

# DIOCESE OF TOWNSVILLE SCHOOL REPORTING - 2018



## St Clare's Catholic School, Burdell

<p>BE A CLEAR LIGHT</p> <p>St Clare's Catholic School</p>	<b>Address</b>	Burdell Drive, Burdell QLD 4818
	<b>Postal address</b>	PO Box 414, Deeragun QLD 4818
	<b>Phone</b>	(07) 4760 6900
	<b>Fax</b>	(07) 4774 3489
	<b>Email</b>	<a href="mailto:enquiries@stclarestsv.catholic.edu.au">enquiries@stclarestsv.catholic.edu.au</a>
	<b>Webpages</b>	School Website: <a href="http://www.stclarestsv.catholic.edu.au">www.stclarestsv.catholic.edu.au</a> Additional information is available via the My School website: <a href="http://www.myschool.edu.au">www.myschool.edu.au</a>
	<b>Contact Person</b>	Ms Kath Tarttelin (Principal)

# Principal's foreword

## Introduction

St Clare's Catholic School is a co-educational, primary school offering Catholic values and progressive curriculum for students from Prep to Year 6. We opened our doors in 2011 to 173 students and their families and had an enrolment of 681 students in 2018.

Our commitment to the Gospel values of: love, peace and justice, helps create a school climate where everyone is respected and valued. Promoting excellence in numeracy and literacy across the curriculum are core principles, with staff working to support and enrich students in all areas, including specialised programs for the gifted and talented. We offer students various leadership, pastoral, sporting and academic opportunities, highlighting the quality of pastoral care and learning provided.

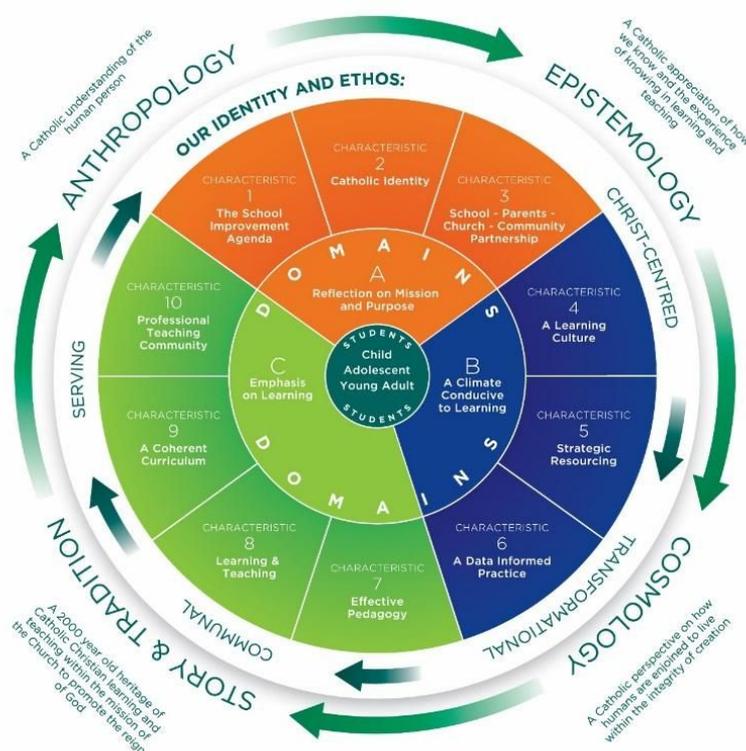
Staff are committed to providing students with a range of learning experiences appropriate to their needs and development, as well as capturing their interest. Students are encouraged to become independent learners who are critical thinkers and responsible for their own behaviour. The school is committed to the development of the whole child spiritually, intellectually, socially, emotionally and physically.

Working in partnership with parents and the broader community to achieve these goals enables us to provide students with an education that is relevant and life-giving.

# School Renewal, Strategic Planning and Annual School Improvement

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.

## THE CHARACTERISTICS OF EFFECTIVE CATHOLIC SCHOOLS



## Mission and Purpose

- Continue to collaborate with all sectors of the school community to drive our School Improvement Plan.
- Provide the school community with regular feedback on our achievements.
- Continue to create Sacred Spaces within our school grounds.
- Further develop approach to teachers' critical thinking in relation to Catholic Identity.
- Continue to creatively foster parish involvement within our school
- Build opportunities for parental engagement eg. guest speakers, mini workshops
- Continue to focus on building the Indigenous Action Plan including Indigenous spirituality across the school.

## Climate Conducive to Learning

- Continue to identify opportunities for meaningful communication opportunities and protocols with staff and parents.
- Further develop a culture centered on excellence in teaching and learning by promoting Coaching and Profiling amongst teachers
- Implement a consistent whole school pastoral care programme.
- Continue to look at sustainable practices with the school, eg. exploring Laudato Si.
- Continue to purchase and catalogue high quality resources to support staff in a rapidly growing school
- Continue to focus on information sharing with parents about data and how it enhances school life and student achievement.
- Review the use of data collection and assessment tools across the school and promote the use of Student Dashboard.
- Continue to support teachers to analyse data and use a range of interventions to support learning based on the data.

## Emphasis on Learning

- Continue to strive towards developing teacher effectiveness through the sharing of good practice, leadership walkthroughs, profiling feedback and coaching and mentoring systems.
- Ensure that Learning Intentions are in the forefront of teachers thinking when planning, teaching and assessing as ways of engaging students in the learning.
- Continue to develop the school learning framework document that can be communicated to and given to all staff.
- Provide timely feedback to the school community about student achievements, progress, strengths and areas to improve.
- Encourage and assist students to monitor their own learning and to set goals for future learning.
- Engage parents more effectively in the learning process of their children.
- Expand membership of our Curriculum committee to include representatives from lower, middle and upper classes.
- Support implementation of updated Australian Curriculum and continue to align assessment processes with the curriculum.
- Monitor the introduction of the new Student Information System (Compass) as a way of sharing data.
- Staff to continue to engage in Professional Development opportunities to expand their knowledge and skills.

## School Profile

**System:** Catholic Education (Diocese of Townsville)

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep – Year 6

### Total student enrolments for this school:

Total Enrolment	Girls	Boys
681	347	334

### Characteristics of the student body:

Prep		Year 1		Year 2		Year 3		Year 4		Year 6		Year 6		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	681
54	52	58	53	49	52	51	57	49	46	35	47	32	46	334	347	
<b>106</b>		<b>111</b>		<b>101</b>		<b>108</b>		<b>95</b>		<b>82</b>		<b>78</b>		<b>681</b>		

## Curriculum offerings

Our Learning Enrichment programme targets students of varying abilities and interests. A Learning Enrichment teacher challenges students by focussing on the application of the skills already attained in various subject areas. Initiatives which contribute to our school culture include:

- Religious Education Program
- A commitment to the integration of ICTs across the curriculum
- Specialist teachers to support, The Arts, Physical Education and LOTE (Italian and Japanese)
- Mt Isa Oral Language Program
- Cued Articulation
- Support-A-Talker
- Perceptual Motor Program
- InitiaLit
- MultiLit
- MiniLit
- PreLit
- Role M – Early Years Mathematics Program
- Daily Christian meditation
- School Gifted and Talented program
- Peer Support Program
- Purposeful Groupings – Literacy and Numeracy (Years 2,3,4,5)
- Numeracy Support – Years 1-5
- Visualising and Verbalising
- STEM lessons including coding and robotics

### Extra curricula activities

Swimming P-2

Arts and Cultural experiences

Challenge Games

Instrumental Program

Eisteddfod participation

Year 5 and 6 Camps

Mulkadee Arts

Inter-School Sport

Rugby League

Rugby Union

Outreach

Mini Vinnies

Student Representative Council

School Choir

Student Environmental Group

Readers' Cup

Quest for Knowledge Competition

OptiMinds Competition

Stephanie Alexander Kitchen Garden program

Southern Cross Young Speech Makers Competition

Coding Club

Dance Club

Craft Club

## How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are incorporated into all aspects of the school environment through the use of iPads, Interactive Whiteboards, laptops and Chromebooks:

- To enhance pedagogy and learning
- As a creative tool
- To improve communication and collaboration
- To manage, store and retrieve information/data

## Social climate

Seasons for Growth Program

Learning Support Network co-ordinated by a Learning Enrichment Teacher

Circle Time (Social and Emotional Development)

Guidance Counsellor services provided by the Catholic Education Office

Parish support for school-community members

Working with parish community to offer sacramental programs

Parents & Friends Association involvement

Peer Support Program

Zones of Regulation

Strategies/programs used to respond to bullying include:

- Centacare programmes (Buddies and Keeping Your Cool)
- Life Education Van
- Child Safety Week (Day for Daniel)
- School Safe Person
- National Day of Action Against Bullying and Violence

## Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

Performance measure	Result 2018
Percentage of parents satisfied with their child/ren's progress at this school	98.6%
Percentage of Year 5 – Year 6 students satisfied with their learning at this school	94.8%
Percentage of teachers satisfied that this school provides educational programs that enable students to learn	18.5%
Percentage of teachers satisfied with the educational progress of students at this school	100%

## Involving parents in their child's education

Regular P&F meetings  
Parent volunteers in classrooms  
Class Parent role  
Parents invited to assemblies, class and school activities  
Weekly school newsletters  
Ongoing process of consultation to assess community opinions  
Social gatherings  
Weekly assemblies  
Parent Information nights  
Parent/Teacher meeting and reporting  
Involvement in the Sacramental programme  
Compass notifications

## Reducing the school's environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools. The school has also installed solar panels onto its Administration building and to its New Mass Centre. In partnership with the Townsville City Council and Bunnings, three Wicking Garden Beds were installed next to 'C' Block which will utilise waste water from their building's air-conditioning unit to grow produce for the students to use in various school initiatives like the Stephanie Alexander Kitchen Garden program.

## School Finances

For school income broken down by funding source: please refer to [My School – School Finances](#)

## Staff composition, including Indigenous staff

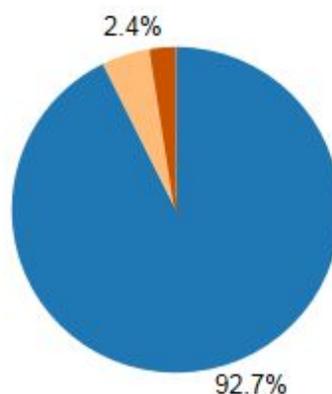
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	43	0
Full-time equivalents	36.6	27.7	0

## Qualifications of all teachers

Qualifications	Number of Teachers and School leaders	Percentage of teachers and school leaders
Masters	1	2.4%
Bachelor Degree	38	92.7%
Diploma	2	4.9%
Total	41	100%

Qualifications of Teachers

- Bachelor
- Diploma
- Masters



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$30,353.

The major professional development initiatives for 2018 are as follows:

- TCEO Staff Compliance PD 2018
- Curriculum Workshops
- Reflective Practice Day
- Australian Curriculum - HPE
- Theology of the Human Person
- Aboriginal and Torres Strait Islander Education Twilight
- Leading with Integrity for Excellence (LWIE)
- Classroom Profiling
- Autism Spectrum Disorder Inservice - Primary Teachers
- Student Protection Training Townsville
- Leading with Integrity for Excellence LWIE
- TCEO Induction - 2018
- APRE Conference
- Conversational Intelligence - Senior Leaders
- APPA Conference 2018
- Aspirant Leaders #1
- Social Emotional Disorder Inservice
- Speech Language Impairment Inservice
- Safe Persons Training 2018
- Introduction to Christian Meditation
- Library Network Day 1 & 2 - Barry Welgus PD
- 7 Habits of Highly Effective People
- Contemplative Leadership Day - Fr Freeman Donna Mulhearn

The involvement of the teaching staff in professional development activities during 2018 was 100%.

## Average staff attendance

For permanent and temporary teaching staff and school leaders, the staff attendance rate was 83.2% in 2018.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90.2% of staff was retained by the school for the entire 2018 school year.

# Key student outcomes

## Attendance

### Student attendance - 2018

The average attendance rate for the whole school as a percentage in 2018 was 93.3%.

### Student attendance for each year level

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.3%	93.3%	92.6%	93.9%	93.0%	93.2%	93.1%

### Description of how non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A letter or phone call is made to the parent/guardians of those students who are regularly absent from school.

## Achievement – Years 3 and 5.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.

NAPLAN results are also available from [My School](#) website

### Year 3

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	421.9	433.8	92%
Writing	403.9	407.2	98%
Spelling	410.9	417.8	96%
Grammar and Punctuation	440	431.7	97%
Numeracy	408.1	407.7	98%

### Year 5

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	478.1	509	83%
Writing	461.1	464.6	90%
Spelling	474.8	502.5	89%
Grammar and Punctuation	478.6	503.6	91%
Numeracy	478.8	494.2	95%