

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



St Clare's High School, TAREE

Davis Street, TAREE 2430

Principal: Mr Peter Nicholls

Phone: 6552 3300 Fax: 6552 3656

Email: admin@tareesc.catholic.edu.au

www.tareesc.catholic.edu.au

About the Annual School Report

St Clare's High School is registered by NESA 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 2017 and gives information about 2018 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.

Messages from Key School Bodies

Principal's Message

The St Clare's community continues to thrive. 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.

I am proud of 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 classes, homework club, after school homework club for indigenous students 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 their day to day use in our community. The Student Representative Council has been a significant influence on our day to day operations during our major building program.

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, reflecting aspects of the Australian Education Ministers Melbourne Declaration.

I am very excited about our building program and very thankful for the \$3.4 million grant that the Federal Government has made available to the St Clare's community. We will watch with interest and excitement as the new buildings "grow" on our grounds.

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 2017, 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 and look forward to the building program which will commence in 2017.

Needless to say, 2017 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 2017 representatives, we have been able to initiate exciting fundraisers and support plans for the 2017 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 2017 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

“Future generation who are ‘educated in a Christian way for dialogue, will come out of the classroom motivated to build bridges and, therefore, to find new answers to the many challenges of our times.’”

Catholic Schools, according to Pope Francis, “should serve the church’s mission of helping humanity grow, build a culture of dialogue and plant the seeds of hope.” February, 2017.

St Clare’s High School, with the Good News of Jesus Christ at heart, is a proud Catholic School. With the help of the two Patroness’, St Clare of Assisi and St Mary of the Cross MacKillop, we seek to bring the Kingdom of God to fruition in all aspects of school community life. We are nourished by the heritage of the Biripi and Worimi people whose continuing stewardship of this land.

Family, Parish and Diocesan evangelising and catechesis

Members of the St Clare’s community actively participate in the Church life of the Myall Deanery as Youth Group Leaders and on Parish Leadership, Liturgy and Ministry Teams.

We are blessed with supportive and enthusiastic local Clergy who generously and enthusiastically lead many of the Liturgical celebrations. The School Chaplain, a Permanent Deacon, also plays an important role in the life of the School.

Student-led Human Rights and Environment Groups contribute a great deal to the community and a St Vincent de Paul Conference which, for example, participates in nation-wide projects like the Winter Blanket Appeal. The Annual Sleepout raises awareness of issues such as homelessness and poverty and donates to Caritas, Catholic Mission and our own Mary MacKillop Fund which supports families in need. Students and Staff volunteer on a monthly basis at the Catholic Care Community Kitchen.

St Clare’s participates at a Diocesan level in the annual School Leaders Retreat, the Launch of Project Compassion, Catholic Schools Week activities and the Australian Catholic Youth Festival.

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 continues to engage students in discussion about issues of racism, domestic violence and the rights of refugees.

Student Profile

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

LBOTE*	SWD*	Indigenous
53	43	52

*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 2017

Scholastic Year	Number of Students
Year 7	139
Year 8	117
Year 9	117
Year 10	118
Year 11	107
Year 12	107
Total	705

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2017

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
93	93	93	94	87	93	93

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 with implementation of the updated policy in 2018

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

- School website
- School Administration office

Discipline Policy

The School Discipline Policy is based upon the practices 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.

This policy is currently under review

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

- School website
- School Administration office

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* and will be reviewed in 2018. It is available on the school website, or at 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 school has employed consultancy firm, Michael Elphick and Associates, to produce a strategic plan for St Clare's. The firm will facilitate a process that will see a 3 to 5 year strategic " on the table " in Oct 2017.

The process to produce the plan will include extensive research and discussion with all members of the school community [parents, students, teaching staff, support staff] via focus groups, surveys and public meetings.

The school executive is examining the existing structures in the school with the intention of developing a more flexible and collaborative infrastructure that will meet the needs of teachers and students as we enter the " registration and maintaining" era of teaching in NSW.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A key improvement undertaking in 2017 was to broaden further staff understanding of the BOSTES/AITSL standards for teachers via; staff meetings, in-house professional development and working with staff from the Catholic Schools Office.</p> <p>The creation of the position of Leader of Accreditation has enabled St Clare's to ensure that teachers ranging from pre service to proficient are receiving mentoring and professional support as we move to the 2018 trigger point for professional accreditation in NSW. This has been a very successful innovation and has done much to lessen staff stress related to the accreditation process.</p> <p>Feedback from staff who have been seeking accreditation as a proficient teacher has been encouraging and we will continue this process into 2018.</p>	<p>The Creation of a .2 position to explore whole school literacy programs across the state will allow the school executive to make an informed decision regarding the creation of a whole school literacy program. The St Clare's Curriculum Coordinator has responsibility for this project.</p> <p>We expect to run a pilot scheme early 2018 based on the findings of the program.</p> <p>This innovation is aligned to the systems set target of improving writing.</p>

<p>The school executive 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 teachers 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 time 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.</p> <p>Feedback from this initiative has been positive and has contributed to more discussion about assessment for learning.</p> <p>In 2017 St Clare's used video conferencing for professional development by linking like minded professionals from across CSO schools to discuss responses to the BOSTES standards for teachers. We would expect this trend to continue and expand over the next few years.</p> <p>The focus on collaborative approach to learning and teaching has seen a number of people seeking opportunities to combine class groups and co- teach; a process we hope to develop further as we acquire more flexible working spaces via our extensive building program.</p>	<p>The creation of a .2 position for 2017; Leader of Professional Learning builds on the 2015 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. The Leader of Professional Learning and The Leader of Accreditation will collaborate to produce support and professional development as teachers seek accreditation and maintenance of accreditation in NSW.</p> <p>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 .</p> <p>We are investigating establishing a coordinator of stem subjects to build upon the substantial student interest in this area of learning.</p> <p>A key function of both positions is to ensure that our core business of learning is always at the forefront of all that we do.</p>
<p>Staff meetings have begun to be organised along themes that centre around Professional Development and NSW Teaching Standards. Busy work has been relegated to email and our weekly staff briefing on a Tuesday morning. This change is in line with the school executives attempt to make the activity in the school all about learning.</p> <p>The information and knowledge shared at these meetings informs and enhances the content and proceedings of department and staff meetings, which are in turn becoming increasingly planned around learning and professional development.</p> <p>A key development for 2017 will be the aligning of the BOSTES teaching standards with the professional learning being undertaken in school meeting times. Staff PP and D will be further developed in line with Professional Teaching Standards and System and school goals. The creation of a position in 2017 of an Assistant Principal Learning and Teaching to further boost understanding about the use of data and differetation to improve student outcomes will be of long term benefit to students and the school community.</p>	<p>In 2017 St Clare's 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 .</p> <p>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.</p> <p>We expect to be able to measure improved student success over the next 3 years as we become more adept at engaging with the systems gifted mathematicians.</p> <p>The school is presently investigating ways in which it can broaden its special days for primary students to incorporate more learning days for those gifted in the Arts and Sciences.</p>

St Clare's HSC students had much to celebrate. The cohort was rewarded with 158 Band 5 and Band 6 results with exceptional results in English, Mathematics, Physics, Food Technology, Industrial Technology and Music. For the 106 students in the class of 2017, there were over 250 offers to university. Most of the students who wished to attend university had decided to accept one of their offers.

Students from St Clare's topped the Diocese in Textiles and Design, Drama, Japanese Continuers and Japanese Extension.

St Clare's Creative Arts students continued to excel, with a student again nominated for 'On Stage' and one student nominated for 'Encore'.

The school executive invested heavily in a small pilot scheme to improve literacy among our lower skilled students. The aim of the project is to have all our students reach a reading age of 13 years by the time they reach year 10. There is a considerable challenge in this approach given that a number of students entered our school at the start of 2017 with reading ages of 10 years and below. Initial indications are encouraging. The effectiveness of the project was evaluated at the end of term 1 2017, found to be working and extended through to the end of the school year. At the end of the year the program was evaluated and found to have made a significant improvement in the reading age of a large number of identified students. The program will be continued into 2018.

Cultural achievements

The Arts proved to be a significant area of success for St Clare's in 2017. All the HSC drama cohort was nominated for ON Stage. All students received either a band 5 or 6 in their exams and two of our young people were nominated for the On Stage performances.

We began the training of an aboriginal dance group which we hope will lead to greater awareness and pride in the young aboriginal males that attend St Clare's. We hope to extend this to the creation of a female dance group into 2018.

Representatives of St Clare's Executive met with Leaders from St Joseph's Taree to discuss the establishment of an aboriginal students mentor program between the 2 schools. An in principal agreement was reached and the project will be further progressed in 2018.

Sporting achievements

There was success across various sports in 2017, with a number of students representing the Diocese and some that excelled in their individual and team sport and gained CCC, All Schools and Australian selection. Jesse Wilkes (Swimming) Pyper Hollis (Golf) Josh Argall (Athletics) Samuel Mudford (Hockey) Joel Dark (Rugby League) and Drey Mercy (Rugby League) were all selected and represented NSWCCC. The u15's boys Futsal team made it to Champion of Champions Tournament in Queensland. Wade Harry was selected and played in the u16's Australian Schoolboys Hockey team. Eamon Smith also gained selection in the u16's Australian Schoolboys Hockey team to play in 2018. Finally, Samuel Mudford received a prestigious NSWCCC Bar Award in Hockey.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	57.14%	57.80%	14.29%	16.20%
	Writing	34.04%	40.20%	34.04%	28.40%
	Spelling	60.28%	61.30%	14.89%	15.50%
	Grammar	57.45%	55.90%	17.73%	18.80%
	Numeracy	56.43%	61.30%	15.71%	13.90%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	25.66%	50.40%	16.81%	21.30%
	Writing	9.73%	36.60%	35.40%	36.80%
	Spelling	19.47%	49.80%	20.35%	21.70%
	Grammar	23.01%	45.40%	27.43%	25.40%
	Numeracy	19.47%	53.10%	6.19%	16.00%

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.

Higher School Certificate	<i>Percentage of students in top 3 bands</i>	
	2017	
	School	State
English Advanced	100	92
English Standard	65	55
Industrial Technology	68	47
Mathematics	100	75
Music 1	100	90
Physics	100	68
Studies of Religion 2 unit	86	78

St Clare's High School values the pursuit of academic excellence. Teachers are committed to assisting all students strive towards their academic potential. Such endeavours have been rewarded with outstanding ROSA and HSC results. In 2017, St Clare's celebrated individual student HSC achievement with three students achieved first place in the Diocese in four subjects, five students achieved ATAR's above 90. Three students 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 2017 was 5

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	47
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	23

Workforce Composition

Number of Staff	
Total teaching staff	62.5
Total non-teaching staff	12.1
Grand total	74.6
Percentage of teachers who are indigenous	0.70

Teacher Attendance

94%

Teacher Retention

The teacher retention rate from 2016 to 2017 was 96%. This included the retirement of Mr Ian Evans, Mr Damien Bellanto and completion of Temporarily contracts

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. COMPASS- Whole school integrated information system.
3. Teacher Observation Training and Coaching
4. Teacher mentoring training
5. Data analysis - NAPLAN and PAT
4. Differentiating the curriculum

7. Gifted education Training

8. Various PD's focussing on Mental Health, Well being, Positive Education and specific subject content and pedagogy.

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.

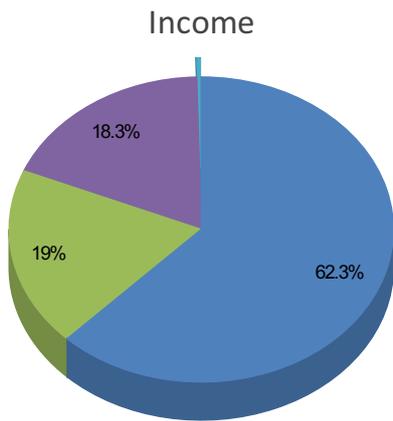
Staff Satisfaction

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

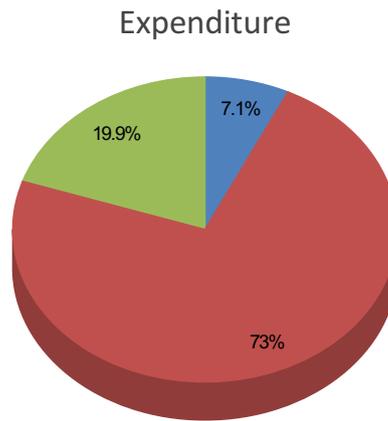
Staff are energetic and committed to providing a high quality education to the young people entrusted to their care. Staff regularly go the extra yards to ensure that students get the care and attention they need to ensure the students achieve their goals and get where they want to go.

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.



- Commonwealth Recurrent Grants (62.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (18.3%)
- Other Capital Income (0.4%)



- Capital Expenditure (7.1%)
- Salaries and Related Expenses (73%)
- Non-Salary Expenses (19.9%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,058,608
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,457,885
Fees and Private Income ⁴	\$2,372,808
Other Capital Income ⁵	\$49,097
Total Income	\$12,970,898

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$909,835
Salaries and Related Expenses ⁷	\$9,328,048
Non-Salary Expenses ⁸	\$2,540,729
Total Expenditure	\$12,778,612

For the 2017 year the St Clare's High School received \$32,500 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, NESAs, The Parents 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:

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>