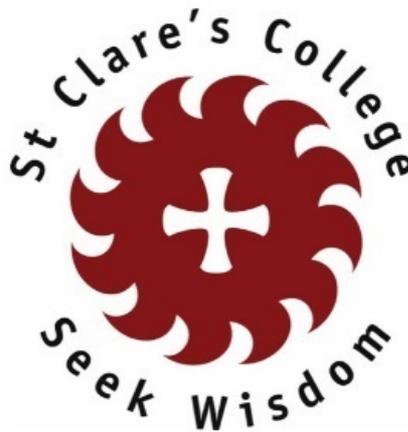




CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



## St Clare's College Griffith

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### **Principal**

Mr Brad Cooney

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

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### Principal's Message

St Clare's College is a 'spirited learning community' with an outstanding history of educating young women. Our educational philosophy is built upon the belief that every student can learn.

Learning is esteemed and students are given opportunities to grow in all dimensions of their life. We actively encourage our students to Seek Wisdom at every opportunity. The teachings of Jesus and the example set by St Clare of Assisi provides the axis on which the College revolves in regards to its policies and daily practices. We provide a safe and welcoming environment for students in order for them to develop into confident, informed and articulate young women, ready to take their place in the wider community beyond school.

There are many opportunities for students at St Clare's to participate in extra-curricular activities that complement the academic program including leadership development program's, debating, drama dance, music, Duke of Edinburgh and a wide range of team sports. Student leadership has a high profile in the College through the Student Representative Council and the strong House and Pastoral Care system.

### Parent Body Message

The Board assists in the management of the College through oversight of policies, approval of budgets, assisting with the building program and providing a voice for the parent community.

### 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 our journey in high school. The emphasis on pastoral care through the House system supports all students with their involvement through social justice and charity events including active volunteering and fundraising. There are numerous leadership opportunities at St Clare's College for students to become involved in, including through the Student Representative Council, Pastoral Care Captains, House Captains and Sports Captains as well as the six profile Captains. In 2017 our focus was on developing community.

## 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 leadership development programs, debating, drama, dance, music, Duke of Edinburgh and a wide range of team sports. Student leadership has a high profile in the College through the Student Representative Council and the strong House and Pastoral Care system.

The Pastoral Care program promotes the spiritual, social and emotional development of students as well as supporting their individual learning needs. The students are well regarded in the ACT and surrounds for their efforts in active volunteering and support of charities.

The College has a well qualified and experienced teaching team, and modern facilities and resources support the learning program at St Clare's. Staff members attend professional learning opportunities to maintain currency with best practice in teaching and learning. The physical resources are in excellent order for the annual maintenance program ensures the facilities are clean, inviting and conducive spaces for learning.

The school's website can be found at [ww.stcc.act.edu.au](http://ww.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 in all things a 'Spirited Learning Community'. We seek to integrate a love of learning with personal and spiritual development and have focussed this through our Head, Heart and Hands approach to planning and delivering initiatives. There is a strong focus on social justice and developing an awareness of the needs of others. The Service Learning Program through which students can obtain a Certificate 1 in Active Volunteering provides positive recognition for students involved in this program. Fundraising for charity is a major undertaking for our eight House Groups. This year, the House Groups have supported Project Compassion, Caritas, Donate Life, Home in Queanbeyan, L'Arche and Karinya House. The liturgical theme, "Thy word is a lamp unto my feet and a light unto my path", enlivened the College's liturgical celebrations throughout the year. The College's formal Religious Education program is supported through an active Youth Ministry Team and through student leadership opportunities. The College has a Faith and Community Captain and a Social Justice Captain which are both integral positions of leadership in growing our students' faith through modelling of Gospel values and personal witness. St Clare's College follows the Archdiocesan Religious Education Curriculum which is the formal program that complements the community service and service learning program undertaken by the students in Years 7-12.

## 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 2017:

Girls	Boys	LBOTE*	Total Students
944	0	55	944

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 63% completed Year 12 in 2017.

Of the students who completed Year 10 in 2015, 63% completed Year 12 at St Clare's College in 2017.

### 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 2017 was 89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93%
Year 8	89%
Year 9	88%
Year 10	87%
Year 11	90%
Year 12	85%

## 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, 2017 Graduating Class	80%	10%	5%	5%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
74	29	103

\* This number includes 56 full-time teachers and 18 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 focused on improving numeracy, spelling, writing and reading outcomes for students, peer mentoring and coaching, consolidation of quality teaching and learning practices and developing a growth mindset.

### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	34%	29%	6%	16%
	Writing	24%	17%	22%	28%
	Spelling	39%	33%	9%	16%
	Grammar and Punctuation	36%	29%	9%	19%
	Numeracy	31%	33%	8%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	33%	21%	10%	21%
	Writing	27%	15%	20%	37%
	Spelling	32%	22%	19%	22%
	Grammar and Punctuation	24%	19%	15%	25%
	Numeracy	19%	24%	14%	16%

### Student Credentialing

#### ACT Year 10 Certificate

There were 153 students in Year 10 that successfully achieved the Year 10 Certificate. Of this cohort, 66 were awarded their Certificate 1 in a Vocational Education and Training (VET) Course.

#### ACT Year 12 Certificate

The Year 12 cohort consisted of 132 students, each of whom was successful in being awarded the ACT Senior Secondary Certificate. 102 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 102 students, 33 students achieved an ATAR greater than 80. The highest ATAR awarded to a student from St Clare's College was 98.4.

## 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 2017

- All staff actively engage in relevant professional learning, professional reflection, goal setting and professional conversations
- The delivery and development of curriculum that is challenging, rigorous and relevant to the needs of 21st Century learners
- Increase the number of students represented in the top band of NAPLAN for Reading in Years 7 and 9.

### Priority Key Improvements for 2018

- By April, 2018 implement the IDEAS (Innovative Designs for Enhancing Achievements in Schools) process for teachers and school leaders using clearly defined processes and guidelines so that all staff can take a collective responsibility for improving student learning outcomes.
- By June, 2018 develop and deliver curriculum that is challenging, rigorous and relevant to the needs of 21st Century learners so that a culture that promotes learning is established at the College
- Increase the number of students represented in the top bands of NAPLAN in writing by 20% in Years 7 and 9.

## 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>.

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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 in Term 3, 2017 by way of an online survey. The parents noted that the school was a safe and productive learning environment for their daughter/s, the communication between home and school is effective and that the Catholic religious identity has a strong focus in the school.

### 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 that they feel St Clare's College is a safe and productive environment in which to learn. The students appreciated the opportunities provided to them to engage in interesting learning activities, the use of technology to assist in learning and the encouragement to be a good community member. The students acknowledged the wide variety of co-curricular activities that were available to them.

### Teacher Satisfaction

The staff at St Clare's College participated in the online survey in Term 3, 2017 and made commendations in a number of areas. The staff gave strong support for the maintenance of the physical environment that supports and encourages learning; for encouraging a climate conducive to staff professional learning and improvement in practice; for the provision of opportunities to collaborate and enhance student learning through the use of technology; the school has high expectations for student attendance, engagement and learning outcomes.

## Section Ten: Financial Statement

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### Income

- Commonwealth Recurrent Grants (46.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (14%)
- Fees and Private Income (36.8%)
- Other Capital Income (2.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,392,627
Government Capital Grants <sup>2</sup>	\$2,714
State Recurrent Grants <sup>3</sup>	\$2,220,453
Fees and Private Income <sup>4</sup>	\$5,830,512
Other Capital Income <sup>5</sup>	\$404,915
<b>Total Income</b>	<b>\$15,851,221</b>

### Expenditure

- Capital Expenditure (2.6%)
- Salaries and Related Expenses (70%)
- Non-Salary Expenses (27.4%)

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$407,629
Salaries and Related Expenses <sup>7</sup>	\$10,975,699
Non-Salary Expenses <sup>8</sup>	\$4,298,015
<b>Total Expenditure</b>	<b>\$15,681,343</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.