

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Clare's High School

Davis Street, TAREE 2430

Principal: Peter Nicholls

Web: <http://www.tareesc.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Clare's High School (the 'High School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the High School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the High School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the High School directly or by visiting the High School's website. Information can also be obtained from the My School website.

Message from key groups in our community

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 our care 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 mathematics classes, home visits to 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 and St Vincent de Paul have 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. The SRC has made significant representations on uniform, shade and shelter in the yard and school festivities.

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

Throughout the 2019 school year we were able to make use of the newly completed Josephite Learning Center, St. Clare's new flexible learning space. The contemporary learning space has been very well accepted by students, parents and teachers and supplied a wonderful facility for learning and community events. The 2019 HSC class was our first to complete their final exams in an air conditioned purpose built facility.

Parent Body Message

St Clare's has such a great reputation in the broader community. Staff are recognized as instilling strong Christian values and an excellent work ethic in their students.

While the P&F have been able to continue to support small projects during 2020, such as the P&F Art Prize other projects have been placed on hold . Further spending on school buildings and grounds has been postponed pending further development of the Master Plan for the school. 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, 2020 with drought and bushfires was a challenging time for the school, and the P&F is greatly looking forward to a continued involvement in better times. It is our intention to extend our reach to the outer parishes, and welcome interested parents to come and join in!

Student Body Message

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 2020 representatives, we have been able to initiate exciting fundraisers and support plans for the 2020 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. 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, girls winter slacks, design of shorts for sport and the style of jewelry that can be worn to school. 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. The St Clare's school executive is committed to encouraging student voice in all aspects of school life.

School Features

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.

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.

Student Profile

Student Enrolment

The High School caters for students in Years 7 – 12. Students attending this High School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 265 | 301 | 45 | 566 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 87.33%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | |
|--------------------------------|--------|--------|---------|---------|---------|
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 89.75 | 86.58 | 86.33 | 87.79 | 86.85 | 86.69 |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The High School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, High School staff, as part of their duty of care, monitor part or whole day absences.

High School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the High School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the High School's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2018, 68% completed Year 12 in 2020.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

| Senior secondary outcomes 2020 | |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling | 41 % |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 95 % |

Post School Destinations

Each year the High School collects destination data relating to the Year 12 student cohort.

Approximately 60% of the cohort of 2020 have chosen a university pathway post school. Several students have taken up apprenticeships and traineeships, several of these resulting from Vocational Work Placement or Work Experience completed during school. Many students have chosen either a TAFE pathway, a Gap Year or full-time work.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

| | |
|------------------------------------|----|
| Total number of staff | 77 |
| Number of full time teaching staff | 48 |
| Number of part time teaching staff | 12 |
| Number of non-teaching staff | 17 |

Total number of teaching staff by NESA category

Teachers at this High School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the High School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The High School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Throughout the year teachers have participated in a variety of professional learning including school based, system based, and external professional development courses. Due to the COVID-19 pandemic most external professional development was completed online.

In 2020 the school's Professional Development Plan in the first half of the Year focused on the following areas.

1. Reporting student achievement through Learning Tasks.
2. Using data to inform practice and to build staff knowledge and skills in analysing and interpreting data to inform teaching. (due to COVID this professional learning opportunity did not go ahead).
3. With COVID – intensive professional development was required to provide teachers with skills in the use of Zoom, Microsoft teams, Online booklet creation using Microsoft Word and Document sharing.

In 2020 the school's Professional Development Plan in the second half of the year focused on the following areas:

1. Introduction to CLARITY (Learning Intentions and Success Criteria)
2. OLT - Trauma and Attachment Theory

In 2021 the School Annual Improvement Plan will be informed by the school 2020-2022 Strategic improvement Plan (SIP) and the Annual School Review (ASR). The SIP and ASR will directly inform all whole school staff professional development.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

“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 by our commitment to Catholic Social Justice Teachings. We are nourished by the heritage of the Biripi and Worimi people whose continuing stewardship of this land brings a rich heritage to the land on which we live.

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.

Being situated in a rural community, St Clare's focus on environmental issues such as the crippling drought, the catastrophic bush fires and floods are particularly relevant to all members of the community as another focus of Justice initiatives.

Student-led Human Rights and Environment Groups contribute a great deal to the community as does a St Vincent de Paul Conference which, for example, participates in nation-wide projects like the Winter Blanket Appeal. The Bi-Annual Sleepout which 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 at School, was cancelled due to the COVID-19 restrictions and lock down procedures. Students and Staff volunteer on a monthly basis at the Catholic Care Community Kitchen were also prevented from participating in this vital outreach to the marginalised due to COVID-19 restrictions and the lock down.

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 — all of which were cancelled.

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 NSW Education Standards Authority (NESA) Studies of Religion Course at either 1 or 2 Unit levels. This year, during lock-down, these classes were successfully delivered via Microsoft Teams and Zoom due to the hard work and commitment of staff to implement these new methods.

Religious Studies at St Clare's emphasizes 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, during lesson time, Retreats and Reflection Days.

The goal of Religious Studies in the classroom is to enhance religious knowledge, promote reflective practice, 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.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

St Clare's follows directions from NESA and CSO to ensure we fulfill the curriculum requirements for Stages 4, 5 and 6. Professional development in faculty groups ensures syllabus documents are reviewed and updates are included in preparation for planning and teaching.

We are working collaboratively with our feeder schools to enable primary students to participate in special days at St Clare's. We commenced an immersion program with Year 6 Staff and Students at St Joseph's Taree during Term 1, however it was postponed due to the COVID-19 pandemic.

The continuation of the Gifted Education Mentor position has provided support to gifted students and professional learning to teachers on differentiation and resourcing.

The targeted literacy program continues for students who are below their reading age. We have witnessed significant growth in students who have participated in this program.

Professional learning for staff has taken on a more targeted approach with PPD used as a guide for meeting the needs of the staff and the school improvement plan to meet school goals. Staff meetings continue to be focused on professional learning to enhance staff skills and student outcomes. This pre-planning of professional learning to meet specific needs (for example, use of data and use of Compass learning tasks to monitor student learning, engagement and provide feedback), will continue into 2021 with a commitment to meet the annual school goals. St Clare's became involved in the Clarity Project at the commencement of 2020 and launched several aspects throughout the year. We were pleased to be able to register professional learning around Learning Intentions and Success Criteria for our staff. Staff have been utilizing Learning Intentions and Success Criteria with their students and many have seen improvements with student outcomes.

The timetable has been modified to allow for professional learning time for staff and provide meeting time for students as a whole school, year cohort and CLARE group. Due to Covid-19 the timetable was further changed to allow time between lessons for sanitizing of furniture

and staff and student hands. Assemblies were cancelled and after the relaxing of guidelines, year assemblies were able to continue in a modified way.

With the change to Learning from Home, staff underwent professional learning in teaching in a digital platform utilizing TEAMS with their classes so students could continue lessons from home. Staff met this challenge and were able to offer excellent online content and interaction online.

St Clare's offers a wide range of course options in addition to the mandatory curriculum. Students are able to pursue courses of interest as an elective in Stage 5 and program of study in Stage 6. Guidance for students is available from the Careers advisor, Assistant Principal Learning and Teaching, Year Coordinator and Studies Coordinators. Courses unable to be offered by St Clare's are available through distance education providers, for example specialised languages and agricultural studies. A number of Stage 6 students are also enrolled in TVET and SBAT programs of study.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Higher School Certificate (HSC) Diocese

The results of the High School'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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

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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 2020, St Clare's celebrated individual student HSC achievement with four students achieving first place in the Diocese in three subjects, three students achieved ATAR's above 90. Three students achieved an award for achieving six or more Grade A's in their Stage 5 ROSA.

| Higher School Certificate | Percentage of students in the top 2 bands (Bands 5 and 6) | | | | | |
|---------------------------|---|-------|--------|-------|--------|-------|
| | 2018 | | 2019 | | 2020 | |
| | School | State | School | State | School | State |
| Ancient History | 25 % | 36 % | 20 % | 36 % | 29 % | 33 % |
| Chemistry | 11 % | 42 % | 36 % | 46 % | 7 % | 43 % |
| Community & Family Studie | 24 % | 29 % | 50 % | 37 % | 33 % | 34 % |
| Drama | 77 % | 42 % | 92 % | 44 % | 80 % | 47 % |
| English (Advanced) | 33 % | 63 % | 50 % | 62 % | 55 % | 63 % |
| English (Standard) | 17 % | 15 % | 9 % | 12 % | 3 % | 12 % |
| English Extension 1 | 100 % | 96 % | 67 % | 94 % | 100 % | 93 % |
| English Extension 2 | - | - | 67 % | 80 % | 0 % | 82 % |
| Legal Studies | 25 % | 45 % | 8 % | 42 % | 14 % | 40 % |
| Mathematics Advanced | - | - | - | - | 50 % | 53 % |
| Mathematics Extension 1 | 83 % | 80 % | 50 % | 80 % | 75 % | 75 % |
| Mathematics Extension 2 | 100 % | 86 % | 100 % | 86 % | 50 % | 84 % |
| Mathematics Standard 1 ex | - | - | 0 % | 18 % | 0 % | 16 % |
| Mathematics Standard 2 | - | - | 33 % | 24 % | 18 % | 25 % |
| Modern History | 0 % | 42 % | 0 % | 40 % | 10 % | 37 % |
| Music 1 | 60 % | 65 % | 60 % | 66 % | 60 % | 64 % |
| Physics | 25 % | 34 % | 40 % | 37 % | 33 % | 41 % |
| Software Design & Develop | 0 % | 37 % | - | - | 0 % | 38 % |
| Studies of Religion I | 13 % | 37 % | 14 % | 46 % | 19 % | 44 % |
| Studies of Religion II | 40 % | 41 % | 64 % | 45 % | 25 % | 44 % |
| Visual Arts | 25 % | 53 % | 83 % | 63 % | 63 % | 65 % |

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 4.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The High School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The High School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this High School. The High School does not sanction administration of corporal punishment by High School persons and non-High School persons, including parents, to enforce discipline in the High School. Further information about this and other related policies may be obtained from the High School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the High School's website, the administration office or at the CSO website at this link.

[Complaints Handling Policy](#)

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the High School's website, the administration office or at the CSO website at this link.

[Initiatives promoting respect and responsibility](#)

Student wellbeing is essential for both academic and social development, and both are optimised by safe, supportive and respectful learning environments. Not only do confident and resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to their ability to create strong social bonds and supportive communities, and to maintain healthy relationships and responsible lifestyles.

As a school the CLARE framework is the structure on how we as a school address Student Wellbeing. In 2020 as part of CLARE program students in Year 7, 8, 9 and 10 were to participate in the Love Bites program, focussing on 'Developing Respectful Relationships'. The program was developed by NAPCAN in consultation with Health NSW. Unfortunately, due to COVID only Year 10 were able to participate in this program. The plan for 2021 is for all students in years 7-10 to be able to participate.

Students through the CLARE program also undertook learning and development on Bullying (cyberbullying), Resilience, Self-concept, Mindfulness, Humour and Problem solving.

Students in 2021 were actively involved where possible under COVID restrictions in numerous community activities led by our Pastoral Coordinators, SRC Coordinator and the Student Representative Council. Students were actively involved in fundraising activities for Caritas Australia, St Vincent de Paul Society, and Catholic Mission. Students were also involved in monitoring social justice issues through active participation in the Human Rights Group, Environmental group, Ministry group and Young Vinnie's Conference, embracing local State and Australia wide issues.

In a long-held school tradition, in 2020 students were unable to actively participate in the local ANZAC Day March and related ceremonies. Later in the year some student representatives were able to participate in the local RSL Vietnam and Korean war remembrance ceremonies following COVID guidelines.

School Improvement

The High School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the High School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the High School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the High School administrative office.

Key Improvements Achieved

Catholic Formation and Mission: St Clare's has worked to establish sound working relationships with local parishes and the Parish priests. The school has committed considerable resources to social justice outreach activities and establishing quality community partnerships as an expression of its Catholic ethos to good effect: especially in the work of the Saint Vincent De Paul Society, close contact with the local RSL sub-branch and the local Catholic Community Kitchen.

The development of a Gifted and Talented program at St Clare's has progressed successfully over the past three years and is giving assistance to both students and teachers to help to bring a more focused approach to the teaching and learning of the once and twice gifted students. The Artist in Residence and Writer in Residence projects have allowed students gifted in these areas further opportunities to grow their area of talent and follow their passion while at school.

Priority Key Improvements for Next Year

Establish a permanent prayer space at St Clare's.

Align all meeting times with registered Professional Development.

Develop an informed approach to the use of data to ensure improved student outcomes.

Incorporate the Clarity project into St Clare's: all classes using Learning Intentions and Success criteria and develop further in 2021.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the High School has used a variety of processes to gain information about the level of satisfaction with the High School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parent surveys undertaken during open days, via the school newsletter, as part of COSI and feedback to the Parents and Friends Association reflect the high level of parental satisfaction with St Clare's.

Parents note the high expectations the school has of their sons and daughters and the willingness of staff to help the young people in their care to achieve great results. Some parents would like to see staff focus more on matters of uniform.

Parents see St Clare's as having a good reputation in the community and operating within a safe environment. They also value the enforcement of the rules and the expectation that students will be respectful of each other and the learning environment.

Most recently parents have been very thankful for the community engagement and support for all members of the community the school has undertaken during the 2020 drought and bush fires which ravaged our area. The change of date to the HSC Formal to ensure that all students and their family's could attend was also very much appreciated by community members.

Some parents want there to be a better flow of communication between parents and teachers and would like to see more effective information about their child's learning reach home on a more regular basis. The school executive is looking into this proposal.

Student satisfaction

The HSC student exit survey high lighted the significant pride students have in their school and their teachers. Students also noted the excellent service they received from the St Clare's support staff.

A major strength of the learning environment at St Clare's is the strong rapport that is developed between students and teachers in the senior years and the strong sense of being "included" that is shared by HSC students.

Year 7 students have told me of their excitement and their enjoyment of being part of the St Clare's community. They find the variety of the curriculum engaging, enjoy the Year 7 camp and love the canteen.

Teacher satisfaction

The following information is taken from the COSI survey of 2019.

80% of staff agree that the school's Catholic Identity is evident to students parents and staff.
80 % of staff agree that St Clare's offers a quality learning environment.

92% of staff agree that the St Clare's environment is safe and for students and teachers and
79% agree that it operates a quality pastoral care program.

In 2019 Staff recommend that there be an increased resourcing of Professional development and a coherent school plan that reflects contemporary pedagogy. This has been achieved via registered PD being conducted in staff meetings The commencement of the Clarity Project based on the research of Lynn Sharratt has helped staff to further improve the learning environment and outcomes for students through the use of Learning Intentions and Success criteria.

Financial Statement

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 2020 year is detailed below:

| Recurrent and Capital Income 2020 | |
|--|---------------------|
| Commonwealth Recurrent Grants ¹ | \$7,839,126 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$2,267,916 |
| Fees and Private Income ⁴ | \$1,611,444 |
| Interest Subsidy Grants | \$17,898 |
| Other Capital Income ⁵ | \$474,535 |
| Total Income | \$12,210,919 |

| Recurrent and Capital Expenditure 2020 | |
|---|---------------------|
| Capital Expenditure ⁶ | \$3,550 |
| Salaries and Related Expenses ⁷ | \$8,849,144 |
| Non-Salary Expenses ⁸ | \$2,603,814 |
| Total Expenditure | \$11,456,508 |

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.

END OF 2020 REPORT