Annual School Report

Primary School
Narellan Vale

2013
About This Report

St Clare’s Catholic Primary School, Narellan Vale is registered by the Board of Studies NSW 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 Board of Studies NSW 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 2014.

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.catholic.edu.au  
Website: www.scnvdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: Paul Moroney  
Date: 13 December 2013
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 school had two main focuses for the 2013 School Year: to build on our common understanding of and approach to Inquiry Based Learning using the Lane Clark model, where thinking and learning meet for purposeful and authentic learning; and, preparing for the 2014 implementation of the new NSW Syllabuses for English and Mathematics. The thrust of teacher professional learning for 2013 was therefore geared toward these priorities.

We continued to witness a high level of student involvement in their learning and 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.

The whole school community has been 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 for their commitment and dedication in ensuring that our students receive a quality Catholic education.

I feel privileged to have been a part of the St Clare’s Community for 2013 and I wish Mr Kevin Devine all the best for his return in 2014.

Parent Involvement

I am pleased to report that 2013 has been a very successful year for the St. Clare’s Parents & Friends (P&F) Committee. We have been able to provide financial support for important initiatives such as upgrading laptop computers, purchasing new iPads, purchasing new reading material for Kindergarten students and introducing a new program – ‘Kids Matter’ – in 2014.
The money for these initiatives has been raised through our Annual Fair and many fundraising events throughout the year. These events include stalls for Mother’s Day and Father’s Day, Mum’s Night Out, Dad’s Barefoot Bowls, Trivia Night, Outdoor Movie Night, Kids Disco and a Bus Shopping Trip. All these events have not only raised funds but have also allowed the greater school community to come together and enjoy something a little different and ultimately support the P&F in meeting its commitment to the School.

The Care Committee has again been very busy active throughout the year. It consists of a group of dedicated individuals who provide meals to families who are in need. This need can be through the loss of a loved one, the absence of a parent/sibling through illness or the welcoming of a new baby into the world. The Care Committee is a very good example of the wonderful spirit the St Clare’s school community embodies. It is this unconditional giving and caring that distinguishes us as a true Catholic Community.

We are very blessed at St Clare’s to have a supportive parent body and we are always looking for willing helpers to lend a hand with the various activities. The friendships developed by being involved are of immense value, not only to the participants, but also to the wider school community as we strive towards our common goal of achieving the best for our children.

Parents and Friends Association, President

Student Leadership

Through the structure of School Parliament, the students of Year 6 have demonstrated great leadership by coming up with various initiatives to improve our school and the wider community, including: a soccer competition for the school, which used balls made from plastic bags, designed to give the students a sense of life for children who live in a poverty-stricken country; “St Clare’s Got Talent” which included a ‘Year 6 Flash Mob’; assisting with the Kindergarten transition program; raising money for cancer research through the running of a cake stall; an International Food Day, the money from which was donated to Multiple Sclerosis Australia; and, the running of the trash and treasure stall at the annual School Fair, the money from which was used to purchase groceries for the House of Welcome. A number of our student leaders represented the school at the launch of Project Compassion, the annual Campbelltown Catholic Club Mass and various remembrance ceremonies for members of our armed services.

School Leaders

School Profile

St Clare’s Catholic Primary School is a Catholic systemic co-educational school located in Narellan Vale. The school caters for students in Years Kindergarten (K) to Year 6 (K-6) and has a current enrolment of six hundred and eight (608) 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**

<table>
<thead>
<tr>
<th>2013 Enrolments</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
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<td>LBOTE</td>
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</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.catholic.edu.au](http://www.scnvdow.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 2013.

**Student Attendance**

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Kinder</td>
<td>97.0</td>
<td>96.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.1</td>
<td>96.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.3</td>
<td>95.7</td>
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<tr>
<td>Year 3</td>
<td>94.7</td>
<td>96.8</td>
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<tr>
<td>Year 4</td>
<td>96.1</td>
<td>96.2</td>
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<tr>
<td>Year 5</td>
<td>95.5</td>
<td>96.7</td>
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<tr>
<td>Year 6</td>
<td>94.9</td>
<td>96.4</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.7</td>
<td>96.3</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 35 teachers and 12 support staff at St Clare’s Catholic Primary School. This number includes 23 full-time, 12 part-time teachers.

Teacher Standards

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

| 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-NOOSR* 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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 97.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 85%.

Professional Learning

During 2013, St Clare’s Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
In 2013 the staff at St. Clare’s were provided with opportunities for professional development. These opportunities were in various areas:
A. St Clare’s Catholic Primary School whole school development days. These days focused on:

- Staff Spiritual Formation – Your Journey…Your Song (36 staff); and,
- Inquiry Based Learning – Lane Clark – 2 seminars (26 staff).

B. Other professional learning activities provided at school level including CEO run courses:

- Lamplighters, Call to Life, Igniting the Fire, Alight for the World, Shining Lights, Journey or Religious Education (RE) programming (23 staff);
- Australian Curriculum Assessment and Reporting Authority (ACARA) curriculum and implementation of Mathematics (6 staff);
- ACARA curriculum and implementation of English (6 staff);
- Professional Development in the area of pedagogy (7 staff);
- Assessing and reporting (7 staff);
- Learning for Leadership (1 staff);
- Using technology in the classroom (7 staff);
- Child protection (2 staff);
- Library administration (2 staff);
- Gifted and talented Education (2 staff);
- System Focus Day (1 staff); and,
- Emergency Care (47 staff).

The average expenditure by the school on professional learning per staff member was $488.

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

During 2013 the teaching staff were collaboratively engaged in the development of units of work that were based on an inquiry approach. These units were designed to produce richer and more meaningful learning experiences and assessment tasks for the students. Members of the Catholic Life and Religious Education Services team (CLARE) of the Catholic Education Office Diocese of Wollongong (CEO), as well as Lane Clark, provided professional learning and support to staff in this area.

Once again, 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 story of creation through a diverse range of media. The evening expo was well attended by the parents, grandparents and friends of the school community. Another was the creation of some artworks by Year 6 students as part of their
unit of work on Confirmation. Some of these artworks were selected to be displayed in the hallways at the CEO.

Our school’s strong partnership with Magdalene Catholic High School was an obvious feature during the year with the Community Care Fun Day, in which the students visited the high school for a day 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 $3 700 for this important pastoral initiative.

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. Our annual whole-school Eucharistic Liturgies for the beginning of year, our school feast day and other significant feasts were held, as well as our Monday morning Prayer Assembly, Year 6 Graduation Liturgy, Christmas Concert and end-of-year liturgy.

Mini-Vinnies, the social justice initiative, continued its excellent work 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 2013. The school cohort in 2013 consisted of eighty six Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and eighty eight completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God’s Creation* 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 symbols of Baptism, the scriptures used during Holy Week and the sequencing of events during Eucharist.

Areas in which the students performed below the Diocesan average include the season of the Church’s year and identifying some parts of a church.

For Part A, 17% of students were placed in the developing level, 66% in the achieving level and 17% were in the extending level.

For Part B, 15% of students were placed in the developing level, 77% in the achieving level and 8% were in the extending level.

Combining Parts A and B, 16% of students were placed in the developing level, 77% in the achieving level and 7% were in the extending level for Religious Literacy.
**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 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  1.2 Religious Education
  Plan units of work in Religious Education using a method of inquiry

- **Key Area 2: Students and their Learning**
  2.4 Integration of Information and Communication Technology (ICT)
  Review the policies and protocols for ICT in the school

- **Key Area 3: Pedagogy**
  3.7 Professional Learning
  Provide professional learning for staff to support the school’s priorities

- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional Development of Staff
  Provide professional development for staff to support the school’s priorities

- **Key Area 5: Resources, Finance and Facilities**
  5.1 ICT Resources
  Purchase new ICT equipment for the school

**School Review and Improvement components to be reviewed and rated in 2014:**

- **Key Area 2: Students and Their Learning**
  2.2 Rights and Responsibilities
  2.3 Reporting Student Achievement
  2.5 Pastoral Care
• Key Area 3: Pedagogy
  3.1 Curriculum Provision
  3.4 Planning, Programming and Evaluation
  3.5 Assessment

• Key Area 6: Parents, Partnership, Consultation and Communication
  6.2 Reporting to the Community

In 2014 the school plans to maintain a number of the learning projects and initiatives that were introduced in 2013, particularly the school approach to Inquiry Learning, the Drama Intervention Program and the use of a Numeracy teacher educator. Other areas of significance will be in the implementation of the new NSW Syllabuses in English and Mathematics and the introduction of School-wide Positive Behaviours for Learning (SPB4L) and Kids Matter.
Financial Summary

One significant area of school expenditure in 2013 targeted the supply and installation of school-wide intercom system. This system enables the school office to make quick and direct communication with a particular room in the school, and vice versa. This enhances the schools capacity to efficiently send messages without unnecessary disruption to the whole school, as well as assisting in the case of an emergency. Over $20 000 was spent in completing this installation.

The Parents and Friends Association (P&F) provided the school with $45 000 in funds to support the purchase of new Information Communication Learning Technology (ICLT) resources.

The following graphs reflect the aggregated income and expenditure for St Clare’s Catholic Primary School, Narellan Vale for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

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.

In 2013 the Year 6 Student Parliament were involved in a number of significant leadership initiatives with the aim of building community and bringing life and hope to others. One particular initiative involved the students assisting with the running of the Trash and Treasure Stall at the School Fair. Funds raised from this stall, nearly $1 500, was used to purchase grocery items that were then donated to the House of Welcome. The students also organised an International Food Day the proceeds from which were donated to Multiple Sclerosis (MS) Australia. Also, the leftover food was donated to the Food Bank.

The school ‘Kid’s Club’ continued in 2013 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 2013 the school was able to maintain the positive transition programs to support the successful transition of students for Kindergarten and grades within the school.

The schools new awards system was implemented in 2013. The system has improved the consistency and tracking of the type of awards that are provided to the students. They are based on the school’s motto, with students being able to receive Spark and Flame awards.

The positive and productive association with the Mater Dei School continued in 2013, with St Clare’s supporting the schools integration program involving two grades from Mater Dei visiting Year 3 and 5 each fortnight. Our Year 5 students were also able to attend the Mater Dei Creative Arts performance. 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; the launch of Project Compassion; the Campbelltown Vietnam Veteran’s Day; the Reconciliation Liturgy in Minto; the Australian and New Zealand Army Corps (ANZAC) Day Dawn Service and Fun Run; the Fisher’s Ghost Fun Run; the “Mayor for a Day” Public Speaking Competition; 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 2013.

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 2013 St Clare’s began a new cycle of the School Review and Improvement (SRI) tool “How Effective is our Catholic School”. There were three Key Areas identified and selected for action.

Religious Education

This involved teachers designing units of work with an Inquiry focus, ensuring that assessment tasks were authentic and enabled students to show their depth of knowledge.

Integration of Information and Communication Technology

At the end of 2012 iPads were purchased for each classroom teacher and all School Support Officers (SSO’s) who work with students in classrooms. The iPads came with an iTunes card and staff were encouraged to explore and purchase apps during the holiday break. In 2013 iPads were successfully integrated into classrooms, with a view to further purchases in 2014. Five MacBook Pros were purchased for each year five and six classroom, and older resources were more evenly distributed around Stages 1, 2 and Early Stage 1.

Professional Development of Staff

The staff at St. Clare’s continued professional development in the area of inquiry, attending learning sessions with Lane Clark. This has been an ongoing priority since 2011 and will continue to be a priority in 2014.

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

Curriculum and Pedagogy

In 2013 the staff of St Clare’s was committed to furthering the spiritual formation of Religious Education teachers and all staff by participating in ‘Connect and Reflect’ sessions each week. Staff participated in scripture reading and discussions to further their understanding of the Gospels. Some staff were also fortunate enough to continue their faith journey through the spiritual formation programs Lamplighters, Shining Lights, Journey and Igniting the Fire. All
staff members were invited to attend a Spirituality day at Mt Annan Botanical Gardens, facilitated by Beth Riolo from the Wollongong Catholic Education Office. The focus of this day was on spirituality through music.

In 2013 St Clare’s continued a commitment to the Gifted and Talented program by reviewing data collected in 2012 via the Australian General Ability Tests (AGAT). Several children across the school were targeted for further testing, using the Slosson Intelligence test for children. Further analysis had identified students that will be participating in the 2014 Gifted and Talented program through the Catholic Education Office Wollongong. These students will continue to be monitored into 2014 to ensure that their needs are catered for at St Clare’s.

The staff continued to engage in professional development about using an inquiry approach to authentic learning. Staff were given the opportunity to work with Lane Clark at two professional development sessions. The first session focussed on using an inquiry approach to improve writing and the second session involved creating inquiry experiences based around literature and the introduction of the Australian Curriculum. Staff were given the opportunity to develop units of work for 2013 and 2014. Teachers have continued to implement inquiry units each term and are reporting a continuation in engagement and high quality responses as a result of the process.

During 2013 all teaching staff were led through a process of professional development by using the National Professional Standards for Teachers as a tool for self reflection. Teachers were able to identify goals that they wished to work on and were able to cross reference this with the Diocesan Learning and Teaching Framework (DLTF) and the School Review and Improvement process (SRI). Staff meetings continued to provide professional development opportunities including data analysis, the use of Google Drive in classrooms, first aid and asthma training, assessment and reporting, numeracy, Quality Teaching and Teaching, diverse learning needs of students, as well as a number of staff meetings dedicated to developing the spirituality of the staff.

In 2013 the students received two academic reports to communicate progress to parents. The reporting format provided parents with information about student progress and suggested 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

The students at St Clare’s were encouraged to participate in the Premier’s Reading Challenge to assist in promoting the love of reading good quality literature. In 2013 two hundred and seventy-one (271) students completed the challenge. Any student who participated in the Premier’s Reading Challenge for four years became eligible for a gold award. In 2013 ten (10) students achieved this award. The school also participated in National Simultaneous Story Time and Book Week activities.
Many students were invited to trial and participate in a number of sporting events. These included soccer, cricket, netball, rugby union, rugby league, Australian Football League (AFL), swimming, cross country running, hockey, softball and basketball. The students achieved a high level of success with a number of students making representative teams. Some students progressed to State and National level in their sport using pathways that were made available to them through the school sports program.

Other provided programs included the Christmas Art competition classes, Kids Club and Chess Club.

**Meeting the Needs of All Students**

St Clare’s has a continued commitment to meeting the diverse learning needs of all students. The staff catered for these learning needs through a variety of strategies that provide a stimulating and engaging learning environment. Teachers who work with students who have specific learning needs devised an Individual Plan (IP). Transition meetings were held in terms two and four to discuss student progress with parents and to set future goals for improvement. Students who need extending in a particular area were also catered for in the classroom through differentiated programming which allowed these students to be enriched and extended.

The Reading Recovery program continued to provide support in Literacy to students in Year 1 through an intensive one to one reading program. In 2013 one teacher facilitated this program and 18% of the Year 1 cohort accessed the program. All of these students successfully graduated from Reading Recovery.

**Expanded Learning Opportunities**

In 2013 students were involved in incursions and excursions designed to support the learning that occurs within the classroom. These included:

- Kindergarten – excursion to St Paul’s Church at Camden and Movie experience;
- Year One – “Alexander’s Outing” excursion at the Royal Botanical Gardens, Sydney;
- Year Two – Mt Annan Botanical Gardens;
- 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, Camden for the opening school Mass and the Community Care fundraising day held at Magdalene Catholic High School. The school choir also performed at the Camden Civic Centre for the Camden Carols Festival.

Whole school incursions included:
• Brainstorm Productions who performed a play about anti-bullying;
• Musica Viva who presented an African drumming display;
• Keep Me Safe – NSW Police attended by all students K-2;
• Andrew Chinn – Easter liturgy and workshops; and,
• Aboriginal Elders assembly.

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, Remembrance Day commemorations, Indigenous Sorry Day activities, Vietnam Veteran celebrations, Mini Vinnie’s cluster meetings, Mass at Mater Dei, Gathering and Prayer with the Bishop, and various transition programs organised for Year Five and Six students by local Catholic and Government high schools. Two students represented St Clare’s in the Northwest cluster of schools Public Speaking Competition, with one student advancing to the Diocesan final. Students were also given the opportunity to participate in Diocesan competitions such as the Christmas Art competition, where one student progressed to the finals held at St Mary’s Cathedral, Sydney. Many students participated in the University of NSW academic competitions, competing in Mathematics, English, Science, and Writing.

The Year 5/6 students at St Clare’s participated in a grade parliament each week. Their achievements included:
• Organising and facilitating a school soccer competition;
• Organising and hosting a school talent quest;
• Holding a Biggest Morning Tea fundraiser for Daffodil Day; and,
• International Food Day to raise funds for the Multiple Sclerosis Society.
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

NAPLAN is implemented for students in Years 3 and 5 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 NAPLAN in 2013, 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 at the beginning of Term 4, 2013. Comparative data will be available from early 2014 from the MySchool 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.
### NAPLAN 2013: % in Bands

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<th>YEAR 3</th>
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<th>YEAR 5</th>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>School</td>
<td>11%</td>
<td>48%</td>
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<tr>
<td>National</td>
<td>12%</td>
<td>41%</td>
<td>46%</td>
<td>12%</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>School</td>
<td>8%</td>
<td>41%</td>
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<tr>
<td>National</td>
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<td>39%</td>
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<td>3%</td>
</tr>
<tr>
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<td>10%</td>
<td>37%</td>
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<td>14%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>58%</td>
<td>31%</td>
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</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>54%</td>
<td>32%</td>
<td>20%</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.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
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<tr>
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<tr>
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<td>96%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
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<td>100%</td>
<td></td>
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<td>92%</td>
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<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp;</strong></td>
<td>School</td>
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<td><strong>Punctuation</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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<td>100%</td>
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<tr>
<td></td>
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<td>96%</td>
<td>93%</td>
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</table>
Parent, Student and Staff Satisfaction

The school parent satisfaction survey was made available to all parents. Of the more than four hundred parents the survey was sent to, one hundred and five (105) 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, 93% or more of respondents rated the school 3 or higher in every category, with four of the categories having 100% ratings of 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; helped children develop a knowledge and understanding of the Catholic tradition; provided opportunities for parents to become involved in the school; and, provided a safe and supportive learning environment for their child.

Some of the areas that rated slightly lower were: the ability of the school to cater for the diverse needs of learners; the way the school utilises resources and personnel to ensure that the diverse needs of learners are being met; and, the provision of information relevant to student progress through school reports and teacher/parent meetings. Overall there is a positive view of the school.

The student satisfaction survey surveyed one hundred and sixty (160) children. 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. 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 in which to work.