



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Our Lady Star of the Sea School

13 - 29 John Dory Drive, OCEAN GROVE 3226

Principal: Kerry Sells

Web: www.staroceangrove.catholic.edu.au

Registration: 1833, E Number: E1325

Principal's Attestation

I, Kerry 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 2025 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 09 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practice, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Program and Women in Leadership Program have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

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 598 and 398 families in 2025, the school operated across twenty-six 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 offer partnerships for additional services like music and tennis lessons, as well as support through agencies like the National Disability Insurance Scheme.

Employing forty-eight teaching staff and twenty-nine 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

The 2025 school year, saw us journey "Together on the Path of Peace" as our whole school theme stemmed from the Catholic Church Jubilee Year, Pilgrims of Hope. It continued to be a time of growth, peace and community spirit, guided by our Annual Action Plan and School Improvement Plan. underpinning our focus areas of Identity, Dialogue and Agency which shaped learning, leadership and engagement across the school.

Learning & Teaching

Staff continued to build their capacity and practice through the MACS Vision for Instruction and introduced the Vision for Engagement, ensuring we reflected and responded for our context and continued to place our students at the centre. This included continuing to embed evidence-based strategies across classrooms. Curriculum Leaders continued to build their leadership skills and our Leadership Team strengthened its instructional capacity through the MACS Vision for Instruction and Vision for Engagement strategy. Staff Wellbeing was also prioritised as all staff in 2025 benefited throughout the year from professional learning facilitated by Meg Durham.

Student Voice & Wellbeing

102 Year 6 students proudly stepped into leadership roles, fostering a culture of responsibility. The Mental Health in Primary Schools (MHIPS) program continued in its third year, supporting student wellbeing. Conversations between students, parents and teachers further strengthened relationships and learning goals.

Community Connections

Catholic Education Week included a whole-school Mass and school tours. Year 6 students participated in the Rotary Junior Community Awards, served the elderly and led local sustainability projects. The PFA hosted beloved events such as the Welcome Picnic, Easter Raffle, School Disco, Mother's and Father's Night raised \$9,081 which went towards upgrading facilities and literacy resources. Our annual Mission Fete raised \$8453 for causes including Bulbula in Ethiopia and local charities. Our Annual School Concert – "On the Peace Train" was a huge success along with our Bi Annual Arts Trail community event. Our Year 6 students marked their graduation with special celebrations.

Facilities & Grounds

With tremendous input from the School Advisory Council, minor capital works included maintenance and grounds beautification projects such as synthetic grass, mulching and a mural. Formalising the land-use and leasing transparency through collaborative meetings with Cr Elise Wilkinson and the City of Greater Geelong (COGG) along with a comprehensive safety review and maintenance program for the school's mature trees and natural landscape

proved successful. Vital future play and sporting space for our students with the use of Shell Road oval was secured.

Major Capital works saw us finalising our Master Plan for upcoming building works with Stage 1 of our Master plan worked on collaboratively with MACS, our architects and School Advisory Council members.

Faith & Events

Our Sacraments continued to be a highlight and we introduced First Eucharist celebrations within the Parish Mass times, forming an authentic connection between Parish and school. The Geelong Catholic Principal Network introduced a Year 6 Student Leader Pilgrimage where together we walked in Hope and explored the historical Catholic story within Geelong, celebrated Mass St Mary's Basilica, attended a social justice presentation from a representative of Geelong Mums.

Students across Years 3–6 enjoyed enriching camps, with Camp Wyuna Queenscliff, Camp Wilkin Anglesea, Melbourne Urban Camp and Lady Northcote Bacchus Marsh, building confidence, connection and appreciation of our world.

Communication & Learning at Home

We continued to clarify our communication channels, offering families clear and accessible information and timely communication between home and school. Our new Home Learning approach for 2025 was implemented, promoting balance and wellbeing.

Technology & Digital Learning

We extended the managing of IPADS to remain at school in to Year 4 and Year 5 with the final phase to 100% school managed IPADS for 2026. This initiative is ensuring better digital boundaries and student safety whilst ensuring healthy screen time and effective use in class.

Environmental Stewardship

Tree Planting Day saw 160 students plant 130 native species. Barwon Water for donated all of the plants this year and the Gen U nursery grew healthy indigenous trees, shrubs and grasses for us. Bellarine Catchment Network supported us with tools and our 2024 Junior Landcare grant provided funds for garden supplies. These student-led biodiversity projects strengthened our environmental commitment.

Looking Ahead

We will continue on our Vision for Instruction and Vision for Engagement journey, reflecting and responding for our context, with a continued focus on growing the whole child as we remain faithful to our Vision and Mission statement.

Planning with MACS is ongoing to support future growth and infrastructure, with a revised building project looking to begin in the second half of 2026.

As we prepare for 2026, we thank our families, staff and students for their continued support and dedication.

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 learning in faith is recontextualised for students, to create meaning and relevance to their own lives and that of others. e.g., Continue Fire Carrier School initiatives

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

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

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 2025, 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 2025 school year was 'Together on the Path of Peace'.

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 professional learning focused on deepening an understanding of various forms of prayer. This included exploration of the Year of Luke, with time dedicated to

planning Holy Week Scripture experiences. Staff engaged with a range of prompts and provocations that were relevant to their context and year levels

- Staff engaged in a formation session exploring the theme of Jubilee. The session focused on the question: What is a Jubilee? It explored the theme 'Pilgrims of Hope' by considering how all Catholics are called to renew in the hope of Christ, using St. Paul the Apostle as a guide for this special year. The Jubilee Logo was studied and reflected upon

- The theme of Creation and Hope was explored in Term 2 with a focus on the 'Bull of Indiction' and the main messages in Section Two; Hope is grounded in God's love and never disappoints, Jesus' death and resurrection bring us life, faith and lasting hope, The Holy Spirit keeps hope alive in every believer's heart, Nothing can separate us from the love of Christ Jesus, Hope grows through suffering, endurance, and character shaped by faith, Patience nourishes hope and teaches us to trust God's timing. They took part in a Visio Divina prayer experience and a new prayer type; Litany, was introduced

- A subscription to the resource 'Encounter by ICON Ministry' was purchased and all staff were encouraged to complete the 'Knowing Mary' course while many went on to complete others including 'School of Prayer', 'Introduction to the Bible' and 'The Mass'

- Facilitated by Sacred Heart College Geelong, with guest presenters including Margie Beck, an Order of Australia recipient whose life's mission reflects the Catholic tradition of service, justice, and human dignity, staff attended and reflected on the Catholic call to education as a means of transformation, hope, and social justice. They explored how faith in action can create lasting change. Another opportunity was given to engage in reflection and dialogue with Juliette Talarico who guided us in exploring how the spirit of Laudato Si' and the Mercy tradition converge, offering practical and hope-filled pathways to integrate ecological conversion into our lives, leadership, and learning communities

- The 'Life to the Full - Mission and Purpose of Catholic Schools in Australia' document published by The National Catholic Education Commission was explored in terms of why Catholic schools exist in Australian society. Specifically, who we are, what we do and how we do it

- Staff and students explored the Advent and Christmas season through the tradition of the Advent Calendar and the Nativity story from Matthew's Gospel. They learned about Advent as a season of hope, preparation and prayer

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

After a small number of staff trialling and exploring the resource 'Understanding Faith' in 2024, it was incorporated across the school in 2025 to support learning and teaching and help enhance teacher capacity and confidence in RE. It helped inform the 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.

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

Andrew Chinn from Butterfly Music/Butterfly House was employed to lead the whole school in singing workshops with a particular focus on 'Pilgrims of Hope' and culminating in a Whole School Opening Mass.

In 2025 we continued our proud journey as a 'FIRE (Friends Igniting Reconciliation through Education) Carrier School'. The Fire Carrier Project is to promote respect, fairness and inclusion for Aboriginal people.

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.

Year 6 leaders took part in a Geelong pilgrimage facilitated by the Geelong Primary Principal Network. They united in an inaugural historic pilgrimage that weaved our rich Catholic heritage, deep connection to the country, and shared commitment to service. The journey traced the footsteps of those who built our faith community, from the earliest days of Catholicism in Australia to our vibrant present commencing with a Mass at St Mary's Basilica.

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.

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

We continued to build a positive, supportive and collaborative relationship with our new Parish Priest, Fr Linh Pham. 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. Furthermore, she was given the opportunity to attend a three day Australian Catholic Education Conference in Cairns adding invaluable professional learning, celebration and collaboration.

The Leadership Team continued to consider recommendations in the Review of the Religious Education Curriculum document and implication for learning and teaching moving forward along with 'Forming Hearts', the MACS Faith Formation Framework.

Value Added

In 2025, our school participated in Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS).

- Results from staff survey data indicated a very positive response in the Catholic Identity Domain. In particular 14.1 (how often does the school leadership team invite discussion on the Catholic mission of the school) increasing from 58% in 2024 to 70% in 2025.
- Staff survey data in the Catholic Identity domain remained consistently high at 85% positive with the MACS average being 77%.
- Family detailed results, also within the Catholic Identity Domain remained consistent with an 85% positive result in the area of the extent to which the Catholic mission is emphasised at our school along with a 87% positive result in the extent to which Catholic religious practices are emphasised at our school.
- Student data demonstrated a 76% positive result in response to the extent that celebrations and traditions, such as prayer, social justice, sacraments and Mass is a part of school life.

An 'in school' survey was undertaken in 2025 to analyse staff perceptions of three main areas; how the Scope and Sequence supports student learning in RE, how effective the Understanding Faith resource has been along with the the Encounter by ICON Ministry platform in terms of professional faith formation. Results indicated that

- The Scope and Sequence supports both teachers and student learning
- The introduction of the Understanding Faith resource improved confidence in planning content for RE lessons, student engagement was increased and personal understandings of Catholic beliefs, traditions and practices were enhanced
- Use of the Encounter by ICON Ministry platform positively helped enhance professional knowledge and faith formation.

Anecdotally it is important to note that many students and families greatly value the Mission Fete, often describing it as their favourite day of the year. Students eagerly anticipate the event, save their money and actively contribute. The experience fosters a strong sense of community and provides meaningful opportunities for students to learn about and engage with social justice in practical and memorable ways. All social justice or outreach to the more vulnerable in the community is enthusiastically and generously embraced within our learning community.



Learning and Teaching

Goals & Intended Outcomes

Goals:

To improve student achievement in Writing, specifically Grammar and Punctuation.

Intended Outcomes:

Establish and implement a school-wide, consistent approach to explicitly teaching text and sentence-level structures in English across all classrooms. This includes a scope and sequence for reading, writing and Spelling.

Provide targeted, school-wide professional development focused on building teacher expertise in effective writing instruction, with a focus on grammar and punctuation.

Incorporate retrieval practices in literacy block focusing on grammar, punctuation and sentence construction to reinforce essential writing skills.

Offer ongoing coaching and mentoring opportunities to support teachers in embedding explicit writing strategies into their daily practice.

Facilitate access to professional reading on best practices in writing instruction.

Make use of student feedback to inform teaching and pedagogy.

Achievements

School Closure day dedicated to the development of Writing using the Oz Lit Writing Masterclass.

Ongoing Professional Development using the modules from the Oz Lit Writing Masterclass.

Use the Grammar Project Scope & Sequence to inform the sequential planning of Writing.

Provide opportunities for collaborative planning alongside Curriculum Leaders.

Investigate Spelling programs which will support a structured Literacy approach.

Continued application of Science of Reading strategies through Literacy PLTs, staff meetings, and collaborative planning sessions.

Further development of Mentor Texts to support comprehension, writing and grammar and punctuation.

Provide coaching and mentoring opportunities across all areas of the curriculum.

Student Learning Outcomes

In the 2025 Year Five Naplan assessment, students demonstrated robust performance across both Reading and Writing, consistently outperforming state averages in the top proficiency tiers. In Reading, 82.5% of students achieved Strong or Exceeding levels, which was similar in Writing, where 80.2% of the cohort reached Strong or above, compared to the state's average. The school maintained significantly lower rates of students requiring intensive intervention. The Year Five results for Spelling, Grammar & Punctuation and Numeracy show a consistent pattern of high achievement in the Strong proficiency level, with an opportunity to further extend these students into the Exceeding category.

Our Year Three Naplan data achieved particularly well in Reading with 32.3% of students in the Exceeding proficiency and Writing where 92.1% of students achieved the Strong proficiency. Numeracy also showed a solid distribution where 75% of students scored above the state mean. Again the number of students identified as Needing Additional Support (NAS) was well below the state and national mean.

Our PAT data is consistent with the Naplan data with evidence of a high percentage of students At and Above Standard in both Reading and Numeracy compared to the Australian Norm.

The evidence again shows a smaller percentage of children in the below average range. These results support our belief that our lowest academic performing students are well supported as well as supporting our commitment to extend students. The school structure of a Learning Support Teacher and Learning Support Officers in each year level, underpins this learning. In Years Three, Four, Five and Six , APSMO Olympiad Maths was consistently implemented as an extension workshop, to further extend students.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score		Mean Scale score	
Grammar & Punctuation	Year 3	432		428	
			%		%
	Year 5	509		506	
			%		%
Numeracy	Year 3	435		427	
			%		%
	Year 5	494		493	
			%		%
Reading	Year 3	442		435	
			%		%
	Year 5	507		511	
			%		%
Spelling	Year 3	402		403	
			%		%
	Year 5	483		485	
			%		%
Writing	Year 3	439		436	
			%		%
	Year 5	491		500	
			%		%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 implement targeted professional learning initiatives focusing on staff wellbeing, behaviour management and positive strategies to support student 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.

That students (and staff) have a strong sense of belonging and wellbeing, self-regulate and have self-efficacy and agency in their learning.

Achievements

At Our Lady Star of the Sea, we are proud to be a learning community that places student wellbeing, safety, and positive relationships at the heart of everything we do. We believe that wellbeing is essential for learning excellence and forms the foundation for a healthy, successful life. Our holistic approach honours the sacredness, dignity, and unique gifts of each individual, grounded in the belief that every person is made in the image and likeness of God (Genesis 1:27). Guided by our Catholic faith, we draw inspiration from the words of Jesus: "I have come that you may have life, and have it to the full." (John 10:10)

A strong sense of belonging is nurtured through our Hub structure, where students are grouped by year level. Each Hub is supported by a dedicated staff member who represents them on the Student Wellbeing Core Team. This team leads our whole-school wellbeing initiatives, ensuring a consistent and reflective approach that integrates wellbeing, learning, and personal growth within our Catholic context.

Throughout the year, a wide range of wellbeing programs, intervention strategies, community events and child safety initiatives have contributed to a positive school culture. These include Respectful Relationships, Restorative Practices, Kimochis Education, eSmart, Ride2School, Walk to School, and Inquiry learning with a focus on Growth Mindset. The consistent use of Circle Time has been strengthened by embedding elements of the Respectful Relationships

curriculum, supporting students' social and emotional development and fostering strong, respectful relationships.

Our shared school values – We are Respectful, We are Responsible, and We are Safe – continue to underpin our Positive Behaviour for Learning framework. This year, we enhanced our behaviour expectations and refined our Behaviour Management Flow Charts for both classroom and playground settings, ensuring clear and consistent responses to student behaviour. Restorative Practices remain central to our approach, alongside the implementation of Berry Street strategies which promote strengths-based language, positive behaviour management, and the development of character strengths.

Specific actions included:

Staff Wellbeing Professional Learning with Meg Durham throughout the year

Staff wellbeing Professional Learning with Learning Support Officers to support the wellbeing of students with evidence based strategies.

Behaviour Norms further implemented and embedded across the school.

Student feedback sourced and actioned throughout the year.

Professional learning: for staff: Strengthening Against Anxiety at School - Karen Young (HEY SIGMUND)

Parent workshop - Strengthening Children and Teens Against Anxiety: Karen Young *Hey Sigmund)

We strengthened opportunities for student voice, helping students understand how they can influence their own growth and contribute positively to the school community. This was further supported through initiatives like Diversity Day, which celebrated inclusion, and a range of student leadership opportunities, including every Year 6 Taking Charge leadership initiative.

The Respectful Relationships Curriculum Scope and Sequence of lessons was followed Prep-6.

Each week, we recognised students through awards that highlight character strengths and reflect our Catholic values of Gratitude, Respect, Hope, Kindness, Forgiveness, Fairness, Zest, Persistence, Resilience, Getting Along, and Love of Learning.

Finally, we continued to support student wellbeing with healthier choices in our school canteen, embedding long-term habits that contribute to overall health.

Value Added

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

Embedding of the Mental Health in Primary Schools Leader

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

Further enhancement of student leadership opportunities and student action groups including our Take Charge Year 6 Program.

Refinement of our School Referral Procedures Staff Professional Learning in the area of Mental Health

Extension of Daily Lunchtime Activities

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

Additional Students and Teachers commissioned as FIRE Carrier leaders

Conducted Student/Parent information session supporting Personal Development

Further enhanced "Positive Behaviour for Learning" with particular focus on identifying the shared values of our school community, leading into whole school Behaviour Norms.

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

Workshops Year 3-6 for CyberSafety.

Student Satisfaction

The MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2024 data indicated:

- Our students have indicated that their teachers hold them to high expectations of their efforts, understanding, persistence and performance.
- Students have a positive perception of physical and psychological safety while at school.
- Students have a positive perception of the social and learning climate of the school.
- Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while school continues to be strong. This is particularly strong for our female students. Students also reported a stronger connection with an adult in the school that they could go to if they had a concern or worry.
- Our Families' perceptions of the social and learning climate of the school is strong.
- Increase in the degree to which families are partners with their child's school.
- The Families' perception of student physical and psychological safety while at school continues to be positive.

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.

2025 Average Student Attendance Rate by Year Level

Prep/Foundation	91.59%
Year 1	89.70%

Year 2	89. 35 %
Year 3	89. 28 %
Year 4	89. 49 %
Year 5	86 .8 0 %
Year 6	86 .8 7 %

School Average Attendance Rate

89.01%

Average Student Attendance Rate by Year Level	
Y01	90.58
Y02	88.78
Y03	89.17
Y04	89.57
Y05	88.27

Y06	8 6 . 5 7
Overall average attendance	8 8 . 8 2

Leadership

Goals & Intended Outcomes

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 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 2025, significant strides continued in leadership and educational development within our community:

Professional Development: The Leadership team and curriculum leaders continued to be part of Vision For Instruction Flourishing Learners led by Simon Breakspeare. We continued to exploring evidence based practices including establishing and embedding Science Of Learning theory and evidence based practices discerningly to meet the needs of our students- the "Star Way", with Writing the main focus. Staff Wellbeing was a priority for all staff who engaged in Professional Learning with Meg Durham.

Instructional Coaching and Consistent Approach: Created more opportunities for coaching, shadowing, mentoring and facilitated planning across all curriculum areas. We explored and experimented with Tom Sherrington's Walk Thrus. All staff were provided

opportunities to pursue coaching, mentoring and shadowing aligned with their individual goals, fostering personal and professional growth. This included networking and visits to other schools. Shared expectations and consistent approaches to contemporary learning from Prep to Grade 6 were emphasised, promoting continuity and coherence in our educational practices.

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 continued to prioritise collective and collaborative teacher planning teams, ensuring a differentiated curriculum with students at the centre. Participation in evidence based Professional Learning opportunities at staff meetings and PLTs, facilitated planning with Curriculum Leaders and data analysis.

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 whilst providing clarity to all electronic platforms used.

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 continued to ensure a clear suite of policies that were regularly reviewed and made available to all stakeholders.

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 2025	
Catholic Education Office Melbourne Professional Learning Activities: Principal Networks and Principal Conference, Principal Forums, Religious Education Leaders Network, Deputy Principal Network, Student Wellbeing Network , Learning Diversity Leader Networks, Vision for Instruction and Vision for Engagement with MACS, Simon Breakspeare, Literacy Masterclasses, ICT WESTech network meetings, , 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, MACS Infrastructure servicing, National Catholic Conference, Mental Heath & Wellbeing PL, OHS in the workplace Training. Union representative training, CEMEA consultative committee training. School Based Professional Learning : MACS Vision for Instruction in Mathematics with Ainslee, Meg Durham Staff Wellbeing, Karen Young- Hey Sigmund- Strengthening against Anxiety in School, Differentiated Learning in Literacy and Mathematics, Little Learners Love Literacy Prep-2, Phormes Year 3-6, See Saw training, Religious Dimension Knowing Mary and Church Seasons, OzLit Writing Modules via Literacy Leaders, 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, UFLI Training, Behaviour Norms and routines PL, OT and psychology PL for LSO's in regards to neurodivergent learners, Kane Sparks Cybersafety Session for staff, Stephen Russell Data Analysis with Leadership. Other: Google Design Thinking, Apple Teacher. Educating for Sustainability , Dyslexia e learning, Literacy Strategy groups, RSS workshops, Berry Street.	
Number of teachers who participated in PL in 2025	49
Average expenditure per teacher for PL	\$673.00

Teacher Satisfaction

In 2025, our MACSSIS data revealed a continued, strong endorsement from staff across all domains, remaining well above the MACS average.

This positive endorsement included School Leadership, Professional Learning, Instructional Leadership, Collaboration in Teams, Support for Teams, School Climate, Staff Safety and Psychological Safety. Staff-leadership relationships remain very strong at 88%.

This positive perception data significantly exceeds the MACS average, indicating a high level of satisfaction and affirmation within our community.

This positive endorsement is particularly pleasing as throughout 2025 we continued to journey together with the MACS Vision for Instruction, reflecting and responding within our context.

Our culture at Our Lady Star of the Sea is characterised 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 and ensuring we maintain a focus on the whole child. They also appreciate how resources, processes and procedures align with our School Improvement Plan, fostering effective collaboration.

Teacher Qualifications	
Doctorate	
Masters	
Graduate	
Graduate Certificate	
Bachelor Degree	
Advanced Diploma	
No Qualifications Listed	

Staff Composition	
Principal Class (Headcount)	
Teaching Staff (Headcount)	
Teaching Staff (FTE)	
Non-Teaching Staff (Headcount)	
Non-Teaching Staff (FTE)	
Indigenous Teaching Staff (Headcount)	

Community Engagement

Goals & Intended Outcomes

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 student leadership is authentic and contributes towards whole school decisions.

That feedback is consistently used as a regular aspect of student and staff growth for the improvement of practice.

That community engagement continues to be a high priority at Our Lady Star of the Sea

Achievements

In 2025, Our Lady Star of the Sea continued its dedication to being an outward-facing school, fostering a vibrant community through meaningful engagement, inclusivity and holistic student development.

Community & Spiritual Connection

Reconciliation & Fire Carriers: We continued to implement our Covenant of Actions (RAP), raising awareness for the Fire Carriers Program and inducting new student and staff representatives as ambassadors for reconciliation.

We also received a community Arts Grant where we engaged "Nomad Mural" artist and brightened up the canteen section of our yard. Students wildlife drawings were depicted in the Mural as part of their Art Program from Year 3-6.

Parish Partnerships: Connections with the parish were deepened through sacramental celebrations and a student-led Kindness Initiative, where Year 4 students authored Christmas cards for parishioners to strengthen intergenerational ties.

Civic Engagement: The school participated in the annual ANZAC Day March and maintained strong partnerships with local elderly homes and Bellarine Foods.

Parent Education & Engagement Expert Workshops: We hosted Karen Young (Hey Sigmund) for a specialised parent education session titled "Strengthening Children and Teens Against Anxiety," alongside workshops on Cybersafety and Personal Development for

Years 4–6.

Classroom Collaboration: A conscious effort was continued to engage families and community members as active volunteers within the classroom. This initiative focused on making meaningful contributions to the learning environment and supporting individual student progress.

Social & Advisory Groups: Our School Advisory Council and Parents & Friends Association (PFA) remained highly active, organising community-building events such as the Welcome Picnic, Bingo Night, Working Bees and Year Level social catch-ups.

Whole Community Celebrations: We held our bi annual Arts Trail supported well by a parent committee and volunteers and our annual concert in the Ocean Grove Park with the theme "On the Peace Train" aligning with our whole school theme. Both events were hugely successful with wonderful community spirit.

Global Citizenship & Sustainability

Indonesian Relations: As a hub for cultural exchange, we again hosted the Victorian Regional Indonesian Speaking Competition for 200 students, maintained our sister school connections in Bali, and celebrated Indonesian Day.

Environmental Stewardship: Sustainability remained a core focus through National Tree Planting initiatives and our continued membership in the Resource Smart Schools Network.

Service & Leadership: Twenty Five Year 6 students successfully completed the Junior Rotary Awards. Our community also showed great generosity through Project Compassion (Caritas), St. Vincent de Paul and Opening Doors Foundation appeals.

Student Voice & Wellbeing

Responsive Learning: Student feedback was intentionally sourced and actioned throughout the year, endeavouring to increase student voice directly influencing school improvements and learning experiences. A wonderful example of this included the Year 6 "Take Charge" leadership workshops.

Physical Education: Students represented the school with pride in Interschool and Regional sporting events, including Cross Country, Athletics, and Swimming. Camps continued Year 3-6. Sporting Schools Grants allowed external community sporting agencies to deliver extra sporting programs.

Inclusion: The PFA alongside staff supported a dedicated Diversity Day, Mission Fete and school discos to celebrate the unique identities within our student body.

These collective efforts reflect Our Lady Star of the Sea's ongoing commitment to building a supportive, engaged and culturally aware environment that nurtures every student's growth.

Parent Satisfaction

In 2025, our MACSSIS survey data and other feedback sources clearly indicated that parents and carers continued to express high levels of satisfaction with the school, consistently rating us above the MACS average in all measured domains. Areas of overwhelming satisfaction included School Fit, School Climate, Communication, Engagement and Student Safety.

School Climate, which reflects families' perceptions of the social and learning environment, has remained consistently strong at approximately 90% for the past four years.

Notably, 94% of parents responded positively to the question:

"Based on your experience with the school, how likely are you to recommend the school to prospective families?"

We have also maintained strong engagement with our School Advisory Council and Parents and Friends Association. These partnerships are highly valued by all stakeholders and exemplify our commitment to working collaboratively with families.

There is a strong sense of mutual respect between parents and staff. Parents and Carers generally feel comfortable approaching their child's teacher, other staff members, or the Principal when needed. We continue to receive regular, positive feedback acknowledging the care and commitment shown by our staff and the rich learning opportunities provided alongside community involvement—appreciated deeply by our school community.



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