St Clare’s
Catholic Primary School
Narellan Vale

Annual School Report
2011
About This Report

St Clare’s Catholic Primary School, Narellan Vale is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2012.

Further information about the school or this Report may be obtained by contacting the school:

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Narellan Vale NSW 2567
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Parish Priest: Fr Michael Williams
Principal: Mr Kevin J Devine
Date: 16 December 2011
Vision Statement

To create and maintain a Catholic Learning Community grounded in the person of Jesus, the tradition of the Catholic Church and the lives of Ss Clare and Francis. Resulting in a school where children learn that they are of great value, that they have many gifts and that they can make the world a better place.

Message from Key School Bodies

Principal’s Message

Our year commenced with the opening of the new carpark at the front of the school, bringing to completion a number of years of construction at the school. The school has had a significant number of achievements throughout 2011, which will be highlighted throughout this report. I believe that the establishment of the new facilities such as the school hall have helped unite and build on the unique spirit of this community.

I take this opportunity to offer my sincere gratitude to all who have supported the school in 2011. We are certainly blessed with the positive partnership that feature in this learning community and recognise the immense contribution made by so many parents throughout the year. When interviewing new parents to this community they will often remark about the positive reputation that the school has within the local community. My hope is that by working together we will maintain our positive community profile.

I would also offer my sincere thanks to all those who have supported the school throughout the year. Your efforts and dedication are most appreciated. I wish to acknowledge the highly dedicated and professional staff of this school community and thank our parish priest Fr Michael for the continued support he offers the school and the families of this community.

Parent Involvement

It is with great pleasure that I report on the activities of the St Clare’s Parents and Friends Association (P&F) for the 2011 calendar year. Shortly after the Annual General Meeting held on 15 November, 2010 the new executive committee met with the principal to formulate the “wish list of resources” for the coming year. These included: Funding the School Parliament, Gross motor equipment for Hall, Library expenses, Feast Day Celebrations, Liturgies & Grandparents day, Cricket Nets & ipads or similar technology.

It is pleasing to note that with the exception of the “ipads or similar technology” all the other items have received the financial support as budgeted. The current balance of the P&F account is approximately $16,000 which will allow the contribution of $15,000 as originally planned.
Activities undertaken this year included:

Mother’s Day Stall, Trivia Night, Mum’s Night Out, Father’s Day Stall, Cookbook, Garden Express Shopping Trip, Golf Day, Disco, Lollipops Night, Bunnings BBQ and the Annual Fair. A wide variety of activities were undertaken by the P&F throughout the course of the year resulting in approximately $49,000 being raised. Some of the highlights of the year were the return of the St Clare’s Trivia Night and The School Disco.

We are blessed at St Clare’s to have a supportive parent body with rarely a shortage of helpers for the many and varied tasks ranging from reading groups to canteen and Mother’s & Father’s Day stalls to the other P&F activities. Some of the friendships developed by being involved in the school during this past year are infinitely more valuable than the funds raised.

\textit{Parents and Friends Association, President}

\textbf{Student Leadership}

The students of Year Six 2011 have shown leadership in Year 6 Parliament by coming up with various initiatives to improve our school and assist the wider community. One such initiative was ‘Candy 4 Cancer’. On this day the students were asked to participate by wearing something pink to support breast cancer research. Students also had the option to order lollies with the money raised going towards the breast cancer foundation. Other initiatives implemented throughout the year included a talent quest, a toy drive, managing the trash and treasure stall at the school fair and organising Spanish day to help celebrate World Youth Day.

With the money raised from the trash and treasure stall, students are making a difference to the lives of others in the wider community by providing care packages for new refugees. This linked to our studies in HSIE this year, where we focused on a unit titled ‘Seeking Refuge’.

We have been able to experience leadership by attending events such as the World Mission launch, Remembrance Day Ceremonies, participating in the Prayer and Gathering with the Bishop and learning about sustainable living at Belgenny Farm.

\textit{School Leaders}

\textbf{School Profile}

\textbf{School Context}

St Clare’s Catholic Primary School is a Catholic Systemic co-educational school located in Narellan Vale. The school caters for students in Years K-6 and has a current enrolment of 611. St Clare’s Catholic Primary school is situated in the Parish of Camden. Established in 1994 with a student population of 45 it has grown into a modern three-stream school with a student population of over 600. The mission of the school is to create and maintain a Catholic learning community grounded in the person of Jesus, the traditions of the Catholic Church and the
lives of Ss Clare and Francis, which results in children learning that they are of great value, have many gifts and can make their world a better place. The school enjoys a positive affiliation with the Parish community of St Paul's Camden, supporting the sacramental and liturgical life of the parish. A feature of the school is its modern well-appointed facilities that allow for the flexible use of learning spaces, enabling a high level of collaboration between both the students and the staff.

The motto of the school- 'A great flame follows a small spark', is lived out each day through the many and varied talents of all those who make up this school community.

**Student Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>304</td>
<td>307</td>
<td>611</td>
<td>7</td>
<td>116</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.scnvdow.woll.catholic.edu.au](http://www.scnvdow.woll.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

**Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89.9%</td>
<td>91.4%</td>
<td>91.5%</td>
<td>92.1%</td>
<td>90.1%</td>
<td>90.8%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Children are required to supply notification as to the reason for their non-attendance on the day that they return to school, the school administration staff issue reminder notices to families who fail to comply.

**Staffing Profile**

There are a total of 35 teachers and 10 support staff at St Clare’s Catholic Primary School. This number includes 25 full-time, 10 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:
Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 98.03%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 94% with staff 3 staff on renewal leave.

Professional Learning

During 2011, St Clare’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. St Clare’s whole school development days involved 40 staff.
   These days focused on:
   - First Aid Training and CPR training (x2);
   - Diocesan launch of the Australian Curriculum;
   - Spiritual Reflection Day;
   - Teaching staff from Years 3-6 participated in an inschool Comprehension course by personnel from the Catholic Education Office; and
   - Teaching staff from K-2 participated in an inschool Early Numeracy course run by personnel from the Catholic Education Office.

B. Other professional learning activities provided at school level including CEO run courses:
   - RR Cross System Learning Day (3 staff);
   - Focus on Grammar: Persuasive Texts (3 staff);
   - ACER persuasive writing certificate (4 staff);
   - A focus on Phonological Awareness K-2 (3 staff);
   - Focus on Literacy K;

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention
• Focus on Literacy 1-2 (2 staff);
• Language of Persuasion workshops (5 staff);
• Leading Libraries (2 staff);
• Focus on Numeracy;
• Focus on Numeracy continuing the conversation;
• Focus on Numeracy 3-4 (2 staff);
• Focus on Numeracy 5-6 (2 staff);
• IP Training Tool (2);
• Lets Play Games social skills program Year 1 (2 staff);
• Hear, Hear, Improving outcomes for Hearing Impaired students;
• Cyber Safety Forum (2 staff);
• IQ Assessments and Your students;
• Improving Outcomes for a student with and ASD (2 staff);
• Technologies for Learning (2 staff);
• Oliver Basic Training (3 staff);
• Exploring Dynamic Learning environments (2 staff);
• Inquiry Based Learning school visits (6 staff);
• Lane Clark Seminars (5 staff);
• Lane Clark Master Class (5 staff);
• David Langford (3 staff);
• UOW Leadership Conference (2 staff);
• K-2 RE curriculum;
• RE Literacy Marking Day;
• Staff spiritual discernment process (whole staff);
• SSO Spirituality Day (2);
• A light for the world;
• RE conference (2);
• Religious Literacy Information Session (2 staff);
• K-6 PDHPE Resource Workshop;
• Leading Libraries;
• Child Protection Training Day (3 staff);
• PDHPE Curriculum workshop (2 staff); and
• Learning for Leadership (2).

The average expenditure by the school on professional learning per Staff member was $452. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $539.
Catholic Life & Religious Education

One of the goals that the school established for 2011 in the area of Catholic Life and Religious Education was the need to enhance the quality of and provision for school based liturgies. The school hall has provided a wonderful venue for the students and their parents to assemble and give praise and thanks to God for the rich blessings we have had bestowed on us at St Clare’s. The teaching staff have fully engaged the students through creative participation in these liturgies and opportunities have been provided for fellowship and hospitality at the conclusion of each liturgy, where parents have gathered for a chat and cuppa.

Two significant whole school liturgies in 2011 were the celebration of Grandparent’s Day during Catholic Schools Week, where under glorious conditions for a change, we celebrated Eucharist. There were many staff and parents who commented on the sense of community and spirit that was alive and present on that occasion. The other most memorable experience of 2011 was the most uplifting celebration of the School Feast day in August. The students travelled to St Paul’s Church where they celebrated Mass with most joyous singing and participation. Both events demonstrated to the school community the great sense of pride the students have in their school.

The school was again active in the support of a variety of social justice initiatives including Caritas, Catholic Missions and the St Vincent de Paul Society. In 2011 a small group of enterprising students from our Year 6 parliament introduced a fundraising initiative to support cancer research. The group arranged a Candy4Cancer day to be held at the school that happened to coincide with a pink day. Over $1,970 was raised through this promotion. The school contributed funds to the Cystic Fibrosis Foundation through our annual Crazy Hair Day promotion as well as providing funds to the Queensland Flood Appeal in February.

The most significant fund raising event occurred prior to Holy Week when the students were privileged to host two guest speakers who spoke of their involvement in Catholic Missionary work. During the holy season of Lent the school held a competition between the grades to see which class could raise the most funds for Caritas. The funds raised through the School Cross Country were directed towards supporting this appeal generating $7,500 for the missions. The approach taken in 2011 did a great deal to promote awareness of the work of the Missions.

Ours school played host to the 5 other schools from the Macarthur and the Southern highlands at St Paul’s Church in Camden to celebrate prayer and gathering with the most Reverend Bishop Peter Ingham. The students delighted in the opportunity to engage with the Bishop personally, during what was a prayerful celebration of faith.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 84 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29th August 2011 and 90 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

The overall results of the students in Part A of the Assessment indicated that our students performed at or above the Diocesan average in a significant number of the questions posed. The students displayed strength in recalling knowledge and facts relating to the story of creation, the Resurrection of Jesus and the life of Mary.

Interestingly, in the questions that required matching and sequencing of events, the students performed slightly below that of the Diocesan average. A careful examination of the results indicated that students with a lower level of skill in reading appeared to fall into that category.

For Part A, 17% of students were placed in the developing level, 51% in the achieving level and 32% were in the extending level.

For Part B, 31% of students were placed in the developing level, 58% in the achieving level and 11% were in the extending level.

Combining Parts A and B, 27% of students were placed in the developing level, 56% in the achieving level and 16% were in the extending level for Religious Literacy.

Financial Summary

In 2011 the school was able to complete the installation of Interactive White Boards (IWB) to all General Learning Spaces throughout the school, to the value of $109,000. The cost of IWB’s was achieved through a partnership between the P&F Association and the school budget, where a loan of $60,000 was taken over three years with the Catholic Development Fund to support the rollout.

In August 2011 the contractors completed the installation of Solar Panels on the roof of the Year 2 classrooms. The project cost valued at approximately $50,000, was provided by the Commonwealth Government’s National Solar Schools Program. It is anticipated that the school will achieve a modest reduction in energy expenditure into the future.
Other significant expenditures included some minor landscaping to the garden areas within the school and the installation of the two new cricket nets adjacent to the basketball court, which should be fully operational early 2012.

The following graphs reflect the aggregated income and expenditure for St Clare’s Catholic Primary School, Narellan Vale for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

Introduction
St Clare’s strives to be a place of belonging where all are treated with dignity and respect. The school aims to be a place of justice, proclaiming the gospel message of hope.

Pastoral Care
A lunch time program known as ‘Kid’s Club’ continued in 2011 and operated for both infants and primary children three days per week. The program again provided an opportunity for students to interact and play games with other students in a more structured environment, enabling the teachers involved, to coach students for success in play based activities with their peers. In Term 4 the staff established a passive play area towards the front of the school to provide a quite area for students to engage in discussion and passive games. The less structured program enabled the students to develop greater independence during playtime.
The school was able to utilise funds to maintain the positive transition programs that were established in 2010 to support the successful transition of students for Kindergarten and grades within the school.

Our Year 1 classes participated in a Diocesan pilot program known as Let’s Play Games, which was designed to assist students with play based social skills.

The positive and productive association with the Mater Dei School continued in 2011, with St Clare’s supporting the schools integration program involving two grades from Mater Dei visiting Year 2 and 5 each fortnight. At the end of Term 3 the Year 5 students visited their Mater Dei friends to share in some fun activities at the Mater Dei campus. The integration program provided mutual benefit to each school community.

A number of opportunities were provided for the students to display their leadership qualities through a range of community initiatives, including: The Camden Australia Day Parade, Harmony Day celebrations, the Campbelltown Vietnam Veteran’s Day and the Ingleburn Remembrance Day Memorial Service; the ANZAC Day Dawn Service and Fun Run, the Fisher’s Ghost Fun Run, The Campbelltown Catholic Club annual Mass; The sale of Peace Eggs for the Mater Dei School; the Macarthur Sustainability Expo and the Launch of Catholic Mission Month.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

In 2011 St. Clare’s continued to implement the School Review and Improvement (SRI) tool “How Effective Is Our Catholic School?” The element known as 2.1 Educational Potential was deemed to be an area requiring significant action. A number of elements were addressed through the improvement process. They included:

- using an inquiry approach to learning;
pathways and opportunities;
- record keeping and communication, the identification of assessment tools and; and
- developing a school wide definition for differentiation.
Each staff member was an active participant in the review and improvement cycle.

**Curriculum & Pedagogy**

A key area of focus for 2011 was the area of literacy, in particular improving the comprehension of students through professional development. In 2011 the school successfully applied for, and was granted, a Diocesan Learning Community Project worth $8,000 to support teacher professional development in literacy. Staff from Years 3 to 6 participated in professional development that enabled staff to come to a better understanding of the nature of the reader and how the reader comprehends. The teaching staff were able to include many different comprehension strategies into their literacy block with great success. The school also purchased resources to assist in supporting the teaching of comprehension strategies for each teacher attending the workshops.

Further investment of time in the key area of numeracy occurred in 2011. Teachers from Kindergarten to Year 2 received professional development opportunities with a focus on numeracy in the early years. The workshops greatly influenced the teaching of numeracy at St Clare’s and reinforced and supported the professional development and teaching in numeracy that were an essential part of the 2010 plans. Two teachers attended professional development opportunities facilitated by David Langford and were able to use some of the understandings gained through the extended professional development course to further differentiate the mathematics curriculum in Stage 3.

Another area of focus for 2011 was Inquiry Learning. Several staff had the opportunity to attend a two day professional development seminar and workshop of inquiry facilitated by Lane Clark. A number staff members visited schools within the Diocese of Wollongong that have an established inquiry process to learning embedded in their curriculum. The professional visits allowed staff to participate in reflective dialogue regarding the direction of curriculum for the students of St. Clare’s and will act as a cornerstone for the development of authentic, meaningful tasks for students into the future.

In 2011 the Diocese of Wollongong launched the Gifted and Talented Network. A representative from St Clare’s was a member of this network which enabled the school to be a part of the launch of the Gifted and Talented Policy. Teaching staff received a professional development workshop regarding Giftedness and ways to differentiate learning in the classroom.

The St Clare’s staff were part of a process of the spiritual development experience in 2011 known as ‘Lighting the Way’. This process enabled staff to determine a pathway for personal spiritual development through discussions with a program facilitator.
During 2011 the staff identified professional goals to be met during the school year. Teachers arranged collegial visits to observe the practice of their colleagues in areas identified for growth.

In 2011 the students received two academic reports to communicate progress to parents. The reporting format aims to provide parents with information about student progress and provides information about areas that the parents may wish to work on to support their child’s academic growth. Parents were also invited to attend a student led conference during Term 2.

**Cross Curriculum**

Students were again encouraged to participate in the Premier’s Reading Challenge to assist in promotion of a love of reading quality literature. In 2011, 492 students completed the challenge. There were 142 students who had, over the past four years, participated in the Premier’s Reading Challenge who received a gold award.

The students were invited to trial and participate in a number of sporting events. These included cricket, soccer, netball, rugby union, AFL, swimming, cross-country and athletics. The students achieved a high level of success with a number of students making representative teams. One student achieved success at a national level using the pathways available through school sport’s programs.

**Meeting the needs of all students**

St Clare’s continued its commitment to meeting the diverse learning needs of students. The staff sought to address these learning needs through the implementation of a variety of strategies that provide an engaging and stimulating learning environment. Teachers who work with students with specific educational needs devise an individual plan (IP). Transition meetings were held in terms two and four to discuss student progress with parents, and to set goals for future improvement.

The Reading Recovery Program continued to provide early intervention to students in Year 1 through an intensive one to one reading and writing program. In 2011 two teachers facilitated the program with 19% of the Year 1 cohort able to access the program. All students identified for the program were successfully graduated from Reading Recovery.

**Expanding Learning Opportunities**

In 2011 grades were involved in incursions and excursions to support the learning that occurs within the classroom. These included:

- Kindergarten – “Puss in Boots” movie and a trip to the local library;
- Year 1 – The Zoo;
- Year 2 – Wildlife World and the Aquarium;
- Year 3 – Walking tour of the Rocks;
- Year 4 – “Hubble” IMAX movie and the Powerhouse Museum;
- Year 5 – Teen Ranch camp; and
- Year 6 – Canberra camp.

Other whole school or part school incursion included “Totally Amazing” Book Week presentation, Musica Viva’s presentation - Sounds of Baroque, and Mary MacKillop’s feast day celebrations led by Jen Charadia.

In the area of Physical Education, St. Clare’s took an active role in participating in numerous sporting carnivals and gala days. These included a swimming carnival, athletics carnival, cross country carnival, soccer, netball, rugby league, rugby union and cricket gala days. The school also entered several teams into the Tiger Shield soccer gala day with outstanding results. In 2011 the running club were present at two community events – the ANZAC day fun run and the Fisher’s Ghost fun run. St. Clare’s team performed extremely well in both events with a large number of students and families participating. The students were also able to participate in coaching clinics for different sports at school. These included AFL, rugby union and rugby league clinics. In August the school hosted some representatives of Australian Rugby Union who were able to show students the William Webb Ellis Trophy and the Tri Nations Trophy. The school was able to purchase $5,000 worth of gross motor equipment for the students from Kindergarten to Year 2 to utilise and assist with general co-ordination and balance in a fun but challenging way.

Two students represented the school in the North West Cluster of Schools Diocesan Public Speaking Competition. Both students then progressed to the Diocesan Public Speaking Competition, with outstanding results. The students were also provided with the opportunity to participate in Diocesan competitions such as the Christmas Art Competition and the Diocesan Creative Writing Competition. A small number of students accepted the invitation to participate in the University of NSW academic competitions of Mathematics, English, Science and Writing.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**NAPLAN**

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.
The school participated in the National Assessment Program for Literacy and Numeracy (NAPLAN) in 2011, for the purpose of diagnosing individual progress in Numeracy and Literacy to parents and teachers as well as providing vital information to the school regarding the teaching and learning program offered at St Clare’s. Information from the National Assessment was forwarded to individual parents and the school towards the end of Term 3 2011. Comparative data will be available from early 2012 from the Myschools website.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note:** Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2011: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
### NAPLAN 2011: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>99%</td>
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<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Parent, Student and Staff Satisfaction

The school parent satisfaction survey was made available to all parents via the electronic newsletter as well as a hard copy sent home to parents. Of the more than 400 parents the survey was sent to, 77 were returned to the school. The survey instrument contained 11 statements in relation to the school. Parents were required to rate the school on a scale of 1-5 with 5 being the highest rating. In almost every category the school rated 3 or higher with some minor exceptions. Areas which could be considered strengths include: St Clare’s as a place which assists in the spiritual formation of the students with 97% of respondents a 4 or higher; the opportunity for parents to become involved in the school rated at 97% also. Parents also felt that the staff of St Clare’s were genuinely interest in the welfare of the students, with a high proportion of the respondents rating the school at either a 4 or 5. The parents identified St Clare’s as a school as providing a safe and supportive learning environment for their children.

Some of the areas that warrant further investigation related to the ability of the school to cater for the diverse needs of learners with 68% of parents rating the school either a 4 or 5 and 23% offering a rating of 3, there was similar rating for the way the school utilises resources and personnel to ensure that the diverse needs of learners are being met. The survey indicated strong support for the various co-curricula experiences that are offered at St Clare’s and expressed a positive response to being adequately informed about events that take place within the school.

The student satisfaction survey of 159 students indicated that they were very proud of their school, that their teacher encouraged them to learn to the best of their ability and that there were opportunities for them to be involved in the school. The 2011 survey indicated a slight improvement relating to child safety and well being questions with 91% of respondents knowing whom to approach for help should they encounter a problem and 89% indicating that they feel safe at school.
The data available through the biennial employee survey indicates that a friendly working environment exists at St Clare’s and employees see themselves as working effectively as a team. Positive relationships exist among staff and the majority of staff felt appreciated and recognised for the contributions they have made at work. 80% of the staff that completed the survey felt that they had the opportunity to improve their skills and grow during the course of their work throughout the year.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

**School Review and Improvement components reviewed and rated in 2011:**

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and broader Church
- Key Area 2: Students and their Learning
  - 2.1 Educational Potential
- Key Area 3: Pedagogy
  - 3.6 School Climate, Learning environment and Relationships
  - 3.7 Professional Learning
- Key Area 4: Human Resource Leadership and Management
  - 4.2 Professional Development of Staff
  - 4.5 Overall Compliance with legislation and other requirements
- Key Area 5: Resources, Finance and Facilities
  - 5.4 Financial Management

**School Review and Improvement components to be reviewed and rated in 2012:**

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education
- Key Area 2: Students and Their Learning
  2.2 Rights and responsibilities
  2.5 Pastoral Care
- Key Area 3: Pedagogy
  3.4 Planning, Programming and Evaluation
- Key Area 4: Human Resources Leadership and Management
  4.1 Recruitment, selection and retention of staff
  4.3 An ethical workplace culture
  4.4 Succession Planning
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.3 Linkages to the wider community
- Key Area 7: Strategic Leadership and Management
  7.2 Innovation, development and change.