



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## St Clare's College Griffith

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### **Principal**

Mr Paul Carroll

## Section One: Message from Key Groups in our Community

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### 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 tertiary 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 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.

A major milestone this year was the Registration Review undertaken. The successful result was a testament to the expert teaching staff at St Clare's College who are committed to their vocation, creative in the lessons they plan and consistent in the way they improve student learning outcomes. The policies and procedures of the College underpinned what experiences the students have within the classroom and this was commended by the registration panel after their visit. The commendations and recommendations in the panel's report have provided the College Executive with clear directions for the future.

### Student Body Message

*Seek Wisdom* is familiar to all within the St Clare's community as the College's motto. Wisdom has too often become synonymous with intelligence and bound by the parameters in schools of high-achieving academic students. However, with St Clare's College, this is not the case. Miles Kington, a British journalist once said, "knowledge is knowing that tomato is a fruit, wisdom is not putting it in a fruit salad." As such, at St Clare's we believe that wisdom does not only pertain to 'book-smarts', but is also the quality of having experience, good judgement and understanding that continues to develop with us. Through the incredible opportunities and support that St Clare's provides, we can seek wisdom across multiple spheres – academic, spiritual, physical and emotional.

## Section Two: School Features

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

There are many opportunities for students at St Clare's College 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 has well qualified and experienced 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.

The school's website can be found at [www.stcc.act.edu.au](http://www.stcc.act.edu.au)

## Section Three: Catholic Identity and Faith Formation

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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 welcome 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, Have-A-Go, Karinya House, L'Arche and Marymead. The liturgical theme, "May mercy, peace and love be yours in abundance", 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

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### 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 2016:

Girls	Boys	LBOTE*	Total Students
987	0	56	987

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 69% completed Year 12 in 2016.

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 2016 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93%
Year 8	91%
Year 9	89%
Year 10	89%
Year 11	92%
Year 12	84%

### 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2016 Graduating Class</b>	76%	15%	5%	4%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2016:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
74	32	106

\* This number includes 58 full-time teachers and 16 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 improving 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; building high performing teams, building respectful relationships 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	44%	27%	12%	18%
	Writing	27%	16%	21%	27%
	Spelling	31%	28%	13%	16%
	Grammar and Punctuation	41%	27%	14%	20%
	Numeracy	31%	31%	13%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	37%	21%	9%	21%
	Writing	17%	12%	20%	38%
	Spelling	28%	22%	14%	23%
	Grammar and Punctuation	31%	16%	13%	28%
	Numeracy	25%	22%	5%	18%

### Student Credentialing

#### ACT Year 10 Certificate

There were 189 students in Year 10 that successfully achieved the Year 10 Certificate. Of this cohort, 32 students were awarded their Certificate 1 in a Vocational Education and Training (VET) Course.

#### ACT Year 12 Certificate

The Year 12 cohort consisted of 153 students, each of whom was successful in being awarded the ACT Senior Secondary Certificate. 128 students successfully completed a

Tertiary package, resulting in the awarding to them of a Tertiary Entrance Statement (TES) and an Australian Tertiary Admission Rank (ATAR). Of these 128 students, 43 students achieved an ATAR greater than 80. The highest ATAR awarded to a student from St Clare's College, was 98.45.

## Section Seven: School Review and Improvement

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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 2016

- The establishment of a strong and supportive Catholic identity in the College community
- A commitment to providing student centred quality teaching and learning
- A proactive approach to broader initiatives such as social justice and community engagement
- The effective stewardship of College resources
- The adoption of contemporary approaches to student learning including the use of the Growth Mindset and Visible Learning principles

### Priority Key Improvements for 2017

- All staff actively engage in relevant professional learning, professional reflection and professional conversations
- The delivery and development of curriculum that is challenging, current and relevant to the needs of all students
- To increase the number of students in the top band of NAPLAN. For Year 7 Numeracy 8% of the cohort and Reading to 22%. For Year 9 Reading to 20% of the cohort and Numeracy to 10%.

## Section Eight: School Policies

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### 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. A full text of the school policy is available on the school website or from the Front Office.

## Section Nine: Community Satisfaction

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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 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 teacher contact and detailed feedback for their children following the return of assignments and this has been included in the goals for 2017.

### Student Satisfaction

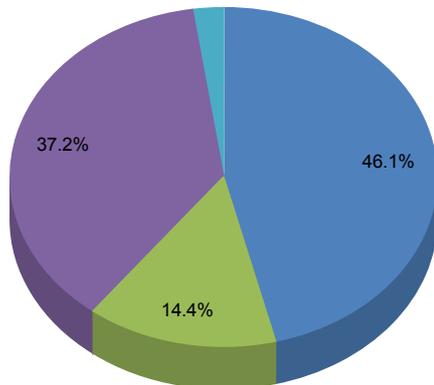
The students' main areas of satisfaction included the classroom environment being conducive to learning, the academic support from their teachers and the fact they feel safe at school. The students appreciated the variety of pastoral program topics that were covered throughout the year. Academic mapping lessons to assist the students plan their schedule and set goals for their learning were very well received by the majority of students. The students acknowledged the wide variety of extra-curricular activities that were available to them.

### 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.

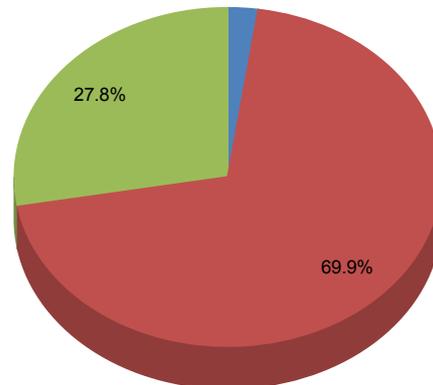
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (46.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.4%)
- Fees and Private Income (37.2%)
- Other Capital Income (2.3%)

Expenditure



- Capital Expenditure (2.3%)
- Salaries and Related Expenses (69.9%)
- Non-Salary Expenses (27.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,350,718
Government Capital Grants <sup>2</sup>	\$2,994
State Recurrent Grants <sup>3</sup>	\$2,292,031
Fees and Private Income <sup>4</sup>	\$5,933,408
Other Capital Income <sup>5</sup>	\$370,013
<b>Total Income</b>	<b>\$15,949,164</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$365,510
Salaries and Related Expenses <sup>7</sup>	\$11,153,210
Non-Salary Expenses <sup>8</sup>	\$4,434,402
<b>Total Expenditure</b>	<b>\$15,953,122</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.