ST CLARE’S PRIMARY SCHOOL, OFFICER

REGISTERED SCHOOL NUMBER: 2095
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>95 Majestic Drive, Officer 3809</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Ms Helen Staindl</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Rev Fr Bernard Mahony PP</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr Paul Velten</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 5940 6777</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@stclaresofficer.catholic.edu.au">principal@stclaresofficer.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.stclaresofficer.catholic.edu.au">www.stclaresofficer.catholic.edu.au</a></td>
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</table>

Minimum Standards Attestation

I, Helen Staindl, attest that St Clare's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the Victorian Regulation and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016
Our School Vision

Mission

St Clare’s is a Catholic School called to serve the local community, to teach the Catholic faith, to promote educational excellence and to nurture the growth and well-being of all students, families and staff.

The Gospel values of Jesus Christ will be reflected in a learning environment where knowledge is enlightened by faith. These values will be reflected in the way we act. The Christian identity of our school will be alive, inspired and celebrated.

Vision

At St Clare’s School, Officer we will:

Faith

• strive to be a Christ centred, family-oriented faith community
• teach and model the Catholic faith.

Learning

• pursue excellence and success in learning, meet challenges and celebrate achievement
• make learning engaging, relevant, contemporary and life long
• encourage risk taking and see mistakes as opportunities for learning
• strive to challenge our thinking and develop our skills and resources to meet the demands of an ever changing world.

Growth

• create an environment where all feel safe, accepted and valued and where self-esteem can flourish
• accept, value and celebrate individual differences in our diverse community
• recognise and nurture the gifts and talents of all individuals.

Leadership

• promote visionary leadership by developing and fostering leadership skills in staff, students and parents

Stewardship

• respect the environment as God’s creation and endeavour to care for everything and everyone around us.
School Overview

St Clare’s is a co-educational Catholic School nestled in the heart of Officer and is part of St Patrick’s Parish in Pakenham. Established in 2015, St Clare’s has a rapidly growing enrolment. The school is on site with the Parish Early Learning Centre and the Officer campus of St Francis Xavier College thus providing a one-stop facility for those in our catchment area.

In 2015, our inaugural year, St Clare’s School brought together 92 students from a diverse range of sixteen ethnic backgrounds and over fifty educational settings. This enrolment is expected to grow rapidly over the next few years and peak at over seven hundred.

Being part of a caring, faith filled community instils our students with a sense of identity, a feeling of belonging and above all, a powerful sense of self-worth.

At St Clare’s, we measure achievement not only through learning successes, but by the emotional, social and spiritual wellbeing of our students. We value excellence and expect our students to achieve their personal best in all they do.

The purpose-built facilities include learning centres specifically designed for the developmental needs of the individual. Each area is spacious, bright and well-resourced to meet the needs of the 21st Century learner.

The school strives to create an environment of mutual respect and support among staff, parents and students and to maintain the flexibility and open-mindedness required to deal with a constantly changing educational environment.

*(The learning spaces have been designed to provide rich environments conducive to relevant, meaningful learning.)*
Principal’s Report

What an exciting year 2015 proved to be for our St Clare’s School Community.

On 2 February 2015 we opened our doors to 92 students and their families who came from over fifty different educational settings and sixteen ethnic backgrounds. We gathered in the Modular building which was to become our home for the first half of the year.

Ensuring that people felt welcome and part of the St Clare’s Community was critical to our philosophy so too was establishing the school culture. Staff, parents and students met frequently to discuss their ideals for St Clare’s Primary School and how we could jointly work to achieve these.

In July, the students migrated to the current Foundation Building which was officially opened by Mr Jason Wood MP and blessed by Bishop Patrick O’Regan. The ceremony was attended by over six hundred people including members of the official party: Fr Bernard Mahony PP; Ms Maria Kirkwood, Director of Catholic Education Diocese of Sale and staff, students, families and friends.

There are many stories that we share on our inaugural year. In the days prior to the beginning of the year, the Certificate of Occupancy was not quite finalised, there was no play area for the children, we had no internet, computers, photocopying or printing services, the port-a-loos hadn’t quite arrived, the water was undrinkable and our uniforms were on the high seas. But in each of these adventures, the spirit of St Clare prevailed and our community became stronger in their shared vision.

I believe we have much to celebrate at St Clare’s. I congratulate the community as we acknowledge the fact that our students are motivated to be the best they can be and aspire to live lives that witness to Jesus.

Ms Helen Staindl
Principal
Education in Faith

Goals & Intended Outcomes

- For students and families to be aware of the life and teachings of Jesus Christ
- That St Clare’s Primary School has a strong Catholic Identity that is embraced by the community.

Achievements

- Our Vision and Mission statements were formed with input from the staff, parents, students and parishioners
- There is frequent discussion and common understanding around our Catholic Identity and how we work to achieve this
- Students are actively engaged in liturgical celebrations and social justice actions within the community
- There is a firm commitment to building and maintaining a Catholic culture within our school
- There is a strong communal sense of inclusion
- Our Insight SRC data shows that students and staff acknowledge the importance of the Catholic Culture of our school
- Key members of the Leadership Team attended a Catholic Identity Professional Development session with Professor Didier Pollefeyt and Jans Bouwens who discussed how interpreting data from the Enhancing School Catholic Identity Project which will assist the school in the process of recontextualisation and future planning.

VALUE ADDED

- Representatives attended the Installation Mass of Bishop Patrick O’Regan at Catholic College, Sale
- Students formed the choir at the annual Pilgrimage Mass at St Mary’s Cathedral, Sale
- Considerable fundraising efforts for Project Compassion during Lent and St. Vincent de Paul Christmas appeal which services needy families in the local area
- St Clare’s Feast Day was celebrated with the whole community. Parishioners and families joined with the school to celebrate Mass and participate in the activities that followed
- As a gesture of welcome, students were presented with a St Clare’s medallion that had been blessed in Assisi. These are still being worn today
- St Clare’s Primary School Official Opening and blessing was attended by the school and wider community. It was an opportunity for the St Clare’s to highlight the new contemporary facilities and learning spaces
- Families of St Clare’s Primary School have been involved in the RCIA and RCIC programs offered through the Parish
Learning and Teaching

Goals & Intended Outcomes

• St Clare’s Primary School will have a teaching culture where staff and students are self-motivated, collaborative and passionate learners
• There is a culture of high expectations of teaching and learning which is clearly communicated
• Students are actively engaged in their learning.

Achievements

• Curriculum documentation and programs were established
• Learning Adjustment processes and protocols were discussed and documented
• There was frequent discussion and agreement around collaboration and the learning culture that was to be established at St Clare’s Primary School
• St Clare’s School supported staff in their professional learning to improve their capacity to meet the particular needs of students. This was coupled by peer coaching and mentoring as well as feedback from students and staff
• Insight SRC data shows that students have a favourable attitude to purposeful teaching and stimulating learning
• Such positive data was also reflected in the Parent Opinion where Student and Staff Engagement is seen as being extremely positive
• To support student learning, teachers used formal and informal assessments, work samples and observations to identify the point of need of each student. Individual learning goals were formed with student, teacher and parent collaboration
• As a school, there was also ongoing interaction with Catholic Education Office personnel, medical professionals and experts in regards to meeting student specific needs
• Identified students throughout the school underwent targeted observations through the CELF Screener (Clinical Evaluation of Language Fundamentals)
• All students underwent MAI assessment (Mathematical Assessment Interview) and growth points were identified at an individual and cohort level
• Staff were trained in targeted areas to support our Learning and Teaching Goals in English and Mathematics
• Parent workshops were offered to assist parents in supporting their children’s learning.

Management of Student Non-Attendance

• Learning Group teacher contacts parents after two unexplained absences
• If this approach fails to improve student attendance, the Principal is advised
• The Principal contacts the family and if necessary, individual support is provided
• In extreme cases, the Diocesan policy is enacted and relevant authorities are advised.
STUDENT LEARNING OUTCOMES

Given this is the first year of operation for St Clare’s, NAPLAN trend data is not available. Similarly, because there are small class sizes in Years 3 and 5, the data needs to be viewed with this in mind. However some general observations can be made and targets set for future growth.

• There is a wide range of ability amongst students in each of Years 3 and 5 across all areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy
• Most students in Year 5 were at or above the expected level in Reading and Spelling,
• Grammar and Punctuation will be an area of focus going forward
• Teachers have analysed the NAPLAN results for this year and have identified the area of numeracy as being a priority to assist in further achievement.

Outside of NAPLAN, other key components of Learning Adjustment were also undertaken:

• Reading Recovery supported several students in Year One to develop key literacy skills
• Students accessed extra support in Mathematics through the EMU Program (Extending Mathematical Understanding)
• Speech Therapy Assistance (STA) training and programs were implemented
• Language for Literacy support was provided for students who required assistance with oral language
• Individual Learning Plans were implemented to support the needs of particular students.
School Community and Student Wellbeing

Goals & Intended Outcomes

• Home-school partnerships are authentic
• Tolerance, compassion, empathy and respect are lived out within the St Clare’s school community.

Achievements

The wellbeing of students directly links to their ability to achieve high and consistent outcomes. St Clare’s Staff believe that children learn best and achieve the highest outcomes when they feel happy, safe and loved. The staff acknowledged the importance of and strategically planned for the building of relationships in a new school. This was especially important as students were coming to St Clare’s from over 50 different educational experiences and all were new to the school. It is for this reason that the staff ensured they knew every child by name and what it is that makes that child an individual. We have worked tirelessly to connect students and families to each other and the school.

As a new, growing school, the importance of establishing solid foundations in the way that we learn and relate to each other was particularly important. Thus, the Learning Theme was introduced: St Clare’s ROCKS. The acronym is a simple, yet powerful way to identify learning and relational behaviours that are the foundation of how we are as a school community.

We are RESPECTFUL
We are OPTIMISTIC
We are COURAGEOUS
We are KIND
We are SAFE

Other achievements include:

• The implementation of activities to enhance students’ social and emotional learning
• The identification of children who required further support to access all elements of the curriculum and the partnerships established to strengthen this support
• The active involvement of local community members who support the school in a myriad of ways
• The establishment of The Welcome Room (or Biscuit Room as it is affectionately known by the toddlers) as a place for parents and toddlers to gather
• The opportunity provided for the children and their families to gather together as a praying community
• The links made with outside agencies to support children’s educational health and wellbeing.
### VALUE ADDED
- Students were ambassadors and actively engaged in the Opening Ceremony
- A high proportion of our students attended the ANZAC Dawn Service
- Students attended school camps

### STUDENT SATISFACTION
Data gathered from Insight SRC shows that:
- Student morale is 99.2% favourable
- A high number of students feel connected to St Clare’s School
- Students feel confident in their learning and are connected to their peers
- Students speak proudly of belonging to St Clare’s and this is evidenced in the manner in which they greet visitors, wear their uniform and conduct themselves at community events such as our Blessing and Opening Ceremony and ANZAC Day Dawn Service
- School excursions, events and camps are valued.

### PARENT SATISFACTION
Data gathered from Insight SRC shows that:
- Parents feel welcomed and included in their child’s education
- Parents feel that the staff are approachable and know their children well
- Parents believe the school has appropriate and fair behaviour management practices
- Parents actively support events in the school whether these are fundraising, social or educational
- Pastoral Care is seen to be at the forefront of the School’s care for children
- Parents see their students as being highly motivated to be part of the St Clare’s School community
- Parents see the high regard that staff have for the students
- 100% of parents identify teachers as being enthusiastic and passionate about their work.
Leadership and Stewardship

Goals & Intended Outcomes

• That leadership is authentic, transparent and shared
• Our facilities allow for future growth and development
• That leadership roles are well understood by all staff
• All teachers are valued as leaders within the school community
• That each teacher will have increased professional growth
• That we continue to create learning areas that are adaptable, flexible and cater for students multiple learning needs
• That Capital Works are carried out as part of the Master Plan and provide buildings and resources for the rapid growth of the school
• Establishment of processes and protocols to advantageously place the school for cohesive growth in to the future.

Achievements

• Completion of Stage 1 of the Master Plan encompassing the Administration Building and the Foundation Building
• Development of a school culture with strong staff, student and parent input
• Opportunities for targeted professional learning for staff throughout the year
• Whole staff reflection and planning days
• Strong collaboration between leadership team members and staff to ensure that students are at the forefront of decision making
• The establishment of Enabling Committees for Stage 2 and Stage 3 of the Master Plan
• Successful allocation of Commonwealth funding for Stage 2
• Successful financial management that allows for the purchase of immediate resources as well as planning for exponential growth.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- The Story of St Clare of Assisi
- Developing Our School Culture
- Religious Education – Nurturing the Spirit through the Journey of Life
- A Whole School Approach to Behaviour Management with Bill Rogers
- Understanding Catholic Identity
- Change 2
- Early Mathematical Understanding (EMU)
- Reading Recovery ongoing professional development
- Management of Anaphylaxis
- Level Two First Aid accreditation

Professional Learning outside the school was undertaken across a number of areas throughout 2015. Staff attended many workshops, conferences and professional opportunities in a range of areas relating to our professional practices.

The Professional Learning opportunities, of which the above is only a sample, is offered to assist the school’s work in school improvement in the Five Spheres of our School Improvement Plan.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>7 (100%)</th>
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</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$518</td>
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<tr>
<td>STAFF RETENTION</td>
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</table>
TEACHER SATISFACTION

Data from the Insight SRC surveys shows a high degree of teacher satisfaction.

- Staff appreciate the importance of Catholic Identity at St Clare’s
- The opportunity that staff have to identify with their faith is high
- School Morale is very high
- Staff see students as highly motivated
- Staff see the School Improvement Focus as extremely important and their confidence is high
- Pastoral Care is high
- Quality teaching is highly valued.
# Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
<td>Tuition</td>
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<tr>
<td>Other fee income</td>
<td>-</td>
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<tr>
<td>Private income</td>
<td>13 531</td>
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<tr>
<td>State Government recurrent grants</td>
<td>431 862</td>
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<td>Australian Government recurrent grants</td>
<td>1 514 627</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>1 992 082</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>831 723</td>
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<tr>
<td>Non-salary expenses</td>
<td>643 862</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1 475 585</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>1 492 757</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>7 381 292</td>
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<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td>-</td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td>5 001 208</td>
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</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

Education in Faith:
St Clare’s Primary School has a strong Catholic Identity that is embraced by the community.
- Students and families are aware of the life and teachings of Jesus Christ
- Catholic social teaching is embedded into the life and culture of St Clare’s Primary School community and the wider community
- Families grow in their knowledge that they are part of St Patrick’s Parish, Pakenham

Teaching and Learning:
St Clare’s Primary School will have a learning and teaching culture where staff and students are self-motivated, collaborative and passionate learners.
- Staff have high expectations of teaching and learning which is clearly communicated
- A culture exists where students and staff are self-motivated, collaborative and passionate learners
- Students are engaged in their learning

School Community and Well-Being:
St Clare’s Primary School has a culture of positive relationships between school, families and parish which enhances wellbeing and respect for self and others.
- There is a whole school approach to students' social-emotional development
- Compassion and empathy are core values within the St Clare’s Community
- There is a culture of authentic student voice

Leadership:
St Clare’s Primary School leadership will be authentic to the learning of students and to the teachings of Christ.
- Adherence to the school’s strategic plan is the core business of leadership
- Collaborative, authentic leadership is understood and valued within the school community
- Transparency within leadership is evident

Stewardship:
St Clare’s Primary School will provide stewardship of its school environment through building and maintaining safe, organised and attractive facilities with strong educational intent.
- Stage 2 Capital Works is to proceed
- The School building plant caters for increased student population and 21st Century pedagogy
- Clear strategic documentation is devised to support the St Clare’s School’s developments
### VRQA COMPLIANCE DATA

#### SCHOOL PERFORMANCE DATA

<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03     Reading</td>
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<td>0.0</td>
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<td>0.0</td>
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Given the cohort of students at both Year 3 and Year 5 is very small, the data needs to be viewed with this in mind. Also, trend data is not available as the school only opened in 2015.

### Average Student Attendance Rate by Year Level

<table>
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<th>%</th>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
<td>95.65</td>
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<td>Year 4</td>
<td>88.92</td>
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<td>Year 5</td>
<td>92.93</td>
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<td>Year 6</td>
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### TEACHING STAFF ATTENDANCE RATE

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<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
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### TEACHER QUALIFICATIONS

<table>
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<th>Qualification</th>
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<tr>
<td>Doctorate</td>
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<td>Masters</td>
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### STAFF COMPOSITION

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<th>Count</th>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
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<tr>
<td>Indigenous Teaching Staff</td>
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