



St Clare's Catholic High School

2024 Annual School Report



St Clare's Catholic High School
Locked Bag 1412
Hassall Grove 2761
0298302000
clarehassallgrove@parra.catholic.edu.au
www.clarehassallgrove.catholic.edu.au

Introduction

About the Annual School Report

St Clare's Catholic High School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr Kevin Jones

St Clare's Catholic High School continues to provide quality Catholic education to our community in the Greater Mt Druitt area. We live out our motto, Praise God by Your Life, as well as label ourselves as a Catholic school of excellence and improvement. This is held up by four actions which we call the '4Ps'.

- Peacemaker: praise God by your life be respectful safe environment live a good (fulfilled) life live a Christian life - justice, compassion and hope.
- Passion for learning: learning is communicating learning means growing as a person learning is critical thinking learning is being creative learning is collaborating.
- Persistence: never give up look for the positives examine all options.
- Pride: uniform be part of a community participate in all aspects of what is on offer.

Our school goals were to improve literacy and formation outcomes for all students. As a staff we are "working so that our students feel they are known, understood, valued and learning". We have continued to maximise our learning spaces. The spaces allow staff and students to have more ready access to a greater range of technologies and to experiment with more cooperative and creative learning opportunities.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parents are seen as very important partners in their children's education and are encouraged to be involved in all aspects of school life. In 2023, regular information and parent/teacher evenings were offered. St Clare's Catholic High School also enjoyed good relationships with the broader community, particularly with the local Catholic parishes and schools. The parent body was kept informed of school events and news via correspondence in the form of weekly parent updates as required as well as Facebook, Instagram and through the school website. We also employed teachers to work specifically to support positive contact with parents via mobile phone calls and SMS.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

Students have always had a strong voice at St Clare's Catholic High School. Multiple leadership opportunities throughout the year enabled students to develop their skills in leadership and effectively follow the school motto. Student leadership portfolios in the areas of House, Community and Inclusion, Hospitality and Welcome, Performance and

Production and Justice and Environment. This allowed student participation in whole school initiatives and celebrations. Through the Student Leadership Team students were involved in supporting the school. There were numerous ways for students to make contributions to the school, including involvement in school masses, liturgies, excursions, sporting events and participation in extra-curricular activities.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

St Clare's Catholic High School was established in 1994 as Clare Catholic High School. It existed as a stand-alone school until 1999 when it combined with two other local Catholic schools, St Agnes Catholic High School and Loyola Senior High School, to form Christ Catholic College, a tri-campus coeducational college. The name has since changed from Clare Catholic High School to St Clare's Catholic High School in 2009. St Clare's Catholic High School is very well resourced and offers a coeducational Year 7 to Year 12 Catholic education. In 2022, the College had its third Year 12 cohort sitting the Higher School Certificate. St Clare's Catholic High School is very proud of, and continues to build on its Franciscan and Clarion heritage and offers quality Catholic education to the local community.

Location / Drawing Area

St Clare's Catholic High School is located in Hassall Grove and draws on students from: Good Shepherd Primary School Plumpton, St Francis of Assisi Primary School Glendenning, Holy Family Primary School Emerton and other schools in the local area. Students come from the Plumpton Parish, Holy Family Parish and other parishes within the greater Mt Druitt area.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	74
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	45
Number of part time teaching staff	15
Number of non-teaching staff	14

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Clare's Catholic High School can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Teachers worked in Professional Learning Teams to research, plan and evaluate key skills in courses across the stages.
- Continued development and partnership with universities around the Associate Teacher Program.
- Continued development of Clare Connect, a student portfolio website where students showcase and reflect on learning goals.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Student engagement in social justice initiatives, including Project Compassion, Winter Sleep Out, Jersey Day and the Christmas Appeal.
- Aboriginal and Torres Strait Islander students engaged in a weekly cultural program in collaboration with Captivate and Jarara Cultural Centre.
- Student Leaders organised a social justice collection for Caritas Australia and the St Vincent de Paul Christmas Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Review of 2023 ECSI results and strategic implementation of "doing theology" in response.
- Focus on how we understand, articulate and witness to our Catholic faith through the life, legacy and patronage of St Clare.
- Launch of the New Curriculum: Encountering Jesus for whole staff and specific professional learning for Religious Education teachers.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	55%	67%
Writing	57%	65%
Spelling	68%	72%
Grammar and Punctuation	43%	61%
Numeracy	46%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	43%	63%
Writing	58%	61%
Spelling	73%	72%
Grammar and Punctuation	41%	55%
Numeracy	41%	63%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 20.
- The number of students issued with a RoSA in Year 11 was 0.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	46%	67%	23%	59%	23%	56%
English Advanced	100%	96%	100%	95%	61%	94%
Studies of Religion 1	29%	80%	0%	84%	53%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 64.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Exploring Early Childhood, Photography & Videography, Sport Lifestyle and Recreation, Studies in Catholic Thought, Visual Design, Work Studies.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Mathematics Advanced	80%	77%
Music 1	100%	89%

HSC Results Comment

In 2024, St Clare's Catholic High School provided students with Year 12 study and the HSC qualification. The results indicated promising results in Math and Creative Arts courses, with Math Advanced and Music showing a high number of students in top 3 bands. This is a significant achievement for the school within this course, and testament to dedicated

staff and talented students. In PDHPE, the school also obtained a Band 6 result which is another promising result as the school continues to offer Stage 6 education to the young people in the community. Staff have analysed the results and identified areas for improvement for our students in courses.

Student Profile

Enrolment Policy

St Clare's Catholic High School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
278	299
Total Enrolments: 577	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	83%	10	81%
8	84%	11	86%
9	84%	12	89%
College Average: 84%			

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 83%.

Post School Destination

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	30%
Technical and Further Education (TAFE)	25%
Workforce	40%
Other/Unknown	5%

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	273
Students with disabilities (SWD)	145
Aboriginal and Torres Strait Islander	68

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Clare's Catholic High School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- "Clare Connect" was further developed. This on-line student portfolio is developed from Year 7 and is focused on student success and future pathways.
- The Student Leadership Team continued to evolve as Leadership Labs built student capacity to organise and facilitate whole school events.
- Students who met school benchmarks were able to participate on the Benchmark Bus excursion that took place each semester.

St Clare's Catholic High School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Clare's Catholic High School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebrated Harmony Week with a range of student led activities focused on celebrating the cultural diversity of our school.

- Students participated in Year 10 Moving on Up program to prepare for Stage 6 senior studies.
- Students participated in Year 10 Moving on Up program to prepare for Stage 6 senior studies with an assigned trained mentor.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- From the Tell Them From Me data parents reported feeling welcome at St Clare's.
- From the Tell Them From Me data parents said that the school supported their child's learning needs.
- Parents feel they are well informed of school matters.

Areas of strength from the student feedback include:

- Students reported they are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students reported taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Areas of strength from the staff feedback include:

- The culture with which staff can come to work and feel a sense of belonging, authenticity and equity.
- The majority of staff would recommend our school to people they know.
- The majority of staff are engaged, and so will be more motivated to meet or exceed our goals.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For students to consistently implement teacher feedback to improve their learning.	Still Working Towards.
Priority 2	For students to showcase their progress towards their Clare Connect learning goals.	Still Working Towards.

Projected School Priorities		
Priority 1	Working with parents/ carers, students and staff on the development of Learning Conferences to take place with the learning mentor at the end of each semester.	
Priority 2	For students to consistently implement teacher feedback to improve their learning.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$9,827,479
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,585,092
Fees and Private Income ⁴	\$1,869,806
Other Capital Income ⁵	\$246,599
Total Income	\$14,528,976

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,529,644
Salaries and Related Expenses ⁷	\$10,764,734
Non-Salary Expenses ⁸	\$5,087,807
Total Expenditure	\$17,382,185

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses