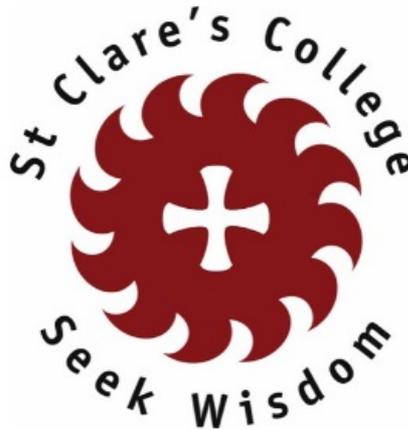




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Clare's College Griffith

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Principal

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Section One: Message from Key Groups in our Community

Principal's Message

St Clare's College is a wonderful school community. It is indeed a 'spirited learning community' which provides an excellent education for girls. It has as its motto, Seek Wisdom, which is an active call to be the best one can be in the pursuit of knowledge and achieve a personal best in whatever activity each student undertakes. The College creates many opportunities for students to develop into confident, capable young women equipped with the skills and knowledge to shape their futures successfully. Students experience an exciting learning environment that caters for a diverse range of abilities and interests. St Clare's College offers a full and rewarding academic program that meets the needs of students considering further education or the workforce. Complementary academic pursuits, training programs and a wide range of performing arts and sporting opportunities are all part of the supportive learning environment. The Religious Education program is an integral part of the holistic education provided at the College where volunteering, community service and fundraising for those less fortunate have a high priority.

Parent Body Message

The College celebrated 50 years of service to the community of Canberra in 2015. The main activities included the opening of new student facilities including a new cafeteria, classrooms and quadrangles as well as a refurbished staffroom. The 50th Gala Dinner and Fair were very well attended and celebratory functions as well as a performance of our production of "Cats" were dedicated especially to entertain the College alumni.

The Board assists in the management of the College through overseeing policies, approving budgets, assisting with the building program and providing a voice for the parent community. The main Board matters in addition to the regular agenda included a presentation on the Curriculum and Assessment policy, the Religious Education program, the introduction of Bring Your Own Device program and the new learning management platform, Seqta. The Board members took a keen interest in each of these initiatives and supported the approach the College was taking in managing the respective areas.

Student Body Message

The amazing opportunities for students at St Clare's College help us to prepare, promote, develop and nurture us as student leaders through high school. The emphasis on pastoral care through the House system supports the students with their involvement through social justice and charity events including volunteering and fundraising. There are also numerous positions of leadership through SRC, Pastoral Care Captains, House Captains and Sports Captains as well as the five main College leadership positions. In 2015 we focussed predominately on the environment, fundraising and community aspects of the College and raised many thousands of dollars for our chosen charities. There were many students, too many to list here, who had achieved outstanding results in their academic, sporting or cultural pursuits throughout the year.

Section Two: School Features

St Clare's College is a Catholic systemic Girls College located in Griffith.

There are many opportunities for students at St Clare's to participate in extra-curricular activities that complement the academic program including debating, drama, dance, music, a wide range of sports and leadership development programs. Student leadership has a high profile in the College through the Student Representative Council and the strong House system. The students not only have equal opportunity at St Clare's as leaders, they have every opportunity.

The Pastoral Care program promotes the spiritual and social development of students as well as supporting their learning needs. The students are well known in the ACT for their efforts in volunteering and supporting charities.

The College is fortunate to have excellent staff and modern resources to support the learning and extra-curricular programs that are on offer at St Clare's. Staff members have the opportunity to attend professional development courses to maintain currency with best practice in teaching and learning. The physical resources are in very good order for the annual maintenance program ensures the facilities are clean, inviting and conducive to learning.

Our learning environment has been boosted this year with the opening of new classroom, refurbished courtyards, new cafeteria and staff facilities .

The school's website can be found at www.stcc.act.edu.au

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Clare's College is an inclusive, caring, Catholic community where learning is valued. The College is committed to providing a safe, empowering environment for students. We strive to work closely with parents to enable students to reach their full potential. The College Motto is "Seek Wisdom" and our Vision is to be a "Spirited Learning Community". We seek to integrate a love of learning with personal and spiritual development and have focused this through our "Head, Heart and Hands" approach to planning and delivering initiatives.

There is an emphasis on social justice and developing an awareness of the needs of others. The Service Learning program through which students could obtain a Certificate 1 in Active Volunteering has been a welcomed and positive formal recognition of the support of the students undertaking this type of activity. Fundraising for charity is a major undertaking for the House groups. This year the Houses supported Project Compassion, Caritas, HOME, L'Arche and The Yellow Van.

The liturgical theme, "Come Holy Spirit", enlivened the College's liturgical celebrations throughout the year. The College's formal Religious Education program is supported through an active Youth Ministry program and through student leadership opportunities. The College has a student leadership position in Faith and Community which is integral to our aims of growing our students' faith through modelling and personal witness. St Clare's College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*, which is the formal program that complements the community service undertaken by the students.

Section Four: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
1013	0	63	1013

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 62% completed Year 12 in 2015.

Students in the ACT may complete their requirements for a Year 12 Certificate at the end of Term 2 in Year 12. These students are able to leave school and consequently they are not able to be counted on the census data that occurs in August.

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91%
Year 8	91%
Year 9	86%
Year 10	84%
Year 11	91%
Year 12	90%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The 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, School staff, as part of their duty of care, monitor part or whole day absences.

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 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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	74%	17%	5%	4%

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
78	36	114

* This number includes 65 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The College staff engaged in professional development courses that focussed on the continued need to improve numeracy, spelling and reading outcomes for students; further development of peer observation practices to facilitate staff reflection against National Professional Standards for Teachers; implementation of assessment practices reflective of the achievement standards of the Australian Curriculum; consideration of Information Technologies beyond the Digital Education Revolution initiative and consolidation of quality teaching and learning practices.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	40%	19%	7%	15%
	Writing	29%	16%	17%	29%
	Spelling	35%	31%	10%	16%
	Grammar and Punctuation	42%	29%	7%	19%
	Numeracy	21%	26%	15%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	27%	21%	39%	23%
	Writing	20%	13%	41%	39%
	Spelling	21%	24%	34%	22%
	Grammar and Punctuation	22%	17%	46%	29%
	Numeracy	20%	24%	44%	17%

Student Credentialing

ACT Year 10 Certificate

There were 207 students in Year 10 that gained their Year 10 Certificate and 55 students gained a Certificate 1 in a VET Course.

ACT Year 12 Certificate

The graduating class of 2015 achieved excellent results in Year 12. There were 136 students awarded a Year 12 Certificate in 2015. There were 99 students who received a Tertiary Entrance Statement which is 100% of those students entered in this pathway.

The highest ATAR was 98.20 and 35% of the students gained an ATAR greater than 80.

In the Vocational area there were a total of 93 VET Certificates gained by the students in Business & Clerical (3), Community Services & Health (65), Computing (8), Textiles (1) and Hospitality (16). There were 9 students who completed an ASBA.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

In 2015 the following was developed:

- Expanded faith formation opportunities by implementing staff prayer program "Going Deeper" (J Doyle).
- Re-visioned the approach to social justice through the school to ensure an approach founded in Catholic solidarity.
- Provided opportunities for parents, students and community to engage with the College in celebrating our past and our future for our 50th year.
- The staff shared system and school goals so they are known and targeted in their Personalised Learning Plans. They connected professional conversations to Professional Learning Plans and provided the opportunity to work more collaboratively.
- Continuation and formalisation of the Mentoring programme for new / beginning staff. This was extended to staff members who enter new roles and those who are new to the school (but experienced teachers).
- Students were able to identify what it means to demonstrate engagement in learning to understand and apply the characteristics of an assessment capable visible learner and be able to articulate learning intentions.
- Teachers were able to articulate the characteristics of an assessment capable visible learner to inform teaching practice and pedagogy.

Priority Key Improvements for 2016

Every student will learn and achieve positive outcomes. St Clare's has clear strategies to promote positive behaviours that develop community and support learning including agreed responses and consequences for student behaviours which are designed to engage/re-engage students in their learning, the provision of clear channels of support for teachers to implement these agreed practices and an overt and shared commitment to the improvement of teaching and learning.

The engendering of a growth mindset in all members of the St Clare's community. All teachers understand, use and promote effective teaching methods to maximise student learning and endorse a growth mindset.

The school leadership team will establish and communicate clear expectations concerning the use of effective teaching strategies such as the Quality Teaching Framework, Visible Learning and the Teaching and Learning principles.

That every staff member evidences a belief that reliable data on student outcomes is crucial to improved teaching practice and results in improved student learning. Building all staff data literacy skills to allow for more targeted responses to student needs in literacy and numeracy.

Section Eight: School Policies

Student Welfare Policy

The Student Welfare Policy is enacted through the Positive Behaviour (Personal Best) Policy which reflects our College Vision Statement. As a 'Spirited Learning Community', St Clare's College strives to: provide an environment where staff and students work cooperatively and respect the rights of each other, manage positive relationships and empower young women to reach their potential. As active participants in the Church's mission, St Clare's College: promotes the making of responsible choices, nurtures an environment in which a person's dignity and integrity are valued and protected, and is committed to justice through the recognition of responsibilities, reconciliation, healing and respectful relationships. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the CE website and a full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The annual Parent Satisfaction Survey was conducted by way of an online survey. The majority of questions were repeated from previous annual surveys to test the growth in the perception of parents. The most notable improvements included the positive response to the improvement of the facilities, the commitment by the teachers to improving teaching and learning and the satisfaction that the College is meeting the social needs of the students. The parents believed that the College was an authentic and genuine Catholic school, the student management policy was fair and there were adequate opportunities for extra-curricular activities. The parents requested more detailed feedback for their daughters following the return of assignments and this has been included in the goals for 2016.

Student Satisfaction

The students' main areas of satisfaction included the classroom environment being conducive to learning, the academic support from their teachers and the fact they feel safe at school. The students appreciated the variety of pastoral program topics that were covered throughout the year. The academic mapping lessons were introduced in 2015 to assist the students plan their schedule and set goals for their learning which proved to be very well received by the majority of students. The students acknowledged the wide variety of extra-curricular activities that was available to them. The need for a larger assembly hall that included seats was an issue that was noted by the students in this year's survey.

Teacher Satisfaction

The staff at St Clare's College participated in the online survey and made commendations in a number of areas. The staff gave strong support for the effort made in creating an attractive and stimulating physical environment that supports and encourages learning; for the community's appreciation and value towards those students from varying cultural backgrounds and the work done in building the cultural competence of staff; in acknowledging that parents and families are integral members of the school community and partners in student learning. The staff identified the need to provide more opportunities to work together and to learn from each other's practices.

Section Ten: Financial Statement

Income

- Commonwealth Recurrent Grants (45.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.3%)
- Fees and Private Income (34.5%)
- Other Capital Income (6.1%)

Expenditure

- Capital Expenditure (5.8%)
- Salaries and Related Expenses (66.8%)
- Non-Salary Expenses (27.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$7,231,921
Government Capital Grants ²	\$3,294
State Recurrent Grants ³	\$2,288,583
Fees and Private Income ⁴	\$5,539,291
Other Capital Income ⁵	\$981,979
Total Income	\$16,045,068

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$970,673
Salaries and Related Expenses ⁷	\$11,249,604
Non-Salary Expenses ⁸	\$4,619,807
Total Expenditure	\$16,840,084

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.