

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Clare's High School

Davis Street, TAREE 2430

Principal: Phillip Gibney

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 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

The St Clare's community takes pride in fostering exceptional citizens and empowering students to achieve their aspirations. With a clear commitment to Catholic faith development, inspired by Gospel Values and the exemplary lives of St Mary of The Cross MacKillop and St Clare of Assisi, our mission is to Connect, Learn, Aspire, Respect, and Engage. This forms the foundation for our community's focused efforts to nurture the gifts and talents of the young people entrusted to our care by their parents and guardians.

The current academic year has been another outstanding chapter in our journey as a school community. Reflecting on the shared experiences, the 2023 school year stands as a testament to growth, accomplishments, and memorable moments that have not only shaped our students as individuals but have also woven a rich tapestry of experiences, making St. Clare's truly special.

From captivating performances and competitive events to special assemblies, reflection days, camps, and retreats, each occasion has played a pivotal role in shaping the unique fabric of the St Clare's community. The dedication displayed by our students in their academic pursuits is commendable. Notable achievements in the HSC, excellent results in external examinations, and triumphs in competitions highlight their innovative thinking, commitment to learning, and hard work. The collaborative efforts of students, parents, and teachers have undeniably contributed to the academic success celebrated at our recent awards ceremonies.

Beyond the classroom, our students have excelled in diverse extracurricular activities, showcasing their talents, teamwork, and a steadfast commitment to making a positive impact. Whether in sports, arts, or community service, these endeavours have enriched their lives and brought honour to our school and their families.

The thriving school community owes its success to the unwavering support and involvement of students, teachers, and support staff. Volunteering at the Taree community kitchen, fundraising for St. Vincent DePaul, participating in events, and collaborating on various initiatives have strengthened the connection and understanding of what it truly means to be a part of St. Clare's. The ethos of "Never seeing a need without doing something about it," as encapsulated in St. Mary Mackillop's statement, pulsates through our school. Our students have unequivocally demonstrated their commitment to making a difference.

As we bid farewell to our graduating Year 12 students and those from other year groups embarking on new opportunities elsewhere, we celebrate their accomplishments and the lasting impact they've had on our school. We extend our best wishes for their future.

endeavours, confident that they will carry with them the values and lessons learned at St. Clare's.

In saying goodbye, we also acknowledge and celebrate the positive impact of several staff members who have significantly contributed to St. Clare's over the years. To Phil Chalmers, Maureen Busby, Peter Nicholls, Peter Briscoe-Hough, Laura Boere, Stacy Posadas, Rachael Bartley, Leilannie Andrews, Angela Heiss, and Michael Knight, we express our gratitude and wish them all the best in their retirement and/or future pursuits.

Finally, our heartfelt thanks go out to everyone who played a role in making this school year a success. To our dedicated teachers and staff, thank you for your unwavering commitment to education. To parents, thank you for your continuous support and partnership. And to our students, thank you for contributing to the greatness of St. Clare's with the enthusiasm, passion, and joy you shared with us every day.

As we, as a school community, conclude this chapter for 2023, let's all carry forward the lessons learned, the friendships forged, and the memories created into the future.

Parent Body Message

St. Clare's holds an esteemed standing within the broader community, with its staff recognized for instilling robust Christian values and fostering an outstanding work ethic in students, enabling them to excel. Despite this, the Parent and Friends (P&F) group disbanded in 2022 due to attendance issues.

In 2024, St. Clare's will undergo a transition to a new framework known as FACE (Family and Community Engagement). This initiative, implemented by the Diocese, aims to ensure that community engagement remains pivotal in shaping the school's future. The transition anticipates active involvement in supporting significant infrastructure projects, including enhancements in seating, shaded areas, and facilities for music, art, and information technology. Simultaneously, there is a commitment to fostering discussions on essential policies and procedures, with a primary focus on advancing student learning.

Student Body Message

The Student Representative Council (SRC) at St. Clare's has been actively engaged in addressing current and significant matters related to school life and the local community. The elected representatives for 2023 have spearheaded dynamic fundraisers and support initiatives for the upcoming school year, generating substantial funds for organizations such as St Vincent DePaul. The SRC serves as a platform for individuals to express their opinions on both personal and year-group concerns.

Under the leadership of the 2023 representatives, the SRC has played a pivotal role in proposing practical and comfortable changes to the school uniform, aligning it with the

evolving culture of the institution. Notably, the SRC has advocated for greater student involvement, leading to impactful changes such as the introduction of a leadership training retreat in 2023 and the upcoming junior SRC training day in 2024.

Appreciation is extended to the St. Clare's school executive for their commitment to fostering student voice across all aspects of school life. The diverse range of activities initiated and participated in by the SRC not only fosters a heightened sense of accomplishment among students but also contributes to the overall enrichment 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, Krumbach 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
277	338	55	615

* 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 [Enrolment 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 2023 was 83.78%. 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
85.96	83.25	84.59	83.51	82.75	82.62

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 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 2021, 90% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	20 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	96 %

Post School Destinations

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

Approximately 57% of the cohort of 2023 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 – 7/56, VET 11/56

Destinations:

University - 35

Apprenticeships/Traineeships - 4

Gap Year - 3

TAFE - 3

ADF - 1

Work - 10

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	88
Number of full time teaching staff	41
Number of part time teaching staff	26
Number of non-teaching staff	21

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

In 2023 the following were Staff Development Days:

29/1/23 - Fair Treatment (HR Presentation)

29/1/23 - Curriculum planning and development

30/1/23 - Youth Mental Health First Aid

3/3/23 - Youth Mental Health First Aid

30/6/23 - Staff Spirituality Day

18/12/23 - CPR Training

18/12/23 - Curriculum planning

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 our Deacons Vince Ryan with formation of both staff and students.

In 2023, our School Improvement Goal (SIP) is improving 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 installing San Damiano Crucifixes into all rooms within the school, including daily prayer into Compass newsfeed for students, parents and staff, working with student leadership team to promote Catholic events and initiatives and continuing to develop parish and school partnerships.

This goal of 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 for year 10, 11 and 12. As well as

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 have increased lessons from 6 to 7 lessons per fortnight.

Our charitable fund-raising appeals are centred and informed through our Catholic identity and in line with our Catholic calendar (Term 1: Lent- Project Compassion, Term 2: Winter Vinnies appeal, 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 Office (CSO).

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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 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 Gifted Education Mentor position has provided support to gifted students and professional learning to teachers on differentiation and resourcing. The Pedagogical Mentor role has proven to be an integral part of the Clarity process and evolving the data wall and development of Learning Walks and Talks.

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. 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 meet our annual school goals. St Clare's continued its involvement in the Clarity Project and launched several aspects throughout the year. 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.

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 Wellbeing and Engagement and Leaders of Learning. 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 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	70%	64%
	Reading	66%	68%
	Writing	51%	63%
	Spelling	73%	73%
	Numeracy	69%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	54%	56%
	Reading	63%	63%
	Writing	58%	58%
	Spelling	59%	71%
	Numeracy	61%	64%

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 cohort was negatively impacted by Covid in that they had several weeks of home learning and many months of disruption across Years 9-11. The cohort of 57 students achieved 11 Band 6 and 84 Band 5 results. Two students achieved an ATAR above 90, with Mariah Radburn achieving the School Dux ATAR of 90.90.

Trend data indicates that growth was shown on students who were high achievers in Industrial Technology, Biology, English Standard, Community and Family Studies, Studies Of Religion 1, Ancient History, Modern History, Mathematics Standard 2, Studies of Religion 1, Legal Studies and English Extension 1. Drama and Chemistry demonstrated 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.

Drama, Legal Studies and Ancient History were above the state and school averages. Courses below school average and above state average included SOR2, Mathematics Extension 1, Community and Family Studies, Modern History, Physics and Hospitality. Courses above school average and below state average include English Standard. Subjects below state and school average include Industrial Technology, Biology, Business Studies, Chemistry and Textiles and Design

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2021		2022		2023	
	School	State	School	State	School	State
Ancient History	11 %	34 %	22 %	34 %	40 %	33 %
Drama	22 %	46 %	100 %	59 %	86 %	60 %
English (Advanced)	59 %	69 %	72 %	67 %	73 %	67 %
Legal Studies	25 %	42 %	0 %	41 %	33 %	43 %
Mathematics Standard 2	5 %	25 %	16 %	29 %	31 %	32 %
Music 1	0 %	64 %	100 %	70 %	100 %	69 %
Personal Dev,Health & PE	6 %	31 %	26 %	26 %	29 %	31 %

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 2023, the number of students issued with a RoSA was 6.

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The High School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

Initiatives promoting respect and responsibility

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

In 2023 there was particular focus given to the rights and responsibilities of all members of the community and the development of the whole student.

Raku Warriors ran during sport time. This group allowed students at risk to be creatively involved with Term based activities. By focusing on repetitive motions of individual ceramic works or handmade artwork/banners, students were able to relax and engage in mindfulness.

Delhuntie Youth Care was accessed to provide opportunities for students in year 10 to participate in a tailor made personal development and team building program onsite using the mobile 7 metre high Pinnacle unit. In addition year 10 participated in the Love Bites program addressing the area of consent and safe behaviours.

Wellbeing Journals were continued. These were used during CLARE time for years 7, 8, 9,10 and 11. They look explicitly at 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.

These journals were supported by regular whole year group sessions delivered by LOWEs at year meetings. Parent articles were included within the newsletters to provide information and support for the entire community.

In 2023 the position of Wellbeing Mentor was continued in the St Clare's community. It provided an opportunity for a more structured, logical and streamlined wellbeing program, informed by data from the 'Tell them from me' surveys, and feedback provided through the Student Representative Council.

The Wellbeing Mentors also took on the responsibility of leading the Student Representative Council. This provided the opportunity for raising the profile and impact of the SRC within the St Clare's community.

In addition they initiated several wellbeing programs including a working partnership with Bamara, implementing the Back on Trak in School's program, working specifically with our indigenous students and getting them fully engaged post COVID. Hannah's Blue Butterflies Road Safety Awareness was presented to years 10 and 11.

The Voice Against Violence program, presented by Alan Tongue, visited the school and Allan spoke of making informed decisions and positive behaviour around violence with a particular emphasis on an awareness and prevention violence against women.

Taree's PCYC were actively involved in our community addressing areas of concern around mobile phone usage and bullying, on a needs basis. They also conducted careers talks in the areas of policing and social work. In addition an individual Fit For Service program was offered to Years 10, 11, 12, providing information around emergency services, the military, and community service organisations.

Finally, our school counsellors conducted five one hour sessions with Year 12 addressing the stresses of the HSC and providing strategies to manage these.

In 2023 students were actively encouraged to participate in a variety of community activities such as the Community Kitchen Program, the local ANZAC Day ceremonies, and various fundraising ventures for Caritas Australia, St Vincent de Paul, Catholic Mission and the Cancer Council.

Student voice was encouraged through opportunity for participation in the Environmental Group, Ministry Group, and Young Vinnies Conference.

One of our most exciting ventures in the area of wellbeing was the introduction of a wellbeing dog into our community. In 2023 the school community participated in a training program and gradually our wellbeing dog Jesse, was introduced into the school. Jesse became a fulltime member of the community by Term 3 2023. The impact on the school community has been unbelievable. Jesse works closely with students who are distressed, students who are feeling isolated, students who have experienced trauma, and our learning support students. She attends staff meetings and briefings, senior retreats, and reflection days. A team of students have volunteered to work with her and a timetable has been created around this. Anecdotal

data from both staff and students indicates that she has become an extremely valuable member of the school community.

School Improvement

The High School implements the system's 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 Improvement Plans are future focused documents that map the High School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

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

Key Improvements Achieved

Catholic Formation and Mission: St. Clare's has actively fostered strong partnerships with local parishes and Parish priests. The school has dedicated significant resources to social justice outreach initiatives and the establishment of high-quality community collaborations, reflecting its commitment to Catholic values. This commitment is evident in impactful endeavours such as the engagement with the Saint Vincent De Paul Society, close collaboration with the local RSL sub-branch, and active participation in the local Catholic Community Kitchen.

The implementation of a data wall, highlighting student literacy performance, has driven the development of tailored strategies to enhance student learning. Notably, a new year 10 class structure for 2024 has been designed with a clear focus on addressing specific student learning needs. The data wall serves as a starting point for learning walks and talks, providing opportunities for staff to engage in collaborative reflection on student learning and teaching practices. In 2023, an extensive implementation of learning walks and talks has been extended to all teaching staff, offering insights into the learning environment throughout the school and incorporating the voices of both students and teachers.

The ongoing success of the Gifted and Talented program at St. Clare's is evident through its positive evolution in recent years. This program supports both students and teachers in adopting a more targeted approach to teaching and learning for gifted students. Projects such as the Artist in Residence and Writer in Residence initiatives provide additional opportunities for students excelling in these areas to nurture their talents and pursue their passions within the school setting.

In an effort to better support indigenous students, St. Clare's has forged a connection with the BAMARA group, which administers a program to facilitate the transition to work for indigenous students. Additionally, the school proudly introduced its first indigenous dance group, with plans for further growth in 2024.

Priority Key Improvements for Next Year

Continue to Align all meetings as a time for Professional Development and teacher collaboration.

Continue to develop an informed approach to the use of data to ensure improved student outcomes. Through the Schools Pedagogical mentor, Wellbeing mentor, Gifted Education Mentor and Middle leaders.

Continue to Incorporate the Clarity project across St Clare's, including Co- construction of Success criteria and further development of learning walks and talks.

Implementation of the Year 10 new learning structure, teacher collaboration opportunities, cross curricula learning opportunities and development of targeting learning goals for individual and groups of students.

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 annually. 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, and opportunities for parent engagement in the school community.

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. This has been represented by our increasing enrolments over the past two years with an expected enrolment figure of 665 in 2024.

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 continued to put in a number of new initiatives in 2023, with regular posts, made through compass, Facebook, Instagram and the fortnightly newsletter. We are still looking at other opportunities to better engage with our parents, carers, and community members in 2023 through the implementation of the FACE structure in 2024, this would include conducting parent forums on topics important to the school community and providing opportunities for parents and community member to participate in whole events.

Student satisfaction

Information has been collected from student exit surveys, Tell Them From Me survey' data and face to face student conversations in CLARE lessons.

Students felt that teachers were responsive to their needs and encouraged independence. That there was a real emphasis on academic skills and teachers held high expectations.

They were able to build positive relationships with their teachers especially their Leader of Wellbeing and Engagement and had someone they could go to if they were in need.

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 shared 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.

90% of students indicated they would recommend the school to their friends.

Teacher satisfaction

80% of staff agree that the schools Catholic Identity is evident to students, parents and staff.

83% 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.

90% 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, learning walks and talks. 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.

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 recent natural disasters that have impacted the community over the past 3 years and the closure of the schools P&F in 2022. 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$9,406,377
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,621,578
Fees and Private Income ⁴	\$2,522,685
Interest Subsidy Grants	\$20,633
Other Capital Income ⁵	\$697,713
Total Income	\$15,268,986

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$65,271
Salaries and Related Expenses ⁷	\$10,761,664
Non-Salary Expenses ⁸	\$4,387,480
Total Expenditure	\$15,214,415

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 2023 REPORT