

# 2022

## 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>

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## About this report

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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 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 also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

The St Clare's community takes pride in producing outstanding citizens and enabling students to 'get where they want to go'. This coupled with a strong commitment to Catholic faith development means that our community is working to extend the gifts and talents of the young people entrusted to 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 and to those in stages 4 and 5. A feature of this has been the significant role the St Vincent de Paul have played in adopting the central tenets of our Catholic faith and advocating their day-to-day use in our community, especially around social justice issues. The Student Representative Council has a significant voice in the school and directly with the school executive. The SRC has made significant representations to the 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 community kitchen enhance the education we are able to provide our young people and allow the students to establish lifelong links in the wider community and other service organisations.

In 2021 the school undertook a review of its vision and mission statements to bring them into line with 21st century thinking but with a clear focus on Jesus Christ, and the Charisms 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 was to be held on St Clare's Feast Day in 2022 but has been postponed to 2023 due to Covid.

### Parent Body Message

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

Unfortunately, due to attendance numbers the P&F was disbanded in 2022. In 2023 St Clare's will be transitioning to a new structure to ensure community engagement continues to play a key role in the future directions of the school. We look forward to being able to support larger infrastructure projects, in the areas with seating, shaded areas, or music, art, or information technology facilities, while also engaging in conversation about key policy and procedures.

### **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 2022 representatives, we were able to initiate exciting fundraisers and support plans for the 2022 School year around COVID protocols. The SRC also allows everyone to have a voice about problems and concerns, both personal and from their year group. The group has had considerable input into possible 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, including the appointment of 4 School Captains rather than 2 Captains and 2 Vice Captains for 2023. 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.

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## School Features

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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.

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## Student Profile

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### 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
279	310	43	589

\* 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 2022 was 80.19%. 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
84.07	82.85	83.19	78.52	81.24	71.26

## 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 2020, 90% completed Year 12 in 2022.

## 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).

<b>Senior secondary outcomes 2022</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	16 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	95 %

### Post School Destinations

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

Approximately 60% of the cohort of 2022 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 – 5/68, VET 11/68.

University - 41, Apprenticeships/Traineeships - 7, Gap Year - 2, TAFE - 3, ADF - 2, Work - 13.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	83
Number of full time teaching staff	43
Number of part time teaching staff	21
Number of non-teaching staff	19

### 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 2022 the school's Professional Development Plan for the Year focused on the following areas.

1. Face to Face and online learning.
2. Using data to inform practice and to build staff knowledge and skills in analysing and interpreting data to inform teaching.
3. Continued implementation and PD in relation to the CLARITY project (embedding Learning intentions and Success Criteria.) Further development of Learning Walks and Talks and the use of the data wall. The Pedagogical Mentor took a lead role in this professional learning for the staff.

In 2023 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.

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## Catholic Identity and Mission

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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.

Our current School Improvement Goal (SIP) promotes both academic achievement as well as the New Evangelisation of our students. The Christian education of students is a partnership between parents and teachers. We have observed feedback from both stakeholders through the "Catholic Identity Report" and the "Tell them from me" survey, which informed our specific goal choice of 'Catholic Culture', which complements the school curriculum by providing meaning and purpose to all students' overall formational journey in school.

In 2022, the goal of Catholic Culture advised the shared beliefs for both staff and students, visual symbolism and Catholic rituals. Specifically, these tangible outcomes implemented throughout the school year, included: upgrading the resources for Religious Education, engaging our whole staff in the revising of the school Vision and Mission statements, including daily prayer and Catholic artworks onto our digital platform of Compass, the inclusion of visible symbolism throughout the school such as the San Damiano Crucifix into every classroom, the resuming of Catholic celebrations on sit such as whole school Masses and year group liturgies. Additionally, there has been a refocusing of student and staff

retreats and reflection days as well as charitable fund-raising appeals to be centred and informed through our Catholic identity. The staff and students are developing an awareness of purposeful and intentional Christian living.

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.

We have been fortunate to be advised and supported from our Parish priests Fr Kevin Corrigan, Fr Peter Street and Fr Terry Horne as well as our Deacons Vince Ryan and John Pelletier.

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## Curriculum, Learning and Teaching

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### 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 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. We were pleased to hold orientation days this year as Covid restrictions eased.

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 developing the data wall and implementation 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. 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 2023 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. Staff have been utilising Learning Intentions and Success Criteria with their students and many have seen improvements with student outcomes. Students and staff have benefitted from the implementation of 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 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	21%	24%	19%	21%
	Reading	22%	27%	17%	15%
	Writing	21%	24%	23%	22%
	Spelling	26%	33%	16%	17%
	Numeracy	31%	32%	18%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21%	22%	27%	28%
	Reading	22%	21%	22%	24%
	Writing	13%	17%	32%	33%
	Spelling	15%	17%	28%	21%
	Numeracy	25%	20%	17%	19%

## 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 10-12. The cohort of 68 students achieved 28 Band 6 and 86 Band 5 results. Eight students achieved an ATAR above 90, with Taj Simpson achieving the School Dux ATAR of 96.90.

Trend data indicates that growth was shown on students who were high achievers in Industrial Technology, Ancient History, Modern History, Mathematics Standard 2, Studies of Religion 1, Legal Studies and Hospitality Cooking Operations. Drama, Chemistry, Mathematics Ext 1 and Physics 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, Chemistry and Physics were above the state and school averages. Courses below school average and above state average included Business Studies, Mathematics Extension 1, Community and Family Studies, and Industrial Technology. Courses above school average and below state average include Mathematics Advanced, Mathematics Standard 2, Legal Studies, Studies of Religion 1, Hospitality Kitchen Operations and Biology. Subjects below state and school average include English Standard, Ancient History, Modern History, Society and Culture and Earth and Environmental Science.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Business Studies	0 %	35 %	0 %	36 %	30 %	35 %
Chemistry	7 %	43 %	27 %	40 %	43 %	33 %
Community & Family Studie	33 %	34 %	29 %	32 %	33 %	33 %
Drama	80 %	47 %	22 %	46 %	100 %	59 %
English (Advanced)	55 %	63 %	59 %	69 %	72 %	67 %
Music 1	60 %	64 %	0 %	64 %	100 %	70 %



## 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 2022, the number of students issued with a RoSA was 7.

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## Pastoral Care and Student Wellbeing

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### 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.

There were changes to the policy in 2022.

### 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 2022 there was particular focus given to the rights and responsibilities of all members of the community and the development of the whole student. We were able to return to the provision of many of the external programs provided prior to COVID including Love Bites, which focuses on 'developing respectful relationships' and has been developed by NAPCAN in consultation with Health NSW.

Heart to Heart, was also introduced. This is an innovative art experience that combines painting and mindfulness techniques to promote positive wellbeing. St Clare's students undertaking the program developed an array of mindfulness techniques. It was supported by Catholic Care Social Worker, Alysha Jones.

Delhuntie was accessed to provide opportunities for students from years 7 to 10 to participate in a tailor made personal development and team building program at an outdoor education centre located in Bulahdelah.

Internally the Wellbeing Journals were rolled out. These were used during CLARE time for years 7, 8, 9, and 10. 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. Further expansion of the program occurred with the ordering of Year 11 journals for the 2023 school year.

In 2022 the position of Wellbeing Mentor was introduced to 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 the 'School Reachout' survey.

In 2022 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. The Student Representative Council was restructured to increase the opportunity for more students to have a say in the running of the school.

One of our most exciting future ventures in the area of wellbeing was the establishment of a wellbeing collaborative which actively prepared an application for funding through the NSW Flood Recovery and Resilience Grant program. In November of 2022 the school was awarded a \$10000 grant to use to engage with a company called Dogs Connect. This is a mental health and wellness program which helps to integrate a Wellbeing dog into the St Clare's community. The company sourced and supplied us with a Labradoodle puppy. In 2023 the school community will participate in a training program and gradually our wellbeing dog Jesse, will be introduced into the school. The overall goal is for Jesse to be a fulltime member of the community by Term 3 2023.

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## School Improvement

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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 Culture and Mission
- Learning

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 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.

Creation of data wall that highlighted student performance in literacy with a specific focus on writing data. This wall became the starting point for learning walks and talks and opportunity for staff to reflect in a collaboration on student learning and teaching practice.

Implementation of Learning walks and Talks for all teaching staff to here and see what learning is like across the school and hear both student and teacher voices. Deeper implementation will occur moving into 2023.

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 meetings as a time for Professional Development and teacher collaboration.

Develop an informed approach to the use of data to ensure improved student outcomes, through the Schools Pedagogical mentor, Wellbeing mentor and Leading learning Collaborative (LLC) Team.

Review of Assessment practices to incorporate Learning Intentions, Success criteria and opportunities for Co-construction of Success Criteria. Allowing students to deepen their understanding of what needs to be done to achieve.

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

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## Community Satisfaction

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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.

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 2022, 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, including 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 collected from student exit surveys, 2022 '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.

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, 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. Formation was identified by 42% of staff as an area of need. It is a prioritised and ongoing area for development.



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## Financial Statement

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,043,397
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,555,394
Fees and Private Income <sup>4</sup>	\$2,207,832
Interest Subsidy Grants	\$17,517
Other Capital Income <sup>5</sup>	\$577,137
<b>Total Income</b>	<b>\$14,401,277</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$126,973
Salaries and Related Expenses <sup>7</sup>	\$9,979,057
Non-Salary Expenses <sup>8</sup>	\$3,665,285
<b>Total Expenditure</b>	<b>\$13,771,315</b>

### 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 2022 REPORT