## SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Heidelberg Street Conder ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mr Brad Gaynor</td>
</tr>
<tr>
<td>Parish Priest / School Chaplain:</td>
<td>Fr Peter Day</td>
</tr>
<tr>
<td>School Board / Council Chair:</td>
<td>Mr Patrick Barrenger</td>
</tr>
<tr>
<td>Telephone:</td>
<td>02-62941860</td>
</tr>
<tr>
<td>Fax:</td>
<td>02-62948613</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:office.stclaresconder@cg.catholic.edu.au">office.stclaresconder@cg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.sca.act.edu">www.sca.act.edu</a></td>
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This report was prepared by:

Brad Gaynor

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
Welcome to the Annual Report for the 2014 school year. Contained within this report are messages from the various stakeholders that form our school community, data that provides information regarding the school’s performance in NAPLAN tests and additional information which provides insights into the operation and future planning of our school.

This year our school celebrated its 20th Anniversary with a range of celebrations to mark this special event. It was a wonderful opportunity to reflect on all the achievements the school community has celebrated in such a short amount of time. We look forward to the next 20 years with the same excitement and enthusiasm.

School Council Message
We started 2014 welcoming our new Principal, Brad Gaynor and our new Assistant Principal, Val Ciuffetelli. Our Community Council has focused on handover of previous works completed as well as beginning to embark on new initiatives.

We have invested in our ICT capability for our students with the inclusion of iPads, laptops, software and other hardware. We conducted a successful parent forum, focusing on the future development of our School Improvement Plan.

There will be some structural changes to the way the Community Council operates next year with one meeting per term being open to the parent community. Our Community Council will continue to work on ways to improve the St Clare of Assisi community involvement and support.

Student Representative’s Message
Year 6 have participated in many activities and have learnt and grown as people in 2014. Student leadership was a focus again this year. The Leadership Program provided the opportunity for all Year 6 students to experience the responsibility of leadership by taking on one of the following roles:

- Hospitality Leaders
- Faith & Justice Leaders
- Media & Marketing Leaders
- Sport Leaders
- Environment Leaders.

Peer Support is also held fortnightly during Terms 2 & 3 and is a great way for us to find ways to deal with problems and meet new people.

SCHOOL FEATURES
St Clare of Assisi is a Catholic Primary School located in Conder. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 664 students. Students attending this school come from a variety of backgrounds and nationalities consisting of 337 male and 327 female students; 16 Indigenous students; and 60 from a Language Background other than English (LBOTE).
The school employs 58 staff comprising 43 teachers and 15 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, Canteen Staff, Library Assistant and Front Office Staff. No staff employed identify as Indigenous.

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

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.

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.

STUDENT ACHIEVEMENT - NAPLAN

Students in **Years 3 and 5** sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

**School and National Mean Scale Scores**

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
<td>Numeracy</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>419</td>
<td>402</td>
<td>412</td>
<td>426</td>
<td>402</td>
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<tr>
<td><strong>School</strong></td>
<td>414</td>
<td>413</td>
<td>390</td>
<td>422</td>
<td>398</td>
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<table>
<thead>
<tr>
<th></th>
<th>YEAR 5</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
<td>Numeracy</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>501</td>
<td>468</td>
<td>498</td>
<td>504</td>
<td>487</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>503</td>
<td>471</td>
<td>492</td>
<td>496</td>
<td>477</td>
</tr>
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</table>
The above tables show that St Clare of Assisi has a larger percentage of students achieving at or above the Minimum Standard (both in Years 3 and 5) than the national average figure.

The Year 3 data indicates that there is an over-representation of students in Bands 2-4 across all areas. There is an under-representation of students in Bands 5 and 6 in most areas (particularly Spelling and Numeracy).
Year 5 results also indicate that there is an over-representation of students in the middle bands (Bands 5 and 6) in Writing, Spelling and Grammar, Numeracy and Punctuation. There is an under-representation of students in Band 8 for Reading, Spelling, Grammar and Punctuation and Numeracy.

SCHOOL POLICIES

Enrolment Policy
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Archdiocese of Canberra and Goulburn (CE) website at http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx

Catholic children living in the enrolment zone for St Clare of Assisi Primary School, who attend the preschool program at the local Corpus Christi Parish Early Learning and Care Centre in Gowrie, have priority entry into our school for Kindergarten. CE provides the complete enrolment criteria.

Attendance Policy
The Class Roll is an official register of attendance and must be maintained correctly to ensure that it complies with the Education Act 2004. The roll is marked twice daily and electronic rolls were trialled during Terms 3 and 4. If a student is away for three or more days, without explanation, the teacher makes contact with the parent or guardian of the student. If children are regularly absent for unexplained periods of time or late their teacher informs the Principal or Assistant Principal. After consultation with the Principal or Assistant Principal the “Absenteeism and Lateness Notification” letter is sent home.

If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with Indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

The Principal informs CE of serious attendance issues.

Student Welfare and Expectations 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 that encourages each individual to learn and grow. In 2014 our policy has been revised and refined using a five Step Plan. 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 Expectations Agreed Practice is available on the school website or from the Front Office.
Complaints and Grievances Resolution Policy

The 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.

PRIORITIES AND TARGETS

ICT Priorities

- Liaise with other Archdiocesan schools and develop a framework around the integration of a Bring Your Own Device system for Apple products for upper primary students.
- Develop a framework around the pedagogical use of Information and Communication Technology (ICT) at Saint Clare of Assisi.
- Rollout student email.
- Provide inservicing on the use of ICT at St Clare of Assisi Primary School.
- Develop a forum where the latest educational apps, programs and current educational theories on ICT in schools can be analysed and discussed.

Literacy Priorities

- Facilitate professional learning on Reading Eggs online learning program and effectively integrate it into all Kindergarten to Year 3 classrooms.
- Update the Writing Policy and implement it across the school.
- Establish a scope and sequence of text types to be taught.
- Facilitate professional learning on Writing and the Write on Document in preparation for the school writing policy.
- Implement the Spelling Policy that was developed in 2014 across the whole school.
- Develop a scope and sequence for phonics and spelling rules to accompany Spelling policy.
- Continue to consolidate reading groups in all classrooms as per the school policy.

Numeracy Priorities

- Continue to explicitly teach problem solving strategies for the students to further develop their problem solving abilities.
- Use problems as a way of teaching mathematics to ensure retention of skills and understanding. Develop a ‘problem of the week’ in each classroom.
- Begin to look at assessment for mathematics, especially assessment for learning and quick and easy ways for the teachers to do this. Professional development will be provided.
- Continue to use the Australian Maths Framework and Gradual Release Responsibility model to plan and program for mathematics at St Clare of Assisi Primary School.
- Update the mathematics policy to align with current practice.
- Use the maths online program effectively for both classroom and home use.
Assessment and Pedagogy Priorities

- Implement scope and sequence of standardised testing across the whole school.
- Continue to develop teacher use of formative assessment within classrooms to inform teaching.
- Provide further professional learning to teachers on the development and use of rich assessment tasks within units of work.
- Increase teacher understanding and use of the ‘Backward by Design’ process in developing units of work to ensure that assessment is purposeful and appropriately aligned to unit focus.
- Extend use of standard assessment planning proforma to all Key Learning Areas (beyond Mathematics, English and Religious Education).
- Develop and implement an online method of recording and tracking standardised assessment data for individual students i.e. STARS
- Complete the review and update of the Core Document for Pedagogy, Unit Design and Evaluation, Assessment and Reporting and Homework.
- Provide staff 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 (particularly for students achieving results in middle and upper bands).

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional learning during the year. 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 inservices, meetings and conferences.

The school held 5 whole staff days in 2014. The content of these days was as follows:
- Mission and Vision of the school
- Mathematics
- English
- Learning Support
- Goal Setting and Assessment.

Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2014 was 93%.
The teacher retention rate from 2013 to 2014 was 83%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 94%.
School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
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PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, teachers and students were sought during 2014 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 St Clare of Assisi is a Catholic school where Catholic ethos and Gospel Values are obvious.
- 90% strongly agree or agree and support St Clare of Assisi’s community outreach program with the Missions, St Vincent de Paul and Global Partners.
- 98% strongly agree or agree that St Clare of Assisi provides opportunities for parents to share in school Masses, assemblies and prayer celebrations.
- 95% strongly agree or agree that St Clare of Assisi provides a welcoming and inclusive school community amongst parents, caregivers, staff and students.
- 81% strongly agree or agree that St Clare of Assisi has many avenues available to parents for making enquires, raising concerns and making suggestions. 14% are not sure and 5% disagree.
- 99% strongly agree or agree that parents, care givers and community members are given opportunities to work in partnership with the school (e.g. Community Council, classroom helpers, sports days, fete, canteen, etc)
- 97% strongly agree or agree and support the Community Council’s emphasis on improving the facilities at St Clare of Assisi. (e.g. gardens and signage)
- 95% strongly agree or agree that communication between the School and home is improving (e.g. New App, Parent Noticeboard, Newsletter, Notes, Online Calendar, Email, etc.)
- 96% strongly agree or agree and support St Clare of Assisi’s emphasis on Literacy and Numeracy.
- 90% strongly agree or agree that Water Safety lessons should be part of the Kindergarten to Year 6 Physical Education program. 4% are not sure and 6% disagree.
- 98% strongly agree or agree that enrichment activities such as clinics, excursions, extravaganza, speech and drama, drumming and incursions are worthwhile.
- 70% strongly agree or agree and support St Clare of Assisi’s new Homework format. 18% are not sure and 12% disagree.
- 87% strongly agree or agree that the school’s reporting schedule is satisfactory (interim reports, interviews, showcase, written reports, meetings). 5% are not sure and 8% disagree.
• 88% strongly agree or agree and support St Clare of Assisi’s emphasis on sustainability and the environment. 10% are not sure, and 2% disagree.
• 94% strongly agree or agree that St Clare of Assisi’s increasing focus on ICT (laptops, iPads, IWB, online learning, etc) is important for my child’s future. 6% were not sure.
• 38% strongly agree or agree and would support an optional BYOD (Bring Your Own Device) iPad Program at St Clare of Assisi in the near future to support my child’s learning. 32% were not sure with 30% disagreeing.
• 90% strongly agree or agree and support St Clare of Assisi’s new Behaviour Management Steps. (Warning, Thinking Time, Time Out, etc). 8% were not sure and 2% disagreed.

FINANCIAL INFORMATION

![St Clare of Assisi Conder - Income](chart)

<table>
<thead>
<tr>
<th>Income Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Capital Grants</td>
<td>0%</td>
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<tr>
<td>Commonwealth Recurrent Grants</td>
<td>61%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>17%</td>
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<tr>
<td>Fees and Private Income</td>
<td>18%</td>
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<tr>
<td>Other Capital</td>
<td>4%</td>
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![St Clare of Assisi Conder - Expenditure](chart)

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries Allowances and Related Expenses</td>
<td>70%</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>27%</td>
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<tr>
<td>Capital Expenditure</td>
<td>3%</td>
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