



# 2018

**ANNUAL SCHOOL REPORT**

SERVICE. LEADERSHIP. JUSTICE

*Together in Christ*



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## St Clare's High School, TAREE

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## 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

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## Principal's Message

The St Clare's community 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 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 and continues to represent student thought to the St Clare's executive.

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. The RSL, Lions and Rotary clubs offer significant financial support to our students via bursaries and grants

Throughout the 2018 school year we watched the buildings and grounds develop via our major building program. The 3.5 million dollars supplied by the federal government and additional funds generated by the Diocesan Building Fund have enabled: the redevelopment of student amenities, relocation and rebuild of school basket ball courts, revamping of student library, building of outdoor gathering and performance area and building of a large flexible learning space.

## Parent Body

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 2018, 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 completion of building program which will commenced late in 2017.

Needless to say, 2019 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 2018 representatives, we have been able to initiate exciting fundraisers and support plans for the 2018 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 2018 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 girls shirt and long trousers. 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

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### 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

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### 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 religious knowledge, promote reflective practice and 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

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

LBOTE*	SWD*	Indigenous
40	35	54

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	95
Year 8	122
Year 9	102
Year 10	102
Year 11	86
Year 12	88
Total	595

### Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
87	86	86	84	86	67	83

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### 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.

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* 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 employed consultancy firm, Michael Elphick and Associates, to produce a strategic plan for St Clare's. The firm reported its findings and presented the ST Clare's School Improvement to staff in December 2018 .

The process to produce the plan included 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. This was well received by staff and will continue throughout 2018.</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 post 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. The position is funded by the CSO SIP fund</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 and beyond. An extended feature of the position, in 2018 will be a focus on mentoring of staff supervising pre service teachers which will continue to develop in importance over the next few years.</p>	<p>The Creation of a .1 position in 2019 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 Assistant Principal Learning and Teaching and English Studies Coordinator will work together to trial a program that will focus on writing has responsibility for this project.</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. T</p> <p>Feedback from this initiative has been positive and has contributed to more discussion about assessment for learning.</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. The 2018 building program will help us address this issue.</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 differentiation 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 . This program was extended into 2018 to include The ARTS via CAPA department and was supported By CSO via the Aspire program. The pilot program was well received by all Catholic schools across the Manning Great Lakes area and we will look to extend it in 2019.</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. This innovation is part of the Gifted program and will be extended to include secondary</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 117 Band 5 and Band 6 results with exceptional results in Drama, Advanced English, Mathematics Extension 2 and Industrial Technology (Timber).

For the 86 students in the class of 2018, there were 51 early entry 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 Music 2, Drama and German Continuers.

St Clare's Creative Arts students continued to excel, with a group selected for On Stage.

The schools pilot scheme to improve literacy among our lower skilled students continued. 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.

A number of Year 10 and 9 students were randomly selected to participate in PISA. PISA assesses the extent to which 15 year old students have acquired some of the knowledge and skills that are essential for full participation in society. PISA focuses on how well students are prepared for life-long learning in the areas of reading, mathematical and scientific literacy. We await their results late in 2019.

### Cultural achievements

The Creative Arts Immersion Sydney trip was attended by Year 11 and 12 Visual Arts and Drama students who visited Onstage, Art Express, the Mumma Mia performance and the Sydney Biennale.

Four Senior students were all selected for Onstage for the group drama performance, and two students were selected for Bravissimo for their music.

A number of students entered artworks into Taree and Forster Open Art Shows.

### Sporting achievements

There was success across various sports in 2018, 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. We had students selected and represented NSWCCC in the following sports: Swimming, Golf, Basketball, Surfing, Rugby League, Hockey and Athletics). The Open Boys Rugby League team finished Runner-up in the Country Cup. We had one student selected and played in the u16's Australian Schoolboys Hockey team. One student selected and played in the NSWCCC Open Boys Rugby League team that competed at the Australian School Boys championships. Our Yr 7/8 Girls and Boys Touch teams qualified and competed at the NSW All Schools State finals in Penrith.

## 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	54.90%	56.00%	13.20%	16.70%
	Writing	27.50%	35.70%	37.40%	32.00%
	Spelling	47.30%	58.70%	17.60%	16.80%
	Grammar	57.10%	58.50%	23.10%	17.50%
	Numeracy	52.30%	57.80%	15.90%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	42.20%	51.00%	23.50%	18.50%
	Writing	24.50%	31.50%	53.90%	41.20%
	Spelling	46.10%	51.80%	26.50%	21.50%
	Grammar	47.10%	49.10%	35.30%	20.80%
	Numeracy	50.00%	55.50%	16.70%	14.80%

### 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>	
	<b>2018</b>	
	<b>School</b>	<b>State</b>
Ancient History	75	63
Biology	79	70
Drama	100	82
Engineering Studies	100	71
Physics	88	65

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 2018, St Clare's celebrated individual student HSC achievement with three students achieved first place in the Diocese in four subjects, three students achieved ATAR's above 90. One student was placed ninth in NSW for Industrial Technology. 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 2018 was 4

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	63
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	63
Total non-teaching staff	20
Grand total	83
Percentage of teachers who are indigenous	1

### Teacher Attendance

94%

### Teacher Retention

The teacher retention rate from 2017 to 2018 was 98%. This included the completion of Temporary contracts.

### Professional Learning Undertaken

In total 130 days of professional development was provided for a variety of staff across a number of teaching and learning disciplines.

## Parent, Student and Teacher Satisfaction

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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.

In 2017 there was concern amongst some parents that the school did not provide enough seating in the school grounds - particularly the Year 11 area. The school administration and Student Representative Council worked together to purchase more seating for the yard.

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 and girls sporting shorts. It has also investigated alternatives to the existing 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, theatre sports and rugby 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. The school executive reviewed this rule via the SRC during the year

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

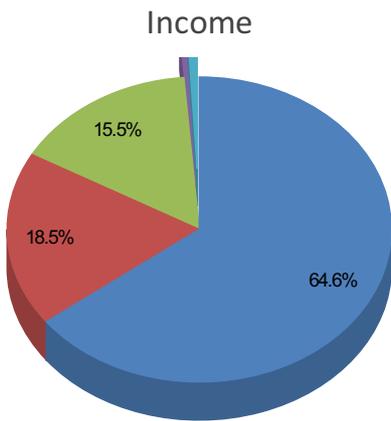
### Staff Satisfaction

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

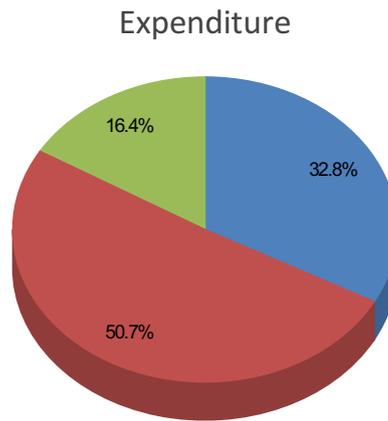
Staff are energetic and committed to providing a high quality education to the young people entrusted to their care. Staff regularly go the extra yards to ensure that students get the care and attention they need to ensure the students achieve their goals and get where they want to go.

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 (64.6%)
- Government Capital Grants (18.5%)
- State Recurrent Grants (15.5%)
- Fees and Private Income (0.4%)
- Other Capital Income (0.9%)



- Capital Expenditure (32.8%)
- Salaries and Related Expenses (50.7%)
- Non-Salary Expenses (16.4%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,259,700
Government Capital Grants <sup>2</sup>	\$2,939,098
State Recurrent Grants <sup>3</sup>	\$2,467,091
Fees and Private Income <sup>4</sup>	\$64,635
Other Capital Income <sup>5</sup>	\$139,827
<b>Total Income</b>	<b>\$15,901,059</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$6,086,251
Salaries and Related Expenses <sup>7</sup>	\$9,400,565
Non-Salary Expenses <sup>8</sup>	\$3,043,143
<b>Total Expenditure</b>	<b>\$12,443,708</b>

For the 2018 year the St Clare's High School received \$30,708 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, 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>