

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Clare's High School

Davis Street, TAREE 2430

Principal: Christine Harmer

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 Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 Strategic 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Clare's High School has enjoyed an outstanding year in 2025, marked by excellence across academic, creative, sporting and cultural domains. Anchored in our Catholic faith and inspired by St Clare of Assisi and St Mary of the Cross MacKillop, our community continues to live our mission to Connect, Learn, Aspire, Respect and Engage. Shaped by the Jubilee Year of Hope, this year called us to lead with optimism, courage and compassion. Our success rests on the strong partnership between staff, students and parents that fosters belonging, shared purpose and community.

Academically, 2025 was exceptional. Our NAPLAN results placed St Clare's among the highest achieving schools for growth in the area. Our HSC cohort also achieved outstanding success, ranking 1st in the Maitland Newcastle Diocese and the Manning/Great Lakes Region, with a highest ATAR of 97.85. These results reflect the dedication of our teachers, the commitment of our students, and the strong support of families.

Our Creative Arts program continued to flourish. Students performed with distinction at DioSounds, and one student won the Diocesan Scriptwriting Competition. Participation in Manning DioSounds strengthened connections with feeder primary schools, culminating in a powerful combined performance. NAIDOC Week was another highlight, featuring student dance and the sharing of culture and story by local Elders. This celebration also marked the renaming of our Koori Room to Gindalbaa, meaning "happy and smiling place".

Beyond the classroom, students embraced rich opportunities for growth, including a Year 7 Camp at Toukley, Year 9 Snow and Canberra Camp, and a reflective Year 11 Retreat at Bonny Hills. Junior retreats supported faith and wellbeing, while the return of the Japanese Exchange Program welcomed students from Kobe Kaisei, fostering cultural understanding and lasting friendships.

Our connection to the Manning community remained strong. Students volunteered at the Taree Community Kitchen, supported Project Compassion, participated in youth Masses and responded generously during the floods. These acts of service embody our faith in action and were recognised through the Diocesan Emmaus Award for Catholic School Community.

This year's achievements reflect the collective strength of St Clare's. I thank our dedicated staff, our supportive families and, most importantly, our students, who embody our values and enrich the life of our school each day.

Parent Body Message

St Clare's High School maintains a strong commitment to building authentic and respectful partnerships with parents and carers, recognising that student success is strengthened when families and schools work closely together. Although the Parents and Friends (P&F) group disbanded in 2022 due to ongoing attendance challenges, the school continued to prioritise meaningful ways for parents to stay informed, involved, and connected. In 2025, St Clare's engaged with families across four key forums: the school newsletter, Facebook updates, major school events, and community surveys. These platforms supported communication and collaboration throughout the year, ensuring that parents remained active contributors to the life of the school.

These engagement opportunities included information nights, parent-teacher evenings, the Year 12 Graduation ceremony, and whole-school award celebrations. Surveys played a particularly important role, inviting parents to share feedback on significant matters such as budget priorities, uniform changes, and the ongoing process of updating the school name and crest. Looking ahead, St Clare's will strengthen its parent engagement strategy even further with the introduction of FACE (Family and Community Engagement) in 2026. This new forum will provide structured, inclusive, and future focused opportunities for families to collaborate with the school in shaping a positive and supportive environment for all students.

Student Body Message

The student body at St Clare's High School is led by the School Captains and senior student leaders, who work in partnership with the House Leaders and the Student Representative Council (SRC). Each leader has distinct responsibilities and represents the CLARE groups across the school, ensuring that every student has a voice in shaping school life. In 2025, the SRC made a significant impact through their advocacy and initiative, successfully securing two environmental grants that funded the installation of a new student drink station and supported expanded recycling programs. They also represented St Clare's with pride at key community events, including ANZAC Day, Remembrance Day, and International Women's Day. In addition, the SRC championed important social causes, leading awareness campaigns and fundraising efforts for Mental Health initiatives and the Mary MacKillop Fund.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
302	328	64	630

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 85.10%. 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
87.40	85.13	81.80	84.14	84.24	87.87

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	33 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

Approximately 65% of the 2025 cohort chose a university pathway post school while others pursued apprenticeships, traineeships, TAFE, a Gap Year or full-time work.

Non Atar – 12/57, VET 19/57

Destinations:

University – 35

Apprenticeships/Traineeships - 5

Gap Year - 1

TAFE - 3

ADF - 1

Work – 11

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	111
Number of full time teaching staff	47
Number of part time teaching staff	29
Number of non-teaching staff	35

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Clare's High School in 2025:

Conditional Teachers	5
Provisional Teachers	0
Proficient Teachers	65
HALT Teachers	1

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

St Clare's High School draws students from both Catholic and Non-Catholic feeder primary schools from across the Manning Valley and Great Lakes regions. This is a predominantly secular region and consequently over fifty percent of our students are from a non- Christian background.

We have been fortunate to be supported from our Parish priest Fr Kevin Corrigan and more recently, Fr Solomon Okovido and our Deacon Vince Ryan with formation of both staff and students.

In 2025, our School Improvement Goal (SIP) was to continue to improve the 'Catholic Culture' within the school. This goal was informed from the "Catholic Identity Report" and the "Tell them from me" survey data. Over the last year, we worked on implementing our new school Vision and Mission statements, developing our school Charisms with visible symbols, banners and making sure to include daily prayer into Compass newsfeeds for students, parents and staff. We continued working with the student leadership team to promote Catholic events and initiatives and continued to develop parish and school partnerships.

This goal of continuing to improve Catholic Culture has been promoted as a shared belief for the whole school community. The school calendar has embedded Catholic rituals such as whole school Masses at the beginning of the year, for St Clare's Feast Day and the end of year 12 Graduation Mass. Also, included are year group Masses and Reflection Days for Years 7, 8, 9, 10 and 11. There were several liturgies throughout the year such as Ash Wednesday and Stations of the Cross. The Catholic Culture also informs our schools distinctive spirituality including prayer and identity of our school's namesake St Clare as well

as the example and values of St Mary of the Cross MacKillop from our founding Sisters of St Joseph.

Our Religious Education department has upgraded resources including new bibles sets for all classrooms and sacred spaces in each Religious classroom space. Additionally, our year 7 Religious Education classes continue to have 7 lessons per fortnight.

Our charitable fund-raising appeals are centred around and informed through our Catholic identity and in line with our Catholic calendar (Term 1: Lent- Project Compassion, Term 2: Winter Vinnies appeal, Walk for Water, Term 3: Mary MacKillop fund appeal for local students and Term 4: Advent Vinnies appeal). Therefore, our staff and students are developing an awareness of purposeful and intentional Christian living.

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 in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Clare's follows directions from NESA and CSO to ensure we fulfill the curriculum requirements for Stages 4, 5 and 6. Professional learning in faculty groups ensures syllabus documents are reviewed and updates are included in preparation for planning and teaching. Currently, staff are working on the planning and implementation of new syllabus documents into their faculties.

We are working collaboratively with our feeder schools to enable primary students to participate in special immersion days at St Clare's. Including Open Days, Orientation for Year 6 students and targeted orientation for students requiring learning support. Additionally, Peer Support activities in Term 4 highlight the relationship between Year 6 and Year 10 students as they move into Year 7 and Year 11.

The continuation of the much-valued Gifted Education Mentor position has provided support to gifted students and professional learning to teachers on differentiation and resourcing. The Pedagogical Mentor role has continued to be an integral part of working towards achieving the SIP learning goal and expanding pedagogical practices to improve learning outcomes. The data wall is evolving with meaningful data that supports the SIP goal and student achievement.

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 by meeting the needs of the staff and the school improvement plan to meet school goals. The Staff meeting format

was modified to be increasingly 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), continued and assisted St Clare's staff to work towards meeting our annual school goals. Learning Intentions and Success Criteria have been embedded with students and many have seen improvements with student outcomes. Students and staff continue to benefit from Learning Walks and Talks. Work on utilising the Assessment Waterfall is continuing.

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, Leaders of Learning and Leaders of Wellbeing and Engagement. Courses unable to be offered by St Clare's are available through CSO delivery (Dance), distance education providers, for example specialised languages and agricultural studies.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Clare's High School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	65%	62%
	Reading	67%	69%
	Writing	57%	64%
	Spelling	66%	72%
	Numeracy	63%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	55%	56%
	Reading	69%	65%
	Writing	55%	61%
	Spelling	69%	72%
	Numeracy	76%	66%

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%.

The cohort of 67 students achieved 26 Band 6, 4 E4 and 71 Band 5, 9 E3 results. Eight students achieved an ATAR above 90, with George Andrawes achieving the School Dux ATAR of 97.85.

Year 12 Drama had four individual students nominated for OnSTAGE, and the entire class was nominated for their group performance.

Year 12 Industrial Technology had three students nominated for SHAPE.

Trend data indicates that Drama (+4.73) and Studies of Religion 2 Unit (1.66) are consistently performing above State Average (last 3 years). There is an upward trend in English (Advanced) (0.16) and English (Extension) 1 Unit (5.92) (Above State Average) for past two years. English Standard, Chemistry, Industrial Technology and Studies of Religion 1 Unit are on an upward trend for past three years. Of the 37 courses listed 12 saw learning gains at the higher end of the student distribution. Note: Physics, Maths Extension, English Advanced, Maths Advanced are above the state average.

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.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Drama	86 %	60 %	70 %	62 %	83 %	25 %
English (Advanced)	73 %	67 %	69 %	68 %	57 %	28 %
Mathematics Advanced	67 %	50 %	40 %	50 %	50 %	21 %
Mathematics Extension 1	100 %	72 %	50 %	80 %	75 %	77 %
Physics	0 %	39 %	0 %	38 %	55 %	15 %
Studies of Religion II	29 %	46 %	71 %	47 %	40 %	20 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The High School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The High School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The High School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the High School. The High School does not permit or condone the use of corporal punishment by any High School personnel or non-High School individuals, including parents, as a means of 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 High School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the High School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the High School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parent satisfaction at St Clare's High School remained strong in 2025, supported by clear communication and multiple avenues for families to contribute to school decision-making. Surveys played a particularly important role, inviting parents to share feedback on significant matters such as budget priorities, proposed uniform changes, and the ongoing process of updating the school name and crest. Responses reflected a high level of engagement and a genuine interest in shaping the school's future direction. This feedback provided valuable insights that guided leadership decisions and reinforced the importance of maintaining open, regular, and responsive communication with our parent community.

Student satisfaction

Student satisfaction at St Clare's High School was notably strengthened in 2025 through meaningful opportunities for student voice, primarily led by the Student Representative Council (SRC). Feedback collected through the SRC informed several significant improvements, including updates to the school uniform such as the introduction of a skort, refined jewellery guidelines, and changes to the sport uniform that now allow students to wear it to and from school. Students also advocated for enhancements to outdoor spaces, resulting in the purchase of additional outdoor seating for all year groups. These initiatives reflect the school's commitment to listening to students and acting on their ideas to create a more supportive, comfortable, and student centred environment.

Teacher satisfaction

During 2025 staff were given multiple opportunities through survey's and staff meetings to provide feedback on different projects and changes that were occurring across the school. Most significantly staff were able to provide feedback through the Maitland Newcastle Staff Engagement Survey. The following areas were highlighted as strengths of St Clare's:

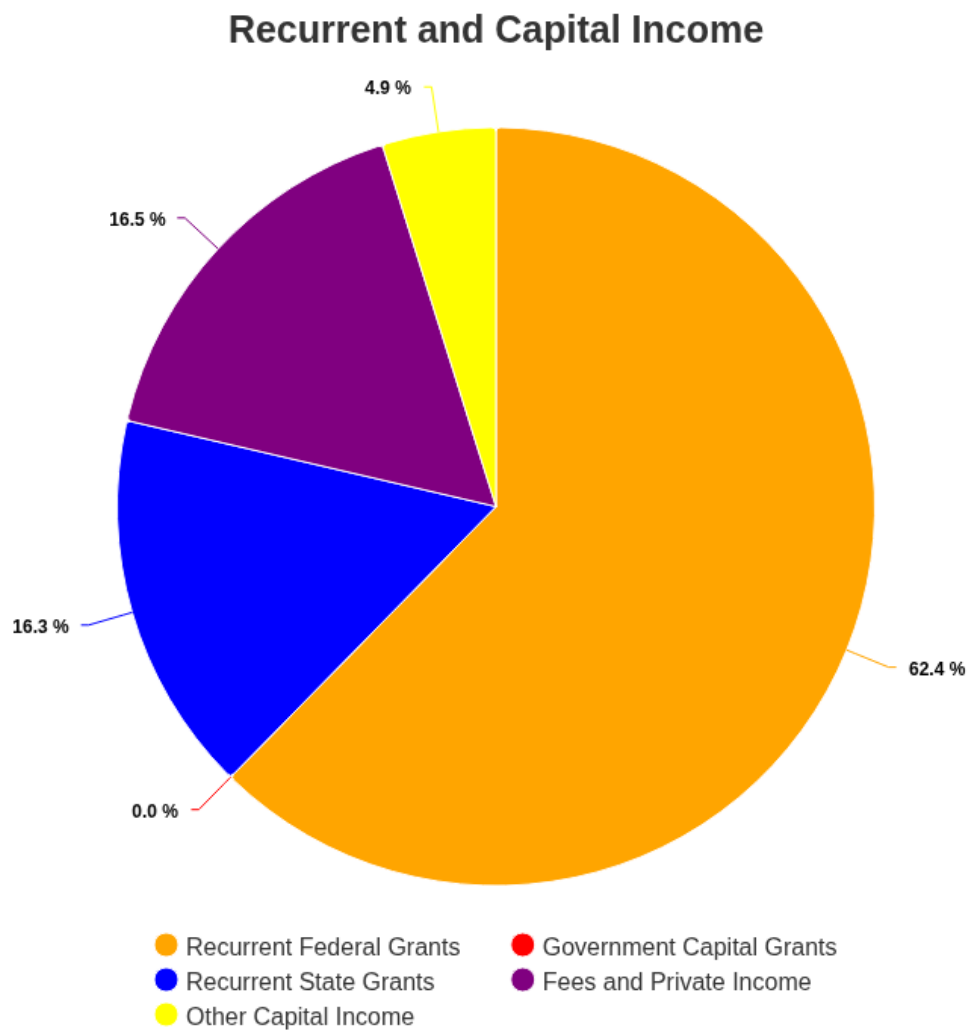
- Engagement

- Teamwork
- Respect and Equity
- Health and Safety
- Leadership
- Further feedback regarding wellbeing, assembly, and the timetable structure, particularly sport, has also led to significant changes in 2026.

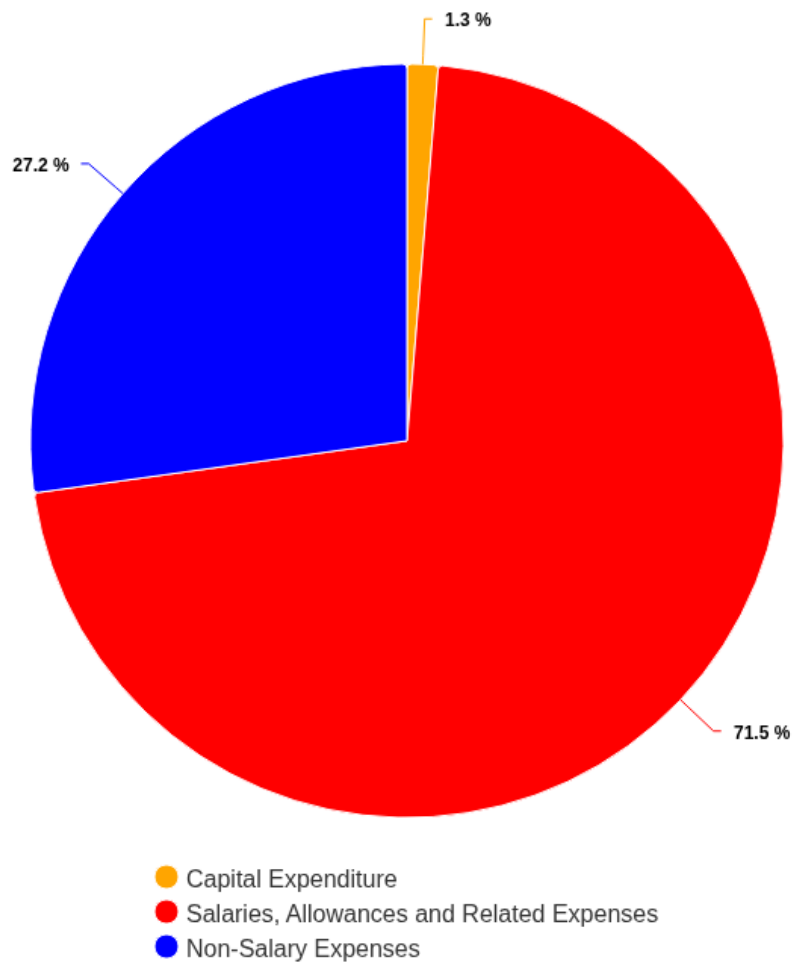
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT