



ST CLARE'S SCHOOL

2021 ANNUAL REPORT



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ABOUT ST CLARE'S SCHOOL:

St Clare's School is a Catholic CARE (Curriculum & Re-engagement in Education) school for girls in Years 8 - 12. The school began in 1956 by the Good Shepherd Sisters in West Leederville. After several location changes, it settled in its current location in Lathlain, in 2002. As a CARE school, St Clare's serves girls who have not been able to engage or flourish in mainstream schools, due to a variety of issues, resulting in prolonged absenteeism and school-avoidance. Hence, all students are at significant educational risk.

Whilst the school is set in the South-East corridor, students from all over the metropolitan area approach the school for enrolment. Hence, the school does not record an ICSEA. Enrolment is set around thirty students.

Profile of Learners

St Clare's School is a girl's CARE school catering for around thirty students from Years 8 -12. Approximately 20% of students are Catholic and 80% non-Catholic. No current students have a language background other than English. There are currently 5 Aboriginal students enrolled at the school.

Year	Students	ATSI	SWD	IEP	LBOTE	Additional Support
8	3	1	0	4	0	3
9	5	0	2	5	0	5
10	9	0	1	9	0	9
11	9	3	6	9	0	9
12	8	1	1	8	0	8
Total	34	5	10	34	0	34

ST CLARE'S STAFF

Teacher Standards and Qualifications

Teachers' Highest Qualification	Number of people holding Qualification
Diploma	0
Bachelor Degree	1
Graduate Diploma	6
Master Degree	2

Workforce composition

		Total
Females: 16	Males: 0	16
Indigenous: 1	Non-Indigenous:15	16
Teachers: 9	Non-teachers: 7	16
Full-time: 7	Part-time: 9	16

ST CLARE'S STUDENTS:

Student Attendance

Some serious individual issues, as well as COVID had a negative impact on attendance.

Cohort	Percentage present
Year 8	70%
Year 9	41%
Year 10	63%
Year 11	43%
Year 12	58%
Whole-School Rate	55%

Responses to poor attendance issues

Taken from School Attendance Policy

Workflow

- 1.1. Daily SMS (as well as further attempts at contact/support)
- 1.2. With no replies, contact with extended family/carers from Student Support Team within 3 days.
If still no carer response, Youth Worker to contact student.
- 1.3. 5 – 10 school days of no response from carer, letter from the Principal (with attached attendance summary report) asking for carers to attend meeting to discuss creating an attendance plan. (Copy to student file). This is monitored each Wednesday by Kate
- 1.4. If lack of response is ongoing, two staff members (SST and/or leadership team) will do a home-visit. (Note on Student file)
- 1.5. If no reply or contact after further 10 days, (with ongoing attempts from SST to connect), The Principal and SST team will review the situation, and make a Participation Report (Y11&12), or a CPFS report (any age) where deemed necessary.

Print full attendance record to accompany all reports

NAPLAN and OLNA Annual assessment

Many students in St Clare's have had no previous experience of NAPLAN assessments due to interruptions in their schooling. All Year 9 students are prepared for NAPLAN assessments using practice tests and exposure to the online platform where the assessments are undertaken.

In 2021 40% of the Year 9 cohort undertook NAPLAN, the percentage of students above, at or below standard is detailed in the table below.

	Above standard	At standard	Below standard
Reading	50%	50%	0
Grammar	0	50%	50%
Spelling	100%	0	0
Writing	100%	0	0
Numeracy	0	100%	0

Based on Year 9 NAPLAN results, students scoring Band 8 or higher prequalify for the corresponding OLNA category. This gives the teachers useful data to focus on individual's literacy and numeracy needs. OLNA, along with *Compass Testing* provide data on the Australian Core Skills Framework scale, which informs teacher strategies and foci for literacy and numeracy.

OLNA results from Round 2 2021 – the table below shows the number of students who have achieved each level in OLNA.

	Year 10				Year 11				Year 12			
	Level 1	Level 2	Level 3	NSA	Level 1	Level 2	Level 3	NSA	Level 1	Level 2	Level 3	NSA
Writing		1	4	4	3		2	4		3	1	4
Reading		1	3	5	1	3	1	4		2	2	4
Numeracy	1	3		6	1	2	2	4	1	2	1	4

NSA – Not Sat Assessment

Community Satisfaction

The community participated in a climate survey in 2021 and the voice of students, parents and staff was heard.

The student data shows that they feel supported at school, are connected well with one another and that there are high expectations for success. Parents reported that the school deals very well with student behaviour, the environment is challenging and stimulating, and that staff are very supportive of their child. The staff reported that the mission of St Clare's is lived day to day, that they are well supported, collegial and work in a safe and respectful environment.

Value Adding

By way of meeting the diverse and individual needs of our student population, St Clare's School offers the following alternative programs, all of which are funded by the school.

- Pre-driver education
- Driving lessons
- Financial Literacy curriculum
- Individual music lessons: Voice, keyboard, and guitar
- Work-experience programs
- Online and campus-based TAFE Certificate courses
- Online qualification suite, including Barista, RSA, Safe food handling, and First Aid
- Practical Barista training
- Social and Emotional Learning programs
- Allied Health professionals (OT, Physio) access
- Supported employment training programs
- Onsite Certificate courses e.g., Construction
- School-based traineeships for Aboriginal students
- Aboriginal and Torres Strait Islander cultural events
- Recreation-education excursions
- Post-school transition planning

A Year 12 Exit survey is conducted each year, and the data is analysed. The data from the students was very positive overall and affirmed the approach we are taking with students. Many expressed their gratitude for the many opportunities afforded them at St Clare's School.

SCHOOL INCOME

Financial information for the last year can be found on the St Clare's page of the *My School* website.
<https://www.myschool.edu.au/>

SENIOR SECONDARY OUTCOMES

Qualification	# certs/quals achieved	% Students who achieved qualification
Cert I (Yr. 10)	0	0
Cert II (Yr. 11)	0	0
Cert II (Yr. 12)	1	16.7
Cert III (Yr. 12)	0	0
Cert IV (Yr. 11)	0	0
Cert IV (Yr. 12)	0	0
WACE (Yr. 12)	1	16.7
WASSA (Yr. 12)	8	100

POST-SCHOOL DESTINATIONS

University degree or Bridging Course	TAFE/Senior College course	Employment	Supported employment	Unknown	Travel	Total
0	1	3	1	2	1	8

ANNUAL SCHOOL IMPROVEMENT

Review of 2021 ASIP Goals

	SMART Goals	Success Indicators	Progress
Catholic	Excursion to Church, Cathedral & St Michael's Chapel. Also, greater visibility in Classrooms.	Calendared events & visible signs	Excursion to St Michaels' Chapel for St Clare's Day
Education	Aboriginal Education Improvement Map (AEIM) 3.1d in conjunction with an ATA	New AEIM	Employed a ATA – continue into 2022
	OLNA data and NAPLAN data on Power BI	OLNA results	OLNA data wall was created in 2021. PL was conducted on Aust Core skills framework. Continue in 2022 – use of Power BI
Stewardship	Expand capacity to provide wrap-around services to SCS, as the GS model in Sydney	CDP submission made and build to commence in 2022	Build approved and commencing Term 3 2022
	Qualitative: Observations & reports of culture of blame, negativity, lack of help-seeking or learning disposition.	Hearing the use of the language around the staffroom and meetings	Exec Leadership Team engaged a facilitator to guide the team through work on Essential dispositions.
Community Engagement	Complete RAP – RAP has expired and needs renewing	Completed RAP	Incomplete – continue work on this into 2022

SCHOOL COMMUNITY REPORT

School Advisory Council Report 2021

I am pleased to report that St Clare's School has had another successful year supporting our students as they face the many and varied challenges of life in 2021.

Some significant changes were recently implemented at Catholic Education Western Australia {CEWA) which did affect us at St Clare's. This involved the official registration of CEWA Ltd as a company in 2020 and our educational registration as part of that entity this year. However, it is important to recognise that we remain an agency of the Good Shepherd Australia New Zealand (GSANZ). Therefore, there was little change in relation to our charism and the everyday running of the school. It did however prompt some discussions around formalising our structure going forward as the existing documents were outdated.

The School Board is now known as a School Advisory Council. This reflects our main purpose which is to support and advise the principal wherever possible.

Secondly, the Strategic Plan which currently runs until the end of this year has been extensively reviewed by all stakeholders. I have had discussions with the Advisory Council, the staff and the students and gained some useful insight to draft a plan to take us forward. The new "Strategic Directions" document should be finalised for the start of the 2022 school year and will take us through until 2025. It has been designed to reflect our unique position as a CARE School with ties to both CEWA and GSANZ. I look forward to sharing it with you all.

Lastly, we have been working collaboratively with both CEWA and GSANZ to update our Memorandum of Understanding (MOU). This will be a simple document to outline both our commitment to and support from both governing bodies. It has been a pleasure working with Ainslie Perrigo the Company secretary at CEWA and Elizabeth Lanyon the Legal counsel at GSANZ. This also should be finalised at the beginning of 2022. This process also led to the formalising of the financial commitment from GSANZ to St Clare's through to 2023.

Whilst Covid-19 has not been as significant a disruption as in 2020 it continues to impact our lives in many ways in 2021. During the school year we experienced two brief shutdowns as well as some mask mandates for both students and teachers. I once again take this opportunity to thank the St Clare's staff who responded to this and the many other additional challenges they face daily with patience and compassion.

This year we gained Sharon Carmichael in the position of Treasurer. Sharon has a broad wealth of experience in all matters relating to finance within Catholic Education and has been a pleasure to work with. We also welcomed Sister Jacinta Unger to the Council and her insights and wisdom play an important role in representing the Sisters and their work.

The Advisory Council has also continued to oversee the financial security of the school. I am pleased to report that the school is currently in a very strong financial position. Enrolments have remained constant, and we are always working towards improving the enrolment process to maintain the optimal number and mix of students in each year. It remains our priority to provide a place for vulnerable young women wherever possible.

As always, our limited space at St Clare's can be challenging when looking to provide the optimal learning environment for both students and staff. Clare Kanakis has worked tirelessly with our architects all year to devise a staged plan to continue to grow and improve the school. We are excited to be able to commence Stage 4 next year which will involve an upgrade to the staff areas as well as allowing us to address child safety issues and provide additional flexible workspaces.

At St Clare's we continue to engage in a broad range of community opportunities to enhance student outcomes. The suburb of Lathlain continues to improve with the completion of the West Coast Eagles facility as well as the addition of many new local eateries and community facilities. Our girls have participated in many worthwhile programs, and we believe this involvement helps to broaden their educational experience.

We have also recently farewelled our Year 12's. Graduation was a very special day, and it was wonderful to be reminded of all that they achieved in their time at St Clare's. The Advisory Council wishes all graduating students every success for the future. We also look to continue this good work with the granting of the Sister Naomi McClements scholarships that are available for any student continuing their study.

On behalf of the Advisory Council, I would like to acknowledge the dedication and professionalism of both our leadership team, Clare Kanakis (Principal) and Michelle O'Neill (Deputy Principal) and our entire incredible staff. They constantly strive to inspire, lead, and engage our students. I believe it is the people of St Clare's that make it the truly special place that it is.

Finally, I would like to thank the rest of the Advisory Council for their time, enthusiasm, wise counsel, and kindness. I have truly enjoyed my first year as Council Chair and I look forward to working with you all again next year to carry on the important work at St Clare's School.

Warm regards
Mandy Hepburn
School Advisory Council Chair