



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Clare of Assisi Primary School Conder

Cnr Boxhill Avenue and Heidelberg Street, Conder 2906

Phone: 02 6294 1860

Email: office.stclaresconder@cg.catholic.edu.au

Website: www.sca.act.edu.au

Principal

Mr Brad Gaynor

Section One: Message from Key Groups in our Community

Principal's Message

St Clare of Assisi is a Catholic Primary School located in Conder ACT. The school caters for students in Kindergarten - Year 6 and has a current enrolment of 630 students. Students attending our school come from a variety of backgrounds and nationalities. At St Clare of Assisi we have identified four core ideas that assist us translate our vision into action:

- Faith
- Community
- Learning
- Leadership

We believe these core principles give shape to how we work together to support the development of our students. They are also the core principles on which we are building our community and planning our curriculum.

The school achieves its mission by engaging all members of our community in the education of our students. This annual report provides a brief outline of our achievements and successes in 2015 and was written by representatives of all sections of our community; staff, parents and students.

Parent Body Message

The Community Council provides the opportunity for parents to support the mission of Catholic education at St Clare of Assisi Primary School. By working together with staff the Community Council provides leadership to the school community by contributing in areas of school policy development, providing parental and community opinion on areas pertaining to student education, as well as engaging in a range of school activities. Catholic education at St Clare of Assisi Primary School is truly a partnership between the home and the parish school. As parents we play the key role in the growth, enrichment and education of our children embedded in the Catholic faith; with the daily learning and pastoral environment provided by the school.

In 2015, the Community Council supported the school through coordinating another highly successful Fete and improving our successful Parent Network. The Community Council also invested in our ICT capability, ground and facility improvements and curriculum resources for the staff and students.

Student Body Message

Our school is a safe, welcoming and friendly Catholic school with enthusiastic teachers and staff members who care about all students' development and their futures. Our school not only has improving results in all our learning and assessment tasks, but we also have fun carnivals and events such as the Fete, sports carnivals, disco, lunchtime clubs, inter-school sport, assemblies, prayer celebrations and so much more. We are also proud of our fundraising efforts in 2015. We raised funds for Caritas Australia, Global School Partners and St Vincent de Paul. St Clare of Assisi is a great school and we are proud to be part of it.

Section Two: School Features

St Clare of Assisi Primary School is a Catholic systemic Co-educational School located in Conder.

St Clare of Assisi is a Catholic Primary School located in Conder. The school caters for students in Kindergarten - Year 6, and in 2015 had an enrolment of 636 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 326 male and 310 female students; 15 indigenous students; and 53 Language Background other than English (LBOTE).

The school employs 55 staff comprising 41 teachers and 14 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, Canteen Staff, Library Assistant and Front Office Staff.

St Clare of Assisi prides itself in providing a very rich and comprehensive curriculum, complemented by a wide range of co-curricular activities and programs to enrich learning. The school's curriculum, with a strong focus on literacy and numeracy, also demonstrates a commitment to individual differences and engages students of all ability levels. The school balances its formal curriculum with an emphasis on creativity, performing arts and creative thinking.

ICT is becoming a major emphasis at St Clare of Assisi and plans are in place to improve the opportunities for staff and students in this area. Authentic integration of ICT into our curriculum is seen as a priority.

The school achieves its vision by ensuring each student is welcome, safe, nurtured and encouraged to do their personal best and is recognised as a valuable member of the school community. We are blessed with a committed and generous staff, working with supportive and active parents and students who take pride in their school. The strong sense of school spirit and ethos combined with the modern and contemporary facilities make St Clare of Assisi a school of choice for many students in the Tuggeranong's Lanyon Valley.

The school's website can be found at <http://sca.act.edu.au>

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Clare of Assisi follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. The charism of St Clare is central to the life of the school, in particular the values of faith, respect, care, understanding and hope. We achieve our mission by ensuring each student is welcome, safe, nurtured and encouraged to do their personal best and is recognised as a valuable member of the school community. We expect that the adult members of our community also strive to support and uphold the Catholic values of the school and parish.

We strive to make explicit the Catholic identity of the school and foster it through regular meaningful prayer, liturgical celebrations, staff faith formation experiences, and the religious symbols displayed throughout the school.

In 2015 we dedicated our year to discovering the meaning behind our school motto 'Be The Light'. We successfully developed four keys areas which are now known as our 'Rays of Light'. These are Faith, Community, Learning and Leadership. We dedicated a term for each ray of light where we used prayer, Scripture, symbol, movement and meditation to uncover their true meaning.

St Clare of Assisi school is a member of the Corpus Christi Parish and works closely in partnership with the other local Catholic schools. This involves the schools and the parish coming together to not only prepare and celebrate sacraments, but to join together to experience spiritual occasions such as meditation, prayer, masses and staff spirituality development.

Beyond our school community, St Clare of Assisi successfully continued our strong partnerships with Caritas Australia, Global School Partners and St Vincent de Paul. On a local level we support St Vincent de Paul's 'Winter Woolies' appeal and Christmas Hampers. Our relationship with St Vincent de Paul will continue to be strengthened as we develop the 'Mini Vinnies' program at St Clare of Assisi. Through Global School Partners our international focus saw St Clare of Assisi continue to support St Joseph's Academy in Kenya. The school is located behind a brick building but is itself made from timber and corrugated iron. The students have an active band and dance group and welcome visitors with a vibrant exhibition of their talent. The school supplements its income by providing a posho mill which grinds maize/corn for the local community for a small charge. Through fundraising St Clare of Assisi were able to use funds to improve:

- Potable water, via a water tank capturing the rain water from the iron roof,
- Text books
- Games equipment,

Our future goal is to support the construction of a permanent brick classrooms to replace the corrugated iron.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
307	322	74	629

* Language Background Other than English

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 2015 was 93.16%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	92%
Year 5	93%
Year 6	92%

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.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
41	15	56

* This number includes 30 full-time teachers and 11 part-time teachers.

Percentage of staff who are Indigenous	2%
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Professional Learning

In 2015 all teachers have been involved in professional learning. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific in-services, meetings and conferences.

The content of these days was as follows:

- Mission and Vision of the school
- Mathematics
- English
- Learning Support
- Goal Setting
- Assessment
- Positive Partnerships
- Senior First Aid & Anaphylaxis

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	51%	48%	5%	11%
	Writing	63%	47%	1%	7%
	Spelling	42%	41%	9%	15%
	Grammar and Punctuation	58%	52%	11%	11%
	Numeracy	40%	34%	12%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	34%	34%	8%	18%
	Writing	21%	19%	7%	18%
	Spelling	41%	33%	14%	15%
	Grammar and Punctuation	37%	36%	10%	17%
	Numeracy	26%	28%	15%	16%

Section Seven: School Review and Improvement

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 2015

In 2015 our key achievements included:

- development of a framework around the pedagogical use of ICT and a BYO iPad Program at St Clare of Assisi
- professional development on the use of ICT
- a parent forum on current educational theories on ICT in schools
- professional learning on a range of literacy issues
- Update of the Writing and Spelling policies
- scope and sequence developed for phonics and spelling rules
- Continuation of explicitly taught problem solving strategies
- development of problem solving as a way of teaching mathematics to ensure retention of skills and understanding
- use of the Maths Online program for both classroom and home use
- scope and sequence of standardised testing implemented across whole school
- development of teacher use of formative assessment to inform teaching
- use of standard assessment planning pro-forma extended to all Key Learning Areas
- review and update of the Core Document for Pedagogy completed
- staff provided with further professional learning on the analysis of NAPLAN data and how to use this to guide their teaching to meet specific student needs and increase student growth.

Priority Key Improvements for 2016

Faith

- More effective use of Scripture in Religious Education lessons and prayer
- Enhance prayer experiences for staff, students and community
- Behaviour Management and School rules aligned to 'Rays of Light'

Community

- Alignment between policy and practice
- Improved student mental health and wellbeing
- Successful continuation of the Chaplaincy Program
- Development of a Community Business Directory
- Improved team teaching, team mentoring and teacher collaboration

Learning

- Effective analysis of student assessment data to inform teaching and improve student outcomes
- Use of best practice in assessment and reporting
- Effective tracking and monitoring of student assessment data across year levels

- Effective goal setting and self reflection
- Effective intervention systems for addressing student learning needs
- Student participation in enrichment opportunities
- Use of inquiry learning model in teaching and learning
- Implementation of BYOi program
- Effective use of learning spaces and improved aesthetics of the school and modernize outdoor spaces

Leadership

- Staff team structures promote effective collaboration, resource use and embedded professional learning
- Effective Year 6 Leadership Teams

Section Eight: School Policies

Student Welfare Policy

St Clare of Assisi is a community shaped by the charism of St Clare of Assisi. As such we want our school to be a happy place: a warm and safe environment where shared beliefs, consistent expectations and a framework for support which encourages each individual to learn and grow. When dealing with inappropriate behaviour we also use Restorative Justice practices and this is having a positive effect on the behaviour of all students in the school.

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 and Management Policy is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website. Our 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

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 opinions of parents were sought during 2015 to contribute to the planning for continuous school improvement. Parents continued to express a very high level of agreement to all of the statements in their survey. The following were highlighted areas:

- 95% strongly agree or agree that teachers are enthusiastic in their approach to teaching
- 89% strongly agree or agree that SCA has high standards of student behaviour
- 92% strongly agree or agree that SCA provides sufficient challenges for their child
- 95% strongly agree or agree that believe staff at SCA listen and act on concerns
- 100 % strongly agree or agree that SCA has a safe environment
- 92% strongly agree or agree that SCA is well maintained and is aesthetically pleasing
- 95% strongly agree or agree that SCA is meeting the pastoral, social and emotional needs of kids
- 89% strongly agree or agree they are satisfied with the education at St Clare of Assisi Primary School.

Student Satisfaction

Most students agreed or strongly agreed that they:

- liked being at school and felt safe;
- did interesting things;
- display generally high levels of motivation and engagement in all school activities and lessons;
- received a good education;
- felt accepted by other students;
- have high rates of participation in special events (e.g. Showcase, assemblies, and sporting events);
- display pride in the school through leadership program opportunities and the wearing of the correct school uniform;
- have peaceful, active participation in playground activities;
- have a genuine respect and fondness for the staff; and
- that the school celebrated student achievements.

Issues raised by the students included the need to work on keeping the school grounds clean and tidy, listening to student opinions and improving the access to computers, laptops and iPads for student use.

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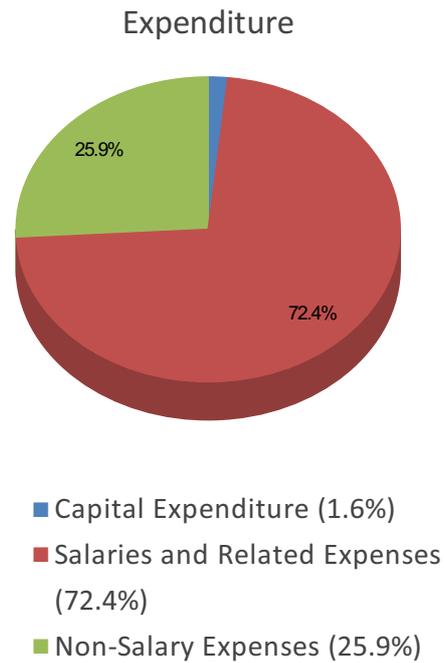
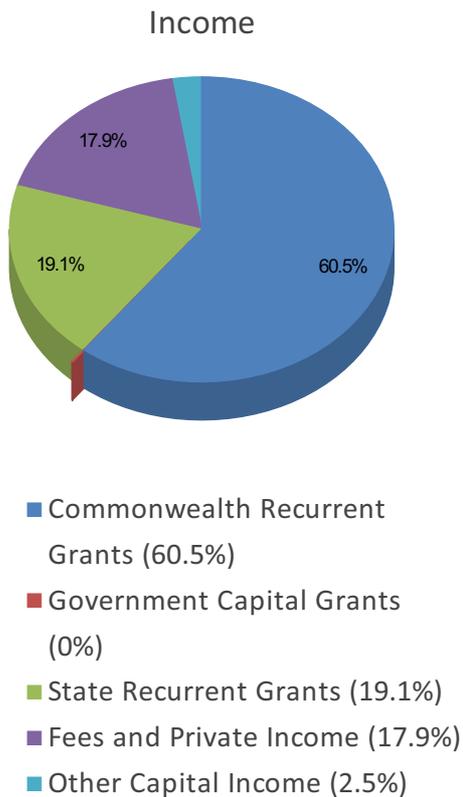
Teacher Satisfaction

Staff satisfaction indicated a positive response to the school. Staff rated the following areas highly:

- Belief that their work made a difference to the students:

- Believe that their work made a difference to the students,
- That their work at school was important, that they achieved a lot of satisfaction from working in the school;
- St Clare of Assisi was a good place in which to work;
- Staff have the required resources to carry out their role;
- Staff indicated they were aware of the current school priorities;
- Staff support the change initiatives were being undertaken especially in the areas of literacy, numeracy, assessment and ICT;
- Improved understanding and use of assessment data;
- Staff appreciate the access to quality professional development;
- Staff communication is seen as effective;
- Pastoral care and relationships were seen as supportive;
- Collaborative professionalism was appreciated;
- Staff felt supported by the parent community;
- The happy atmosphere and the enthusiasm of students were seen as a highlight.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,559,812
Government Capital Grants ²	\$2,061
State Recurrent Grants ³	\$1,440,920
Fees and Private Income ⁴	\$1,347,599
Other Capital Income ⁵	\$188,221
Total Income	\$7,538,613

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$116,026
Salaries and Related Expenses ⁷	\$5,103,689
Non-Salary Expenses ⁸	\$1,828,694
Total Expenditure	\$7,048,409

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.