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 (SRI) 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 Action Plans.

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 2013.

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

St Clare’s Catholic Primary School
P O Box 116
Narellan Vale NSW 2567
Ph: (02) 4647 2845
Fax: (02) 4647 2847
Email: info@scnvdow.woll.catholic.edu.au
Website: www.scnvdow.woll.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: Mr Kevin Devine
Date: 30th November 2012
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

The main focus for the 2012 School Year was to develop a common understanding of and approach to Inquiry Based Learning using the Lane Clark model of where thinking and learning meet for purposeful and authentic learning. The thrust of teacher professional learning was led a highly respected teacher educator and resulted in a significant impact to student engagement and learning outcomes.

Throughout the year we witnessed an increased student involvement in their learning and observed first-hand the impact their learning was having, both within and outside the school community. I congratulate the students on their initiative and their desire to make a difference for others as a result of their learning.

From a community perspective, I have been extremely encouraged by the generous support of so many in ensuring that St Clare’s remains a place of quality learning and care for others. I feel very confident that the learning platform that has been established for our students will result in continued improvement next year and in the years to come.

I acknowledge and appreciate the continued support of our Parish Priest Fr Michael, in his pastoral role for the members of this school community and thank our highly professional staff or their commitment and dedication in ensuring that our students receive a quality Catholic education.

I wish the school community every blessing for the 2013 School Year and trust that the Acting Principal, Mr Paul Moroney will enjoy the same level of support that I have enjoyed whilst principal of St Clare’s.

Parent Involvement

It is with great joy that I report that the Parents and Friends Association has been active in its support for the school throughout 2012. Our initiatives have helped provide home readers/literary materials for classrooms, chairs for Kindergarten (K) and Year 1, iPads for the classrooms as well as supporting the school in providing funds toward the community care fun day and the St Clare’s Feast Day.
Activities undertaken raising funds this year included the Mother’s Day Stall, Bingo Night, Mum’s Night Out, Father’s Day Stall, Cookie Dough Drive, Shopping Trip, Disco, Bunnings BBQ, The Annual Fair and the Dad’s Barefoot Bowling afternoon. In addition to the fund raising aspect these initiatives provided a great social interaction opportunity, not only for the Parents but also for our children (Disco & Fair).

This year has been the ‘year of trying something new’ with some different ideas being trialled, all with very positive results. A big thank you to everyone who has been involved in either coordinating or supporting any of the functions.

A special note of thanks to the Care Committee, a group of dedicated individuals who provide meals to families who were experiencing difficult times generally due to the illness or passing of a loved one, but also touch families in times of great joy when welcoming a new baby into the world. It is this unconditional giving and caring that distinguishes us as a true Catholic Community.

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 and the other P & F activities. The friendships developed by being involved this past year are of immense value to the school community.

Parents and Friends Association, President

Student Leadership

The students of Year 6 have demonstrated great leadership in the School Parliament of 2012 by coming up with various initiatives to improve our school and the wider community. One such initiative was the Buddy Day, where students were asked to dress in something purple and received a presentation by a young leader from the community on the theme of anti-bullying. The Spring Festival was another initiative that was developed by a group of students from the school parliament. It involved residents of Camden House Nursing Home visiting our school for a special morning tea, whilst being entertained by the finalists from the school talent quest and the school choir. Another group of students organised a day where the students could order different coloured cupcakes, with the proceeds donated to the Royal Societies for the Prevention of Cruelty to Animals (RSPCA) for sick and abandoned animals. Other initiatives included the talent quest, the pizza lunch for the children in Year 3 who received the sacrament of First Holy Communion, and the running of the trash and treasure stall at the annual School Fair.

A number of our student leaders represented the school at the launch of Project Compassion, and various remembrance ceremonies for members of our armed services.

School Leaders
School Profile

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 six hundred and five (605) children. 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012 Enrolments</strong></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>289</td>
</tr>
<tr>
<td>Girls</td>
<td>316</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
</tr>
<tr>
<td>Indigenous</td>
<td>12</td>
</tr>
<tr>
<td>LBOTE</td>
<td>100</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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.
Student Attendance

<table>
<thead>
<tr>
<th>2012 Attendance (%)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>91.8</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.9</td>
<td>92.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.0</td>
<td>90.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.8</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.7</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>87.8</td>
<td>86.7</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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.

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 34 teachers and 11 support staff at St Clare’s Catholic Primary School. This number includes 24 full-time, 10 part-time teachers. The composition of the workforce is as follows:

- 32 female teachers and 2 male teachers
- 11 female School Support Officers
Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualifications Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 98.58%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 93%.

Professional Learning

During 2012, St Clare’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:
A. St Clare’s whole school development days involving teaching and support staff. These days focused on:
   - Lane Clark Inquiry Based Learning - Seminar Day (27);
   - Lane Clark Hands on Master Class. (27);
   - Staff Spiritual Formation Day - Advent - A season of Enlightenment (36 participants); and,
   - Learning Community Project – Inquiry Learning (22 participants).

B. Other professional learning activities provided at school level including CEO run courses:
   - Focus on Literacy Reading Comprehension K-2 (1);
   - Reading Recovery Support Teacher Professional Learning Day (1);
   - Focus on Numeracy continuing the conversation 3-6 (1);
   - Focus on Numeracy K-2 Learning Framework (2);
   - Origo Groundworks Conference (13);
   - Anti Bullying (2);
• Cyber Bullying (2);
• Lamplighters Program a personal spiritual formation course (5);
• Shining Lights, a personal spiritual formation course (3);
• A Light for the World a personal spiritual formation course (3);
• Igniting the Fire a personal spiritual formation course (2);
• Religious Education Story Telling Course (8);
• Religious Literacy Marking (1);
• Leading the Australian Curriculum (2);
• Gifted Education Network (1);
• Intervention for Gifted Learners (1);
• Working Memory and IQ (1);
• Indigenous Cultural Awareness (1);
• Leading Indigenous Education (1);
• Pedagogies in Dynamic Learning Environments (3);
• Leading the Australian Curriculum – English, Maths, Science, History (1);
• System Focus Day (1); and,
• Spotlight on Technology (2).

The average expenditure by the school on professional learning per staff member was $369
In addition, professional learning opportunities were provided by the Catholic Education Office (CEO) with an additional average expenditure per staff member of $541.

**Catholic Life & Religious Education**

A key goal in this area in 2012 was the development of a more comprehensive approach to the teaching and assessment of students in Religious Education (RE) with a focus on the development of deep knowledge. Members of the teaching staff were provided with opportunities to collaborate and produce richer and more meaningful learning experiences and assessment tasks. Members of the Catholic Life and Religious Education Services team (CLARE) of the Catholic Education Office Diocese of Wollongong (CEO) provided professional learning and support to our staff in this area.

A particular highlight of the year that showcased the new approach to teaching and learning in RE was the Year 4 Religious Literacy Assessment Expo in which the students displayed their deep understanding of the person of Mary the Mother of God through a diverse range of media. The evening expo was well attended, by the parents, grandparents and friends of the school community.

One other event that illustrated the strong partnership that has been established between St Clare’s and Magdalene Catholic High School was the Community Care Fun Day, in which the students visited the high school for an afternoon of rides and activities. The aim of the event was to raise valuable funds to support families from either school, whose lives have been
touched by a death or serious critical incident. St Clare’s alone raised over $3 900 for this important pastoral initiative. It is hoped that the fun day will become an annual event.

Grade liturgies continued to be a focus for the families of our school community throughout the year, with the hall providing an excellent venue for prayer and hospitality. Apart from our annual whole school Eucharistic Liturgies for the beginning and end of year and our school feast day, our school hosted a special liturgy to celebrate the International Day of the Rosary, in joining with many thousands of people throughout the country to pray the Rosary together.

Mini-Vinnies the social justice initiative has been firmly established within the school with the students meeting regularly for prayer and charitable works.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of ninety two Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and ninety two 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 almost every category of questions. The students showed a comprehensive understanding of the questions relating to the Eucharist and symbols associated with the sacramental life of the Church.

Although not significant, it is worth noting that the students did perform 4% points below the Diocesan average in the question relating to the symbols used in the paschal candle and 12% points below in the question relating to the timing of Pentecost.

For Part A, 7% of students were placed in the developing level, 53% in the achieving level and 40% were in the extending level.

For Part B, 24% of students were placed in the developing level, 63% in the achieving level and 11% were in the extending level.

Combining Parts A and B, 18% of students were placed in the developing level, 67% in the achieving level and 15% were in the extending level for Religious Literacy.
Financial Summary

One significant area of school expenditure in 2012 targeted the school library. In Term 1 the school refurbished the facility by installing a large compactus for the storage of teacher resources. The learning space was refitted with colourful, modern, modular furniture and fixtures, providing a more engaging learning environment for the students. Over $52 000 was spent in completing the refurbishment.

The school prayer/memorial garden that had to be demolished during the construction of the school hall was reinstated at a cost of $25 000, and now provides a quiet and reflective area which classes or individuals are able to access for prayer.

The Parents and Friends Association (P&F) provided the school with $40 000 in funds to support the purchase of new home reading materials, Information Communication Learning Technology (ICLT) resources and new chairs for the Kindergarten and Year 1 classrooms.

The following graphs reflect the aggregated income and expenditure for St Clare’s Catholic Primary School, Narellan Vale for the year ended 31 December 2012. This data is taken from the 2012 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

In 2012 the Year 6 Student Parliament were involved in a number of significant leadership initiatives with the aim of building community and bring life and hope to others. The Social Justice Committee of the School Parliament invited visitors from the Camden Nursing Home to St Clare’s for some hospitality and entertainment. The fourteen residents and two carers were greeted by ten of our Year 6 students who provided morning tea and lucky door prizes, whilst the school choir and finalists from the school talent quest provided entertainment. To conclude other members of Year 6 were able showcase some of their learning. The carers and residents were very impressed with the friendly hospitality and welcome that they received.

The parliament was also busy organising a whole school anti-bullying day in which the students were asked to come to school wearing purple. The Year 6 students developed a presentation for Years 3-6 and arranged for a guest presenter to speak about cyber bullying and bullying in general. The day concluded with a range of afternoon activities to highlight important messages about anti-bullying.

The school spirituality committee was busy acknowledging the importance of the sacramental life of the school by holding a special pizza lunch for the students of the school that celebrated their First Holy Communion in November.

In 2012 the school employed a drama teacher two days per week to run a pilot program to assist students in developing their concept of self worth through drama and movement. A number of small groups and whole grades participated in the program. The Australian Catholic University was asked to assist the school in evaluating the effectiveness of the program through a special research project.

The school ‘Kid’s Club’ continued in 2012 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. The program evolved throughout the year to include a mentoring program called ‘Buddy Footsteps’ which aimed to promote the modelling of positive behaviours. Also, in 2012 the school was able to maintain the positive transition programs that were commenced in 2010 to support the successful transition of students for Kindergarten and grades within the school.
In 2012 the school conducted a review of the school awards systems and developed a plan for implementation in the 2013 School Year. The system was designed to improve the consistency and tracking of the type of awards that are provided to the students.

The positive and productive association with the Mater Dei School continued in 2012, with St Clare’s supporting the schools integration program involving two grades from Mater Dei visiting Year 3 and 5 each fortnight. This positive 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; attendance at the Mini Vinnies sharing day; and, the Camden Carols Festival.

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. No changes were made to these Diocesan documents in 2012.

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 2012 St Clare’s continued to implement the School Review and Improvement (SRI) tool “How Effective is Our Catholic School?” There were 3 Key Areas identified and selected for action:

Planning, Programming and Evaluation
This involved teachers developing a more consistent approach towards the Board of Studies and System accountabilities.

Pastoral Care
St Clare’s staff completed a thorough review of the school award structure and the tracking of awards. A new award system for students was developed. The school also implemented the policies and recommendations of the Catholic Education Office Student Anti-Bullying Program and Guidelines for Implementation policy.

Religious Education
The staff of St. Clare’s examined the Religious Education programs in terms of how they reflect current pedagogy, and include rich and authentic assessment tasks that engage deeper thinking in students.

Each staff member was an active participant in the review and improvement cycle.

Curriculum & Pedagogy
A key area of focus for 2012 was in using an inquiry approach to authentic learning. A successful application for a Diocesan Learning Community Project worth $8 000 was used to support professional development in the area of inquiry learning. Professional development opportunities involved seminars for the entire staff with Lane Clark, planning time for inquiry and the purchasing of resources to enhance learning. Teachers planned, developed and implementing inquiry units each term leading to reporting higher levels of student engagement.

In 2012 the school administered an Australian Council for Educational Research (ACER) General Ability Test (AGAT) assessment tool to all students from Year 2 to Year 5 that enabled the school to identify students who show some giftedness in a particular area. Staff received some professional development in the area of giftedness and developed strategies for developing and extending gifted learners.

Some staff members were fortunate enough to attend a process of spiritual development called Lamplighters. This process enabled staff to continue on from the spiritual formation program Lighting the Way. All staff members were invited to attend a spirituality day at Mt
Annan Botanical Gardens. A member of the Catholic Education Office’s Spiritual Formation Team facilitated the formation day and enabled staff members to explore the themes associated Advent through the story of the Magi.

During 2012 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 followed by professional conversations about learning with colleagues, which is seen as an important part of professional development.

In 2012 the students received two academic reports to communicate progress to parents. The reporting format aims to provide parents with information about student progress and suggests areas that parents may wish to work on to assist their child’s academic growth. Parents were also invited to attend a student led conference in Term 2.

**Cross Curriculum**

Students at St. Clare’s were encouraged to participate in the Premier’s Reading Challenge to assist in promoting a love of reading quality literature. In 2012, four hundred and fifty nine (459) students completed the challenge. The school participated in National Simultaneous Story Time and Book Week activities.

**Meeting the needs of all students**

St. Clare’s has a continued commitment to meeting the diverse learning needs of students. The staff caters for these learning needs through a variety of strategies that provide an engaging and stimulating learning environment. Teachers who work with students who have specific learning needs devise an Individual Plan (IP). Transition meetings were held in Terms 2 & 4 to discuss student progress with parents and to set goals for future improvement. Students who needed extending in a particular area were also catered for in the classroom through differentiated program, which allows these students to be enriched and extended.

The Reading Recovery Program continued to provide literacy support to students in Year 1 through an intensive one to one reading program. In 2012 two teachers facilitated this program and 22% of the Year 1 cohort were able to access the program. All of these students successfully graduated from Reading Recovery.
Expanding Learning Opportunities

In 2012 grades were involved in incursions and excursions designed to support the learning that occurs within the classroom. These included:

- **Kindergarten** – movie experience and visit to Camden Library;
- **Year One** – Taronga Zoo;
- **Year Two** – Wildlife World and Sydney Aquarium;
- **Year Three** – The Rocks walking tour;
- **Year Four** – IMAX theatre and the Powerhouse Museum;
- **Year Five** – overnight camp at Teen Ranch; and,
- **Year Six** – overnight excursion to Canberra.

Other whole school excursions included trips to St. Paul’s Church at Camden for the opening school Mass and for the feast of St. Clare, and the Community Care Fundraising day held at Magdalene Catholic High School.

Other whole school incursions included Brainstorm, who performed an anti-bullying play and ‘The Song Company’, who presented 1000 Years of Song. K-2 participated in a Responsible Pet Day and Years 3-6 attended a Mini Vinnies presentation. The school choir attended the Macarthur Eisteddfod for the inaugural time and placed fourth overall. The choir also performed for residents of Camden House, at the Camden Carols Festival and at several community events.

Students at St. Clare’s were able to participate actively in numerous sports events and gala days. The sports in which students represented St. Clare’s included: netball, basketball, cricket, rugby union, Australian Football League (AFL), rugby league gala days, swimming carnivals, athletics carnivals, and cross country carnivals. The school also entered several teams into the Tiger Shield soccer competition with outstanding results. In 2012, the running club was present at two community events. These were the ANZAC day fun run and the Fishers’ Ghost fun run. St. Clare’s performed very well in both events and sported a large number of students and their families participating. Sports clinics, such as rugby league and netball, were also available for the St. Clare’s students to attend. Two students progressed to State and National level in their sport using pathways made available to them through the school sports program.

Many students at St. Clare’s were provided with opportunities to represent the school in some manner. Students were involved in ANZAC day commemorations, the Campbelltown Catholic Club Mass, the Spirit Alive Festival, Remembrance Day commemorations, Vietnam Veteran celebrations, the Mini Vinnie’s cluster meeting, Gathering and Prayer with the Bishop and various transition programs organised for Year 5 & 6 students by local Catholic high schools. Two students represented the St. Clare’s in the Northwest cluster of schools district public speaking competition. Students were also given the opportunity to participate in Diocesan competitions such as the Christmas Art competition, where two students received an award of Highly Commended. Many students represented the school in the University of
New South Wales academic competitions. Students participated in Mathematics, English, Science and writing competitions.

The Year 6 students at St. Clare participated each week in a grade parliament. Achievements included: fundraising opportunities for the RSPCA, organising a school talent quest, organising an Oztag competition and a range of other initiatives.

**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 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.

The school participated in the NAPLAN in 2012, 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 NAPLAN was forwarded to individual parents and the school towards the end of Term 3 2012. Comparative data will be available from early 2013 from the Myschools website.

**Student Achievement in Bands**

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.**
### NAPLAN 2012: % in Bands

<table>
<thead>
<tr>
<th>NAPLAN 2012: % 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 6%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>37%</td>
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<tr>
<td>Writing</td>
<td>School 1%</td>
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<tr>
<td></td>
<td>National 8%</td>
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<tr>
<td>Spelling</td>
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<td></td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 2%</td>
<td>43%</td>
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<tr>
<td></td>
<td>National 13%</td>
<td>36%</td>
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<tr>
<td>Numeracy</td>
<td>School 12%</td>
<td>61%</td>
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<tr>
<td></td>
<td>National 16%</td>
<td>49%</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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

The school parent satisfaction survey was made available to all parents via the electronic newsletter. Of the more than four hundred parents the survey was sent to, thirty eight were returned to the school. The survey instrument contained eleven 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 every category the school rated 3 or higher. Areas which could be considered strengths include: St Clare’s was a place which assisted in the spiritual formation of the students, with an average rating of 4.51; provided opportunities for parents to become involved in the school with a rating of 4.54. Parents also viewed St Clare’s as a place that provided a safe and supportive learning environment for their child, with a rating of 4.21.

Some of the areas that rated slightly lower were: the ability of the school to cater for the diverse needs of learners with a rating of 3.46; the way the school utilises resources and personnel to ensure that the diverse needs of learners are being met, with a rating of 3.54. Overall there is a positive view of the school.

The student satisfaction survey surveyed one hundred and sixty (160). Students indicated that they were very proud of their school, that their teachers encouraged them to learn to the best of their ability and that there were opportunities for them to be involved in the school. The 2012 survey indicated a slight improvement relating to child safety and well being questions with 95% of respondents knowing whom to approach for help should they encounter a problem and 87% indicating that they feel safe at school. Overall, the results indicate that the students appeared to value the opportunities they have been afforded at St Clare’s.

In general comments from the staff indicated St Clare’s was a happy and supportive environment to work in.

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 2012:

In 2012 a team consisting of representatives of the Catholic Education Office Diocese of Wollongong and school leaders from a small number of Diocesan schools attended St Clare’s to conduct a review of the schools improvement journey. The team validated the schools
current approach and made recommendations for the school to consider in future planning and direction.

St Clare’s school actively engages in a continuous cycle of review and action using the tool ‘How Effective is Our Catholic School?’ to ensure that the students are afforded the highest possible quality education with the limited resources available.

Areas reviewed in 2012 included:

- **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.

At the conclusion of the review process four Key Areas were identified and selected for action:

- Planning, programming and evaluation - The development of consistency in relation to accountability in this area;
- Pastoral Care - A new award system for students was developed and the school policies reviewed to comply with the new Diocesan Anti-bulling guidelines;
- Religious Education - A new approach to teaching and assessment in the teaching of Religious Education was trialled; and,
- Leadership and Management - A new model of distributive leadership was implemented.

**School Review and Improvement components to be reviewed and rated in 2013:**

- **Key Area 1: Catholic Life and Religious Education**
1.2 Religious Education

- **Key Area 2: Students and Their Learning**
  2.4 Integration of Information and Communication Technology

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners
  3.5 Assessment
  3.7 Professional Learning

- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional Development of staff

- **Key Area 5: Resources, Finance and Facilities**
  5.1 ICT Resources

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement

In 2013 the school plans to maintain a number of the learning projects and initiatives that were introduced in 2012, particularly the school approach to Inquiry Learning and the Drama initiative. Other areas of significance will be in the area of numeracy where the school is planning to utilise the expertise of a key teacher to act as coach and mentor in 2013; and in the area of ICT where the school plans to expand its resource base and look for productive ways of implementing new technologies into the learning and teaching cycle.