



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2024



## St Clare's College Griffith

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### **Principal**

Dr Ann Cleary

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

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### Principal's Message

St Clare's College thrives as a vibrant and nurturing learning community, dedicated to the education and empowerment of young women for 60 years. We hold the unwavering belief that every student can grow and succeed. We provide a rich and holistic educational experience through strong academic, pastoral, and co-curricular programs that support students in developing intellectually, emotionally, socially, and spiritually.

Inspired by the legacy of St Clare, our community is committed to seeking wisdom and living the Gospel values of Jesus Christ. We foster a safe, inclusive, and supportive environment where students are empowered to grow into confident, well-informed, and articulate young women, ready to contribute meaningfully to life beyond school.

Our curriculum responds to the diverse needs and strengths of our learners. Students are encouraged to be active partners, developing independence and ownership of their learning journey. Passionate and expert teaching staff bring deep knowledge and contemporary pedagogical practice to the classroom, drawing on the Catholic Education Catalyst initiative to implement High-Impact Teaching Practices and promote Classroom Mastery.

### Parent Body Message

Under the direction of the Archdiocese, the College Board concluded at the end of Term 1, marking a significant transition in governance. We thank all Board members for their dedicated service and strategic contributions over many years.

Established in Term 2, the Community Council was formed to foster community engagement and to support the Principal and College Leadership. This inclusive group brings together parents, guardians, students and staff. This year, the Council successfully hosted a trivia night and a Bunnings BBQ, raising funds for student marquees. Community Forums offered valuable insights on uniform considerations and planning for our 60th anniversary celebrations in 2025. The formation of the St Clare's College Netball Club as an active Community Council Committee enhances student participation and community spirit.

The Council continues to create meaningful opportunities for connection and collaboration. We invite all members to share ideas and opportunities for greater community connection.

Thank you for your support - we look forward to celebrating our 60th anniversary in 2025.

### Student Body Message

At St Clare's, there's a spirit you feel the moment you walk through the gates. It's something students talk about a lot—the way strength, courage, and wisdom aren't just words, but values we actually live by.

What makes our College special is the strong sense of connection between students. We look out for each other, whether it's during tough times, through charity work, or just in everyday conversations. There's a real sense that we're all in this together, and that creates a space where people feel safe to grow and be themselves.

Our teachers and staff really get to know us too—not just as students, but as individuals—and that makes a huge difference. It's the community here that pushes us to aim higher and become better, both inside and outside the classroom.

## Section Two: School Context and Catholic Identity

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

St Clare's College is a vibrant, all-girls Catholic school committed to providing an excellent and holistic education. As a *Spirited Learning Community*, the College offers a nurturing and empowering environment where girls are encouraged to grow in knowledge, confidence, faith, and character. Our mission is to develop confident, courageous, and capable young women who are prepared to shape their futures with purpose and resilience.

Students at St Clare's thrive in an engaging and inclusive learning environment that caters to a diverse range of abilities and interests. The College offers a comprehensive and rewarding academic program, complemented by a strong focus on vocational education, performing arts, and sporting opportunities. This blend supports each student's personal and academic growth within a supportive and challenging framework.

Beyond the classroom, students are encouraged to participate in a wide range of co-curricular activities, including debating, drama, dance, music, and sport. Leadership development is a key focus, with opportunities provided through the Student Representative Council and the College's strong House system, where all students are empowered to be leaders among their peers.

Our vertical Pastoral Care program supports the spiritual, social, and emotional wellbeing of students while addressing their individual learning needs. St Clare's students are well known throughout the ACT for their active involvement in volunteering, charitable work, and social justice initiatives.

The College is proud of its dedicated and highly qualified staff, who are supported with ongoing professional development to ensure they remain at the forefront of contemporary teaching and learning practices. As part of our continued commitment to excellence, we are actively engaged in the Catholic Education *Catalyst* program, with a focus on explicit teaching, active learning, and Classroom Mastery.

Our facilities are modern, well-maintained, and designed to enhance student learning. The San Damiano Learning Commons is the newest addition to our campus, offering innovative spaces for senior study, independent and collaborative learning. The inclusion of a Makerspace and creative breakout areas encourages innovation, exploration, and social connection.

At St Clare's College, every girl is given the opportunity to succeed, lead, and grow—academically, spiritually, and personally.

## Section Three: 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 2024:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 945   | 0    | 79     | 945            |

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2022, 66% completed Year 12 in 2024.

Retention is an area of ongoing attention. Students can take apprenticeships or attend CIT. The unique ACT senior system means we compete actively with government colleges that may offer subjects not available here. Retention does not accurately reflect if students are continuing with schooling.

### Enrolment Policy

The Catholic Education Commission has established an [Enrolment Policy](#) for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the [Catholic Education website](#).

### Student Attendance Rates

The average student attendance rate for 2024 was 86%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |     |
|--------------------------------|-----|
| Year 7                         | 89% |
| Year 8                         | 86% |
| Year 9                         | 85% |
| Year 10                        | 85% |
| Year 11                        | 88% |
| Year 12                        | 84% |

## Managing Student Non-attendance

Regular attendance at school is essential for students 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 & Family Services Senior 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/CIT/Other institutions</b> | <b>Workforce entry</b> | <b>Destination not reported</b> |
|-------------------------|-------------------|------------------------------------|------------------------|---------------------------------|
| <b>2024 Year 12</b>     |                   |                                    |                        |                                 |
| <b>Graduating Class</b> | 61%               | 4%                                 | 26%                    | 9%                              |

## Section Four: Staffing Profile

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The following information describes the staffing profile for 2024:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 73                    | 29                       | 102            |

\* This number includes 58 full-time teachers and 15 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

|   |    |
|---|----|
| Number of staff with Provisional Teacher Accreditation              | 6  |
| Number of staff with Proficient Teacher Accreditation               | 73 |
| Number of staff with Lead/Highly Accomplished Teacher Accreditation | 0  |

## Section Five: Academic Profile

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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 achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

| NAPLAN RESULTS 2024 |                         | Average Scores |           |
|---------------------|-------------------------|----------------|-----------|
|                     |                         | School         | Australia |
| Year 7              | Reading                 | 557.04         | 526.75    |
|                     | Writing                 | 556.68         | 529.76    |
|                     | Spelling                | 543.67         | 530.39    |
|                     | Grammar and Punctuation | 552.57         | 527.10    |
|                     | Numeracy                | 538.37         | 529.04    |

| NAPLAN RESULTS 2024 |                         | Average Scores |           |
|---------------------|-------------------------|----------------|-----------|
|                     |                         | School         | Australia |
| Year 9              | Reading                 | 573.91         | 559.66    |
|                     | Writing                 | 596.32         | 566.54    |
|                     | Spelling                | 566            | 559.96    |
|                     | Grammar and Punctuation | 563.36         | 548.85    |
|                     | Numeracy                | 554.38         | 557.80    |

### ACT Student Credentialing

#### ACT Year 10 Certificate

All 155 students in Year 10 successfully achieved the Year 10 Certificate.

#### ACT Year 12 Certificate

All 139 students qualified for the ACT Senior Secondary Certificate. Tertiary Entrance Statements (reporting ATAR) were achieved by 107 students (77%): 13 students achieved an ATAR above 90 and 32 students achieved an ATAR greater than 80. Students achieved vocational qualifications in Tourism and Hospitality, and in Computing, in school-based courses. Students (23) completed courses with external RTOs: Community services; ICT; Tourism Travel Hospitality; Business Services; Construction; Hair & Beauty; Sport Fitness & Rec. Students (7) completed H-Courses at ANU or University of Canberra.

## Section Six: School Policies

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Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

Behavioural Support, Suspension and Expulsion Policy

Bullying and Harassment Policy

Child Safety Policy

Complaints Policy

Safe and Supportive Schools Policy

Access to additional policies related to CECG schools can be found on the Catholic Education Canberra Goulburn website.

Further information about processes specific to this school can be found on the school's website.



## Section Seven: Parent, Student and Staff Satisfaction

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The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

### Parent Satisfaction

The 2024 Tell Them From Me 'Partners in Learning' Parent Survey collected responses from 132 parents, a decrease from 297 in 2023. The data highlights important trends.

Parents reported increased confidence in their children's safety at school and during transit, with fewer concerns about social dynamics. The school environment is seen as more supportive, with improved inclusivity for students of diverse needs and backgrounds.

The College has made strides in making parents feel welcome and informed, with parents noting greater ease in visiting the school and communicating with teachers. Improvements were also noted in how parents are kept informed about their child's progress, behaviour, and school activities.

Some minor concerns persist about classroom management and addressing behavioural issues promptly. Enhancing teacher capacity to create calm learning environments and refining issue-resolution protocols are key growth opportunities, which are being addressed through Classroom Mastery and pastoral support. Parents expressed greater satisfaction with the school's approach to behavioural expectations and appreciated efforts to create a positive environment.

### Student Satisfaction

The 2024 Tell Them From Me Secondary Student Survey represents 461 students; lower participation compared to 2023. Students increasingly perceive the classroom environment as supportive of learning and that they are more supported by opportunities for additional help; this is reported as being a result of strengthened Teacher-Student relationships.

Enhanced school safety and student well-being is a key achievement. Students report significant improvement in their sense of safety at school, with notable increases in feelings of security and belonging. Bullying incidents have decreased, contributing to a more positive social environment. Students report improved learning attitudes and academic aspirations and greater engagement with learning, as evidenced by improved homework behaviours and goal orientation. Academic aspirations have strengthened, with more students planning to complete Year 12 and pursue further study.

Student motivation and interest in learning have slightly decreased from 2023. Developing strategies to better connect classroom learning with students' interests and real-world applications is a key opportunity for enhancing engagement and motivation moving forward.

## Staff Satisfaction

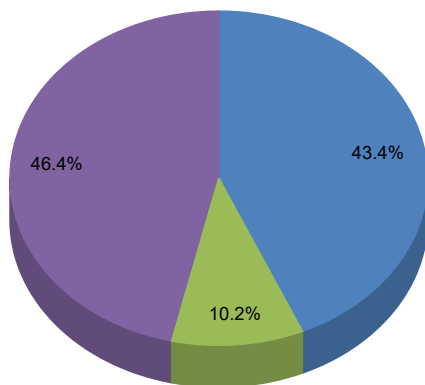
The 2024 Focus on Learning Teacher Survey gathered responses from 26 staff members; a significant decrease from 46 previously.

Staff sentiments reflect enhanced support, with College leadership making significant strides in offering professional guidance, particularly during challenging periods. Teachers report meaningful support to improve teaching practices. Staff report an exceptional improvement in collaborative efforts to create a safe and orderly school environment. Teachers consistently maintain clear behavioural expectations, contributing to a positive atmosphere where students can focus on learning. Teachers have also advanced in integrating technology into learning experiences, helping students analyse and present information while overcoming technological barriers and preparing them for future educational and career demands.

While communication with parents remains consistent, parents have an opportunity to take a more active role in enhancing engagement, particularly in reviewing student work. By deepening their involvement, parents can play a crucial part in strengthening strategies that support student outcomes and contribute to the overall success of our community.

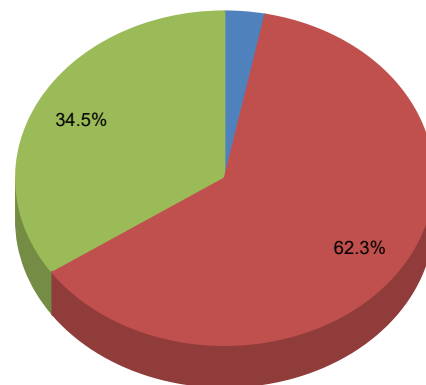
## Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (43.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (10.2%)
- Fees and Private Income (46.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (3.1%)
- Salaries and Related Expenses (62.3%)
- Non-Salary Expenses (34.5%)

| RECURRENT and CAPITAL INCOME               |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$9,450,282         |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$2,212,708         |
| Fees and Private Income <sup>4</sup>       | \$10,089,273        |
| Other Capital Income <sup>5</sup>          | \$0                 |
| <b>Total Income</b>                        | <b>\$21,752,262</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$715,569           |
| Salaries and Related Expenses <sup>7</sup> | \$14,284,836        |
| Non-Salary Expenses <sup>8</sup>           | \$7,917,676         |
| <b>Total Expenditure</b>                   | <b>\$22,918,081</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.

## Section Nine: Compliance With Registration Standards

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This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non-government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2024.