

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Clare's High School

Davis Street, TAREE 2430

Principal: Peter Nicholls

Web: <http://www.tareesc.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 the new School Vision and Mission, 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 lifelong 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

In 2021 the school undertook a review of its vision and mission statements to bring them into line with 21st century thinking but a clear focus on Jesus Christ, and the Charism's of St Clare and St Mary Mackillop. The process involved staff, students, community members and was led by a representative of the Catholic Schools Office, Mark Spencer. The official Launch of the new vision and Mission will be on St Clare's Feast Day in 2022.

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 2021, such as the P&F Art Prize while 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 and the transition to a new structure for the P&F. 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, 2021 with COVID and floods was a challenging time for the school, and the P&F is greatly looking forward to continued involvement in better times.

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 2021 representatives, we were able to initiate exciting fundraisers and support plans for the 2021 School year around the disruptions caused by COVID. The SRC also allows everyone to have a say about problems and concern from their year, both personal and from their year group. The group has had considerable input into proposed changes to the school uniform that are more practical, comfortable and representative of the changing culture of the school. We have also been able to bring change to the SRC that allows for greater student voice. We thank the St Clare's school executive who are committed to encouraging student voice in all aspects of school life. 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

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
265	294	45	559

* 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 2021 was 84.50%. 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
88.04	86.79	83.27	79.58	85.62	83.68

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 2019, 65% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	38 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98 %

Post School Destinations

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

Approximately 54% of the cohort of 2021 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.

Non Atar – 20/70, VET 25/70.

University - 38, Apprenticeships/Traineeships - 3, Gap Year - 2, TAFE - 3, ADF - 2, Work - 22.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	77
Number of full time teaching staff	42
Number of part time teaching staff	17
Number of non-teaching staff	18

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 2021 the school's Professional Development Plan for the Year focused on the following areas.

1. Face to Face and online learning with a focus on supporting students with a trauma background - Trauma and Attachment Theory
2. Using data collected from the Trauma PD to inform practice and to build staff knowledge and skills in analysing and interpreting data to inform teaching for these identified students
3. Continued implementation and PD in relation to the CLARITY project (embedding Learning intentions and Success Criteria.)

In 2022 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)

St Clare's High School draws students from both Catholic and Non-Catholic feeder schools from across the Manning Valley and Great Lakes regions. Over fifty percent of our students are from a non- Catholic background.

The feedback from the “Catholic Identity Report” and the “Tell them from me” survey highlighted the following areas for development within our school community: faith formation for both staff and students, upgrading the resources for Religious Education, building of Catholic Culture within the school and engagement with a whole school review of the Vision and Mission statements.

Mission and Vision statement:

The process of review and rewriting the Mission and Vision statements was the focus for two staff days as well as consultation with parents, students and the parish community. Both the Mission and Vision statements were rewritten and accepted by the Diocese at the end of the year.

St Clare's spirituality and distinctive characteristics

The Catholic culture of our school draws from three distinctive spiritualities which are evident throughout the school. These three spiritualities include our school's namesake St Clare, our founding Sisters of St Joseph and our local Aboriginal Biripi and Worimi communities. The fusion of these three spiritualities sets distinctive characteristics and climate for the school.

Our Catholic nature includes Aboriginal spirituality which is evident in the site-specific artworks within the school grounds, rituals school Liturgies, assemblies and Masses, historical artifacts within school buildings and school processes such as the CLARE framework.

Christian Values and Social Justice

Our students develop an awareness of life that is purposeful and intentional demonstrating an appreciation of Christian values which are modelled through interpersonal relationships and dialogue with one another. We also support a student-centred Human Rights and Environmental Group led by our senior student leaders. Our opportunities for mission usually include the annual St Vincent de Paul Conference, the Winter Blanket Appeal, Winter Sleepout, Caritas and Mary MacKillop Fund appeals and monthly students and staff volunteering at the Catholic Care Community Kitchen. However, all out of school volunteering and mission work was postponed due to COVID lockdowns.

Youth ministry:

Members of the St Clare's community also participate in the youth Mass once a month at St Patrick's, Cundletown. These were also largely postponed due to COVID lockdowns.

The St Clare's community looks forward to reengagement with the local parish communities as well as resuming social justice programs following the relieving of restrictions for staff and students.

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 immersion days at St Clare's. However they were put on hold 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 2022 and assist St Clare's staff to meet our annual school goals. St Clare's continued its involvement in the Clarity Project 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 utilising 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 form.

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

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	25%	26%	29%	22%
	Reading	22%	28%	29%	17%
	Writing	16%	20%	33%	25%
	Spelling	23%	32%	28%	15%
	Numeracy	26%	33%	24%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	11%	19%	18%	27%
	Reading	27%	21%	18%	24%
	Writing	11%	14%	41%	36%
	Spelling	13%	21%	26%	22%
	Numeracy	17%	22%	11%	18%

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%.

This particular cohort has been negatively impacted by Covid in that they had several weeks of home learning and many months of disruption. The cohort of 70 students achieved 11 Band 6 and 58 Band 5 results. Five students achieved an ATAR above 90, with WenYuan LimSchneider achieving the Diocesan Dux ATAR of 99.25.

Trend data indicates that most subjects were static or below their usual performance. Growth was shown on these students who were high achievers in 16 subjects with one subject (Biology) demonstrating L+. Reflection and analysis of these results must inform planning and teaching in order to 'bump up the bands' and assist students to achieve their best, bringing the lower performing students higher in the course achievement.

Community and Family Studies and Industrial Technology were the only two subjects that were above the state and school averages. Courses below school average and below state average included PDHPE, Mathematics Advanced, Business Studies, Society and Culture, Modern History, Ancient History, Music 1, Visual Arts, SOR1, SOR2, Chemistry, Textiles and Design and Hospitality. Courses above school average and below state average include Engineering Studies, Drama, Biology, Mathematics Extension 1, Legal Studies, English Standard and English Advanced.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	20 %	36 %	29 %	33 %	11 %	34 %
Biology	11 %	32 %	16 %	31 %	10 %	31 %
Business Studies	8 %	33 %	0 %	35 %	0 %	36 %
Community & Family Studie	50 %	37 %	33 %	34 %	29 %	32 %
English (Advanced)	50 %	62 %	55 %	63 %	59 %	69 %
English (Standard)	9 %	12 %	3 %	12 %	8 %	17 %
English Extension 1	67 %	94 %	100 %	93 %	100 %	94 %
English Extension 2	67 %	80 %	0 %	82 %	100 %	84 %
Mathematics Advanced	-	-	50 %	53 %	14 %	50 %
Mathematics Extension 1	50 %	80 %	75 %	75 %	50 %	74 %
Mathematics Extension 2	100 %	86 %	50 %	84 %	100 %	87 %
Mathematics Standard 2	33 %	24 %	18 %	25 %	5 %	25 %
Modern History	0 %	40 %	10 %	37 %	17 %	38 %
Physics	40 %	37 %	33 %	41 %	75 %	41 %
Studies of Religion I	14 %	46 %	19 %	44 %	10 %	42 %
Studies of Religion II	64 %	45 %	25 %	44 %	29 %	46 %
Visual Arts	83 %	63 %	63 %	65 %	50 %	63 %

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 2021, the number of students issued with a RoSA was 3.

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 2021.

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](#)

St Clare's High School prides itself on the quality of wellbeing and the associated programs it provides for its students.

In 2021 the Student Management aspect of the Wellbeing Policy was revised to incorporate our newly developed Mission and Vision statement, with a particular focus on the rights and responsibilities of all members of the community and the development of the whole student. With the constraints of COVID came difficulties around our ability to provide external programs including Love Bites, which focuses on 'developing respectful relationships' and has been developed by NAPCAN in consultation with Health NSW. Unfortunately, while some of this program was presented internally to Year 9, Year 10 was unable to complete the program as external visitors were not allowed.

Internally, through the CLARE program students were provided, where possible, with opportunities to address such issues as Bullying, Resilience, Self-Concept, Mindfulness and Problem Solving.

2022 will see the launch of the Diocesan Wellbeing policy and as such St Clare's has adapted its program to ensure a focus on Student Voice and the concepts of the 'I feel', 'I can', and 'I am'.

Essential to this will be the launch of the use of a Wellbeing Journal, during CLARE time, for years 7, 8, 9, and 10. This looks at explicitly teaching our students how to develop the skills and competencies to grow their brain's abilities as well as teaching them how to acquire the skills of social-emotional resilience so they can live life to the full.

The program within the journal comes from The Learning Curve and is a positive education wellbeing program. It focuses on six areas including positive emotions and gratitude, engagement and mindfulness, relationships and empathy, meaning and purpose, accomplishment and optimism and health and strength.

This, in addition to whole year groups focuses which will be delivered by the Leaders of Wellbeing and Engagement, aims to develop resilience and a growth mindset across the school. A future focus is to extend this program to the Senior school.

In 2022, the position of Wellbeing Mentor within the school will provide an opportunity for a more structured, logical and streamlined program, informed by data collected from surveys including 'Tell Them From Me' as well as other internal feedback.

In addition, 2022 we will be offering students the opportunity to be actively involved in community activities such as the Community Kitchen program, and various fundraising ventures for Caritas Australia, St Vincent de Paul, Catholic Mission and the Cancer Council.

Student Voice will be encouraged through participation in the Human Rights Group, Environmental Group, Ministry Group, and Young Vinnies Conference. Finally, there will be a restructuring of the processes around the Student Representative Council in order to provide all students with a greater say in the running of the school.

Within the greater community St Clare's continues to enjoy a strong relationship with the RSL and students and staff will once again be marching in the ANZAC Day march and student representatives will later be participating in both the Korean and Vietnam war commemorations.

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.

Development of a new Vision and Mission to take the school forward in the future.

Vision – 'Together with Christ we serve our community'

Mission – Inspired by the GOSPEL VALUES and the practical examples of St Mary of The Cross MacKillop and St Clare of Assisi our Mission is to CONNECT, LEARN, ASPIRE, RESPECT, ENGAGE (CLARE). The full version of the new Vision and Mission is available on the school website or from the front Office.

The continued 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. We intend to further develop and introduce new projects to continue development in supporting gifted students.

Priority Key Improvements for Next Year

Establish a permanent prayer space at St Clare's.

Align all meeting as a time for Professional Development and teacher collaboration, with a clear focus on students' engagement and case management

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

Continue to Incorporate the Clarity project across St Clare's, including case management and learning walks and talks

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 were undertaken during open days, via the school newsletter, as part of COSI and the 'Tell Them From Me' survey conducted by the Diocese.

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 the school provide more time to other extra-curricular learning opportunities, which have been impacted by COVID but clearly important to parents.

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 2021 Floods and the impact of COVID. Particular mention was made of the way the school supported and engaged the students during COVID lockdowns and home learning.

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 put in a number of new initiatives in 2021, with regular posts, made through compass, Facebook and the fortnightly newsletter. We are still looking at other opportunities to better engage with our parents, carers, and community members.

Student satisfaction

The HSC student exit survey highlighted 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

75% of staff agree that the schools Catholic Identity is evident to students, parents and staff.

80% of staff agree that St Clare's offers a quality learning environment.

70% of staff believe that St Clare's is highly regarded in the community.

95% of staff agree that St Clare's environment is safe for students and teachers.

The Clarity Project based on the research of Lyn Sharratt has assisted staff to further improve the learning environment and outcomes for students through the use of Learning Intentions and Success Criteria. Teachers have supported the introduction of Clarity and fostering a collaborative approach to teaching and learning. The use of learning intentions and success criteria has increased and provided observable positive outcomes in student learning. Further Clarity work is ongoing.

Areas for focus have been identified as increased professional learning and collaboration on feedback and encouraging the relationship between school and parents that has decreased due to covid health guidelines. Faith formation was identified by 42% of staff as an area of need. It is a prioritised and ongoing area for development.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$8,109,958
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,286,382
Fees and Private Income ⁴	\$1,681,183
Interest Subsidy Grants	\$15,683
Other Capital Income ⁵	\$498,307
Total Income	\$12,591,513

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$39,694
Salaries and Related Expenses ⁷	\$8,867,243
Non-Salary Expenses ⁸	\$2,584,711
Total Expenditure	\$11,491,648

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 2021 REPORT