2018 Annual Report to the School Community

STAR OF THE SEA COLLEGE
A Kildare Ministries School in the Presentation Tradition

Registered School Number: 0250
Contents

College Contact Details .................................................................................................................................................. 2
Minimum Standards Attestation ........................................................................................................................................ 2
Star of the Sea College Mission Statement ................................................................................................................... 3
College Motto .................................................................................................................................................................. 3
Mission Statement .......................................................................................................................................................... 3
College Overview ............................................................................................................................................................ 4
Principal’s Report ........................................................................................................................................................... 5
Education in Faith ............................................................................................................................................................ 8
Learning & Teaching ....................................................................................................................................................... 12
Student Learning Outcomes ........................................................................................................................................... 21
Student Wellbeing .......................................................................................................................................................... 25
Child Safe Standards ....................................................................................................................................................... 30
Goals and Intended Outcomes ........................................................................................................................................ 30
Leadership & Management ........................................................................................................................................... 31
Compliance Advice .......................................................................................................................................................... 35
College Community ........................................................................................................................................................ 37
Minimum Standards Attestation

I, Mary O’Connor attest that Star of the Sea College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

25 May 2019
Star of the Sea College Mission Statement

Context

Founded in 1883 by the Presentation Sisters, Star of the Sea College (the College) is a Catholic school for young women. We remain faithful to the spirit of the Presentation Sisters who are called to encounter God in the heart of the world. We seek to continue the mission of Jesus in the spirit of Nano Nagle.

College Motto

Facta non Verba – Deeds not Words

The College motto reminds us that words are not enough in themselves. We need to be “Doers of the Word”, proclaiming the Good News with courage and conviction.

Mission Statement

The College educates young women spiritually, academically, physically and creatively in a compassionate Catholic context. We strive to empower young women to engage in critical reflection leading to positive action for our world.
College Overview

The College is a registered Catholic Secondary College for girls, first established in 1883 by the Presentation Sisters. The College Board has responsibility for the management of the College and the continuance of the educational mission of the Presentation Sisters. The College is a member of Kildare Ministries.

The College is situated in Brighton within easy walking distance of the Gardenvale train station and is well served by public transport.

The College is known for the quality of its education for girls in Victoria. As well as aiming for excellence in academic areas, the College offers a wide range of experiences in art, music, drama, sport, public speaking and debating.

The College also has a reputation for educating girls to exercise initiative, to be independent thinkers, to be articulate and practical in their response to matters of social concern, and to be active and contributing members in their Church and their society.

The name “Star of the Sea” was chosen by the first group of Presentation Sisters when, in 1883, they placed the school under the Patronage of Mary, Mother of Jesus, symbol of faith and love and openness to God for all Christian people. The choice of this particular title for Mary was doubtlessly influenced by the school’s proximity to the sea. Mary has been honoured through the ages by this title.

At a time when mariners guided their ships by the stars, Mary was seen as a clear guiding light for all Christians on their journey through the sea of life, and the title has been retained by the Church for its rich symbolic meaning. The Star of the Sea College crest dates back to the very early days of the 20th Century.

The motto chosen by the College, Facta Non Verba, reminds us that words are not enough by themselves. We need to be doers of the Word, sharing our gifts, giving and receiving, as Mary did in her response to God and to his People. The motto reminds us that we are called to be people of faith, love, and especially today, of initiative and courage.

Our current school population is approximately 1176. More information is available on the website: www.starmelb.catholic.edu.au
**Principal's Report**

Star of the Sea College has been delivering Catholic education of the highest quality to young women in the Brighton and surrounding areas since 1883. Since 2014, the College has been a member school of Kildare Ministries.

The theme for 2018 was “Awaken the hope within”. Throughout the year, we were individually and collectively challenged to make a positive contribution to our community and our world. We welcomed 218 Year 7 students on the first day, with 3 new students in Years 8 - 11. With the assistance of their Mentors and student “buddies”, they settled quickly into College life.

Improving student learning outcomes is at the heart of our work at the College. Engaging pedagogy and a wide range of subjects maximise student engagement and success. The learning spaces for Years 7 and 8 have focused on the need to continually develop pedagogy in the “soft skills” areas of Communication, Collaboration, Critical Thinking and Creativity which will be seen as essential in any future workplace. Students were offered a range of new electives in Years 9 and 10. Following a Learning and Teaching review, the structure of the day was reorganised, with the day being divided into a 5 period day with lessons of 1 hour in length.

The outstanding results of the VCE class of 2017 was celebrated in an academic assembly at the commencement of the year, and Presentation Night in November, which celebrated both academic and endeavour awards for students in Years 7 - 11, as well as the many awards which have traditionally been awarded on the night.

The College is in the fourth year of offering the Victorian Certificate of Applied Learning (VCAL) as an option for senior students and has continued to refine this program to meet the needs of our students. The Online Reporting system continues to evolve as a formative and summative assessment tool for students and parents.

The College provides a broad range of subjects and a co-curricular program designed to meet all interests and abilities, and acknowledges that learning is not confined to structured classes. All students are encouraged to take up at least one co-curricular activity to increase connectedness and enable them to further develop skills and talents and there has been an increase in the number of sport teams on offer to allow for increased participation. The Music Festival moved to The Convention Centre to accommodate an increase in audience numbers, following several years of sold out performances in the Fay-Byrne centre. The night was a wonderful success at this new venue.
Community Outreach continued to grow, with the Year 9 staff and students, in collaboration with the Humanities faculty, hosted craft sessions every Tuesday at the ANZAC Hostel Therapy Centre with the aim of knitting hundreds of poppies to commemorate 100 years since the end of World War 1. An amazing response by the community saw the project culminate in a memorable ANZAC day service with the residents and day patients of Vasey House.

The Gatehouse is being used by a refugee family from Uganda who have come to us through the Kildare Ministries community group, BASP. The College has facilitated outreach with the St James parish, past students and volunteers from St Kilda Mums, as well as staff and students to provide support for this family.

The College’s social justice programs continue to cover all year levels. Year 9 students are involved in the Companions’ Program with residents from ANZAC Hostel. Each Year 10 student prepares and serves lunch at the Sacred Heart Mission in St Kilda. Year 11 and Year 12 students volunteer to tutor newly-arrived refugees, serve on a soup van, and take part in the Street Retreat and inter-faith gatherings. Our community was invited to reflect upon the world, to discern where need might be, to take action, and to work toward a better way of being.

The Past Students’ Association continued to thrive and expand in 2018. Star Women Speak featured Nellie Kerrison, class of 1991, who commanded a large crowd to witness her culinary skills being demonstrated in Sebastian Hall on Sunday 29 July. The Past Students’ Facebook page continues to elicit many comments and viewings. A key feature of the page is the addition of regular archival posts of photos, biographies, and historical and current snapshots of school life. Past students continue to be a strong presence at the College’s Careers Night and Meet with Success mentoring event.

The fourth Mass of Remembrance took place in the College Chapel on Sunday 11 November. Because the Mass fell on Remembrance day, Jo Walker, staff member and trumpeter, played the last post, which made for a very moving ceremony.

Reunions were held for the classes of 1955, 1958, 1959, 1978, 1988 and 2017. A morning tea for those who left the College fifty or more years ago was held in November.

All aspects of College life, its religious dimension, school culture, resources, infrastructure, learning and teaching, student wellbeing and staff professional learning are formed and underpinned by the College Mission Statement and the Seven Guiding Principles.
The 2018 Annual Report is a compilation of a cross-section of developments under the five School Improvement Framework spheres: Education in Faith, Teaching and Learning, Leadership and Management, School Community and Student Wellbeing.

This report does not include the vast array of ongoing activities and experiences that make up the ebb and flow of life at the College. These are celebrated in the College magazines - The Lantern and The Star - and at the annual Presentation Night.

Ms Mary O’Connor
Principal
Education in Faith

*May Nano be always aflame in us, stoking our passion
Becoming the fire and radiating love*

("Praying our Journey", Union of Sisters of the PBVM, 2017)

**Nano Nagle’s Tercentenary Year: 1718 - 2018**

**Tercentenary Labyrinth**

Under the auspices of the Australian Labyrinth Networks, 5 Religious Education (RE) classes across year levels worked with Lisa Moriarty, international labyrinth-making expert from the USA to make the Nano Nagle Tercentenary labyrinth on canvas - from scratch - in April. The labyrinth was used at the Year 10 Camp in meditation and prayer sessions. It continues to be used at various Star events.

**Tercentenary Pilgrimage to Wagga for Year 9 Students**

Fourteen Year 9 students and 2 staff travelled to Wagga for a 3-day program, which included:
- accommodation in Mount Erin College’s boarding house to experience boarding life
- a visit to Erin Earth - Presentation Sisters’ beacon sustainability project - and to Mount Erin Heritage Centre
- a Lantern progression ceremony at St Michael’s Cathedral
- a round table discussion at Mount Erin Heritage Centre

**Masses & Liturgies**

**135th Anniversary Foundation Day Mass in Tercentenary Year**

The interactive homily involved a cross-section of Star women retelling Nano’s story, incorporating the passing of the Lantern from Maria Lazzaro pbvm to Principal Mary O’Connor, then to a Year 12 and Year 7 student respectively.

**Mass of the Sacred Heart**

Students and a staff member from Iona College, Perth, attended the Mass and actively participated in a number of roles. Overwhelming generosity from the Star community was evidenced in the donations made to targeted needs of Sacred Heart Mission.

**Year 12 Graduation Mass**

The message of the homily was “to have a little of Mary and a little of Martha” in each of us.

A feature of this Mass was the singing of the Year 12 song by all Year 12 students.
Mass of Remembrance in November

Following the annual Mass of Remembrance, the congregation proceeded to the Garden of Reflection to lay the traditional wreath in remembrance of departed Star members before adjourning for lunch.

Staff Mass of Thanksgiving

This Mass marked the gratitude that Star staff felt after a year of caring for the wellbeing of the girls entrusted to our care. Fr Ian Ranson from St Finbar’s Parish was the celebrant.

Easter & Advent Liturgies

The College’s focus continued to be on nurturing a symbolic faith and a re-contextualised understanding of the Christian narrative, the inclusion of “fresh faces” at each liturgy, and the involvement of Drama, Dance, Music and Art & Design students.

Interfaith Activities & Initiatives

East Melbourne Synagogue Visit by VCE Students

Eighteen Year 11 students and 6 Year 12 students visited the East Melbourne Synagogue to supplement their study of Texts & Traditions - Units 2, 3 and 4.

Places of Worship Tour - Dandenong Interfaith Networks

Auspiced by the Dandenong Interfaith Networks, Year 10 students and their RE teachers visited a gurudwara, a mosque, a Buddhist or Hindu temple, and heard from religious leaders.

Year 9 Interfaith Forum

Eight guest panelists, representing Hinduism, Buddhism, Bahaa’i, Islam, Judaism, Sikhism and Zoroastrianism, addressed the question:

What does your faith/religious tradition teach about the importance of hope in bringing about harmony in society today?

Twenty-five Year 9 students were trained to facilitate the day’s program.
Kilbreda College Year 9 Interfaith Forum
Twenty-five Year 9 students and 2 staff members attended this annual event.

House & Year-Level Events

Year 7 - 9 Liturgies
“Awaken the Hope Within” was interpreted through scripture, the writing of Prayers of the Faithful and presenting creative reflections. Liturgy Captains and Class Captains from Years 7 - 9 actively led the planning and preparation. They facilitated each liturgy and involved a large number of fresh faces among their peers.

Year 10 Reflection Day
Genevieve Bryant, a Catholic singer-songwriter and musician, shared her faith journey through the medium of song and music. Her performance was followed by sessions looking at the women in Mark’s Gospel and the contribution of our Aboriginal and Torres Strait Islander women to justice outreach.

Guest Speakers for Year 11 Religion & Society (Religion & Ethics):

- Anthony McEvoy, Star parent - Homelessness in Melbourne
- Kutch Edwards - Closing the Gap - Aboriginal and Torres Strait Islander disadvantage
- Tejopala Rawls (ARRCC) introduced by Barbara Daniel pbvm - Climate Change and the activities of Australian Religious Response to Climate Change in response to the Adani mine proposal and in the context of Laudato Si

Year 11 Retreat Highlights

- keynote address by alumna and humanitarian documentary-maker, Genevieve Bayley (1998), about her latest release, Happy Sad Man
- assembly of birthing kits for women in developing countries (pictured)

National Reconciliation Week

Guest speakers at the College included Vicki Clark and survivors of the Stolen Generation.

Staff Formation

Yingadi Immersion Program
Two staff attended Lake Mungo for this program, auspiced by Edmund Rice Education Australia.

Presentation Formation Program

- Mary O’Connor shared her Nagle Education Association of Australia (NEAA) pilgrimage experience with staff at a breakfast meeting.
• **Nola Vanderfeen pbvm** and **Brigid Arthur csb** spoke to staff about the Presentation and Brigidine journey’s respectively, to the formation of Kildare Ministries.

• **Mary Coloe pbvm** presented “Celebrating the Adult Christ at Christmas” to staff, including teachers from Presentation College Windsor.

**Formation of RE Faculty**

**Shaun Healy**, Learning Consultant, CEM Southern Region Networks, presented a professional learning session for 2019 RE staff in December, exploring the Pedagogy of Encounter model.

**Social Justice Action**

• 170 Year 10 students worked in the dining hall at Sacred Heart Mission (SHM), supported by 34 College staff.
• 15 Year 10 students worked at St Kilda Mums, supported by 2 College staff.
• 22 Year 11 students participated in the Ministry Retreat, supported by 4 College staff.
• On 20 Fridays, 4 Year 12 students and 1 staff member supported Soup Van.
• On 38 Fridays, Year 10 - 12 students supported Friday Night Tutoring, supported by 38 College staff.
• Christmas hampers were assembled and delivered to Vinnies Gardenvale in December following generous donations from the Star community (pictured).
• Gift cards were provided to SHM to use as client Christmas gifts.
• Funds were raised for the Drought Appeal and for the Brigidine Asylum Seekers Project (BASP).
• Christmas Care packages were purchased for community families.

*And may the blessings of the Woman of the Lantern be with us as we continue our Pilgrim Journey*  
("Praying our Journey”, Union of Sisters of the PBVM, 2017)
Learning & Teaching

2017 VCE Results

Outstanding VCE results were achieved by the 2017 Year 12 cohort:

- 24% received an ATAR over 90 (9% received an ATAR over 95) - top 10% of the state
- 25% received an ATAR between 80 and 89 - top 20% of the state
- 29% received an ATAR between 70 and 79 - top 30% of the state

In total, 48% of the cohort received an ATAR over 80 and 65% received an ATAR over 70. The median study score was 33.

The College Dux for 2017 was Meg Jones with an ATAR of 99.8, including 3 study scores of 50 for Economics, Literature, and Legal Studies (the latter achieved in 2016). Meg is pictured with teachers Leanne Hart (Economics) and Peter Farrar (Legal Studies & Literature).

Star is proud of the 2017 VCE students and, in particular, acknowledged students who achieved a score of 50 in one of their chosen studies:

- **Maireid Carrigg** in Product Design Technology: Textiles (Teacher: Marta Pearson)
- **Meg Jones** in Economics (Teacher: Leanne Hart) and Literature (Teacher: Peter Farrar)
- **Chloe Malouf** in Biology (Teacher: Veronica Nguyen)
- **Siena Myers** in Further Mathematics (Teacher: Miranda Ellul)
- **Rubina Smith** in Media (Teacher: Cath Williams)
- **Carli Tesoriero** in English (Teacher: Annette Hill)

The VCE Season of Excellence showcased the remarkably creative and innovative work of the most exceptional VCE students. This annual exhibition celebrated their outstanding achievements that hint at the designs of the future.

A number of our students were short-listed for VCE Season of Excellence - Top Designs & Top Arts:

- **Julia Mondy** - Product Design & Technology: Textiles
- **Katherine Olson** - Product Design & Technology: Textiles
- **Tess Lockart** - Visual Communication Design
- **Amber Provis** - Visual Communication Design
The following students were finalists and had their work displayed:

- **Maireid Carrigg** - Product Design & Technology: Textiles
- **Felicity Stratton** - Visual Communication Design

The efforts of the Victorian Certificate of Applied Learning (VCAL) graduates were also acknowledged, with our senior students obtaining employment in fields such as Business, Early Childhood and Real Estate.
Tertiary Destinations: Class of 2017

100% of students effectively received an offer of a higher education place for 2018. There were a number of students who were accepted into the ACU Early Achievers’ Program due to their ongoing dedication to volunteering in the community and strong focus on social justice that is offered at Star of the Sea College.

Monash University continued to be our most popular tertiary destination. Humanities-based courses such as Law, and combination courses such as Arts and Law or Science and Education, were popular.

Senior Studies: Morrisby Careers Testing

There was a key focus on introducing Morrisby Careers Testing for Year 10 students. Testing took place early in Term 2 and provided Year 10 student profiles. The profile developed from the testing enabled students and parents to gain a greater understanding of their aptitudes, their most suitable career interests, work style and work-place preferences. This helped them appreciate how their unique make-up can fit into the world of employment. Students had individual appointments with a careers practitioner to review their profile and to consider suitable subject choices for VCE.
**Learning & Teaching Team - Year 9**

The Learning & Teaching team focused on the Year 9 program, reviewing key ideas around the Anzac Program, from both a curriculum and wellbeing perspective.

The first stage of the process involved gaining the opinions of key stakeholders: students, staff and parents through the following survey:

At Star of the Sea, we are always looking to build on our reputation for innovation and excellence. Our desire to provide an education that reflects a vision and understanding of contemporary learning led to the emergence of Trasna (Year 7 & 8). In line with our current focus on the Master Plan, it is time to evaluate and reflect on the Anzac experience. It is for this reason that we seek your feedback on these areas that are fundamental to the Year 9 program:

- learning
- skills
- achievements
- relationships
- personal growth

*What does the Anzac experience mean to you?*

*What did you find most valuable about this experience?*

*What would you change about this experience?*

*Do you have any further comments or ideas?*

The response to the survey was positive. The Learning & Teaching team reviewed the feedback and formulated the next stage of the process through the common themes presented in the survey responses.

The next step in the process is for members of the Learning and Teaching Team to visit other schools that offer an alternate Year 9 program and to see what are the considerations that should be undertaken when reviewing the pastoral and academic elements of the Year 9 program at the Anzac Campus.

**VCE Data Review Meetings**

All 2017 Unit 3/4 teachers met with their relevant teaching colleagues and Faculty Leader, Deputy Principal Learning & Teaching and Principal to discuss their VCE results. These meetings provided an opportunity to have conversation about results however the primary focus was in relation to continuous improvement: What have we learnt? How can the cohort’s results improve? What specific strategies will we use? Unit 3/4 teaching staff shared with their colleague’s ways in which they deliver innovation in the classroom and challenge the Year 12 students to build upon their current knowledge. Many strategies based around cross marking, SAC performance and examination preparation were shared.
Study Tours and Overseas Experiences

A number of valuable learning experiences took place over the Term 1 holidays:

**Italy Tour**

Twenty-five students of Year 10 and VCE Italian and 3 staff (Maria Marazzita, Kym Hardeman, Anne Basso) had the opportunity to take part in a 21 day Linguistic and Cultural tour of Italy, including an intensive Language Course in a Language school in Florence. Students had the unique and valuable experience of attending language lessons at ABC Language School in Florence, Tuscany, where they enrolled in an immersion language program suited to their level of competence. This equated to 18 hours of Italian lessons over 5 days. Participants in the 2018 Tour visited Rome, Orvieto, Pisa, Lucca, Florence, Siena, San Gimignano, Venice and Verona.

A major highlight of the Tour for both the students and staff was attending the papal audience and listening to Pope Francis address the masses prior to Good Friday.

**Space Camp/ STEM Tour USA**

Twenty-five students and staff (Toula Tripaydonis, Gillian Coyle, Sarah Tymensen) attended the inaugural Space Camp/STEM trip to the United States of America. Students spent the first week enrolled in the Advanced Space Academy Program at Space Camp Huntsville, Alabama, where they worked in teams on a range of Space and STEM-related activities including Space Missions, anti-gravity environments, physics of space travel, Mars Rover, model rockets and the future of space travel.

After graduation from Space Camp, the group departed for Washington DC, where the focus of Space was still evident with a visit to the Smithsonian Air & Space Museum and the Smithsonian Udvar Hazy Air & Space Museum. These visits also enabled students to develop a better understanding of American History with visits to a number of historical sights on the Monuments at Night Tour of Washington, including the Memorials for Franklin Roosevelt, Martin Luther King Jr, World War II Veterans and Abraham Lincoln. The groups were also privileged to have tours through both the US Capitol Building and the White House.

In Orlando, the group spent a day at the Kennedy Space Centre, which is still an active launch site. In fact, the visit included a tour of the NASA Launch Control Centre and lunch with astronaut Dr Tom Jones. Students had the opportunity to learn about the historic final launches of NASA’s Space Shuttle Program, future launches for deep space exploration via the Space Launch System (SLS) and to preview the operational changes taking place for NASA’s upcoming Journey to Mars. The group’s time in Orlando also included an opportunity to participate in the iFly Experience and Physics Workshop, tour the Florida Everglades in an airboat and participate in Behind the Adventure Tour at Universal Studios, which enabled students to gain a new perspective of the innovation, technology and creativity that goes into developing theme park rides.
VCE Studio Arts, Sydney Biennale

Twenty-four VCE Studio Art students (General and Photography) and staff (Rehana Patrick, Luisa Bezzi, Laura Owsianka) attended the Biennale of Sydney. This is a platform for art and ideas that showcase the work of over 70 artists from more than 35 countries.

The Biennale is considered to be one of the leading international contemporary art events, and the group was able to view the innovative and thought-provoking work of a huge array of artists by visiting a number of galleries including the Art Gallery of New South Wales, Artspace, Carriageworks, Cockatoo Island, Museum of Contemporary Art Australia, Sydney Opera House and 4A Centre for Contemporary Asian Art.

Tours of the various galleries enabled the students to meet with many people who work within the field of art including curators and art gallery directors. The group were also able to view the creations of the 2017 NSW Top Arts recipients, which provided them with further insight into current student work.

Each of these opportunities provided the students and staff, who participated, the ability to immerse themselves into a new environment and take these rich learning experiences back to the classroom to share with others.

NAPLAN

In early May, Year 7 and 9 students completed testing in Reading, Writing, Language Conventions and Numeracy. The purpose of this national assessment is two-fold, it provides:

- educators with a set of educational data that can assist in developing curriculum to improve student learning
- parents with an indication of their child’s fundamental skill development in the area of literacy and numeracy, and how this compares on a national scale, with students of the same-age

The data that is provided from NAPLAN helps to inform parents and teachers, with the goal of working in collaboration, to assist all students to achieve to their full potential.

Star of the Sea College was selected this year to undertake trial online NAPLAN testing, with the progression to online NAPLAN in 2019. As part of the trial, several staff were trained in the administrative and testing process. A number of Year 7 and Year 9 classes undertook the School Readiness Test (SRT) to experience the online testing process. The advantages to moving to the online delivery means that the school will have access to the NAPLAN results almost 6 weeks earlier compared to the written testing (staff can use the NAPLAN data to assess student growth) and the flexibility in the scheduling of NAPLAN (can space the testing across the week rather than only testing on the allocated days).
Nationally Consistent Collection of Data (NCCD) on School Students with Disability

NCCD is based on the obligations of all schools under the *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education 2005, and captures the work of schools in responding to students in the context of those obligations. In 2018, some key changes occurred in relation to students who are identified under the NCCD. Staff are developing their understanding of how these changes will impact on the reporting of student progress and the recording of adjustments made to student work.

Teaching and Learning Support staff have been working throughout the year to collect data in regards to students with disability about whom information must be provided under the NCCD Guidelines. In practice, such students who are identified under the NCCD, will be receiving reasonable adjustments in their learning so that they are able to participate in education on the same basis as other students (as required by the Disability Standards for Education). The collection of data for the NCCD is based on the professional judgement of teachers and the evidence reflects a wide range of practices for meeting the educational needs of individual students. Staff have undertaken a significant amount of professional learning to work through the steps for completing the NCCD and to meet the census deadline.

**Student Data: NAPLAN, Bob Alwell & VCE Data**

The Data Analysis Team has worked with staff on developing a better understanding of how to interpret data and to use this information to formulate teaching practices. There is such a wealth of information that the data can inform teachers about:

- the strengths and weaknesses of students
- skillsets of cohorts
- how Star of the Sea College students compare to “like” schools across Victoria

This data is used to drive pedagogy and improve our teaching practices. The primary focus for 2018 was assisting in developing staff understanding of VCAA data.
**VCAA Presentation: Enri Dalton & Barbara Elvins, Student Records & Results**

The Students Records and Results Team manage the administration of enrolments and delivery of results for students undertaking VCE and VCAL, VCE VET programs and students sitting the GAT. All teachers were informed about the calculation of VCAA data and the processes regarding many aspects of VCAA. Key messages from the VCAA presentation were shared with staff:

- ranking is important and is the responsibility of the teaching team
- statistical moderation aligns internal and external assessment scales but maintains rank order
- GAT results do not count directly towards a student’s VCE results but they play an important role in checking school-based assessment and in calculating derived examination scores
- indicative grades are a quality assurance
- as teachers of a Year 12 study, we need to work collaboratively and try to lift the ability of the cohort
- VCE is a marathon and the training and preparation commences in Year 7; therefore, all teachers are responsible for the development of study skills and high expectations in our students
- subject selection - choose subjects about which you are passionate and able

**Learning & Teaching Team: Reporting Review**

The Learning and Teaching Team focused on reviewing the current reporting practice and developing a model of reporting that will accommodate the transition to online, real-time reporting. The review has also included the development of the Staff Reporting Guide to assist with the style of reports to ensure consistency in the way that feedback is offered to parents through online reporting. Parents have been consulted in this process.

**Unit 1 & Unit 3 - 2018 Orientation**

The VCE Orientation program has been further developed from 2017. The 2018 Orientation program commenced on Tuesday 28 November and concluded on Thursday 7 December. During this time, Unit 1 and Unit 3 students for 2019 had an opportunity to discuss subject-related content that will enable them to have some insight into their selected VCE studies.

Throughout the program, various other sessions were held, enabling the students to receive information with regards to the Year 12 Retreat program, Music Festival rehearsals, wellbeing, VCAA and careers information, and study skills.
### Compliance Advice

#### NAPLAN Year 7

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>98.5</td>
<td>98.5</td>
<td>0.0</td>
<td>99.5</td>
<td>1.0</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>100.0</td>
<td>99.5</td>
<td>-0.5</td>
<td>100.0</td>
<td>0.5</td>
</tr>
<tr>
<td>YR 07 Reading</td>
<td>99.5</td>
<td>100.0</td>
<td>0.5</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>99.5</td>
<td>99.0</td>
<td>-0.5</td>
<td>99.5</td>
<td>0.5</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>100.0</td>
<td>99.0</td>
<td>-1.0</td>
<td>99.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

#### NAPLAN Year 9

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>99.0</td>
<td>98.4</td>
<td>-0.6</td>
<td>98.4</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>99.5</td>
<td>100.0</td>
<td>0.5</td>
<td>98.9</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 09 Spelling</td>
<td>99.5</td>
<td>97.9</td>
<td>-1.6</td>
<td>98.4</td>
<td>0.5</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>100.0</td>
<td>97.3</td>
<td>-2.7</td>
<td>94.2</td>
<td>-3.1</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

In regards to the Year 7 NAPLAN data, there have been percentage gains in Grammar & Punctuation, Spelling, Writing and Numeracy. Reading recorded a percentage loss. A number of initiatives have been introduced to improve on these key areas of literacy and numeracy including: review and modification of the wide reading program, MatLit (support with Numeracy and Literacy), Extension English and Mathematics.

The trends in the results of Year 9 have instigated a review of the curriculum offerings and structure of the Year 9 program. The Working Party is currently establishing a proposed model that will focus on key skill development in the area of Literacy and a review of the curriculum design and content, focusing on the integration of key enterprise skills (problem solving, creativity, communication skills, etc.) being embedded into curriculum delivery.

The Learning Diversity department have had several staff members trained to implement “Catch Up”, a highly recognised and acclaimed intervention program which has yielded excellent gains in addressing gaps in literacy/reading interventions for students with learning difficulties. This program is in its inaugural year at Star of the Sea College and it is hoped that its impact will be reflected in future NAPLAN data.

In the areas related to literacy (Reading, Writing, Spelling, Grammar & Punctuation), changes across year levels are minimal and could only reflect differences between various cohorts rather than a significant increase or decline in student performance.

<table>
<thead>
<tr>
<th>MEDIAN NAPLAN RESULTS FOR YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
</tr>
<tr>
<td>Year 9 Reading</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
</tr>
<tr>
<td>Year 9 Writing</td>
</tr>
</tbody>
</table>
## SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>34</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>100%</td>
</tr>
</tbody>
</table>

## YEARS 9 - 12 STUDENT RETENTION RATE

| Years 9 to 12 Student Retention Rate | 92.2% |

## POST-SCHOOL DESTINATIONS AS AT 2018

<table>
<thead>
<tr>
<th>Destination</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>72.4%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>6.7%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>1.0%</td>
</tr>
<tr>
<td>Deferred</td>
<td>16.2%</td>
</tr>
<tr>
<td>Employment</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other - The category of Other includes both students Looking for Work and those classed as Other</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
## The College Curriculum – At a Glance

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7</th>
<th></th>
<th>YEAR 8</th>
<th></th>
<th>YEAR 9</th>
<th></th>
<th>YEAR 10</th>
<th></th>
<th>YEAR 11</th>
<th></th>
<th>YEAR 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Subjects</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>Science</td>
<td>Visual Arts</td>
<td>Languages (choose 2)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td><strong>Elective Subjects</strong></td>
</tr>
<tr>
<td><strong>YEAR 7</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>Science</td>
<td>Visual Arts</td>
<td>Languages (choose 2)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>(1 Language = 2 Electives)</td>
</tr>
<tr>
<td><strong>1 Semester each of:</strong></td>
<td>Drama</td>
<td>Food Technology</td>
<td>ICT/STEM</td>
<td>Music</td>
<td>American History</td>
<td>Art</td>
<td>Design &amp; Technology in Textiles</td>
<td>Drama</td>
<td>Electronics</td>
<td>Environmental Science</td>
<td>Food Technology</td>
<td>ICT: Illustrate &amp; Animate</td>
</tr>
<tr>
<td>- Stranger Things</td>
<td>- Dark Imaginings</td>
<td>Music</td>
<td>- All That Jazz &amp; All That Rocks</td>
<td>- So You Want to Be a Rock &amp; Roll Star</td>
<td>The Power of Persuasion</td>
<td>Visual Communication</td>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 8</strong></td>
<td>Religious Education</td>
<td>Integrated Studies: English &amp; Humanities</td>
<td>Integrated Studies: Science &amp; Geography</td>
<td>Health &amp; Physical Education</td>
<td>Mathematics</td>
<td>Integrative Studies: English &amp; Humanities</td>
<td><strong>1 Semester of:</strong></td>
<td>Dynamic Science</td>
<td>Modern History</td>
<td>Society and Money</td>
<td>(1 Language = 2 Electives)</td>
<td>German</td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td>Choose 6 (3 per Semester)</td>
<td>including ONE Language</td>
<td>**Languages (1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Art</td>
<td>- Rewind</td>
<td>- Everything Old is New</td>
<td>beTEMpated</td>
<td>Dance Styles</td>
<td>Design &amp; Technology in Textiles</td>
</tr>
<tr>
<td><strong>YEAR 9</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>(1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td>Choose 4 (2 per Semester)</td>
<td>**Languages (1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
<td>- Foundation</td>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>- Mathematical Methods</td>
</tr>
<tr>
<td><strong>YEAR 10</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>(1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td>Choose 4 (2 per Semester)</td>
<td>**Languages (1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
<td>- Foundation</td>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>- Mathematical Methods</td>
</tr>
<tr>
<td><strong>YEAR 11</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>(1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td>Choose 4 (2 per Semester)</td>
<td>**Languages (1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
<td>- Foundation</td>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>- Mathematical Methods</td>
</tr>
<tr>
<td><strong>YEAR 12</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Health &amp; Physical Education</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>(1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Elective Subjects</strong></td>
<td>Choose 4 (2 per Semester)</td>
<td>**Languages (1 Language = 2 Electives)</td>
<td>German</td>
<td>Italian</td>
<td>Japanese</td>
<td>Legal Studies</td>
<td>Literature</td>
<td>Mathematics</td>
<td>- Foundation</td>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>- Mathematical Methods</td>
</tr>
</tbody>
</table>

**YEAR 7**
- Religious Education
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science
- Visual Arts
- Languages (choose 2): German, Italian, Japanese

**YEAR 8**
- American History
- Art
- Design & Technology in Textiles
- Drama
- Electronics
- Environmental Science
- Food Technology
- ICT: Illustrate & Animate

**YEAR 9**
- Art
- Design & Technology in Textiles
- Drama
- Electronics
- Environmental Science
- Food Technology
- ICT: Illustrate & Animate

**YEAR 10**
- Art
- Design & Technology in Textiles
- Drama
- Electronics
- Environmental Science
- Food Technology
- ICT: Illustrate & Animate

**YEAR 11**
- Art
- Design & Technology in Textiles
- Drama
- Electronics
- Environmental Science
- Food Technology
- ICT: Illustrate & Animate

**YEAR 12**
- Art
- Design & Technology in Textiles
- Drama
- Electronics
- Environmental Science
- Food Technology
- ICT: Illustrate & Animate
The following table gives an indication of the extra-curricular activities available in 2018.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobics</td>
<td>Immersion Programs (e.g. East Timor, India, Vietnam)</td>
<td>Netball</td>
</tr>
<tr>
<td>AFL Football</td>
<td>Indoor Rowing</td>
<td>Outreach to Sacred Heart Mission</td>
</tr>
<tr>
<td>Art Club</td>
<td>Instrumental Music Lessons</td>
<td>PE Day Activities</td>
</tr>
<tr>
<td>Athletics</td>
<td>Iona Presentation College Exchange - Year 10</td>
<td>Piano Concert</td>
</tr>
<tr>
<td>AUSACA Competition</td>
<td>Italy Study Tour</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Australian Mathematics</td>
<td>Irish Dancing</td>
<td>S.R.C</td>
</tr>
<tr>
<td>Competition</td>
<td>iTeam</td>
<td>Sailing</td>
</tr>
<tr>
<td>Backstage Crew</td>
<td>Junior Music Concert</td>
<td>Science Experience - Year 9</td>
</tr>
<tr>
<td>Badminton</td>
<td>Kildare Ministries</td>
<td>Self Defence - Year 9</td>
</tr>
<tr>
<td>Ballroom Dancing Lessons – Year 10</td>
<td>Lacrosse</td>
<td>Singing Lessons</td>
</tr>
<tr>
<td>Bands – Jnr Band, Jnr Strings, Show Band</td>
<td>Languages Council</td>
<td>Soccer</td>
</tr>
<tr>
<td>Basketball</td>
<td>Language Tours (Italy &amp; Japan) - Year 9 to 11</td>
<td>Social Justice Group</td>
</tr>
<tr>
<td>Big Sister Little Sister - Year 7 &amp; 8</td>
<td>Library Monitors</td>
<td>Softball</td>
</tr>
<tr>
<td>Bike Education - Year 8 &amp; 9</td>
<td>Liturgy Planning and Leadership</td>
<td>Soup Van</td>
</tr>
<tr>
<td>Companions - Year 9</td>
<td>Lunchtime Concert Series</td>
<td>Stacella Choral Program</td>
</tr>
<tr>
<td>Concert Orchestra</td>
<td>Magazine Committee</td>
<td>Stage Band</td>
</tr>
<tr>
<td>Cricket</td>
<td>Makerspace</td>
<td>Stage Crew</td>
</tr>
<tr>
<td>Cross Country Running</td>
<td>Mathematics Challenge</td>
<td>Star Reading Challenge</td>
</tr>
<tr>
<td>Dancing</td>
<td>Mathematics Peer Tutoring</td>
<td>Star Writers’ Collective</td>
</tr>
<tr>
<td>Debating</td>
<td>Media Internship</td>
<td>Statewide Mathematics Games Days</td>
</tr>
<tr>
<td>Diving</td>
<td>Ministry Retreat</td>
<td>Swimming and Water Activities</td>
</tr>
<tr>
<td>Drama Club</td>
<td>Music Festival</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Drama Festival - Year 8, 9 &amp; 10</td>
<td>Music Soirees</td>
<td>Tennis</td>
</tr>
<tr>
<td>Environmental Activities</td>
<td>Musical/Production (Biennial)</td>
<td>Triathlon</td>
</tr>
<tr>
<td>Exchange Programs – Japan &amp; Germany</td>
<td>NASA Space Camp Study Tour - Year 10 &amp; 11</td>
<td>Tutoring of recently arrived Australians</td>
</tr>
<tr>
<td>Friday Night Tutoring</td>
<td>National Chemistry Quiz</td>
<td>UNSW Mathematics Competition</td>
</tr>
<tr>
<td>Future Problem Solving</td>
<td>National Reconciliation Process</td>
<td>UNSW Science Competition</td>
</tr>
<tr>
<td>Growing Tall Poppies – Science Enrichment</td>
<td>NEAA Student Exchange</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>NEAA Conference</td>
<td>Wagga Pilgrimage – Year 9</td>
</tr>
<tr>
<td>History Competitions - Year 9</td>
<td></td>
<td>Writing Competitions</td>
</tr>
<tr>
<td>Hockey</td>
<td></td>
<td>World Scholar’s Cup – Year 7 &amp; 8</td>
</tr>
<tr>
<td>House Sport</td>
<td></td>
<td>Write a Book in a Day</td>
</tr>
</tbody>
</table>

Registered School Number: 0250
Student Wellbeing

Student Enrolments

College enrolments continued to grow:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>200</td>
<td>219</td>
</tr>
<tr>
<td>8</td>
<td>200</td>
<td>201</td>
</tr>
<tr>
<td>9</td>
<td>196</td>
<td>197</td>
</tr>
<tr>
<td>10</td>
<td>188</td>
<td>197</td>
</tr>
<tr>
<td>11</td>
<td>181</td>
<td>190</td>
</tr>
<tr>
<td>12</td>
<td>175</td>
<td>178</td>
</tr>
<tr>
<td>Total</td>
<td>1140</td>
<td>1182</td>
</tr>
</tbody>
</table>

Mentor Groups

- Mentor groups continued to be developed and improved.
- Mentor group time was held for 25 minutes each day, directly after recess.
- Each mentor ensures the academic, social, emotional and spiritual needs of each student are supported.

Student Attendance Data

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Numbers</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>219</td>
<td>93.81%</td>
</tr>
<tr>
<td>8</td>
<td>201</td>
<td>92.66%</td>
</tr>
<tr>
<td>9</td>
<td>197</td>
<td>91.49%</td>
</tr>
<tr>
<td>10</td>
<td>197</td>
<td>93.30%</td>
</tr>
<tr>
<td>11</td>
<td>190</td>
<td>93.48%</td>
</tr>
<tr>
<td>12</td>
<td>178</td>
<td>90.00%</td>
</tr>
</tbody>
</table>

These outstanding figures represented an increase from 2017 data, indicating students’ connectedness to school and enthusiasm to learn. Starting the school day with period 1 - and moving mentor group to the timeslot after morning recess - has increased punctuality to school.
**Student Wellbeing**

The student wellbeing program, conducted by mentors, is tailored to meet the needs of students at each year level - examples from 2018:

- **Year 7**: relationships & values
- **Year 8**: understanding emotions & optimism
- **Year 9**: respectful relationships & thinking skills
- **Year 10**: stress & management, elevate study skills
- **Year 11**: GAT skills, stress management, elevate study skills - time management, safe partying
- **Year 12**: life skills

**RU OK Day** led by Student Counsellors during Mental Health Week in Term 3

The student wellbeing program for Year 10 -12 students was reviewed and redeveloped for 2019 to become a more contemporary program, based around positive education.

**Professional Learning**

All mentors participated in a “Coaching Conversations” full-day workshop, conducted by Janine Stratford, to assist them having conversations about their learning.

**“Nano’s Walk” on Foundation Day in March**

The College introduced “Nano’s Walk” on Foundation Day in March to raise money for projects supported by the Presentation Sisters. Maria Lazzaro pbvm, Congregation Leader of Presentation Sisters Victoria, identified 2 projects that required financial assistance:

- **Presentation Family Centre in Balnarring** - providing short-term respite accommodation for families and individuals in difficult circumstances due to financial hardship, illness, distress, misfortune or intellectual disability.

- **Presentation Sisters in the remote village of Aitape on the northern coastal highlands of Papua New Guinea** - supporting the Community Health Clinic, teacher training and the on-going education of the Sisters in their work in this remote community.

Students raised $17,000 for the inaugural “Nano’s Walk” - a wonderful effort. These funds will make a significant difference to the 2 communities and the work of the Presentation Sisters.
Student Voice

The Student Representative Council (SRC), under the guidance of Student Leaders Coordinator, Michele Parkinson, met twice a term. The SRC comprised representatives from Year 7 - 11, chaired by the Year 12 Communications Captain. The SRC was instrumental in initiating the need for extra toilet facilities in the West Wing and introducing the cashless pay system in the Nagle Café.

Year 12 Graduation Week

We concluded the Year 12 academic year with the traditional whole-school mass where we “clapped out” the Year 12 students in a way similar to when they were welcomed into the Star community 6 years earlier.

Student Leaders

Thirty-five of our 2019 student leaders attended a leadership camp and induction at Phillip Island. We had access to St Bede’s College’s camp site, a magnificent location where students reflected on their leadership of the College in 2019, the meaning of the College theme, and developed teamwork skills.

Friday Night Tutoring

Year 10 - 12 students continued to live the spirit of Nano Nagle each Friday evening, tutoring recently-arrived migrant students at St Ignatius in Richmond from 4.30pm - 6.00pm.

Music Festival

The Music Festival was the highlight of the College’s house competition. A change to the College program, with rehearsals occurring after lunch for 2 ½ weeks, resulted in a soaring student participation rate. More than 850 students participated this year with the performance being moved to The Plenary at the Melbourne Convention & Exhibition Centre.
House Pastoral Leaders
The relocation of the senior Pastoral Leaders’ (Years 10 - 12) offices adjacent to the Year 12 study was extremely positive, with students having easy access to their House Leader.

Mental Health First Aid
The 7 pastoral leaders completed a 2-day course in Term 2 to assist their work with young people.

Supervised Study
Supervised study periods for Year 12 students resulted in a significant change in atmosphere in the study and more effective use of study periods. With the coordinators’ offices located adjacent to the study, many students formed study groups and worked most afternoons to 6.00pm.

Anzac Corvette Association Service
On 1 December each year Star of the Sea College leads the service for the Anzac Corvette Association. The Corvette Association makes a generous donation to the College for the Anzac Corvette Award. A very impressive group of Year 9 students volunteered their time and represented our College magnificently at the Service.
STUDENT SATISFACTION : S/F Data

<table>
<thead>
<tr>
<th>Indicator Title</th>
<th>2015 Actual Score</th>
<th>2016 Actual Score</th>
<th>2017 Actual Score</th>
<th>2018 Actual Score</th>
<th>2018 Percentile Rank*</th>
<th>2018 Percent Favourable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Morale</td>
<td>62.53</td>
<td>62.19</td>
<td>61.19</td>
<td>59.47</td>
<td>4.72</td>
<td>77.62</td>
</tr>
<tr>
<td>Student Distress</td>
<td>68.08</td>
<td>65.94</td>
<td>66.05</td>
<td>62.12</td>
<td>1.31</td>
<td>75.22</td>
</tr>
<tr>
<td>Connectedness to School</td>
<td>70.59</td>
<td>69.36</td>
<td>66.11</td>
<td>66.11</td>
<td>14.07</td>
<td>85.39</td>
</tr>
</tbody>
</table>

2018 Student Attendance %'s

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Student Count</th>
<th>School Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>219</td>
<td>93.81%</td>
</tr>
<tr>
<td>Year 8</td>
<td>201</td>
<td>92.66%</td>
</tr>
<tr>
<td>Year 9</td>
<td>197</td>
<td>91.49%</td>
</tr>
<tr>
<td>Year 10</td>
<td>193</td>
<td>93.30%</td>
</tr>
<tr>
<td>Year 11</td>
<td>190</td>
<td>93.48%</td>
</tr>
<tr>
<td>Year 12</td>
<td>178</td>
<td>90.00%</td>
</tr>
</tbody>
</table>

This very high attendance data indicates a connectedness to the school by the students.

STUDENT NON-ATTENDANCE

Student non-attendance is followed up in the following ways:

- an SMS text message is sent to parents by 9.30am if the student is marked absent for period 1 - parents respond with a reason
- the mentor follows up with phone call or email to parent for any unexplained absence from school
- continual unexplained absence results in a parent meeting
Child Safe Standards

Goals and Intended Outcomes
Child Safety is a priority for all staff and our policies cover all types of interaction with children in our care. We have practices for the broader community including parents, contractors, visitors and other onsite visitors. We also have online and general policies and practices to ensure the highest level of safety at all times.

Achievements
Star of the Sea College has successfully implemented the following Child Safety practices in our school.

- Star of the Sea College has a number of child protection policies which are regularly updated. Further, CECV’s Commitment Statement to Child Safety posters are displayed and located in students’ areas.
- All staff, including teachers and education support officers have completed the mandatory reporting eLearning module in 2018.
- Implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’, including refresher training for our College’s Child Safety Officers
- Inclusion of Child Protection Incident Management as a standing item for the 2019 Governance & Risk Committee meetings.
- Student participation and empowerment strategies as evidenced in the establishment of a Student Representative Council (from Year 7 - 12), with the Principal and mentor teachers as members.
- Strategies addressing the principle of inclusion as evidenced by STAR wise programs (Years 7 - 9) and pastoral programs being implemented, such as bullying and mental health awareness programs. Pastoral Leaders have completed a mental health course, gaining a mental first aid certificate, conducted by Youth Mental Health Aid.
- Engagement of Families and communities in promoting child safety as evidenced in educational sessions conducted by the College for parents and families that focus on bullying, at-risk behaviour and student anxiety.
- Human Resources practices, including obtaining and monitoring Working With Children’s Checks for contractors, visitors and volunteers and the Volunteer Procedures which was approved in 2017. Another ongoing practice to implement culture change is to provide new staff members with child safety policies prior to commencement of employment.
- Child safety – Risk Management practices. The College has employed a Risk & Compliance Manager who helps camp organisers conduct a risk assessment on excursions, camps and overseas trips to ensure the safety of the students whilst on these activities outside the College.
- Electronic sign in and visitor photo ID at Reception.
- External boundaries secured during the school day by automatic locking devices.
Leadership & Management

Positions of Leadership - Restructure & Application Process

During Semester 1, the Leadership Structure Review Committee met and deliberated on the Leadership Structure for 2019 - 2021. This process involved consideration of our current structure, and consultation on - and research of - models from many schools of a similar context before arriving at the final structure. The new Leadership Structure was advertised to staff internally in June for application. A selection of roles was advertised externally in The Age newspaper in July. Interviews were undertaken in August and appointments made. Teaching positions were advertised for the 2019 school year with 18 new staff appointed.

Several new positions have been created; others have been retired or merged:

- Head of School Organisation: an expanded role including timetabling and membership of the Leadership Team
- Head of Data Analysis: leading a strategic approach to data to drive school improvement
- Design & Technologies Faculty Leader: a new faculty to meet contemporary curriculum requirements
- Performing Arts Faculty Leader: amalgamates Drama, Music and Dance curriculum
- Health & Physical Education Faculty Leader: amalgamates Physical Education and Health
- Health & Human Development Faculty and Music Faculty are retired

Professional Learning

Staff Professional Learning Day - May

Venue: NAB, Docklands

Objectives

- met the architects
- gained an understanding of a Master Plan
- contributed to the architects’ understanding of the College

Panel Presentation: the architects introduced their firm and work

“LEaRN: the intersection between space and learning”
Board member Mark Kerrins: “what is a Master Plan?”
Staff visited various city venues to see how innovative spaces enable learning:

- NAB Docklands - administration area
- University of Melbourne
- RMIT
- St Michael’s Grammar
- Docklands Library
- Australian Catholic University

**Janine Stratford: Leadership Coaching**

The workshop used the information gathered from each leader’s DISC profile to assist in understanding themselves, their value to the organisation, their strengths, challenges, behavioural and communication styles. It also revealed the 4 behavioural preferences and communications styles so that each leader was able to develop the way they work with others. This information was personal and private to the individual.

This was also a great opportunity to work collaboratively as a leadership group.

**Rob Ryan: Leadership Coaching - Wisdom Work**

Formation of the Leadership Team continued under the stewardship of Rob Ryan with our first session held in November in Beaconsfield Parade.

**Kildare Ministries Formation Program - August**

Nola Vanderfeen pbvm & Brigid Arthur csb presented on the Kildare Ministries journey in Patricia Carroll Auditorium.

**Staff Celebration Liturgy - August**

Staff came together for a meaningful liturgy in a spirit of building, and bringing out the best in one another.

**Fr. Timothy Radcliffe OP - August**

Ten Star staff joined staff from Kilbreda College, Killester College and St Bede’s College to hear Fr Timothy Radcliffe OP, Theologian from Oxford University, present on the following issues:

- Catholic identity
- What hope are we offering the young?
- Can we all feel at home in the Church?

**Mary Coloe pbvm - November**

Celebrating the adult Christ at Christmas
Professional Learning Workshops

- Digital Technology: effective feedback for students, using Google Docs and add-ons
- Student Wellbeing: trauma and the effect on learning
- Digital Technology - Clickview: for beginners and experienced users
- Elevate: study skills
- Personalised Learning: provided staff with a better understanding of identifying and meeting the diverse learning needs of our students

Speech & Voice: presentation by Tamara Kuldin, Speech & Voice Coach

- caring for your voice
- voice projection to enhance engagement
- expertise and confidence in using your voice in front of your peers
- essentials of good speech making

Staff Wellbeing

- practical strategies helped teachers manage anxiety and panic in the classroom
- fruit boxes were delivered each Monday for morning tea across the school week
- birthdays celebrated with morning teas with a gift for “special” birthdays
- pilates, yoga, cooking classes and beach walks
- Catholic Super and the Teachers’ Mutual Bank discussed, and provided, financial services to staff
- the popular footy-tipping competition continued
- staff drinks were held twice a term

Compliance Modules Training

- mandatory reporting
- national school’s disability training
- first aid

Provisionally-registered Teachers Moving to full Registration

Katie Bull, Jessica Chalk, Annie Javernik, Roslyn McCulloch, Lynsey Pritchard & Yvonne Tran
VCAA Examination Marking

Laurel Akins - Specialist Mathematics  Diana Brooks - Ancient History
Julie Devine - Language: Orals       Andrew Dexter - Legal Studies
Veronica Nguyen - Biology           Briony Parker - Australian History
Marcia Phillips - Language: Orals   Rebekah Snape - History: Revolutions
Hayden Stewart - Geography         Angela Stubbs - Chemistry
Eri Tomita - Japanese              Judeline Wadhwan - Texts & Traditions

New Staff in 2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Watkins</td>
<td>Senior Studies Leader</td>
<td>Libby Kempton</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Lynsey Pritchard</td>
<td>College Sports Coordinator, Health &amp;</td>
<td>Jerome Gilbert</td>
<td>IT</td>
</tr>
<tr>
<td>Karin Gilbert</td>
<td>Library Services Leader</td>
<td>David Young</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Jane Coyle</td>
<td>Physics, Mathematics</td>
<td>Andrew Robinson</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Annie Javernik</td>
<td>Humanities</td>
<td>Fairlie McKinnon</td>
<td>English</td>
</tr>
<tr>
<td>Emily Ferguson</td>
<td>Mathematics &amp; Physical Education</td>
<td>Megan Krelle</td>
<td>English</td>
</tr>
<tr>
<td>Yvonne Tran</td>
<td>Science &amp; Mathematics</td>
<td>Rosslyn McCullough</td>
<td>Humanities/English</td>
</tr>
<tr>
<td>Mathew Lyons</td>
<td>Learning Support Teacher/VCAL</td>
<td>Renee Pascolo</td>
<td>Humanities</td>
</tr>
<tr>
<td>Stephanie Hume</td>
<td>Learning Support Officer</td>
<td>Jessica Chalk</td>
<td>Art</td>
</tr>
<tr>
<td>Suzanne Lawrence</td>
<td>Religious Education</td>
<td>Jenni Tucker</td>
<td>Development and Communications Manager</td>
</tr>
</tbody>
</table>

Significant Staff Retiring in 2018

Laurel Akins  27 years of service
Anna Giovannoni  22 years of service
Meredith Talia  36 years of service
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

| NUMBER OF TEACHERS WHO PARTICIPATED IN EXTERNAL PL in 2018 | 98  
| (76%)          |  |
| AVERAGE EXPENDITURE PER TEACHER FOR PROFESSIONAL LEARNING | $1,021 |

TEACHER SATISFACTION

The School Improvement Teacher Surveys (Insight SRC) indicated a Teacher Satisfaction of 74.48% in 2018. This result is reflective of significant structural change including restructuring positions of leadership, general staffing changes and the introduction of a new Principal to the school.

Compliance Advice

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
</tr>
<tr>
<td>Staff Retention Rate</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class (Headcount)</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Headcount)</td>
<td>126</td>
</tr>
<tr>
<td>Teaching Staff (FTE)</td>
<td>111.4</td>
</tr>
<tr>
<td>Non-Teaching Staff (Headcount)</td>
<td>43</td>
</tr>
<tr>
<td>Non-Teaching Staff (FTE)</td>
<td>37.6</td>
</tr>
<tr>
<td>Indigenous Teaching Staff (Headcount)</td>
<td>0</td>
</tr>
</tbody>
</table>
College Community
Goals & Intended Outcomes and Achievements

Parent engagement in 2018 continued to focus on the community consultation for the Master Plan, following on from the strategic planning day in 2017. Parents were invited to meet with McGlashan Everist architects to discuss the Master Plan process and provide input.

The Music Festival moved to the Melbourne Convention & Exhibition Centre to accommodate an increase in audience numbers, following years of sold-out performances in the FayByrne Centre. The night was a wonderful success at this new venue.

Year 9 staff and students, in collaboration with the Humanities Faculty, hosted craft sessions every Tuesday at the Anzac Hostel Therapy Centre, knitting hundreds of poppies for an installation to commemorate 100 years since the end of World War 1 in November. The enthusiastic response from the community saw the project culminate in a memorable ANZAC Day service in conjunction with the residents and day patients from Vasey House.

The College facilitated outreach with the St James Parish, past students and volunteers from St Kilda Mums, as well as staff and students, to provide support for a Ugandan refugee family to live in The Gatehouse.

The annual Corvette Association service in December was attended by Year 9 students and the Year 9 Pastoral Leader at the Shrine of Remembrance (pictured).

Engagement with past students continued to grow. A large number of 2017 graduates gathered for their first reunion in September, and a “50 years plus” reunion was held in October. Other reunions were facilitated by the new Development and Communications Manager.

The Shared Stories Anthology 2018 was officially launched at the College in November. More than 800 people attended the event, launched by Peggy O’Neal, consultant at Landers & Rodgers, and President of the Richmond Football Club.

In Term 3, Australia21 organised for our VCE Legal Studies students to be part of the first ‘Smarter about Drugs’ online Q&A forum with Alcohol and Other Drugs policy experts from across Australia. The aim was to further develop the knowledge students had built in the classroom, and to give them, as young Australians, a voice on drug policy at the national level.

The annual Mass of Remembrance took place in the College chapel on Sunday 11 November. Families and past students gathered to remember loved ones who had died during the year.
Parents’ Association

Over 400 parents attended the Mother-Daughter breakfast in May, with guest speaker Adele Ferguson inspiring attendees by explaining her work as an investigative journalist for Fairfax media. A similarly successful Father-Daughter afternoon in August featured guest speaker Paul McDonald, CEO of Anglicare (father of Mia, Year 12 in 2017). Paul inspired with reports of his experiences working in various social justice areas.

The Parents’ Association effectively utilised the Parents’ Association News section in the fortnightly family newsletter to promote year-level parent events. Parent representatives organised highly successful parent gatherings for various year levels.

A strong link has been forged between the Parents’ Association, the College’s Development and Communications Manager and the Publications Officer.

Past Students’ Association

Archival information, under the heading Throwback Thursday, was emailed each week to past students, prompting hundreds of views and comments.

Star Women Speak featured Nellie Kerrison (1991) in July. The new timeslot and format was very successful with over 100 attendees (pictured), including younger alumnae.

Successful reunions were held in 2018 for the classes of 2017, 1955, 1958, 1959, 1978, 1988, and “50 years plus”.

Kildare Ministries & The Presentation Community

Brigid Arthur csb and Nola Vanderfeen pbvm were guest speakers at a professional learning session for all staff in August.

Mary O’Connor, Judeline Wadhwanii and Mary Harmes regularly attended Kildare Ministries’ professional learning days.

The NEAA held its bi-annual pilgrimage to Ireland in April which was attended by Mary O’Connor. A one-day conference in Dublin in September, to celebrate the 300 anniversary of Nano Nagle’s birth, was also attended by Mary O’Connor.

The Kildare Ministries’ Sydney conference was attended by Star representatives Mary O’Connor, Chris Burn, Board Chair Lisa Dwyer and Board Member Mark Kerrins. Excellent collegiality was evident amongst the schools as we deepened our knowledge of the emerging narrative of Kildare Ministries and issues which impact on the Church in the wider world.
Communications
The College website continued to evolve with a revised site map and a new e-newsletter format. Electronic versions of The Star were promoted to increase Star’s sustainability focus and to reduce costs associated with postage. The Past Students’ Association Facebook posts continued to be well received, with ongoing investigations into other platforms for communication to future, present and past families.

Parent Satisfaction