

ANNUAL SCHOOL REPORT TO THE COMMUNITY **2025**



St Clare's College Griffith

McMillan Crescent, Griffith 2603

Phone: 02 6260 9400

Email: the.principal@stcc.act.edu.au

Website: www.stcc.act.edu.au

Principal

Dr Ann Cleary

Section One: Message from Key Groups in our Community

Principal's Message

St Clare's College thrives as a vibrant and nurturing learning community, dedicated to the education and empowerment of young women for over 60 years. We hold the unwavering belief that every student can grow and succeed. We provide a rich and holistic educational experience through strong academic, pastoral, and co-curricular programs that support students in developing intellectually, emotionally, socially, and spiritually.

Inspired by the legacy of St Clare, our community is committed to seeking wisdom and living the Gospel values of Jesus. We foster a safe, inclusive, and supportive environment where students are empowered to grow into confident, well-informed, and articulate young women, ready to contribute meaningfully to life beyond school.

Our curriculum responds to the diverse needs and strengths of our learners. Students are encouraged to be active partners, developing independence and ownership of their learning journey. Passionate and expert teaching staff bring deep knowledge and contemporary pedagogical practice to the classroom, drawing on the Catholic Education Catalyst initiative to implement High-Impact Teaching Practices.

Parent Body Message

Our Community Council continued its representative and community building activities during 2025. We were pleased to be part of the 60th anniversary festivities, enjoying the Gala Ball in May and the Community Mass in August. Our community came together at the Election Day BBQ in May and the much-loved Trivia Evening in October.

Fundraising has contributed to the purchase of marquees for each of our College Houses. Grants awarded to the Community Council contributed to the purchase of media equipment that has enabled livestreaming of College events. We hope to use this technology to further involve our community in the Community Council Forums.

Brent Sanders and our College counsellors led in discussions about consent and the provision of mental health and well-being support for our students at STCC during the Forums this year.

Student Body Message

St Clare's is epitomised by a sense of belonging we call the "Sisterhood." While past years introduced us to this concept, 2025 has been about living it. We are a community where strength, courage, and wisdom are values we practice in the corridors every day.

What makes our College unique is the deepened connection across year levels. We look out for each other, whether supporting a peer through an academic challenge, cheering until we lose our voices at the athletics carnival, or simply sharing a laugh in the quad.

Our teachers and staff are integral to this journey, getting to know us as individuals rather than just names on a roll. This personalised support, combined with the encouragement of our "sisters," pushes us to aim higher and become the best versions of ourselves both inside and outside the classroom. As we look toward the future, we carry the distinct spirit of St Clare's with us; knowing that while we may leave the grounds, the sisterhood remains a part of who we are.

Section Two: School Context and Catholic Identity

St Clare's College is a Catholic systemic Girls College located in Griffith.

St Clare's College is a vibrant, all-girls Catholic school committed to providing an excellent and holistic education. As a Spirited Learning Community, the College offers a nurturing and empowering environment where girls are encouraged to grow in knowledge, confidence, faith, and character. Our mission is to develop confident, courageous, and capable young women who are prepared to shape their futures with purpose and resilience.

Students at St Clare's thrive in an engaging and inclusive learning environment that caters to a diverse range of abilities and interests. The College offers a comprehensive and rewarding academic program, complemented by a strong focus on vocational education, performing arts, and sporting opportunities. This blend supports each student's personal and academic growth within a supportive and challenging framework.

Beyond the classroom, students are encouraged to participate in a wide range of co-curricular activities, including debating, drama, dance, music, and sport. Leadership development is a key focus, with opportunities provided through the Student Representative Council and the College's strong House system, where all students are empowered to be leaders among their peers.

Our vertical Pastoral Care program supports the spiritual, social, and emotional wellbeing of students while addressing their individual learning needs. St Clare's students are well known throughout the ACT for their active involvement in volunteering, charitable work, and social justice initiatives.

The College is proud of its dedicated and highly qualified staff, who are supported with ongoing professional development to ensure they remain at the forefront of contemporary teaching and learning practices. As part of our continued commitment to excellence, we are actively engaged in the Catholic Education Catalyst program, with a focus on explicit teaching, active learning, and Classroom Mastery.

Our facilities are modern, well-maintained, and designed to enhance student learning. The San Damiano Learning Commons is the newest addition to our campus, offering innovative spaces for senior study, independent and collaborative learning. The inclusion of a Makerspace and creative breakout areas encourages innovation, exploration, and social connection.

At St Clare's College, every girl is given the opportunity to succeed, lead, and grow - flourishing academically, spiritually, and personally.

Section Three: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Total Students
887	0	81	887

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2023, 63% completed Year 12 in 2025.

Retention is an area of ongoing attention. Students can take apprenticeships or attend CIT. The unique ACT senior system means we compete actively with government colleges that may offer subjects not available here. Retention does not accurately reflect if students are continuing with schooling.

Enrolment Policy

The Catholic Education Commission has established an [Enrolment Policy](#) for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the [Catholic Education website](#).

Student Attendance Rates

The average student attendance rate for 2025 was 87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	89%
Year 8	89%
Year 9	87%
Year 10	84%
Year 11	90%
Year 12	87%

Managing Student Non-attendance

Regular attendance at school is essential for students to maximise their potential. The school, in partnership with parents, is 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.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School & Family Services Senior Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

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.

Destination Data	University	TAFE/CIT/Other institutions	Workforce entry	Destination not reported
2025 Year 12 Graduating Class	50%	8%	32%	10%

Section Four: Staffing Profile

The following information describes the staffing profile for 2025:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
69	28	97

* This number includes 52 full-time teachers and 17 part-time teachers.

Percentage of staff who are Indigenous	1%
--	----

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Number of staff with Provisional Teacher Accreditation	7
Number of staff with Proficient Teacher Accreditation	63
Number of staff with Lead/Highly Accomplished Teacher Accreditation	0

Section Five: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 7	Reading	554	538.37
	Writing	543.82	538.31
	Spelling	536.80	541.62
	Grammar and Punctuation	553.39	538.89
	Numeracy	540.51	544.89

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 9	Reading	599.69	567.70
	Writing	593.99	574.95
	Spelling	573.55	568.97
	Grammar and Punctuation	583.76	558.99
	Numeracy	584.99	572.61

ACT Student Credentialing

ACT Year 12 Certificate

All 136 students qualified for the ACT Senior Secondary Certificate. Tertiary Entrance Statements (reporting ATAR) were achieved by 84 students (62%): 10 students achieved an ATAR above 90 and 33 students achieved an ATAR greater than 80. Students achieved vocational qualifications in Tourism and Hospitality, and in Computing, in school-based courses. Students (19) completed courses with external RTOs: Community services; Sport Fitness & Rec. Students (6) completed H-Courses at ANU or University of Canberra.

Section Six: School Policies

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

[Behavioural Support, Suspension and Expulsion Policy](#)

[Bullying and Harassment Policy](#)

[Child Safety Policy](#)

[Complaints Policy](#)

[Safe and Supportive Schools Policy](#)

Access to additional policies related to CECG schools can be found on the [Catholic Education Canberra Goulburn website](#).

Further information about processes specific to this school can be found on the school's website.

Section Seven: Parent, Student and Staff Satisfaction

The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

Parent Satisfaction

St Clare's College continues to foster a strong partnership with our parent community, evidenced by a high overall satisfaction index of 67.4. Parents expressed significant confidence in the school environment, with 78% agreement that the College provides adequate facilities and 75% feeling that their families can be themselves within the community. Learning outcomes remain a priority, as 70% of parents feel their child is appropriately challenged. While 80% of parents believe their children's friends are kind and respectful, we remain committed to enhancing feedback mechanisms and further strengthening the individual relationships between teachers and families.

Student Satisfaction

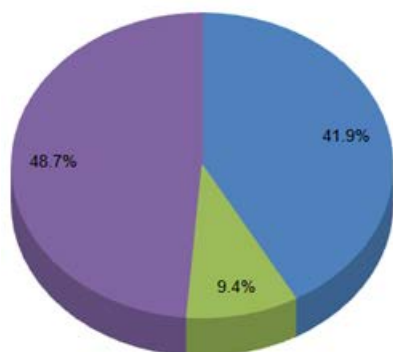
Our students report a strong sense of belonging (62.0 index score) and overall engagement (64.4 index score). A significant 87% of students report having good friends at school, and 75% explicitly state they feel safe within the College environment. While 56% of students feel a deep sense of belonging and 52% report overall satisfaction, the survey highlights opportunities to further empower student voice. We are dedicated to ensuring every young woman feels her concerns are heard and that her individual learning needs are understood by all teaching staff.

Staff Satisfaction

The dedication of our highly qualified staff is reflected in an exceptionally high overall satisfaction index of 75.9 and a belonging index of 78.7. Staff engagement is a particular strength, achieving an index score of 81.7, which is significantly higher than the overall average for similar schools in 2025. Teachers feel a strong connection to the College mission, with high scores in faith formation (74.3) and professional learning (78.6). Moving forward, the College leadership is committed to providing enhanced support for staff in their various roles to maintain this positive professional environment.

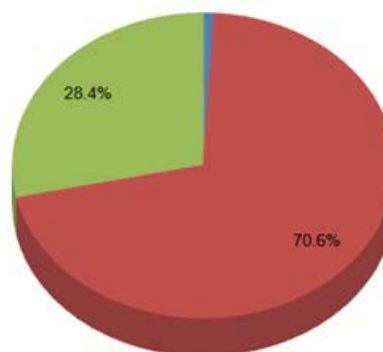
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (41.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (9.4%)
- Fees and Private Income (48.7%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (70.6%)
- Non-Salary Expenses (28.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,733,954
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,964,275
Fees and Private Income ⁴	\$10,160,399
Other Capital Income ⁵	\$0
Total Income	\$20,858,628

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$190,288
Salaries and Related Expenses ⁷	\$14,616,193
Non-Salary Expenses ⁸	\$5,882,508
Total Expenditure	\$20,688,989

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Section Nine: Compliance With Registration Standards

This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non-government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2025.