



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Clare of Assisi Primary School Conder

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Principal

Mr Matt Egan-Richards

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 600 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 enable us to turn our vision into action:

Faith--Community--Learning--Leadership

These core principles shape how we work together to support the development of our students. They are also the core principles on which we are building our vibrant 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 2017 and was written by representatives of all sections of our community; staff, parents and students.

Parent Body Message

The Community Council allows parents to support the mission of Catholic education at St Clare of Assisi School. By working with staff, the Council provides leadership to the school by contributing to policy development, providing community opinion, as well as engaging in a range of school activities.

Catholic education at St Clare of Assisi is truly a partnership between the home and the parish school. As parents we play the key role in the growth and education of our children embedded in the Catholic faith; with the daily learning and pastoral environment provided by the school.

Throughout 2017, the Council supported the school through a range of mechanisms and functions. This included providing advice to the School Executive. Other important activities coordinated by the Council that led to an improved sense of community included another highly successful Fete, family barbeques and improving our successful Parent Network. The Council also led the school in resources investment, focussed on embedding our BYOD policy, the purchase of new ICT capability, grounds & facility improvements & resources for classrooms.

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 2017. 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 Primary School caters for students in Kindergarten - Year 6, and in 2017 had an enrolment of 585 students. Students attending this school come from a variety of backgrounds and nationalities consisting of 299 male and 286 female students; 19 indigenous students; and 62 Language Background other than English (LBOTE). The school employs 51 staff comprising 38 teachers and 13 non-teaching staff, the latter being employed in a variety of capacities including Classroom 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 a major emphasis at St Clare of Assisi and plans are in place to continuously 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

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 religious symbols displayed throughout the school.

In 2017 we dedicated our year to bringing to life the meaning behind our school motto 'Be The Light'. We enthusiastically explored our third 'Ray of Light', that of Community. In each term we further explored this theme by committing to enrich our 'relationships' (Term 1), responding with a renewed sense of 'justice' (Term 2), and taking 'action' to build our community (Term 3 and 4).

Beyond our school community, St Clare of Assisi successfully continues our strong partnerships with Caritas Australia, Global School Partners and St Vincent de Paul. Our community raised \$1500 in the Lenten season through our Project Compassion donations. On a local level we supported St Vincent de Paul's 'Winter Woolies' appeal and Christmas Hampers. Through Global School Partners our international focus saw St Clare of Assisi continue to support St Joseph's Academy in Kenya. Most recently we have raised money for St Joseph's to rebuild hygienic and private toilet facilities.

We take our spiritual journey together and are open to new ideas to engage our community with contemporary Religious Education and vibrant spirituality.

In 2018 our school will embark upon a system led initiative designed to change the face of Religious Education across the Archdiocese, focussing on contemporary pedagogy in Religious Education. As teachers we ask:

- o How do young people and the youth of today best learn about faith?
- o How can we lead students to engage in faith?
- o How can we deliver effective instruction?
- o How can we inspire students to be a religious voice in the world?

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 2017:

Girls	Boys	LBOTE*	Total Students
272	303	54	575

* 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 2017 was 91.90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	93%
Year 2	91%
Year 3	91%
Year 4	94%
Year 5	93%
Year 6	89%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
40	13	53

* This number includes 24 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous	2%
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Professional Learning

In 2017 all teachers have been involved in professional learning. These activities are designed to develop the skills and understandings of staff to improve student learning. 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:

Mathematics

English

Learning Support

Goal Setting

Assessment

Student Counselling

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	55%	52%	6%	10%
	Writing	68%	45%	1%	8%
	Spelling	55%	46%	12%	13%
	Grammar and Punctuation	73%	56%	9%	11%
	Numeracy	44%	40%	6%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41%	37%	17%	15%
	Writing	26%	16%	8%	19%
	Spelling	39%	34%	12%	14%
	Grammar and Punctuation	33%	34%	18%	18%
	Numeracy	23%	28%	12%	15%

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 2017

In 2017 our key achievements included:

Full implementation of uninterrupted literacy learning blocks

Full implementation of uninterrupted numeracy learning blocks

Implementation of a framework around the pedagogical use of ICT and a BYO iPad Program at St Clare of Assisi

Drafting of a school ICT strategic plan

Professional development on the use of ICT

Professional learning on a range of literacy issues

Professional learning on a range of numeracy issues

Continuation of explicitly taught problem solving strategies

Implementation of problem solving as a way of teaching mathematics to ensure retention of skills and understanding

Continuation of the Maths Online program for both classroom and home use

Development of teacher use of formative assessment to inform teaching

Use of standard assessment planning pro-forma extended to all Key Learning Areas

Staff provided with ongoing 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 2018

The School's Annual Improvement Plan indicates intended improvements across all areas of the school.

We have identified the following strategic goals for 2018:

1. Communicate Effectively

Ensure all members of the school community are aware of all events in a timely manner.

Inform staff and parents of 2018 improvement plan and provide regular updates.

Communicate in a consistent and expected manner. Have clear and consistent staff expectations.

2. Through effective pedagogy, differentiate to meet the needs of each student in each class.

Have all students engaged in their learning.

Ensure each student meets, or exceeds, anticipated growth.

Use Inquiry effectively.

3. Build the capacity of each other, to contribute to the growth and wellbeing of students.

Inspire and support each other to be the best we can in our roles.

Each staff member identifies professional goals for growth.

Form staff structures and teams that provide for direction and feedback with staff goals.

Leadership team provide regular and meaningful feedback to staff.

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 strive to ensure our school is a happy place: a warm and safe environment where shared beliefs, consistent expectations and a framework for support all encourage each individual to learn and grow.

When dealing with inappropriate behaviour we also use Restorative Justice practices which 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 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>.

Catholic Education in the Archdiocese of Canberra & Goulburn 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 we recognise 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.

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. The school follows the Catholic Education Policy as listed on the CE website at <https://cg.catholic.edu.au>.

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 2017 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:

97% strongly agree or agree that teachers are enthusiastic in their approach to teaching

92% strongly agree or agree that SCA has high standards of student behaviour

90% strongly agree or agree that SCA provides sufficient challenges for their child

97% strongly agree or agree that believe staff at SCA listen and act on concerns

99 % strongly agree or agree that SCA has a safe environment

95% strongly agree or agree that SCA is well maintained and is aesthetically pleasing

97% strongly agree or agree that SCA is meeting the pastoral, social and emotional needs of kids

92% 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.

Teacher Satisfaction

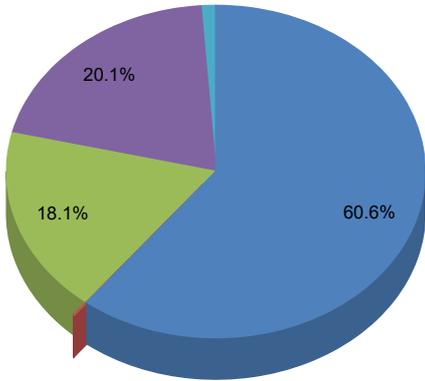
A staff satisfaction survey was undertaken in August 2017. Invitations with a link to the on-line survey instrument were sent to all staff. Overall staff were very satisfied with our school, would recommend the school to others and felt the school encouraged a climate conducive to staff professional learning and improvement in practice. Teachers felt the school celebrates student achievements, that Catholic religious identity was a strong focus and that there was a strong relationship between the parish/chaplain and school.

Teachers also expressed that the school promotes and sets targets to improve student learning outcomes and that we effectively use data to improve learning and pedagogy.

An area for improvement was communication, particularly the articulation and explicit communication of the school wide targets for improvement. This will be addressed in our annual improvement plan for 2018. Furthermore, teachers would also like the opportunity for more feedback to improve teaching and for more time for professional dialogue and collaboration.

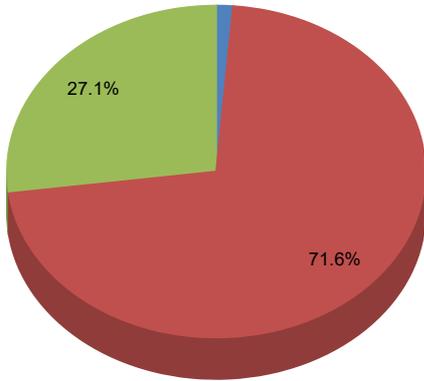
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (60.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (20.1%)
- Other Capital Income (1.1%)

Expenditure



- Capital Expenditure (1.3%)
- Salaries and Related Expenses (71.6%)
- Non-Salary Expenses (27.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,457,194
Government Capital Grants ²	\$1,653
State Recurrent Grants ³	\$1,334,760
Fees and Private Income ⁴	\$1,479,825
Other Capital Income ⁵	\$84,565
Total Income	\$7,357,997

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$86,219
Salaries and Related Expenses ⁷	\$4,813,127
Non-Salary Expenses ⁸	\$1,819,838
Total Expenditure	\$6,719,184

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.