Principal's Foreword

Introduction

Star of the Sea is a Catholic, co-educational primary school located in Cleveland overlooking Moreton Bay and Stradbroke Island. We opened in 2009 with Prep to Year 3. In 2012, the enrolment was 246 in Prep to Year 7. In 2013 we project an enrolment of 290 in Prep to Year 7. We are a very well-resourced school and this year completed the final stages of our building program. The Lighthouse and Snug Harbour have been welcome additions to our facilities. 2012 has been the "Year of the Visitors". We have hosted teams of Principals, Leadership, teachers and educational consultants from within the Archdiocese and interstate. They have been particularly interested in our flexible and contemporary learning environments, use of technologies and the motivation and engagement of all our students during Discovery Learning.

Our theme for 2012 was "What have you done today to make you feel proud?" We believe that great actions grow great habits, great habits grow great character and great character grows a great destiny. We are very proud of our school community.
Characteristics of the student body

The majority of our students live in the local area of Cleveland and Thornlands. 34 students travel from Stradbroke Island daily on the water taxi. A small number of students live in Thorneside, Ormiston, Wellington Point and Mt Cotton. The majority of our students live with both parents and both parents work. Currently, 12 indigenous students are enrolled.

Our distinctive curriculum offerings

We offer the Prep and Primary Curriculum based on QSA syllabuses and in 2012 implemented Maths, English, Science and History as per the Australian Curriculum. Students with needs are catered for with individualized programs.

Our Learning & Teaching Principles

Based on our values and beliefs about how children learn to be successful;

- A focus on the whole person whose individuality is respected, affirmed and valued;
- 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;
- Learning environments which are challenging, supportive, hope-filled and flexible, which engage students in purposeful learning;
- Curriculum will be implemented based on Queensland Studies Authority syllabus documents and best practice with a futures perspective;
- A collaborative approach to learning grounded in quality relationships amongst all members of the school,
- parish and wider community;
- Staff professionalism modelled on Jesus, the teacher, and characterised by continuous collaborative learning and self-reflection.

Extra curricula activities

* Auskick
* Soccer
* Keyboard and guitar and singing and drums
* Speech and Drama
* Gymnastics
* Cricket
* Taekwondo in the Parish Centre

These activities may change each year depending on the interests and needs of our students.
How Information and Communication Technologies are used to assist learning

As a school, we have found that the use of such technologies not only prepares our students for real world situations, but it also provides opportunities for students to be involved in rich learning, that they find real and relevant. ICLTs have the abilities to be fantastic motivators and enablers for learning.

Students are able to use various hardwares, such as iPods, iPads, laptops and cameras to assist them in demonstrating an understanding of concepts, in addition to assisting them in gaining a greater knowledge and understanding using tools that they feel comfortable with, and motivated to explore.

At Star of the Sea, we have witnessed students become independent learners, as a direct result of technologies being embedded into our curriculum. Students exhibit reciprocal teaching skills and self help skills on a daily basis, when using technologies in their learning. We have had the opportunities to use ICLTs to assist students with learning difficulties within the classroom. iPad application technologies have been used to translate a non-writer’s verbal understandings in texts, consequently producing work never produced by such students. Wireless technology - banks of student laptops, iPod touches and iPads

Social climate inclusive of pastoral care and our response to bullying

Through the explicit teaching of social skills in each class, students learn important skills associated with getting along with others. Skills such as joining in, problem-solving, showing respect and including others form an integral part of the curriculum in all year levels, and students with particular social needs are given further intensive support from staff. One of the 3 school goals, ‘Respect for Others’, is consistently modelled and taught by staff, further promoting an environment that values each individual and the important role each member plays in the school. In addition to this, parenting support is offered by the Guidance Counsellor, both in the form of a series of informal information sessions on a range of topics, or individually as the need arises e.g. building self-esteem and resilience.

"Bounce Back" is a whole school program focused on the building of resilience and promoting emotional and social well being. We have a Zero Tolerance to Bullying and in 2013 will be conducting a survey to gather data on the perceptions of all in our school community.

Parent, student and teacher satisfaction with the school

Annual internal reviews are undertaken with an external review conducted every five years. In 2012 the components reviewed were:

✓ Learning and Teaching of Religion - " We believe our school covers this area very well. A highlight for us
✓ are the class liturgies and whole school celebrations. The Blessing and Opening Celebrations for each
✓ stage of building have been most memorable."
✓ Curriculum - " There is a comprehensive whole school approach to curriculum planning and
✓ implementation. The strong emphasis on inquiry or discovery learning motivates and engages all students
✓ to produce greater learning outcomes."
✓ Professional Learning Community - " The staff are involved in a coherent approach to professional
✓ learning that aligns with the school's strategic renewal plan.
✓ ICLT - " Star of the Sea takes an innovative approach to the management and implementation of ICLT."
Parent involvement in their child's education

Parents who have read, signed and abide by our Volunteer's Code of Conduct are warmly welcomed into the learning areas to support our students and staff. Parents are also involved in fundraising, the organization of social functions, attend our Parent Community Group meetings each month and provide feedback in many forms including survey responses for our annual internal reviews.

Parents are kept well-informed via emails, newsletters, the school website and Moodle, our eLearning Portal. Regular communication with teachers about their child's progress is strongly encouraged. Parent education is also a strong focus. A parent library has been established and our Counsellor facilitates frequent sessions for parents on such topics as building self-esteem, building resilience, dealing with temper tantrums etc.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10.8</td>
<td>7.7</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>25%</td>
</tr>
<tr>
<td>Masters</td>
<td>25%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>37%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>13%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $21,000.00.

The major professional development initiatives were as follows:

Integration of ICLT’s into curriculum
* the use of digital technologies
* creating learning areas for the 21st Century
* children with special needs - sensory processing disorder workshop, selective mutism, ASD, speech and language delays
* bullying and building resilience
* The Australian Curriculum
* Environmental sustainability

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was _______ 98.12 % in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, _______ 96 % of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 92.3 % |
| Prep Attendance Rate | N/A |
| Year 1 Attendance Rate | 85.8 % |
| Year 2 Attendance Rate | 94.5 % |
| Year 3 Attendance Rate | 95.4 % |
| Year 4 Attendance Rate | 94.2 % |
| Year 5 Attendance Rate | 87.5 % |
| Year 6 Attendance Rate | 94.1 % |
| Year 7 Attendance Rate | N/A % |
Policy and practice to manage student attendance

Class rolls are marked electronically 2 times per day. Parents are required to notify a child's absenteeism by phone, in person or in writing. Parents who have not notified are sent an SMS at 9:30am each day.

Student Achievement – NAPLAN for Years 3, 5, 7
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.
To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following
‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.