
St Clare's High School (the 'High School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements

The St Clare's community takes pride in producing outstanding citizens and enabling students to 'get where they want to go'. This coupled with a strong commitment to Catholic faith development means that our community is working to extend the gifts and talents of the young people entrusted to our care by their parents.

I am proud of the high level of commitment our staff bring to their teaching. There are numerous ways in which students seeking extra help or extension can link into extra teaching time; both after school and during school breaks; extra mathematics classes, home visits to indigenous students and one on one tutorials are all available and are seen as being the 'usual' business of the school.

Secondly, I have really the excellent leadership afforded by senior students and to those in stages 4 and 5. A feature of this has been the significant role the St Vincent de Paul have played in adopting the central tenets of our Catholic faith and advocating their day-to-day use in our community, especially around social justice issues. The Student Representative Council has a significant voice in the school and directly with the school executive. The SRC has made significant representations to the School Vision and Mission, uniform, shade and shelter in the yard and school festivities.

I am very aware and appreciative of the excellent links that St Clare's has established within the local community. Our links with the St Vincent De Paul Society, RSL, local council and community kitchen enhance the education we are able to provide our young people and allow the students to establish lifelong links in the wider community and other service organisations.

In 2021 the school undertook a review of its vision and mission statements to bring them into line with 21st century thinking but with a clear focus on Jesus Christ, and the Charisms of St Clare and St Mary Mackillop. The process involved staff, students, community members and was led by a representative of the Catholic Schools Office, Mark Spencer. The official Launch of the new vision and Mission was to be held on St Clare's Feast Day in 2022 but has been postponed to 2023 due to Covid.

St Clare's has such a great reputation in the broader community. Staff are recognised as instilling strong Christian values and an excellent work ethic in their students, allowing students to shine.

Unfortunately, due to attendance numbers the P&F was disbanded in 2022. In 2023 St Clare's will be transitioning to a new structure to ensure community engagement continues to play a key role in the future directions of the school. We look forward to being able to support larger infrastructure projects, in the areas with seating, shaded areas, or music, art, or information technology facilities, while also engaging in conversation about key policy and procedures.

The St Clare's Student Representative Council (SRC) has been very busy discussing current and important issues surrounding school life and issues in the local community. With the introduction of the newly elected 2022 representatives, we were able to initiate exciting fundraisers and support plans for the 2022 School year around COVID protocols. The SRC also allows everyone to have a voice about problems and concerns, both personal and from their year group. The group has had considerable input into possible changes to the school uniform that are more practical, comfortable and representative of the changing culture of the school. We have also been able to bring change to the SRC that allows for greater student voice, including the appointment of 4 School Captains rather than 2 Captains and 2 Vice Captains for 2023. We thank the St Clare's school executive who are committed to encouraging student voice in all aspects of school life. The variety of activities that the SRC initiates and participates in allows for a greater sense of achievement by the student body and enhances the life of the school community.

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Regular attendance at school is essential if students are to maximise their potential. The High School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible

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| % of students undertaking vocational training or training in a trade during the senior years of schooling | 16 % |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 95 % |

Each year the High School collects destination data relating to the Year 12 student cohort.

Approximately 60% of the cohort of 2022 have chosen a university pathway post school. Several students have taken up apprenticeships and traineeships, several of these resulting from Vocational Work Placement or Work Experience completed during school. Many students have chosen either a TAFE pathway, a Gap Year or full-time work.

Non Atar – 5/68, VET 11/68.

University - 41, Apprenticeships/Traineeships - 7, Gap Year - 2, TAFE - 3, ADF - 2, Work - 13.

The following information describes the staffing profile for 2022:

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| Total number of staff | 83 |
| Number of full time teaching staff | 43 |
| Number of part time teaching staff | 21 |
| Number of non-teaching staff | 19 |

Teachers at this High 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 High School.

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 the Catholic Schools Office (CSO). The High School 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.

Throughout the year teachers have participated in a variety of professional learning including school based, system based, and external professional development courses.

In 2022 the school's Professional Development Plan for the Year focused on the following areas.

1. Face to Face and online learning.
2. Using data to inform practice and to build staff knowledge and skills in analysing and interpreting data to inform teaching.
3. Continued implementation and PD in relation to the CLARITY project (embedding Learning intentions and Success Criteria.) Further development of Learning Walks and Talks and the use of the data wall. The Pedagogical Mentor took a lead role in this professional learning for the staff.

In 2023 the School Annual Improvement Plan will be informed by the school 2020-2022 Strategic improvement Plan (SIP) and the Annual School Review (ASR). The SIP and ASR will directly inform all whole school staff professional development

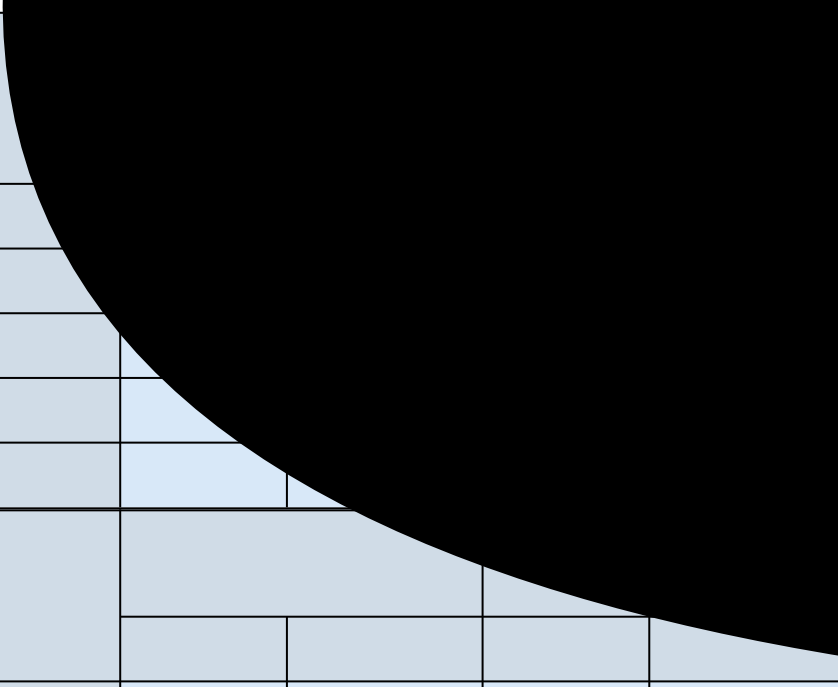
retreats and reflection days as well as charitable fund-raising appeals to be centred and informed through our Catholic identity. The staff and students are developing an awareness of purposeful and intentional Christian living.

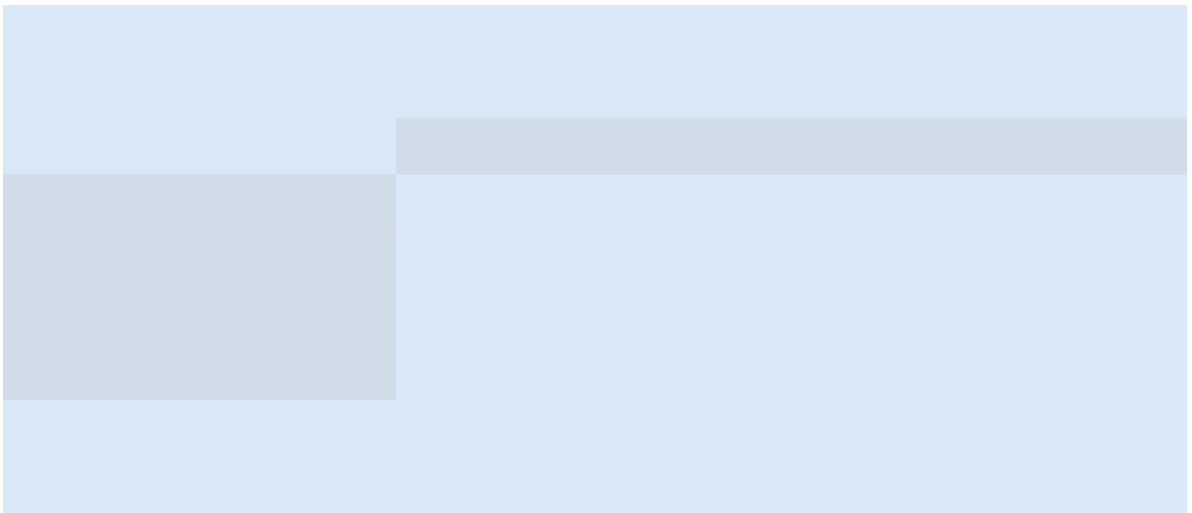
The Catholic Culture also informs our schools distinctive spirituality including prayer and identity of our school's namesake St Clare as well as the example and values of St Mary of the Cross Mackillop from our founding Sisters of St Joseph.

We have been fortunate to be advised and supported from our Parish priests Fr Kevin Corrigan, Fr Peter Street and Fr Terry Horne as well as our Deacons Vince Ryan and John Pelletier.

mandatory

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year





Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 7.

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

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

St Clare's High School prides itself on the quality of wellbeing and the associated programs it provides for the students in our care.

In 2022 there was particular focus given to the rights and responsibilities of all members of the community and the development of the whole student. We were able to return to the provision of many of the external programs provided prior to COVID including Love Bites, which focuses on 'developing respectful relationships' and has been developed by NAPCAN in consultation with Health NSW.

Heart to Heart, was also introduced. This is an innovative art experience that combines painting and mindfulness techniques to promote positive wellbeing. St Clare's students

These journals were supported by regular whole year group sessions delivered by LOWEs at year meetings. Parent articles were included within the newsletters to provide information and support for the entire community. Further expansion of the program occurred with the ordering of Year 11 journals for the 2023 school year.

In 2022 the position of Wellbeing Mentor was introduced to the St Clare's community. It provided an opportunity for a more structured, logical and streamlined wellbeing program, informed by data from the 'Tell them from me' surveys, and the 'School Reachout' survey.

In 2022 students were actively encouraged to participate in a variety of community activities such as the Community Kitchen Program, the local ANZAC Day ceremonies, and

Align all meetings as a time for Professional Development and teacher collaboration.

Develop an informed approach to the use of data to ensure improved student outcomes, through the Schools Pedagogical mentor, Wellbeing mentor and Leading learning Collaborative (LLC) Team.

Review of Assessment practices to incorporate Learning Intentions, Success criteria and opportunities for Co-construction of Success Criteria. Allowing students to deepen their understanding of what needs to be done to achieve.

Continue to Incorporate the Clarity project across St Clare's, including Co- construction of Success criteria and further development of learning walks and talks.

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the High School has used a variety of processes to gain information about the level of satisfaction with the High School from parents, students and teachers. The school undertakes extensive surveying of

A major strength of the learning environment at St Clare's is the strong rapport that is developed between students and teachers in the senior years and the strong sense of being "included" that is shared by HSC students.

Year 7 students shared their excitement and their enjoyment of being part of the St Clare's community. They find the variety of the curriculum engaging, enjoy the Year 7 camp and love the canteen.

90% of students indicated they would recommend the school to their friends.

80% of staff agree that the schools Catholic Identity is evident to students, parents and staff.

83% of staff agree that St Clare's offers a quality learning environment.

70% of staff believe that St Clare's is highly regarded in the community.

95% of staff agree that St Clare's environment is safe for students and teachers.

The Clarity Project based on the research of Lyn Sharratt has assisted staff to further improve the learning environment and outcomes for students through the use of Learning Intentions and Success Criteria, learning walks and talks. Teachers have supported the introduction of Clarity and fostering a collaborative approach to teaching and learning. The use of learning intentions and success criteria has increased and provided observable positive outcomes in student learning.

Areas for focus have been identified as increased professional learning and collaboration on feedback and encouraging the relationship between school and parents that has decreased due to recent natural disasters that have impacted the community over the past 3 years. Formation was identified by 42% of staff as an area of need. It is a prioritised and ongoing area for development.

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