About This Report

St Clare’s Catholic Primary School, Narellan Vale is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school’s website by 30 June 2016.

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

St Clare’s Catholic Primary School
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Narellan Vale NSW 2567
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Fax: (02) 4647 2847
Email: info@scnv.dow.catholic.edu.au
Website: www.scnv.dow.catholic.edu.au

Parish Priest: Fr Michael Williams
Principal: Kevin Devine
Date: 12 December 2015
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 St Clare and St Francis.

Message from Key School Bodies

Principal’s Message

St Clare’s Catholic School community continues to explore ways to grow and develop. In 2015 there have been minor cosmetic changes around the school site but the real development has occurred as a result of the collaborative processes we have in place to improve student learning. In 2015 the school explored new ways of being able to meet the needs of students, particularly in their literacy, by adopting a new process for identifying and providing support to the children through a more rigorous and collaborative approach. Our staff engaged in a range of professional learning experiences to help support them in meeting the needs of the learners within their classes.

During the year teaching staff worked to embed the new English and Mathematics curriculum into their daily planning and implemented the new K – 10 Science Syllabus. Towards the latter part of the school year, the teachers were involved in the preparatory work for the introduction of the new Human Society and Its Environment (HSIE) History and Geography curriculum which is to be fully implemented in our Diocese in 2016.

Further work in establishing common classroom expectations around positive behaviours for learning was also a focus for our professional learning in 2015. A number of very positive changes have occurred as the result of the work we have done in School Wide Positive Behaviours for Learning (SPB4L) in 2015.

The school community places great value in the important connection we have with the Parish community of St Paul's and have enjoyed the generous support from our Parish clergy in 2015. We are very grateful for the presence of Father Michael and Father Joe for their care and support for our school community. We look forward to extending this partnership in 2016.

I commend the 2015 Annual School Report to the community and wish to extend my thanks and appreciation to all who make St Clare’s such a dynamic learning community.

Parent Involvement

This year has been another successful and busy year for our Parents and Friends’ Association (P&F). During 2015 the P&F have facilitated events which have not only raised funds to support the school but they have also highlighted the wonderful community spirit within the school. The Annual Fair is a great example of this. The level of engagement by the community to plan, organise and work together was truly wonderful. The P&F was proud to be able to provide funds to assist with the purchase of outdoor seating and facilities. I would like to acknowledge the support the committee receives from the school staff which certainly is appreciated.

Parents and Friends Association, President
Student Leadership

Throughout the year, the Year 6 student Parliament has implemented many beneficial initiatives. Some of these achievements include: Morning Tea with The Camden Nursing Home, Silly Socks for Sick Kids Day, Toy Drive, Advent Tree of Kindness and re-planting the School veggie patch. These events were a success thanks to the tremendous efforts of Year 6. The school and other members of the community, have benefited immensely from the efforts of the Year 6 student Parliament into making our school community better. The 2015 Parliament has hopes that the 2016 Parliamentary committees will carry on with some of our long-term initiatives, so our school will continue to improve for years to come.

School Leaders

School Profile

School Context

St Clare’s 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 594.

St Clare’s is a Catholic Systemic co-educational facility located in the suburb of Narellan Vale. We cater for a student population around 600 students Kindergarten through to Year 6. St Clare’s is situated in the Parish of Camden and was established in 1994 to meet a growing demand from parishioners to have a Catholic School in the local area. Although the school is a Diocesan Systemic school, in the initial stages of development it enjoyed the presence of a strong association with the Order of St Francis. The Patron of our school, St Clare, herself a supporter of Francis, helps to provide the school with an image of fidelity, humility and poverty.

The school itself is modern with well-appointed facilities that allow for the flexible use of learning spaces enabling a high level of collaboration between both staff and the students. Our motto "A great flame follows a small spark" is lived out each day through the many little things we do to help build God’s kingdom.

Student Enrolments as at August 2015 census

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>284</td>
</tr>
<tr>
<td>Girls</td>
<td>310</td>
</tr>
<tr>
<td>Total</td>
<td>594</td>
</tr>
<tr>
<td>Indigenous</td>
<td>14</td>
</tr>
<tr>
<td>LBOTE</td>
<td>74</td>
</tr>
</tbody>
</table>

The Diocesan Primary 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 and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.5%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.5%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.6%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.6%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.2%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.0%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.4%</td>
<td>94.5%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.2%</td>
<td>94.4%</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 record student attendance daily using the Sentral database, then issue reminder notices to families who fail to provide notification in a timely fashion. In the case of chronic absenteeism, the Principal will make contact with the parent to seek explanation. The system to monitor and manage student attendance is consistent with the Catholic Education Office Student Attendance Guidelines and Procedures (January 2015).

Staffing Profile

There are a total of 33 teachers and 13 support staff at St Clare’s Catholic Primary School. This number includes 25 full-time, 8 part-time teachers.
**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
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</tr>
</tbody>
</table>

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 87%.

**Professional Learning**

During 2015 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 involving 45 staff. These days focused on:
   - Creating a new Vision and Mission for the St Clare’s School Community
   - Focus on the English and the Science K-10 syllabus
   - Focus on developing a consistent school approach to teaching of Phonemic Awareness.

B. Other professional learning activities provided at school level including CEO run courses:
   - School-wide Positive Behaviours for Learning (SPB4L) (5 staff)
   - Learning for Leadership (4 staff)
   - Best Start Training (4 staff)
   - Lamplighters (1 staff)
   - Igniting the Fire (3 staff)
   - A Light for the World (3 staff)
   - Sentral training (2 staff)
   - Reading Recovery Training (1 staff)
   - System Focus Day (1 staff)
   - VALID Assessment Training for Science (2 staff)
   - Gifted and Talented Conference (2 staff)
   - MESPEC Training (2 staff)
   - English Writing Research Project (2 staff)
   - Indigenous Network Days (1 staff)
   - PD/H/PE workshop (1 staff)
   - Principal Conference (1 staff)
   - Robina School Visit (3 staff)
   - Peta English Days (2 staff)
   - SSSO network day (1 staff)
The average expenditure by the school on professional learning per staff member was $392. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $406.

**Catholic Life & Religious Education**

Once again, a particular highlight of the year that showcased the new approach to teaching and learning in Religious Education 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.

Our school’s strong partnership with Magdalene Catholic High School continued in 2015 with the Community Care Fun Day, raising 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 $3000 for this important pastoral initiative.

The Grade liturgies yet again provided an important opportunity for evangelisation for the families of our school community throughout the year. The prayer and worship followed by hospitality has continued to be a highlight for our school.

Our annual Masses at St Paul’s Church for the beginning of the school year and St Clare’s feast day Mass were a significant highlight for the community as was the Year 6 Graduation Liturgy, Christmas Concert and end of year liturgy. Mass was held from our primary Grades and the broader community in our school hall to celebrate Ash Wednesday during the beginning part of the year.

Mini-Vinnies, the social justice initiative, continued its excellent work within the school with the students meeting regularly for prayer and charitable works. During October, two students from Mini Vinnies used their initiative to create a buddy bench in the school for students who were lonely and in need of a friend. A small group visited Bunnings Narellan to help build the seat, which was able to be installed in the school during November.

The school was involved again in supporting social justice causes by making donations to various Catholic and community based charities in 2015, with over $5100 donated to Caritas and Catholic Missions. Further funds were raised to support community based fundraising initiatives that were coordinated through the school parliament.

**Religious Literacy Assessment**

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of 76 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 83 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 what it means to be of service to others, and ways they are called to continue the mission of Jesus today. Their results indicated that the students were highly competent at extracting information from an image based on the scriptures. The one area where the students performed below the Diocesan average was in their ability to identify a deeper understanding of Jesus’ teaching on forgiveness.

For Part A, 12% of students were placed in the developing level, 56% in the achieving level and 32% were in the extending level.

For Part B, 2% of students were placed in the developing level, 50% in the achieving level and 47% were in the extending level.

Combining Part A and B, 8% of students were placed in the developing level, 56% in the achieving level and 36% 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 2015**

- **Key Area 1: Catholic Life & Religious Education**
  1.1 Vision and Mission

  Goal: To engage the community in collaboratively developing a school vision and mission statement that will guide this learning community throughout the next decade

- **Key Area 2: Students and their Learning**
  2.1 Education Potential

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision

  3.2 Provision for the diverse needs of learners

  Goal: To refine structures and processes to ensure that the school is able to adequately address the diverse learning needs of the community using our existing human resource allocation.

  3.5 Assessment
Goal: To continue to implement the BOSTES Syllabus’ for the Australian Curriculum and consolidate associated assessment practices.

- **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment, Selection & Retention of Staff
  4.4 Succession Planning

  Goal: To review current practices to ensure that the school is best equipped to adjust to changes to CEO recruitment practices and support staff in their capacity as school leaders.

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of Resources and Space

  Goal: Conduct a study into the enrolment pressures the school is likely to confront in the near future and develop a plan for the potential expansion of the facilities to accommodate a possible increase in student population.

**School Review and Improvement components to be reviewed and rated in 2016:**

The focus for improvement in 2016 will be to continue the roll out of the NSW syllabus for the Australian Curriculum, in particular the successful implementation of the NSW History and Geography syllabus. It is expected that a further refinement to that approach taken to the way the school provides support to students with diverse learning needs. The key areas identified for school improvement in 2016 are as follows:

- **Key Area 1: Catholic Life & Religious Education**
  1.1 Catholic Life & Culture

  Goal: To improve school practices to best support the teachings contained in Pope Francis’ encyclical Laudato si’.

  Goal: To evaluate and enliven the liturgical and prayer life of the school.

- **Key Area 3: Pedagogy**
  3.3 Teaching Practices & 3.6 School Climate, Learning Environment and Relationships.

  Goal: To adopt a common approach to the identification and assessment of students learning across the school to help identify, support and track students learning growth.

  Goal: Implement a consistent approach to the teaching of Phonics / Phonemic awareness across the Early Stages of school.

  Goal: To better utilise existing learning technologies to best support students in their learning across Stage 2 and 3.

- **Key Area 4: Human Resources Leadership and Management**
  4.5 Overall Compliance with Legislation and Other Requirements

- **Key Area 5: Resources, Finance and Facilities**
  5.4 Financial Management
Goal: To review and implement new budget protocols to ensure consistency.

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement

  Goal: To develop a more comprehensive school action plan that better identifies all of the improvement priorities in a given year.

**Financial Summary**

The plans for improvement to shaded areas throughout the school have been scheduled for early 2016, with the P&F having set aside significant funds for the completion of this project.

In Term 4, a previously owned demountable building arrived on site and is to be prepared for use as a Visual Arts/Science room in 2016. The building has undergone a slight refit in order to maximize its potential as a learning space and should be available for use for early in the new school year.

Further associated works have included the installation of an additional path to the gate leading to Liquid Amber Reserve. The removal of large trees from the grounds and the refurbishment of the Kindergarten grassed area. In all $25 000 has been spent on maintenance and site improvements in 2015.

The following graphs reflect the aggregated income and expenditure for St Clare’s Catholic Primary School, Narellan Vale for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.
Student Welfare

The school has continued to implement the School-Wide Positive Behaviours for Learning (SPB4L) with a committee addressing a range of key improvement initiatives in their fortnightly meetings throughout 2015. In 2015 the focus for teacher development and school wide implementation has been to ensure consistent approaches to classroom management using an agreed stage based framework. The school wide token system that was implemented to identify positive playground behaviours was taken into the classroom and has assisted in reinforcing classroom expectations around positive learning behaviours.

In Term 3 2015, a new tracking system relating to student welfare was introduced using a module in the Sentral reporting system to enable affirmations and behaviours to be recorded in a central database. The module has enabled the staff to identify patterns and establish mechanisms to respond proactively and teach appropriate behaviours where required.

The Year 6 School Parliament continued to demonstrate a commitment to making a positive difference in the school community throughout 2015. There were a number of significant community awareness initiatives that the students actively led including, MS day, Silly Socks for Sick Kids, Infants Read-a-thon, Active Day and No Bull Day. A small group of students raised $808 in funds for the Cancer Council, by selling merchandise and arranging the sale of cupcakes. A notable highlight in 2015 was the welcome and hospitality extended by a group of Year 6 students to 12 residents from the Camden Nursing home. The students organised a morning of activities for the visitors, including bingo, a trivia competition, performances by our school choir and a delicious morning tea. The visitors and their staff were overwhelmed by the care and generosity of spirit shown by the students of St Clare’s.

A small but important inclusion in 2015 was the introduction of an Advent Tree of Kindness on which classes were asked to nominate a virtue that they had witnessed in their classrooms during the weeks of Advent. These qualities were displayed on a special tree in the school hall to recognise the goodness and kindness that can be found daily in our school community.

In 2015 our Year 6 Parliament lovingly tended to a small vegetable garden on our main playground. The produce grown was donated to the teaching and support staff in appreciation of their work in assisting the students in so many ways. Other initiatives included, running a talent quest, technology lessons for Year 2 students, a soccer tournament for Year 4 students, and collecting toys for a Vietnamese orphanage.

In 2015 there was an opportunity to reinforce to the school community the importance of the appropriate use of technology. Police Liaison and Police Youth Liaison officers from the Local Area Command visited St Clare’s to undertake a presentation to the Year 5 and 6 students and their families about the importance of not using digital devices to cause hurt or harm. Over 40 parents attended these sessions and all families of the community received a mail out regarding the appropriate use of technology.

During the week of October 11-16 the Year Five students, guided by a team of staff, ran a mental health week for all students from K-6. Each day the students were given the opportunity to try something new based on the concepts of mindful seeing, mindful listening, mindful awareness, mindful tasting, mindful movement and mindful smelling. Activities included tai chi, meditation, aerobics, the ability to taste unusual fruit, brain break activities in the classroom, drama
presentations on anti-bullying, storytelling with puppets around emotions and emotional well-being, guided visualisations, and guided imagery through music during music lessons. The week was a great success and, as the activities were led by students, there was a high level of engagement and participation.

Year 2 students were given the opportunity to participate in the “Bucket-Fillers” program – an anti-bullying program developed in conjunction with CatholicCare. The program is concerned with students filling each other’s buckets with positivity rather than emptying people’s buckets with negative thoughts and actions.

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* is 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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**

A key priority for St Clare’s in 2015 has been the delivery of a robust and high quality curriculum. The staff have actively engaged in a range of professional learning experiences that have assisted them in the implementation on the NSW syllabus for the Australian Curriculum. A number of school leaders have taken responsibility to lead growth and change in teacher knowledge and understanding of the curriculum during 2015.

**Curriculum and Pedagogy**

The inquiry learning process has remained a key priority and has been adopted when programming English, HSIE, Science and Religious Education. Several staff received professional development in the implementation of new curriculum documents at a Diocesan level and have then provided professional development to teaching staff to assist in effective implementation each syllabus.

As part of the professional development process, all teachers engaged in a focussed professional learning process where they selected a student with a learning need from within their class and participated in a research process to determine how the child’s needs could be met. Some of the areas included, but not limited to were; dyslexia, giftedness, Attention Deficit Disorder (ADD) and working memory, fine motor development, Autism Spectrum Disorder (ASD) and transition, anxiety and mental wellness, motivating boys, behaviour management and literacy. All teachers reported back to their colleagues, and learnings and understandings were made available online as a future reference for staff.
Assessment and Reporting

Assessment plays a pivotal role in collecting data about student achievement, and teachers continued to use the assessment cycle of assessment prior, assessment during and assessment after learning to inform the learning and teaching process in classrooms. In 2015 online reporting using Sentral was successfully continued. Teachers provided students with opportunities to reflect on the learning process and their own performance in all Key Learning Areas (KLAs). Parents were invited twice during the year for parent teacher information sessions and for a celebration of their child’s learning.

Technology Supporting Learning

Technology is seamlessly integrated into all learning experiences at St. Clare’s. Laptops, iPads and Smartboards are available for use in each learning space.

In 2015 St. Clare’s continued a commitment to the Gifted and Talented program by participating in the 2015 Gifted and Talented program through the Catholic Education Office Wollongong. These students completed units of work that encouraged them to think divergently and transfer knowledge from other learning in a creative manner. The first unit of work was an English/Creative Arts unit, based on the 500th Anniversary of the birth of St. Teresa of Avila. The second unit of work was a Science/English unit based on electricity and lighting called “LED by the Light”.

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 2015, 280 students completed the challenge. 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, AFL, swimming, cross country running, hockey, softball and basketball. The students achieved a high level of success with a number 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 student based learning initiatives included the Christmas Art competition classes, Kids Club, Chess Club, Science Club and Cafe Italiano.

Meeting the Needs of All Students:

At St. Clare’s there is a continued commitment to meeting the diverse learning needs of all students. Teachers provide engaging activities and a stimulating learning environment in order to best meet the requirements of individuals. Some of these activities and strategies include Personal Plans (PP), Individual Learning Plans (ILP) for Aboriginal Torres Strait Islander (ATSI) students, Intervention Plans (IP) for Literacy and Numeracy. Transition meetings occur in terms two and four to discuss student progress with parents, and to set future goals for improvement. The Literacy and Numeracy Continua were used to track the progress of all students. Students who require extension in a particular area are catered for in the classroom by differentiation in programming. A gifted education program was also offered to several students from Years 4 to 6 to encourage development of their independence in learning, while providing enriching and engaging tasks.
The Reading Recovery program continued to provide support in Literacy to students in Year 1 through an intensive one to one reading program. In 2015 1 teacher facilitated this program and 18% of the Year One cohort were able to access the program.

**Expanded Learning Opportunities:**

In 2015 Grades were involved in incursions and excursion designed to enhance and support the learning that occurs within the classroom. These included:

- Kindergarten – excursion to St. Paul’s Church Camden.
- Year One – “Alexander’s Outing” excursion to the Botanical Gardens, Sydney.
- Year Two – Sustainability excursion to Mt. Annan Botanical Gardens.
- Year Three – The Rocks walking tour.
- Year Four – Powerhouse Museum excursion, including iPad digital storytelling workshops
- Year Five – Overnight camp at Teen Ranch.
- Year Six – Overnight excursion to Canberra.

Other whole school events included: trips to St. Paul’s Church, Camden to attend Mass and attendance at the Community Care day at Magdalene College. Whole school incursion included:

- Andrew Chinn – Christmas concert workshops
- The Jollybops Science show

Many students at St. Clare’s were provided with opportunities to represent the school in some manner. Students were involved in:

- Australia Day celebration
- ANZAC day commemoration
- Campbelltown Catholic Club Mass
- Indigenous Sorry Day activities
- Mass at Mater Dei
- Mini Vinnie cluster meetings
- SPLICED Artists retreat
- Gathering and Prayer with the Bishop
- Northwest Cluster public speaking competition
- Mayor for a Day competition
- Diocese of Wollongong Christmas Art Competition
- University of NSW academic competitions – Science, Mathematics, English, Writing.
- Chess Competition.

**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 NAPLAN in 2015, for the purpose of diagnosing and providing a report on the individual progress of students in numeracy and literacy to parents and teachers. The information obtained through NAPLAN has provided 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 around the middle of Term 3, 2015. Comparative data will be available from early 2015 from the MySchool 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.

<table>
<thead>
<tr>
<th><strong>NAPLAN 2015:</strong> % in Bands</th>
<th><strong>YEAR 3</strong></th>
<th><strong>YEAR 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</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.

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<thead>
<tr>
<th>NAPLAN 2015: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
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<tbody>
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<tr>
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<td>99%</td>
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<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
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<tr>
<td>Writing</td>
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<tr>
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<tr>
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<td>92%</td>
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<tr>
<td>Spelling</td>
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<tr>
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<tr>
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<td>93%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
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<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
</tr>
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</table>

**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, 39 responded. The survey instrument contained 11 statements in relation to the school. Parents were required to rate the school on a scale of 1 to 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 and 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 and 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 154 students. Many of whom 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 2015 survey indicated almost 10% of those surveyed did not feel safe at school all of the time and almost the same percentage 8% could not readily identify who to approach for help should they encounter a problem.

Overall the results indicate that the students appeared to value the opportunities at St Clare’s. In general, comments from the staff indicated that St Clare’s was generally a happy and supportive school in which to work.