St Clare's High School, TAREE
Davis Street, TAREE 2430
Principal: Mr Peter Nicholls
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About the Annual School Report

St Clare's High School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.
Principal's Message

The Saint Clare’s community continues to thrive. 2015 saw an expansion in numbers and excellent HSC results. The school takes pride in producing outstanding citizens and enabling students to ‘get where they want to go’. This coupled with a strong commitment to Catholic faith development means that our community is working to extend the gifts and talents of the young people entrusted to us by their parents.

As I reflect on my second year as Principal of Saint Clare’s two aspects of the school continue to make a strong impression on me. Firstly I have been struck by the high level of commitment our staff bring to their teaching. There are numerous ways in which students seeking extra help or extension can link into extra teaching time; both after school and during school breaks; extra maths and classes, homework club and one on one tutorials are all available and are seen as being the ‘usual’ business of the school.

Secondly I have really enjoyed the openness and inclusiveness of the students and the excellent leadership afforded by senior students to those in stages 4 and 5. A feature of this has been the significant role the Social Justice Group has played in adopting the central tenants of our Catholic faith and advocating there day to day use in our community.

I am very aware and appreciative of the excellent links that St Clare’s has established within the local community. Our links with the St Vincent De Paul Society, RSL, local council and local Lions and Rotary groups enhance the education we can give our young people, allow them establish life long links into their towns and service organisations and help them learn to be good and useful citizens.

Parent Body

It has been wonderful to be able to witness the school going forward in leaps and bounds over the last few years. Enrolments continue to grow, which gives us great confidence in the choices we have made for our children. St Clare’s has such a great reputation in the broader community due to the commitment of the school executive and extended staff in instilling strong Christian values and an excellent work ethic in the students.

While the P&F have been able to continue to support small projects during 2015, such as the P&F Art Prize larger spending has been postponed pending the Master Plan for the school being finalised. We look forward to being able to augment larger infrastructure projects with our own smaller contributions, perhaps with seating, shaded areas, or music, art, or information technology facilities.

Needless to say, 2016 is set to be an exciting time for the school, and the P&F is greatly looking forward to continued involvement. It is our intention to extend our reach to the outer parishes, and welcome interested parents to come and join in!

Student Body

The St Clare’s Student Representative Council (SRC) has been very busy discussing current and important issues surrounding school life and issues in the local community. With the introduction of the newly elected 2016 representatives, we have been able to initiate exciting fundraisers and support plans for the 2016 School year. These are in the form of a recent Fred Hollows Foundation fundraising event which raised substantial funds to restore eye sight to those most in need. St Clare’s SRC will be having an active role in the upcoming Manning Region Youth Week which is organised by Greater Taree City Council as well as announcing the current planning for the 2016 Social scheduled for Term Two. The SRC also allows everyone to have a say about problems of concern from their year, both personal and from their year group. The group has had considerable input into proposed changes to the school uniform in the choice of a bucket hat and design of shorts for sport. It gives the student body a greater opportunity to develop their leadership qualities. The variety of activities that the SRC initiates and participates in allows for a greater sense of achievement by the student body and enhances the life of the school community.
SCHOOL FEATURES

History of the school

Catholic Secondary classes began in Taree in 1926 conducted by the Sisters of St Joseph, Lochinvar. Due to growing numbers a new secondary school, Rosary High, was built in 1962. Despite this new building further expansion was necessary and a new school was built on the present site in Davis Street, Chatham called Taree Catholic High School. The school was officially opened and dedicated to the memory of Father Thomas Mulcahy on 31 January, 1971. In 1986 the school began classes in Years 11 and 12 and the name was changed again to St Clare's High School to follow the custom that Diocesan schools are named under the patronage of a saint whose qualities can be imitated by the school community.

This is a school community where students and staff enjoy a friendly and supportive environment, where a wide range of social justice, religious and cultural activities are passionately pursued, and where students appreciate the pastoral support generously provided by a qualified and committed staff.

Location/Drawing Area

St Clare's is a coeducational, regional Catholic High School servicing Taree, Forster/Tuncurry, Wingham, Gloucester, Krambach and Bulahdelah parishes. The school is staffed by lay teachers employed by the Diocese of Maitland – Newcastle.
Catholic Identity and Mission

Catholic Imagination and Spirituality

As a proudly Catholic Secondary High School, St Clare’s has at its heart the Good News of Jesus Christ. In this Year of Mercy, as declared by Pope Francis I, we celebrate being “Merciful Like The Father” throughout the year with Masses and Liturgies, staff and student Retreats, Reflection Days for each Year Group and Daily Prayer. Our spirituality, informed by St Clare of Assisi and St Mary of the Cross MacKillop, seek expression in our welcome of, and work for, the marginalised in our society and a growing understanding of the Environment as an icon of God. We are nourished by contact with the Biripi, Worimi and Thungutty First Australians whose enduring presence in this land we acknowledge.

At St Clare’s we focus on the realisation that: “In Christ, we are born to be instruments of reconciliation, to bring the Father’s forgiveness to everyone, to reveal his loving face through concrete gestures of mercy. Truly, God’s mercy is forever; it never ends, it never runs out, it never gives up when faced with closed doors, and it never tires.” (Pope Francis I, April, 2016)

Family, Parish and Diocesan evangelising and catechesis

Members of the St Clare’s community actively participates in the parish life of all those in the region such as Taree, Forster/Tuncurry and Gloucester on Parish Leadership Teams and Committees and Faith community. We enjoy regular and supportive contact with the local Clergy who generously and enthusiastically participate in the Liturgical life of the school, including the presence of a Permanent Deacon as the School’s Chaplain. The student-led Human Rights and Environment groups have a major role to play in the community. The presence of two St Vincent de Paul conferences, staff and student, partnership with Catholic Mission and Caritas, and Social Justice Immersion Trips are testament to our “preferential option for the Poor”. St Clare’s participates regularly in the life of the Diocese as part of liturgical, spiritual and cultural activities and values its membership of the Maitland-Newcastle Diocese.

Christian Discipleship

The school’s involvement in faith formation of staff and students ranges from the individual to the large group.

The faith life of the individual is fostered by reflection days for Years 7 – 10. Years 11 and 12 experience overnight faith development programs. There is an open invitation to all regional clergy to participate in Retreats and Reflection Days.

The Reflection Day program has further developed over the past three years; especially since the inception of the Year 8 Indigenous Spirituality Day.

Liturgies focusing on the liturgical life of the school are facilitated by the Ministry Coordinator. They celebrate various important events of the year such as St Clare’s Feast Day, Holy Week, Easter and Christmas.

St Clare’s is blessed with very strong and active student participation in the St Vincent de Paul Society, having now established its own Conference.

In 2016 we continue with The St Vincent De Paul Immersion Retreat to Sydney which was started in 2011. The Retreat gives senior students first-hand experience with issues relating to the Social Teaching of the Catholic Church.

Religious Education and Curriculum

St Clare’s actively implements the mandatory Diocesan K–12 Religion Syllabus in all classes throughout the school except when senior (Stage 6) students choose the Board of Studies (BOS) Studies of Religion Course at either 1 or 2 Unit levels.

Religious Studies at St Clare’s emphasises and values the search for what it means to be fully human. Being a Catholic school this search is pursued during school and class liturgies, during times of quiet reflection and during lesson time.
The goal of Religious Studies in the classroom is to enhance knowledge as this can lead to understanding and tolerance. This tolerance can then lead to compassion and from this we may arrive at Justice, the right ordering of relationships – a prerequisite for inner, national and global peace.

As well as the Catholic Christian Faith Tradition, Aboriginal Spirituality, Buddhism, Hinduism, Islam and Judaism are studied at times, along with selected religions of ancient origin. In the Studies of Religion 2 Unit Course, non-religious responses to the human search for meaning are also studied.

**Initiatives Promoting Respect and Responsibility**

As a Catholic School we continue to be responsive to Government’s promotion of values based education, but simultaneously recognise the special nature of Catholic Education.

Throughout the year led by the Student Representative Council, students were involved in numerous community activities which embraced a social justice dimension. Students were actively involved in fundraising activities for Caritas Australia, Legacy, St Vincent de Paul Society, the Red Shield and Catholic Mission. Students were also involved in monitoring social justice issues through Human Rights Group, Environmental group, Ministry group and Young Vinnie’s Conference, embracing local State and Australia wide issues. The Human rights group in 2014 led a petition against the proposed amendments to the Racial Discrimination Act, this petition went Australia wide and ending in the hand of the Federal Government and Tony Abbott.
Student Profile

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th></th>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>38</td>
<td>47</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Clare's High School follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2013. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>141</td>
</tr>
<tr>
<td>Year 8</td>
<td>141</td>
</tr>
<tr>
<td>Year 9</td>
<td>135</td>
</tr>
<tr>
<td>Year 10</td>
<td>137</td>
</tr>
<tr>
<td>Year 11</td>
<td>95</td>
</tr>
<tr>
<td>Year 12</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>740</td>
</tr>
</tbody>
</table>

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2015

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.05</td>
<td>96.37</td>
<td>93.35</td>
<td>96.18</td>
<td>95.77</td>
<td>96.12</td>
<td>95.97</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.
Pastoral Care and Wellbeing

Student Welfare Policy

The Student Welfare Policy is based on the CSO Maitland-Newcastle Pastoral Care Policy Statement, which can be accessed via the link: http://mn.catholic.edu.au/about/policies

The Pastoral Care policy has been developed in consultation with community stakeholders and written as a collection of policies, structures and programs aimed at facilitating the care, welfare and safety of students and staff at the School. These policies ensure the provision of specialist support for all our students, especially students at risk. This includes students attending regular PC periods and Year group assemblies, access to the School counsellor, and other outside support agencies as necessary. A majority of staff members are trained in restorative justice practices. First Aid and Specialist trained staff, support our special needs’ students. We also have an extensive student leadership program that enables all students from Year 7 to 12 to have a voice in the future directions of the School.

This Policy is currently under review

The full text of the College’s Pastoral Care Policy may be accessed via the:

- School website
- School Administration office
- School MNLIVE portal

Discipline Policy

The School Discipline Policy is based upon the practices and principles of Restorative Justice and is imbedded within the overall Pastoral Care Policy. Restorative Justice is a commitment to inclusiveness so that we make every attempt to reintegrate our troubled students, even with severe behaviour difficulties. It is a commitment to a high degree of counselling and management with clear limits and consequences coupled with a high degree of support and care.

It aims to develop self-discipline in students and to promote their growth as Catholics and human beings. Its implementation occurs within the context of an authentic Catholic school and is consistent with the Gospel values of justice, love, service and hope. In this way, students are more likely to understand the consequences of their actions and the impact upon themselves, their peers and their families. Students’ rights and procedural fairness are paramount in all matters of student management.

Corporal punishment is expressly prohibited in this School.

The full text of the Discipline Policy may be accessed via the:

- School website
- School Administration office
- Student diary

The full text of the College’s Student Discipline Policy may be accessed on the College’s website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St Clare’s High School Anti-Bullying Policy is reviewed regularly and is available on the school website.

St Clare’s seeks to affirm each person’s worth, dignity and vocation by creating a supportive and safe
learning environment for staff and students. The aim of the school’s Anti-Bullying Policy is to provide a safe, happy, positive and supportive learning environment for our young women, men and staff. St Clare’s High School Anti-Bullying Policy will be reviewed as part of the Pastoral Care Policy Review in 2015/16 and is available on the school website, or the School Administration office.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children’s learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

Learning support for students with special needs is a diocesan and government requirement of the school, and is mandated by the Disability Standards for Education, 2005. This support extends to all aspects of school life, including assessment tasks and examinations. The aim of Special Provisions is to ensure that students with special learning needs are able to demonstrate the knowledge, skills and/or competencies being assessed, on the same basis as other students. Special Provisions will be offered, where practical and within the school’s resources, to a student who has a special need that would, in a normal examination or assessment situation, prevent him or her from: reading the examination questions; and/or communicating his/her responses.

All students receiving Students With Disability (SWD) funding, or who meet the specified criteria, will be offered provisions according to the guidelines from the Board Of Studies for National Assessment Program Literacy And Numeracy (NAPLAN).
School Improvement

School Improvement Plan

The current school plan expired at the end of 2015. A process to instigate a new plan is under way. We would expect to have completed this process by the end of term 3 2016.

School Academic Priorities

<table>
<thead>
<tr>
<th>Key improvements achieved this year</th>
<th>Key improvements for next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A key improvement undertaking in 2015 was to broaden staff understanding of the BOSTES/AITSL standards for teachers via; staff meetings, in-house professional development and working with staff from Catholic Schools Office. Feedback from staff has been encouraging and we will continue this process into 2016</td>
<td>The Creation of a .2 position to explore whole school literacy programs across the state will allow the school exec to make an informed decision regarding the way to go in the future. The St Clare’s Curriculum Coordinator has responsibility for this project. We expect to run a pilot scheme late 2016 or early 2017 based on the findings of the program. This innovation is aligned to the systems set target of improving writing</td>
</tr>
</tbody>
</table>

Following our work on rubrics and assessment led by Dr Sharon Cooper in 2014. The school exec identified that staff needed further opportunity to develop a collegial approach to planning and assessment. We have used SIP money to create release time in each faculty to allow teaches to meet and plan for extended lengths of time. Each faculty has had a minimum of 2 full release days. Some have chosen to take the allocated as a one off situation, other faculties have chosen to take the allocation in smaller blocks and use the time to allow year level teams to plan and mark assessments in a group environment. Feedback from this initiative has been positive and has contributed to more discussion about assessment. |

The creation of a .2 position for 2016; Leader of Mentoring builds on the 2014/15 initiative of teachers broadening their knowledge re Institute language and practise and supplies a platform for classroom observation, support of pre service teachers and teachers seeking to maintain proficiency. Aligned with that the school engaged the services of Nadine Kennedy an accredited BOSTES service provider for 2 days to lead interested staff through the process of achieving HAT and Lead Teacher status. 16 staff took advantage of the 1 whole day professional development |
The creation of A Quality Teaching Group and an Aitsl Group have done much to create an environment and forums where teaching practice, data collection and innovation in teaching can be discussed.

The meetings of both groups are timetabled after school. They meet 3 times a term. Attendance is voluntary.

Each meeting has a theme where group members report innovations and action research projects and discuss latest research.

The information and knowledge shared at these meetings informs the content and proceedings of department and staff meetings.

We have combined the systems goals of improving mathematics and focusing on the performance of high achievers by engaging with our Catholic primary feeder schools and Catholic Schools Office to instigate a program for gifted and talented mathematics students.

Teachers from the 5 primary catholic feeder schools, St Clare's High School and members of CSO staff are working to establish a program that will support the systems best young gifted and talented mathematics students from stage 2 to stage 6.

Staff members will undertake formal training in the area of gifted and Talented in term 2.

We expect to be able to measure student success over the next 3 years.

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**Academic Achievements**

St Clare’s High School values highly pursuits of academic excellence. Teachers are committed to assisting all students achieve their academic potential. Such endeavours have been rewarded with outstanding HSC, Preliminary and Stage 5 achievement in 2015.

In 2015 the Diocese of Maitland Newcastle celebrated HSC achievement by presenting awards for those students who achieved the highest mark in a course throughout the Diocese. Two students achieved first place in three subject areas. Five students were also recognised for achieving ATAR’s over 90. One student was presented with an award for achieving six or more Grade A’s in their Stage 5 Record of Achievement.

Throughout the course of the year a significant number of students participated in a range of academic endeavours. Outstanding achievements were gained by individuals and groups of students in the Rotary Public Speaking Competition, Lions Youth of the Year Competition, Diocesan Public Speaking, where St Clare’s achieved the title of Champions, debating at both school and Diocesan level (where Year 9 and Year 12 Student Emily McKendry were Diocesan Champions and advanced to the State finals), National Youth Science Forum and Toastmasters Public Speaking program. Students were also actively involved in various national, Mathematics, English, Science, Chemistry, Business Studies, Geography, Economics and Computer competitions. Ben Nicholls was nominated for OnStage, a showcase of the best Drama performances in the State. In all these academic pursuits numerous High Distinctions, Distinctions and Credits were achieved by students. Hospitality students participated in the HOTEL School at Seaworld Nara Resort and Construction students were engaged in building activities around St Clare’s. Many senior students participated in tertiary and careers days and evenings. Several students gained academic scholarships following the HSC exams.

We continue to work towards increasing the achievement of all our students.

**Cultural achievements**

The Japanese exchange program with Kobe Kaisei Joshi-gaku-in High School continues to offer our school and the local community a high level of cultural enrichment. The annual visits give Japanese and Australian students a wonderful opportunity to greet and know someone from another culture. The exchange program fosters understanding about difference and gives country “kids” an experience that broadens their horizons. The Japanese students will visit Taree again in 2016.

St Clare’s enjoyed a great deal of success in debating and Public Speaking. All our debating and public speaking teams continued in achieving outstanding results in both regional and state levels.

The school also again enjoyed outstanding results in music and drama in the HSC; reflecting the school’s strong commitment to producing well rounded and creative individuals.

**Sporting achievements**

St Clare’s has had success in different team sports throughout the year and some individuals have had great
St Clare’s has had success in different team sports throughout the year and some individuals have had great success in their chosen sport.

Some of the highlights in the sporting arena for 2015 include:

Individual achievements within the school: A number of students were successful in representing the Diocese in a variety of sports. Some students then progressed to represent the Combine Catholic Colleges including Thalia Kladis for Swimming, Kyle Yarnold for Touch Football and Samuel Mudford and Wade Harry for Hockey. Samuel Mudford also was selected in the All Schools Hockey Team.

School Team achievements: Rugby 7’s Girls U16’s teams made it through to State Championships in Sydney. The U14’s Girls Futsal team made it through to the National Titles in Brisbane.
Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>64.12%</td>
<td>56.80%</td>
<td>12.98%</td>
</tr>
<tr>
<td>Writing</td>
<td>34.33%</td>
<td>39.50%</td>
<td>38.81%</td>
</tr>
<tr>
<td>Spelling</td>
<td>64.18%</td>
<td>60.30%</td>
<td>19.40%</td>
</tr>
<tr>
<td>Grammar</td>
<td>48.51%</td>
<td>55.10%</td>
<td>23.88%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>51.49%</td>
<td>53.00%</td>
<td>22.39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Reading</td>
<td>52.71%</td>
<td>47.40%</td>
<td>21.71%</td>
</tr>
<tr>
<td>Writing</td>
<td>43.41%</td>
<td>33.60%</td>
<td>32.56%</td>
</tr>
<tr>
<td>Spelling</td>
<td>50.00%</td>
<td>50.90%</td>
<td>16.92%</td>
</tr>
<tr>
<td>Grammar</td>
<td>38.46%</td>
<td>40.40%</td>
<td>38.46%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>59.38%</td>
<td>51.10%</td>
<td>11.72%</td>
</tr>
</tbody>
</table>

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.
St Clare's High School values the pursuit of academic excellence. Teachers are committed to assisting all students strive toward their academic potential. Such endeavours have been rewarded with outstanding ROSA and HSC results.

In 2015, the Diocese of Maitland Newcastle celebrated individual student HSC achievement by presenting a range of awards for First in Course in the Diocese and ATAR above 90. Two students achieved first place in three courses and five students achieved ATAR's above 90. One student achieved an award for achieving six or more Grade A's in their Stage 5 ROSA.

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 2

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Studies of Religion 1</td>
<td>44</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>33</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100</td>
</tr>
<tr>
<td>Biology</td>
<td>43</td>
</tr>
<tr>
<td>Chemistry</td>
<td>43</td>
</tr>
<tr>
<td>Drama</td>
<td>100</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>46</td>
</tr>
<tr>
<td>Music 1</td>
<td>100</td>
</tr>
<tr>
<td>Physics</td>
<td>75</td>
</tr>
</tbody>
</table>
Staffing Profile

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>0</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>62.6</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

Percentage of teachers who are indigenous 
0.5

Teacher Attendance

96%

Teacher Retention

The teacher retention rate from 2014 to 2015 was 95%. This included the retirement of 3 of our most experienced teachers Mrs Sue Morris, Mrs Anne Larbalestier and Mrs Carol Healey.

Professional Learning Undertaken

Professional Development courses are offered and undertaken by a large number of staff members (Teaching and Support Staff) Staff meetings, Studies Team and Pastoral meetings have become more focussed on Professional Learning. The Teaching and Learning Team have planned professional development activities across the school year.

1. Teacher Accreditation training
2. One Note as a Teaching and Learning Tool
3. Teacher Observation Training
4. Further Education is been undertaken by a number of Staff
5. CAD Training for TAS staff
6. Promoting Reconciliation
7. Various opportunities for Networking across primary and Secondary schools

8. Various PD's focussing on Mental Health, including Mind Matters, Suicide prevention.
Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

Parents see St Clare's as having a strong Catholic identity that supports and nurtures the spiritual and religious well being of young people.

Parents believe that St Clare's is a safe environment that provides opportunities for students to experience activities that cater for different skills and needs.

There is concern amongst some parents that the school does not provide enough seating in the school grounds - particularly the Year 11 area. The school administration and Student Representative Council are working to rectify this situation.

The St Clare's Parents & Friends provides opportunity for parents to exchange views and instigate change in the schools policies and procedures. It has been active in the revamping of the school hat, girls sporting shorts and is about to investigate the girls long trousers to help create a design that is acceptable to parents, teachers and students. The P&F works to enhance all aspects of school life.

Student Satisfaction

Students recognise that they have the opportunity to celebrate as part of a Christian community via regular prayer, liturgy and Eucharist.

Students see the school as providing a quality learning environment that is safe and involved in the wider community.

The school promotes a high level of student participation in sport, academic activities and community events that meet individual needs. It has been particularly successful in the area of public speaking and debating over the past few years due to a high level of commitment from students, parents and staff.

The school promotes high expectations via the wearing of school uniform but some students feel that the rule about hair tied back at all times is not a good idea.

Students are given many options to develop their leadership skills via the Student Representative Council, involvement in the St Clare's Immersion program and school leadership development program.

Staff Satisfaction

Staff are strongly committed to the Catholic nature of the St Clare's High School Community.

Staff are energetic and committed to providing a high quality education to the young people entrusted to their care. Staff regularly go the extra yards to ensure that students get the care and attention they need to ensure the students achieve their goals and get where they want to go.

The school has a great reputation as supplying a quality education to the Manning area.

The school maintains quality links and involvement in the wider community and welcomes input from a wide range of groups that support St Clare's community involvement and learning.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$6,819,519</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$2,145,455</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$2,368,293</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$158,034</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$11,544,329</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$166,843</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$8,581,919</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$2,318,456</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$11,067,218</strong></td>
</tr>
</tbody>
</table>

For the 2015 year the St Clare's High School received $53,028 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Peter Nicholls
St Clare's High School
TAREE
Phone: 6552 3300

For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au