

St Clare's College, Waverley
Annual School Report to the Community

2019



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Principal

Mrs Antoinette McGahan

ABOUT THIS REPORT

St Clare's College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

Our Vision for Learning is embodied in our school motto, Deus Meus et Omnia – ‘My God in all things’. It encapsulates our core belief in God’s love for us all, our place in creation and the importance of aligning our beliefs with everything we do.

In the timeless and enduring Franciscan charism, St. Clare and St. Francis sought ultimate harmony between their beliefs and their actions. At St. Clare’s today, we honour this charism through the pursuit of wisdom, a commitment to integrity and by nurturing a loving community.

Our Vision

Our vision is to provide an extraordinary experience at St Clare’s where education and Catholic values are at the forefront in allowing every young woman to be her best self, and excel in a happy and meaningful life.

Our Mission

We inspire young women to value learning, to seek truth and to honour their spiritual heritage. We challenge them to act in the world with integrity, a compassionate and reconciling heart, and a reverence for creation.

“Valuing Integrity, Inspiring Excellence” flourishes through the four cornerstones; Faith In Action, Learning for Life, Fostering Growth, and Inclusive Community.

Parish Priest's Message

2019 afforded me the opportunity to consolidate my support of St Clare’s College community in the spiritual and faith dimension. It is most rewarding to encourage the girls in their studies of life and faith that are important to their growth as young women.

As a Franciscan school we follow the rich traditions, Clare and Francis, who challenged their world in the hope of making a positive difference to the lives of the people around them. Both Clare and Francis were people of prayerful reflection so as to be open to God’s guidance. The girls are encouraged to do the same, to make a positive difference in the world through prayer and through their actions, to read the Scriptures and to be inspired by Clare and Francis.

Prayer and study continue to complement each other. As such it is important for the girls to be

open to learning something new every day, as well as taking time each day to 'stop and be still' in the presence of God. I am looking forward to continuing to work that has begun with the College community in the coming years. May Clare and Francis support you with their prayers and may their prayers bless you with peace and hope.

Fr Bernie Thomas ofm, College Chaplain

Parent Body Message

The success of the 2019 HSC results was again a tremendous achievement and consolidated the College's reputation as a place for all students to learn and grow. Not only are the students to be congratulated but the Principal, Deputy Principal, the teaching and support staff all deserve high praise. This success was due to the first-class learning environment and facilities that have been created within the College over the last few years.

The Parents' Association meets once per term to discuss relevant topics with the Principal and Deputy Principal. This provides an excellent opportunity for parents to interact with the executive members of staff.

The College collects a P&F Levy as part of the school fees. At the first meeting of the year, the Principal outlines the priorities for the expenditure of these funds, and then the Committee supports the Principal's recommendations.

Finally, there were two successful and well attended parent social evenings during the year - A Welcome Evening early in Term 1, and a Christmas Function at the end of November. The Parents' Association works closely with the College to ensure collaboration and we are looking forward to 2020.

Student Body Message

The 2019 Student Leadership Team worked on creating our theme for 2019, one which both embodies and builds upon the spirit and positive atmosphere created last year. Our theme was centered around empowerment: 'SEEK TO EMPOWER'. The bible reference came from Proverbs 31:25: "She is clothed with strength and dignity and she laughs without fear of the future." This quote has incredible relevance to our College and its spirit, as we are all women of strength and dignity. This year in all we did we looked to be fearless, to dream big, to set goals, to push ourselves and to be humble in all that we do.

It is this desire to empower ourselves and others that drove a lot of our initiatives this year. We participated in social justice initiatives such as the Winter Sleep Out, Beanies for Brain Cancer, the Biggest Morning Tea, Holdsworth Ball and others. We also pushed ourselves academically and enhanced the spirit with our involvement in lunch-time masses and EastFest.

We are women of a school named after someone who actually sought to empower. So, for us here at St Clare's, 2019 was a year of empowerment. A year of empowering ourselves and seeking the ability to empower others.

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

In 1882, the Franciscan Friars invited the Poor Clare Sisters in Ireland to establish a school to provide education for Catholic children in the Waverley area, an area that at that time, extended from Watsons Bay to Botany Bay. Six sisters from Newry and Keady arrived in November 1883. Classes commenced with an enrolment of twenty girls in January 1884. In addition to educating in their faith, the sisters provided tuition in French, German, Italian, Latin and Classical Greek, Mathematics, Music and other cultural subjects. The College has continued uninterrupted since then to provide a quality education for young women in the Franciscan tradition and the Spirit of St Clare.

The College continues to draw students from across the Eastern Suburbs with the following being our designated feeder schools:

- Galilee Catholic Primary School, Bondi

- St Anthony's Catholic Primary School, Clovelly

- St Brigid's Catholic Primary School, Coogee

- St Francis of Assisi Regional Catholic Primary School, Paddington

- McAuley Catholic Primary School, Rose Bay

- St Charles' Primary School, Waverley

- Holy Cross Catholic Primary School, Woollahra

The College issues electronic reports to parents prior to Parent / Student / Teacher meetings so that additional feedback can be given on their daughter's progress. In addition, parents attend information evenings at key points during their daughter's schooling.

There is a comprehensive transition program for Year 7 students, commencing with an enrolment interview, an orientation day and Parent Information Evenings in both the year prior to students commencing and soon after. This is followed by involvement in an Induction Program, the Peer Support Program, a Reflection Day early in Term 1 and the Year 7 Camp later in Term 1.

The College has a vibrant and broad sporting program. In addition to the activities provided as part of the PDHPE syllabus, students may be involved in Representative Sport and / or Co-curricular Sport. Students may choose to be involved in a number of local sporting competitions including water polo, netball and touch football after school.

There are many opportunities for students to develop their musical talents. Students may be involved in choir, a capella group, concert band, string ensemble, piano trio, rock band or the liturgical choir. In addition students from the College are involved in combined ensembles with Waverley College and take part in the combined musical production usually held every alternate year. Students are involved in inter-school competitions that complement the formal curriculum - these include Public Speaking, Debating and Mock Trials, just to name a few. The combined Musical with Waverley College was held at NIDA and showcased the talents of our girls.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
524	0	183	524

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 90% completed Year 12 in 2019.

A few students left the College in order to access the diverse curriculum offerings at large local state high schools. Some students chose to pursue a fully vocational Higher School Certificate (HSC) at TAFE or pursued apprenticeships in their desired areas of interest.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2019 was 92.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.60%
Year 8	92.24%
Year 9	90.43%
Year 10	91.52%
Year 11	91.51%
Year 12	92.69%

Managing Student Non-attendance

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

College 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 College 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 Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

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).

Senior Secondary Outcomes. Year 12 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	32%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	98%

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, 2019 Graduating Class	72%	12%	4%	13%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
43	17	60

* This number includes 34 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Sydney Catholic Schools. The College 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.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	An Overview of Our Focus for 2019, Inquiry and Review, Gifted Education
Term 2	Wellbeing and the PROSPER Framework, Embedding and Tracking Formative Assessment
Term 3	Staff Spirituality Day focussing on Caritas, Differentiation, Melinda Tankard Reist
Term 4	First Aid Training, Vision for Learning in Action, Staff Wellbeing

In addition, whole school twilight sessions were held on

- Data and differentiation
- Vision for Learning
- Data: Analysis of NAPLAN, RAP, DeCourcy, Allwell and development of teaching strategies

Staff also continued to attend a range of self nominated professional learning experiences that reflected and catered for their learning journey. These included:

- Using Interactive Technology effectively

- Library: Innovation and Research

- Apple Teacher

- eSafety Online Course

- Virtual Reality

- Flipped Classroom

- Clickview

- 3D Printing

Teacher Standards

Teachers at this 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 37 teachers;
- Provisional 19 teachers;
- Proficient 3033 teachers.

Additionally, there are approximately 9 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 School.

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

2019 key focus in the area of Catholic Life and Religious Education was on partnership with parish. This focus increased student participation in the religious life of the school as well as bringing about a renewed energy between school and parish.

The close relationship between school and parish was on display on many occasions, often when school and parish families collaborated to share resources, gifts and talents from both communities. More and more there were increased opportunities through the parish for students and their families to gather together to celebrate liturgy. Students were also invited to and participate in various diocese activities throughout the year to help foster their own personal spiritual growth and encourage others to do the same.

The school community gatherings throughout the 2019 included whole school masses to celebrate special masses and feast days, the celebration of class masses at Mary Immaculate Church and the weekly celebration of the Eucharist in our College Chapel. The theme of 'Empowerment', chosen by the student leadership team, was a constant influence throughout all liturgical celebrations. During the year, different leadership teams took responsibility for using the chapel in a special way, often highlighting tremendous Franciscan hospitality in how they participated in the service. Our community continued to receive wonderful support from our parish priest Fr Bernie Thomas ofm. Student participation in the evangelisation mission of the Church was again a wonderful component of the Catholic Life of the school especially in the areas of Student Catechists.

St Clare's College applies a Catholic world view to all aspects of school life and those aspects outside of the school. The College Motto 'Deus Meus et Omnia' which translates to 'My God in all things' is lived practically at the school on a daily basis. Throughout the year, the whole community has been involved in various mission and service activities which have included Project Compassion, the St Vincent de Paul Winter Appeal, various appeals for underprivileged communities and numerous examples of individual students and staff living the Franciscan spirit in serving others. All members of our community are actively encouraged to support and be

involved in justice and awareness initiatives that are often organised by the student body.

Staff at St Clare’s College also engaged in various professional learning opportunities in the area of Catholic Life and Mission. One example of this was our Staff Spirituality Day where we explored the teachings of charity and justice through the help of Caritas Australia. There was also the opportunity to participate in professional learning in prayer to help build the capacity of staff in leading prayer in the school.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	27.38

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

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 Sydney Catholic Schools (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

St Clare's College, Waverley offers a wide range of courses to support students' interests and skills. Courses are offered per stage as listed below:

Stage 4 - students study all mandatory NESA courses, including Religious Education, and Italian or French in Year 8.

Stage 5 - students study all mandatory NESA subjects, including Religious Education. Two elective subjects are chosen from Commerce, Design Technology, Drama, Food Technology, French, Elective History, Information and Software Technology, Italian, Textiles Technology, Music, Physical Activities and Sports Studies and Visual Arts.

Stage 6 - the following courses are offered: Studies of Religion I & II, Catholic Studies, English Standard, English Advanced, English Extension 1, Biology, Chemistry, Physics, Business Studies, Economics, Geography, Ancient History, Modern History, Legal Studies, Society and Culture, Mathematics General, Mathematics, Mathematics Extension 1, French Beginners, French Continuers, Italian Beginners, Italian Continuers, Drama, Visual Arts, Music I, Information Processes and Technology, Personal Development, Health and Physical Education, Community and Family Studies, Early Education Childhood and Care, Hospitality, Design and Technology, Food Technology, Textiles and Design, Visual Design, Technical and Further Education (TAFE) courses, and languages through the NSW School of Languages and the Saturday School of Community Languages. In Year 12, English Extension 2, Mathematics Extension 2 and History Extension are also available for suitable students.

The College community finalised its work on developing a school wide vision for learning '*Valuing Integrity, Inspiring Excellence*'. This is a culmination of consultation, collaboration and collegiality with all stakeholders to ensure understanding and a sense of ownership. It will be launched in 2020.

The College has been active in the following

- Its use of data using Allwell, PAT, NAPLAN to enable staff to develop greater understanding of the learner.
- Preparation for the Newman Selective program by engaging in professional learning on Gifted Education.
- A Blended Learning Approach – students are able to access a blended approach to learning involving online learning with face to face.
- Development of cross-curricular projects in stage 4.
- The Lost Diggers from Fromelles – Continuation of projects from 2018 through the development of a documentary.
- Flashbuild with UNSW and Delta V, led by Dr Tim Parsons and directly linked with NASA Space.
- Coding Club supported by The Coding Academy.
- Maker Project Stream A – ‘Girls and Drones’ supported by Australian Government, Department of Industry, Innovation & Science.

St Clare’s College promotes lifelong learning and the pursuit of personal excellence through a future focused framework.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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 College 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 College 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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	40.59%	29.10%	4.95%	19.00%
	Reading	35.64%	29.30%	2.97%	15.30%
	Writing	31.68%	15.30%	10.89%	28.20%
	Spelling	40.59%	30.60%	3.96%	16.00%
	Numeracy	42.57%	34.20%	4.95%	15.20%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	13.75%	19.00%	8.75%	25.10%
	Reading	26.25%	20.90%	5.00%	20.60%
	Writing	17.72%	12.50%	13.92%	38.10%
	Spelling	23.75%	21.00%	6.25%	19.70%
	Numeracy	17.50%	24.40%	8.75%	16.20%

Higher School Certificate

The results of the College'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 appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	75%	36%	58%	36%	50%	36%
Biology	41%	40%	64%	37%	46%	32%
Business Studies	78%	37%	58%	37%	50%	33%
Community & Family Studie	33%	30%	36%	29%	60%	37%
Design and Technology	100%	43%	89%	47%	67%	47%
Drama	40%	42%	30%	42%	55%	44%
English (Advanced)	100%	64%	96%	63%	0%	0%
English (Standard)	76%	16%	66%	15%	0%	0%
English Advanced	0%	0%	0%	0%	92%	62%
English Extension 1	100%	94%	100%	38%	100%	94%
English Standard	0%	0%	0%	0%	85%	12%
Food Technology	28%	30%	48%	33%	64%	34%
Hosp Exam Kitch Op & Cook	71%	34%	77%	32%	75%	34%
Legal Studies	75%	44%	85%	45%	88%	42%
Mathematics	89%	54%	63%	52%	75%	49%
Mathematics General 2 BDC	45%	26%	63%	27%	0%	0%
Modern History	33%	39%	64%	42%	38%	40%
Music 1	100%	66%	100%	65%	100%	66%
Personal Dev,Health & PE	62%	31%	41%	33%	69%	32%
Society and Culture	86%	48%	82%	47%	100%	45%
Studies of Religion I	35%	50%	75%	37%	70%	46%
Studies of Religion II	59%	47%	83%	41%	63%	45%
Visual Arts	82%	55%	81%	53%	100%	63%

2019 was another strong year for Higher School Certificate (HSC). The College was once again in the Top 100 schools, ranked 95 in all schools across NSW and one of the top ranking schools in the Sydney Archdiocese. What was of significance was the significant growth achieved by students. We were ranked second in the State in Standard English with one student placing tenth. 92.5 % of courses studied at St Clare's College achieved results above State average

Student Welfare Policy

The Pastoral Care Policy reflects the College's Mission statement by facilitating relationships that are characterised by respect for the integrity and dignity of each person.

The focus is on the wellbeing of students and the provision of a safe and supportive environment. Students are encouraged to achieve personal excellence in all areas and are acknowledged for these achievements.

The House structure provides the principle framework for the pastoral care of students. Each student remains a member of the same house and vertical homeroom from Year 7 onwards. This promotes the building of relationships, the ongoing care of students and provides a point of contact for parents.

The College's Pastoral Care Programme is designed to build respect, responsibility and resilience with a focus on skills in relating to self, others and for living in the 21st Century. The 2019 programme continued to be a whole staff initiative making adjustments in response to student and staff evaluations.

2019 saw the introduction of the PROSPER Framework to enhance our Pastoral Care program.

Adjustments were made to the Policy in response to student and staff evaluations which informs ongoing review

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The College's Positive Behaviour Policy is based on the principles of Restorative Justice and building and restoring positive relationships. This facilitates the development of self-discipline and promotes the wellbeing and safety of all members of the College Community. A code of student rights and responsibilities has been developed to assist in the building and maintaining positive relationships.

If a student fails to live up to her responsibilities or acts in such a way as to harm or negatively impact upon the safety, wellbeing or learning of herself or others, consequences occur. This is a tiered response that is dependent upon the seriousness of the situation. Restorative practice is about teaching students to be highly accountable and responsible for their actions.

The consolidation of a positive behaviour approach characterised the changes for 2019.

Adjustments were made to the Policy in response to student and staff evaluations which informs ongoing evaluation.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

The College is committed to “serving all peoples”. This underpins the expectations of respect, resilience and responsibility of all members of the community. 2019 Initiatives included:

- The Year 7 Pastoral Care Programme (PCP) allowed students to recognise their strengths, and to develop their resilience and skills in dealing with difficult situations. The House Mates Programme assisted in this process.
- The Year 8 PCP allowed students to explore the effects of bullying and cyberbullying on victims, perpetrators and the bystander. The focus on self care, positive communication and relationships allowed them to learn how to value and protect themselves.
- In Year 9 students were upskilled in communication and in working with groups and individuals prior to taking on student leadership roles. Year 9 looked at safe partying, the digital footprint and the development of a growth mindset.
- Year 10, House Mates assisted with the transition of Year 7 students. All Year 10 students were trained in leadership skills and restorative practices. The LoveBites programme implemented in Year 10 in conjunction with St Mary's Cathedral College, was highly successful in focusing on positive relationships. The Year 10 PCP looked at future and career pathways.
- In Year 11, elected student leaders underwent leadership training which empowered them to lead the College community diligently. An emphasis on reflective practices enabled resilience and a positive growth mindset. The Senior Studies Program continued in 2019 allowed students to develop the skills required for success in Stage 6.
- Year 12 focussed on study skills, physical and emotional wellbeing during their PC lessons.

The Student Representative Council (SRC) continued to be a significant voice in the College. The SRC resumed their integral work in evaluating aspects of the student Behaviour Management Policy and its development. Term 4 was also dedicated on Gratitude and a number of community based initiatives took place.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2019

Key improvements achieved in 2019 include:

- Continued improvement in the reading, writing and numeracy results in NAPLAN Years 7 and 9.
- The finalisation of the Schoolwide Vision for Learning
- Consolidated our focus on evidence-based practice used to enhance student learning outcomes
- Continued our focus on staff wellbeing
- Strengthened partnerships with the Parish and the local catholic schools.
- Staff capacity building in gifted education and differentiation
- Consolidated the use of data to sustain continuous school improvement
- The development of a framework for the implementation of key STEM initiatives
- Building of staff capacity in the PROSPER framework to enhance the pastoral program

- Continued to upgrade facilities to reflect contemporary pedagogy.

Priority Key Improvements for 2020

Key improvements set for 2020 include:

- Implement the College's School-wide Vision for Learning.
- Consolidate partnerships with the Parish and the local catholic schools.
- Build staff capacity in the differentiation of the curriculum.
- Implement the PROSPER framework across the Pastoral Care Program.
- Continue the development of a whole-school approach to Numeracy.
- Implement the Compass platform.
- Enhance the competitive edge of the College through enhanced marketing strategies.
- Nurture and deepen students' knowledge and understanding of the Catholic tradition with an emphasis on the Franciscan and Clarion charism.
- Review and refine professional learning structures to enhance collaborative planning.

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

The Parents' Association and the Principal's Advisory Council each meets once per term. These forums keep parents abreast of College matters and provides them with an opportunity to raise concerns and give feedback regarding their level of satisfaction. There are a number of events held during the year which are well attended by parents.

2019 also saw the College undertake an Inquiry and Review Process. The feedback received from parents has been positive and shows an overall high level of satisfaction in the following areas:

- The highly effective Pastoral Care and Wellbeing program.
- The dedicated and highly competent staff.
- The STEM initiatives implemented by the College.
- The welcoming and inclusive nature of the College.
- The increased level of success academically and culturally.
- The College's provision of Parent Workshops on cybersafety and adolescent mental health issues.
- The multiple platforms being used for communication
- The success of the 2019 HSC results.

Parents were also appreciative of the College's varied ways of communicating including an emphasis on emails, Skoolbag, the Sentral parent portal and the number of information nights.

Student Satisfaction

During the course of 2019, students participated in the surveys administered for the Inquiry and Review which the College undertook. Overall, the feedback from students was both positive and

encouraging across all areas. In particular, they expressed a high level of satisfaction in the following areas of

- The approach to personalised learning was praised.
- The improved pedagogical practice in the classroom.
- The high expectations that are in place.
- The focus on respectful relationships.
- The support and feedback provided by teachers.
- Initiatives in place to enhance self-reflection and the use of that to improve performance.
- Interactive and engaging learning opportunities.
- The many co-curricular opportunities provided in sport, music and culturally.
- Teacher's feedback and support.
- The facilities that enhance engagement.
- The building of teacher and student relationships.

Student voice continued to play a major role in the College impacting in all areas of College life.

Teacher Satisfaction

The staff at St Clare's College is high performing demonstrating dedication and professionalism. There is active involvement in all areas of College life which strongly displays their testament to developing strong, positive relationships with colleagues, students, their families and members of the wider community. Advertised positions at the College attract a commendable field of applicants.

Various surveys and in particular the Inquiry and Review survey have provided valuable positive feedback. Their satisfaction was particularly high in the areas of:

- The religious life of the College, especially the involvement of Fr Bernie Thomas ofm as our College Chaplain.

- The sense of community.
- Continued growth and improvement in HSC results and student learning.
- Staff Wellbeing initiatives.
- The continued focus on data.
- The College's emphasis on growth as a measure of success.
- Being challenged to improve.
- A focus on targeted innovation.
- The continued updating the College facilities to promote contemporary pedagogy.
- Professional learning opportunities provided by the College, in particular in Gifted Education.

SECTION ELEVEN: FINANCIAL STATEMENT

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 2019 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$4,886,364	Capital Expenditure ⁶	\$1,076,600
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$6,650,508
State Recurrent Grants ³	\$1,397,388	Non-Salary Expenses ⁸	\$2,341,004
Fees and Private Income ⁴	\$3,253,312	Total Expenditure	\$10,068,112
Other Capital Income ⁵	\$288,322		
Total Income	\$9,870,427		

For the 2019 year the St Clare's College received \$45,041 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.