work and develop curricula, resources, and plans, they all benefit from the collective experience, regardless of their career stage.

#### Levels of Collaborative Relationships



"Co Teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners" (Goetz, 2000)

School officers and parent volunteers also have roles in assisting teachers. But these arrangements do not meet the definition of Co Teaching" (Cook & Friend, 1995)

#### Star of the Sea teachers move between these structures to meet needs of class:

- One teaches, One Supports: One teacher takes the lead in providing instruction while the other moves around the classroom, assisting struggling students. This help is not limited to students with special needs; the assisting professional is there to serve whoever needs support.
- Parallel Teaching: The class is divided in two groups and the same material is presented simultaneously by both teachers. The teachers plan the two groups deliberately to maximize the success of all students; this is not simply a "pull-out" or intervention group sitting in the same room.
- Station Teaching: Both teachers are actively involved in instruction as students are divided into groups and rotate from one station to the next. There may be stations where students work independently or with a paraprofessional in addition to the two stations the co-teachers facilitate.
- Alternative Teaching: One teacher takes a small group of students and provides them more intensive or specialised instruction that is different than what the large group receives from the other teacher.
- Team Teaching: Both teachers teach the content at the same time in tandem or "tag team" fashion.



## **Advantages of Co teaching**

### **Home Group Teacher Responsibilities:**

- Teachers need to know exactly where every child in their home group is for each Key Learning Area
- Responding to and sending individual parent emails
- Parent meetings – Teachers organise and attend parent meetings for students in Home Groups
- Collection and Inputting of data to BI (Monitoring Tools)
- Class roll – by 9AM and by 2PM
- Reporting, Assessment and Student Folios
- Class Mass (older grades)

### **Co Teaching Responsibilities:**

- Team Teaching for English and Mathematics compulsory
- Start using 'we' and not 'I' – emails, class news, talking to parents
- Organising regular planning and reflective time with teaching team – when? How often?
- Equal workload – work out together who is doing what
- Behaviour Management – similar expectations
- Homework
- Class news – uploaded weekly to portal for newsletter (*Thursdays*)
- Classroom displays
- Book work expectations

### **Ways of Working**

For teachers to foster a positive and productive classroom environment, whilst maintaining a healthy and professional working relationship working in a co-teaching arrangement, each team will develop a 'Ways of Working' agreement to address how a co-teaching team will collaborate and work together throughout the year. This agreement will allow co-teaching teams to identify the roles and responsibilities of each team member, how they will equally share the classroom and teaching workload and what curriculum and student expectations will look like.

### **Teaching Philosophies**

Teachers develop a philosophy statement is a written describing values, goals and beliefs regarding both teaching and learning. Co-teaching philosophies include the following:

- Team's beliefs of teaching and learning
- Description of how the team will teach and work together
- Justification for decisions made

Teaching philosophies are displayed in classrooms and shared with the school community.

### **Classroom Environment**

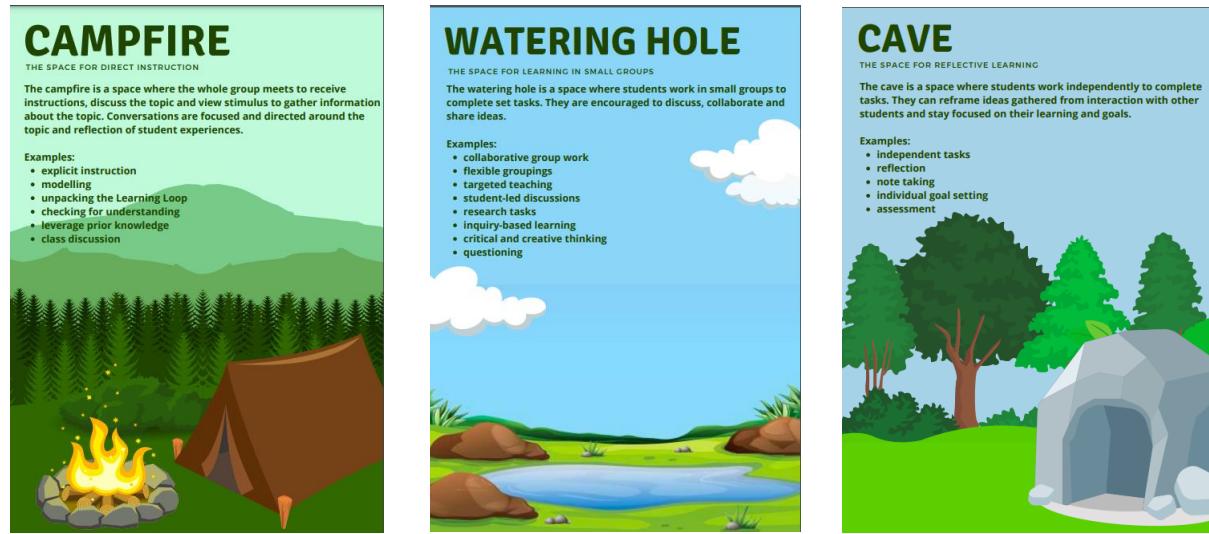
Classroom environments communicate many things about the teaching style and the type of learning occurring at different times throughout the day in the classroom. Effective classrooms allow opportunities and space for collaborative work, independent work, small group focus lessons or whole class discussions.

Below are 6 key elements of effective classroom design. Teachers design the layouts of their learning areas, considering the following elements:

- Flexibility of furniture and space
- Areas for collaborative learning and independent study
- Facilitation of movement
- Fostering of inspiration and creativity

- Technology
- Light and bright colours

Each class designs and provides a classroom layout, identify areas for CAMPFIRE, WATERING HOLE and CAVE.



## Learning Loops

### Why have a Learning Loop Display at Star of the Sea?

- Ensures all students know what they are going to learn and where they are heading.
- Provides guidance to teachers on what their chosen teaching and learning activities are seeking to achieve.
- Provides the basis for feedback and reduce discrepancies between current student understanding and intended learning.
- Assists students and teachers in tracking and assessing student progress.
- Helps teachers to understand the impact of their teaching and learning activities, and when they may need to adapt or change these.
- Helps students understand what improved performance looks like.

## Learning at Star of the Sea Primary School

At Star of Sea, teachers use the Australian Curriculum to plan learning and teaching experiences for students in year levels from Prep to Year 6. Subject areas are connected where possible, with a focus on literacy and numeracy as the main subject areas covered with 1.5 hours (literacy) a day and 1 hour (numeracy) per day.

Teachers are expected to look at the General Capabilities when planning to ensure these skills are being covered.

The Cross Curriculum Priorities were three main areas outlined in the Melbourne Declaration as areas that need to be addressed to benefit all Australian individuals and our country as a whole. These areas of Sustainability, Asia, and Australia's engagement with Asia and Aboriginal and Torres Strait Islander Cultures and Histories. These CCP's are outlined and identified in the learning areas of the curriculum and it's important for these to be identified and acknowledged in the planning cycle.

## Consistency of Practice

One of the most important tools in effective schools is consistency. Research and practice have proved that school leaders and teachers must be consistent every day in carrying out their duties if they want to improve student performance and conduct. This is a necessary element in the creation of successful

schools. Educators must say what they mean and mean what they say. There should be clear rules, policies, requirements, and expectations for everyone.

Staff at Star of the Sea have chosen the following consistent practices, routines, and structures as signature practices. We know they are effective and have made them the expected practices or operating norms in every classroom. At Star of the Sea, staff value these signature practices as a collective group, and are accountable for their daily implementation.

## Signature Practices

- Differentiated flexible groupings for English and Mathematics
- Co Teaching for English and Mathematics
- Structure of the Literacy Block
- Signature Practices within Literacy Routines
- Learning Loop for English and Mathematics
- Individual Student Goals displayed in classrooms
- Actively used and updated
- Curriculum Wall displayed in classroom
- Homework from Prep – Year 6.

## Learning Intentions and Success Criteria

Our learning needs to be visible, to teachers, parents and to the student themselves. When teachers plan lessons, they do so around an intent for learning and teaching. At Star of the Sea, teachers communicate this intent before each lesson to ensure students know what they are learning and why. They do this by displaying the Learning Intention and Success Criteria on the board, as well as unpacking what this means and should look like for the students to be successful.

### Learning Intentions

Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a lesson or unit of work. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning. An example of this might be:

E.g.: In English today, we are learning to identify adjectives in a fiction text.

#### Learning Intentions:

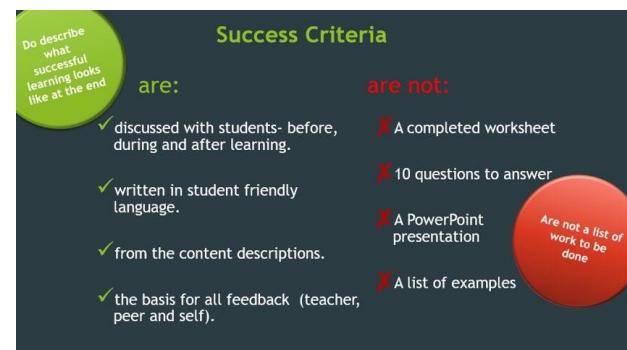
- ✓ come from the Achievement Standard in the form of [Learning Progressions](#) placemat
- ✓ describe clearly what students are to learn.
- ✓ must be discussed with students.
- ✓ are made visible to students.



### Success Criteria

For students to be successful, teachers explain (or ask students to help create) success criteria to refer to. Success criteria enables students to check their work against a model for success. It also gives students content language and ideas so that they can begin their task more independently. An example of this might be:

E.g.: In English today, I will know if I am successful when I can:



- explain to a friend what an adjective is
- identify an adjective (or many) in the story we read today
- substitute an adjective with a word that means the opposite in the text.

Teachers will use this language to ensure students are on track, to reflect on their work and to provide meaningful feedback. For example: "I can see here you have identified an adjective and you can tell me what an adjective is, what else did you need to do today, to be successful?"

## Social climate

### Overview

The community at Star of the Sea works within a climate of trust and respect to achieve our common goals. Teachers are involved in working with students across all year levels. Each term, we implement a school 'Wellness Week' focusing on a wellbeing for students, staff, and our community. This is an opportunity for our school to support the mental health of staff and students and create ways to reduce stress and anxiety. Star of the Sea supports students in their social and emotional development through the Friendology program which is an evidence-based program developing social and emotional resilience. Our staff also supports students with the zones of regulation strategy which helps students understand their moods and how this impacts emotions, behaviours, and actions.

The schools' school rules Respect for Self, Others and the Environment is used extensively across Star of the Sea school expectations. Each week, teachers identify students who are displaying positive behaviours, and meeting these our Ways of Working, in the classroom and playground. These student achievements are celebrated and recognised at our bi-weekly school assemblies, in our school and class weekly newsletters.

### Positive Behaviour 4 Learning

The school's PB4L team was established in 2016/17 with the Student Behaviour Support Plan being developed within this initiative, and in consultation with the school community. The plan was recently reviewed in 2021 as part of systemic School Renewal and Improvement processes in consultation with the PB4L team, staff and school community with review included within our school's annual cycle for update/review of policy/procedures. Star of the Sea have engaged in the Be You program and URStrong program Friendology for students.

## **Parent, student, and staff satisfaction**

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### **BCE Listens Survey - Parent satisfaction**

<b>Performance measure</b>	<b>2020</b>
<b>Percentage of parents/carers who agree<sup>#</sup> that:</b>	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	98.6%
Teachers at this school have high expectations for my child	95.5%
Staff at this school care about my child	98.6%
I can talk to my child's teachers about my concerns	95.7%
Teachers at this school encourage me to take an active role in my child's education	97.1%
My child feels safe at this school	97.1%
The facilities at this school support my child's educational needs	95.7%
This school looks for ways to improve	97.1%
I am happy my child is at this school	98.6%

### **BCE Listens Survey - Student satisfaction**

<b>Performance measure</b>	<b>2020</b>
<b>Percentage of students who agree<sup>#</sup> that:</b>	
My school helps me develop my relationship with God	93.3%
I enjoy learning at my school	97.5%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	96.2%
Teachers at my school treat me fairly	96.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	88.6%
I feel safe at school	94.9%
I am happy to be at my school	93.6%

## BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree <sup>#</sup> that:	
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	94.7%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	100.0%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	95.2%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Family and community engagement

At Star of the Sea, we extend an open and warm welcome to all parents and encourage participation and involvement in the on-going process of the education of their child/ren. At the end of each term, parents and families are welcomed to attend their child/ren's Celebration of Learning.

At Star of the Sea Primary Catholic Primary School, there are many opportunities for parental involvement in the life of the school including:

- supporting activities in the classroom
- volunteering to assist with in-class support, class excursions, the school tuck-shop, and sporting days
- the Parents & Friends committee is known as the Parent Community Group and are actively involved in the school

The Parent Community Group aims to provide an avenue for parents and supporters to work with the school Principal and leadership team to further enhance children's education, to maintain, care for and develop the school and grounds, and to promote the interests of the children and the school. Every parent and carer is automatically a member of our Parent Community Group and are invited to consider coming along to meetings and volunteer for activities and events.

Parents have opportunities to provide input and feedback annually via school renewal processes. Parent engagement with these processes, and engagement with annual action plans, indicate strong parent satisfaction. Our school, works continually on improving its ability to communicate effectively with the various cultures in the community

School Assemblies provide an opportunity for the school to come together as community to celebrate and pray. Parents and carers are always welcome to attend these gatherings and are especially invited to attend when their child is receiving an award. Our extremely supportive P&F groups are organised to plan for events such as school disco, BBQ, as well as parent only social events. They work in partnership with the school to cater for special school events, Mother's Day and Father's Day. Star of the Sea is a Positive Behaviour for Learning (PB4L) school and explicitly teach school expectations and address behaviour issues, through offering support for all parties involved. Parents/carers and staff work together in partnership to support the learning and social education of all students.

We communicate regularly with parents and our community using a variety of tools:

- Parent Portal (parent access only)
- Weekly Newsletter
- Online News Flash – BCE App
- Email/phone calls

- Facebook – regular posts sharing success stories for our community.

The Support Teacher of Inclusive Education (STIE) works closely with teachers to provide effective consultation processes regarding the adjustments made to assist students with diverse needs and keep their families informed and included. Students with diverse needs are supported to access and participate fully at school.

### **Concern for a Learner Process**

The concern for a learner process is a way of thinking and working so that all students can become successful learners. It is student-centred and allows for focussed direction from a broader team to deepen learning and improve access to the school environment. The process for sharing a concern about a learner is non-linear and is grounded in open and respectful communication between the student, their family, the classroom teacher, and the broader school support team who gathers relevant information, seeks expert input, and utilises evidence-based effective practices.

### **Snug for Success**

The Snug for Success Process supports the Concern for Learner Process. During Term 1, the Snug for Success program focuses on supporting prep level students transitioning to school. In this term, the Inclusion Team will consult with each prep teacher weekly to gather information and develop courses of action to support students. Classroom teachers will use the 'Request for Support' process for the initial collection of information and to guide initial conversations about concerns for the learner. During Terms 2-4 the Snug for Success Process will focus on new students from the Enrolment Application and Support Process (EASP) and students beginning the Education Adjustment Program (EAP) verification process. The Inclusion Team will arrange meeting times with classroom teachers to facilitate Snug for Success meetings (e.g., before or after school, or if possible, arrange for Classroom teacher to come off class).

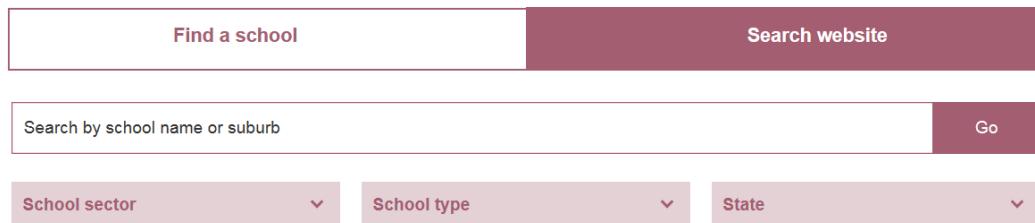
# School funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	21	13
Full-time Equivalents	16.9	6.1

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	10
Bachelor's degree	5
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

Expenditure on and teacher participation in professional development The total funds expended on teacher professional development in 2021 were \$61,228.

The major professional development initiatives are as follows:

- Mathematical Mindsets PD
- Wrap Chats – team teachers meet with Primary Learning Leader and Support Teacher Inclusive Education to discuss student achievement data and progress and student goal setting conversations
- Evolve – staff observations
- Online staff training i.e., Sue Larkey
- Staff CPR & First Aid Course.

The proportion of the teaching staff involved in professional development activities during 2021 was 95%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.7%

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

From the end of the previous school year, 80% of staff was retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.5%

Average attendance rate per year level			
Prep attendance rate	92.8%	Year 4 attendance rate	93.0%
Year 1 attendance rate	93.9%	Year 5 attendance rate	94.4%
Year 2 attendance rate	93.2%	Year 6 attendance rate	91.0%
Year 3 attendance rate	93.4%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

#### Roll-marking

Star of the Sea has a responsibility to record student attendance and respond to instances of irregular attendance. Employees must use the eMinerva system to record student attendance and absences. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity.

#### Student attendance level

Students, legal guardians, and employees work together to ensure all students meet the school expectation of 90% or above attendance and zero unexplained absences. 90% attendance equates to 5 days absence per term and 10 days absence per semester.

#### Attendance Marking

- Attendance must be marked for all students by class teachers each morning by 9:15am and in the afternoon, after second break by 2:00pm.
- The Student Services School Officer will check this has been done for classes at 9.15am and 3.00 pm daily
- A phone call will be made by the Secretary to the teacher if the class roll is not marked on time
- The Principal will be advised of unmarked and incorrectly marked rolls each day.

- Incorrectly marked rolls will be corrected by the teacher responsible for the class.

### **Present Categories in eMinerva**

Students who are:

- in class must be marked 'Present – In Class'
- in an alternate learning activity must be marked 'Present – Alternate Learning Activity'
- with Guidance Counsellors must be marked as 'Present – In-School Appointment'
- in sick bay must have their attendance category changed to 'Present – In Sick Bay' by the office personnel
- participating in activities (excursion, camps etc.) must be marked by the teacher responsible for the activity
- These attendance categories must not be changed, unless the student is present in class and then the category must be changed to 'Present – In Class'
- Students must only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.

### **Absent Categories in eMinerva**

Students who are:

- not in class, and notification has not been received from a parent/legal guardian, must be marked 'Absent – Unexplained'
- not in class, and notification has been received from a parent/legal guardian, must be marked 'Absent – Explained'
- When marking the roll, if teachers have received written information from the parent/legal guardian regarding a student's absence from school, the teacher must enter the details (including absence category) into a log in eMinerva
- If the parent/legal guardian has informed the office of the absence, the school officer must enter these details into a log in eMinerva
- Class teachers must enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva
- For any student absent from school without explanation, the school must report to the parent/legal guardian on the day of the absence
- If a student is away for three (3) consecutive days (or earlier if concerned), the class teacher/school officer or delegated employee must contact the parent/legal guardian
- If a student has been previously marked 'Present at school', but they are not in class without permission, the teacher must ring the office and advise that the student is not present. Office personnel must inform school leadership that the student is missing. They must then attempt to locate the student who must be managed under the school's Student Behaviour Support Plan
- Students must only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from school leadership.

### **Unexplained Absences**

- A notification must be sent to the student's parent/legal guardian on the same day once an unexplained absence has been identified. The school officer or delegated employee must follow up any unexplained absences by contacting the student's parent/legal guardian
- If a child protection order is in place, then the Child Safety Officer must be notified, as well as the legal guardian
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they must update the absence category and enter details into eMinerva.

## **Strategies to increase attendance include:**

- Attendance matters is the BCE strategy we use to promote in our newsletters
- During COVID affected months weekly updates regarding the importance to attend school when you are well
- Parent teacher interviews and reporting attendance is highlighted
- Using Facebook platform to highlight engagement at school to promote attendance

## **NAPLAN**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

**View School Profile**

4. Click on 'NAPLAN' to access the school NAPLAN information.



### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.