

St Clair High School Annual School Report 2013



Principal's message

The driving ethos of our school is defined in the concept of "Personal Best." Our challenge is for every member of our school community to deliver that consistently so that every student has the opportunity to maximize their potential. Students learn in a positive, caring, supportive environment which is characterised by mutual respect between the students themselves, and between students and staff. Student achievement is given strong recognition with regular celebrations and both formal and informal acknowledgement of their work.

2013 was a year which included many momentous occasions and one in which our students excelled across a range of academic, sporting and cultural areas. We are very proud of the achievements of our students and the remainder of this report includes a lot of information about these achievements.

The teaching and administrative staff at the school deserves enormous credit for the intelligence, determination and hard work that delivered these outcomes. That, combined with the outstanding support of our P&C and student leaders, resulted in another extraordinarily successful year for St Clair High School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Chris Presland - Principal

P & C message

2013 was another great year for our band of dedicated helpers. We started the year with a seasoned committee and my sincere thanks and gratitude goes to the wonderful team of parents who once again have offered to do their bit; Secretary - Kerrie Suttie, Vice President – Joanne Taylor, Treasurer – Louise Wells, President – Shane Conlon. Along with all the other P&C members we are committed to helping the teachers and staff at St Clair High School provide the best education possible for all students who attend this exceptional school.

One of the key roles of the P&C is identifying and supporting projects that enhance the whole school environment and thanks to the generosity

of many people we raised enough funds to buy several more sets of covered outdoor seats and tables which will provide some much needed outdoor facilities for the students to use in their breaks. We have a way to go before there are enough seats for all of the available space but with the ongoing activities of the P&C and support from local businesses we are looking forward to purchasing several more sets of seats next year.

Some of the events we organised were; Parent Teacher sausage sizzles, name pavers, shopping trip, book pack sales, Entertainment Books and a very successful Bunnings BBQ (a big thankyou to all of the teachers and staff that came along to help). All of these events not only allow others in our community to contribute but they also give us a great way to meet and talk with other parents so we can find out their concerns and ideas. This helps us to be better representatives of the wider parent body and hopefully results in a better outcome for everyone.

One of the most valuable activities that the P&C engage in is our monthly meeting at the School. These meetings are held every third Tuesday of the school term and are an excellent forum for hearing from the teaching staff about activities and programs running in the school.

At the P&C meetings we had direct access to our Principal (Mr. Presland) and Deputy Principals (Mr. Ralph and Ms. Smithard) and it is always encouraging to see these talented and dedicated people taking time out of their very busy lives to meet with us once a month. There have been numerous times when concerns and queries have been raised by parents at the meetings and they have always been addressed in a professional and caring manner which is most encouraging and a good sign of just how dedicated our teaching staff is.

We farewelled Kerrie-Ann Suttie at the end of the year and I would like to thank her for her invaluable contribution as Secretary for the last 3 years

I'd like to thank all of the parents that did so much to help our school in 2013 and I'm looking forward to working with them all and any others that choose to join us in 2014.

Shane Conlon

President – SCHS P&C

Student representative's message

2013 began with a successful training day involving all the SRC councillors, focused on vision and projects for the SRC to tackle throughout 2013. This allowed the SRC a great opportunity to bond and work together to plan the usual range of fundraising and school representations for the year.

In the following months the SRC was involved in many fundraising activities for charity and the school. These events were organised by the councillors and showcased their leadership to the school. Highlights include Jeans for Genes day, and the 40 hour famine for World Vision.

The SCHS SRC continued its role in a regional setting in 2013 with students being invited to take part in the World Vision global leader's convention, one of the largest youth social leadership forums in Australia. SCHS councillors also attended the Western Sydney Regional SRC to take part in important policy discussions for the Western Sydney region proposal to the NSW State SRC conference. The school captains also took part in a visit to parliament house for the Mulgoa Leadership Summit, which offered an excellent insight into leadership for our school captains.

The SRC for 2014 was elected at the beginning of term 4 2013, and had the major task of running a successful Multicultural Day, which they accomplished with great skill. The SRC have worked with great determination and shown leadership in their commitment to their school.

**Abdullah Jat, Travis Curme and Helen Leitch –
SRC Representatives**



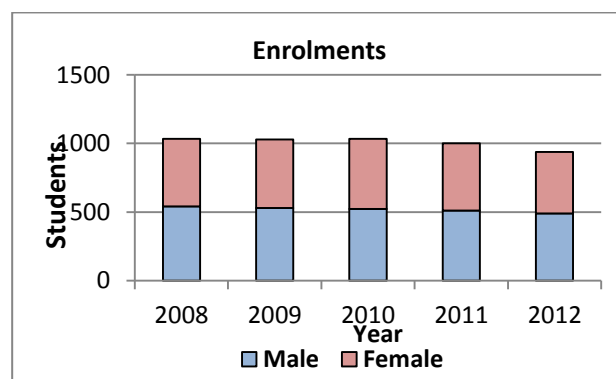
Artwork by Alesana Asuasus

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

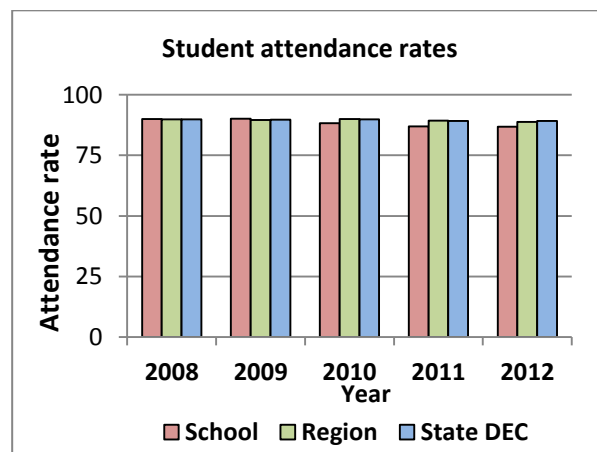
The resident population in the St Clair area has continued its decline at each of the National Census since 1996. This is reflected in a slight decline in overall numbers of students at the school.



Student attendance profile

The rate of student attendance at the school is consistent with the rate in 2012.

The attendance rate in Years 10, 11 and 12 continues to be impacted by the changes to the new school leaving age and the reluctance of some students, who have been seeking employment, to return to school in Year 11.



Management of non-attendance

Enhancements were made to the school's procedures in 2013 so that teachers are able to record the attendance of students every lesson via an online attendance system.

Attendance is monitored by the Head Teacher Administration on a daily basis. An SMS message is sent to the mobile phone of the parent of a student marked as absent or late on any given day.

An absentee sheet showing the names of absent students and late arrivals is provided to teachers and teachers are requested to mark their roll each lesson, referring any anomalies to their Head Teacher.

The Head Teacher Administration interviews students with a pattern of poor attendance and refers serious attendance issues to the Regional Home School Liaison Officer.

Post-school destinations

The school tracks the post-school destinations of students in Year 12 each year and monitors the pattern of destinations over a period of time.

In 2013 St Clair High School catered for 73 male and 51 female students, being a total of 124 students. Thirty one of the students within this mix have part time employment with twenty attending a tertiary institution as well.

The following table reflects the known destinations of Year 12 2013.

Destination	Males	Females	Total
University	10	10	20
TAFE	7	1	8
College	12	6	18
FT Employed	9	10	19
Unemployed	4	2	6
Unknown	6	2	8
Total Cohort 2013	73	51	124

Year 12 students undertaking vocational or trade training

Fifty six percent of students in this cohort studied a vocational education course including trade traineeships, VET Framework courses and TAFE delivered courses. Students studying VET courses completed their training and received an Australian Quality Framework Certificate II qualification or higher in the following.

- Automotive
- Business Services
- Construction
- Financial Services
- Hospitality
- Human Services (Nursing)
- Information Technology
- Retail Operations
- Tourism & Events.

Students who successfully completed studies in Automotive, Business Services, Construction, Financial Services, Human Services, Information Technology, and Retail have transitioned into these fields in employment or tertiary studies.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 all but 7 students attained their Higher School Certificate.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

St Clair High School has a highly experienced and talented teaching staff, supported by a dedicated team of SASS. The school is also able to access capable casual relief staff on a fairly regular basis.

The school also benefits enormously from a highly talented Executive team which provides leadership to the individuals and teams within the school.

At the end of 2013 the following staff left our school for various reasons. The number of people successful under merit selection procedures throughout the year demonstrates the high

quality of leadership and development at the school.

Cliff Ralph was successful in a merit selection process and will be taking up a very well deserved position as Principal at Richmond High School.

David Janzen was successful in a merit selection process and will be taking up a position as a teacher in an independent school.

Tricia Saunders was successful in a merit selection process and will be taking up a position as a teacher at Richmond High School.

Karla Olmos has accepted a position as a Drama Teacher at Crestwood High School.

Cindy David has accepted a position as a Science Teacher at Picton High School.

The contributions of these people to this school have been extensive and we have valued their professionalism, determination and sheer hard work for our school. The lives of many young people in the St Clair community have been touched by them and we thank them for their work and wish them the very best for the future.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10
Classroom Teachers	43
Learning and Support Teachers	2.3
Teacher Librarian	1
Careers Adviser	1
Teacher of ESL	0.4
Counsellor	1
School and Administrative Support	12
Total	73.7

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has the benefit of one Indigenous member of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	12
NSW Institute of Teachers Accreditation	20

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	404452.95
Global funds	536522.64
Tied funds	411800.90
School & community sources	348633.81
Interest	19999.98
Trust receipts	66549.35
Canteen	0.00
Total income	1787959.63
Expenditure	
Teaching & learning	
Key learning areas	267848.11
Excursions	62884.12
Extracurricular dissections	58520.71
Library	17233.11
Training & development	6448.09
Tied funds	292264.52
Casual relief teachers	128935.22
Administration & office	136397.66
School-operated canteen	0.00
Utilities	124211.22
Maintenance	54691.85
Trust accounts	75765.02
Capital programs	50287.28
Total expenditure	1275486.91
Balance carried forward	512472.72

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

The school remains active across an extended curriculum which ensures it maintains its place as a leading provider of education in this area. There are many achievements that could be reported upon, and the reports that follow simply provide a snapshot of some of these.

The Arts

2013 was a most successful year for The Creative and Performing Arts Faculty.

We started the year by introducing a new initiative for Year 12 Visual Arts students - The Art Panel. A specially select group of highly creative and experienced Visual Arts teachers consisting of Ms Rainsford, Miss Ellul, Mrs Saunders, Mrs Susnjana and led by Ms Pozzolungo, were engaged in a lively conversation about HSC works of art with students. The panel critically analysed conceptual and material practice and provided students with ideas and suggestions to further enhance the making of their Body of Work (BOW). Parents also attended the session and were keen and excited to be witness to the development of their child's HSC artwork. It was a great success.

This was followed up with an exhibition called 'The Journey So Far'. Held in term two, parents were invited back to see how well the BOW's were progressing. The HSC artworks culminated in a very impressive exhibition displaying the final art work in term three.

Our second new initiative was the development of an intensive 10 week Gifted and Talented program focusing on 2D media practice. 17 students selected from years 7 to 10 had demonstrated through a series of creativity tests to be worthy participants of the program.

The students really enjoyed the program, built new friendships and further developed their art-making skills. At the end of the program an amazing exhibition was held. This was opened by Naomi McCarthy, Educational Director of Penrith Regional Gallery, and attended by friends and family.

Our Legends Annual Art Awards Presentation was bigger and better than ever. It was attended by friends and family and was an afternoon of fun, music and excitement. A combination of over 50



Artwork by Nicole Cejas

certificates and prizes were awarded to students who have demonstrated outstanding talent and creativity in art making.

The 170th Penrith Show was held in August at Penrith Showground. St Clair HS had 65 budding artists from years 7-11 who had entered their artworks in the show. Laura Rotunno received three major prizes. 1st in printmaking, 1st in hand coloured/collaged printmaking and she received the Young Artists Encouragement awarded by Mr G Veicherts (Judge). This award was given for creativity and had not been awarded for several years. 20 students were awarded Highly Commended Certificates for their work. The follow students have won in specific categories; Year 7 - Tara Ryan 3rd in ceramics, Year 8 - Yanni Kambanis 1st in drawing, Year 9 - Dylan Ferguson 1st in drawing and Zoe Robertson 2nd in drawing, Year 11 - Janine Wellard 2nd in painting Jessica Mills 3rd in painting.

Olivia Allanson won 1st prize and was the winner of \$800 in the Design an Ad competition. She designed an impressive advertisement for Oakhurst Preschool and it was featured in the St Mary's Star local newspaper.

Charmaine Wells and Alison Jackson had their paintings included in the 18th International Friendship Art Exhibition in Hakusan City Japan. They were both awarded gift packs and a certificate from the Hukusan International Association.

Sarah Ralph's drawing depicting a Kookaburra was exhibited as part of the World's Biggest Classroom. The works of Arianne Ombina and Alesana Asuasus were both exhibited at Casula Regional Gallery.



Artwork by Ombina Arianne

Tea Kita was selected and offered a part scholarship to participate in The Dobell School at the National Art School. Tea had shown a particularly keen interest in Experimental Drawing with the Figure. She was able to create a series of artworks using traditional and non-traditional 2D materials.

Three of our students from year 8 entered their artworks into the Fernhill Melbourne Cup Tour Art Competition. They were Sarafina Achari, Sarah Ralph and Tainah Cakau. The students were asked to design an artwork with the theme "What does the Melbourne Cup mean to you?" The artworks were exhibited at Fernhill and at a presentation at Penrith Paceway. Sarafina won second place and was given a \$100 voucher, a ribbon and certificate. She also had her picture taken with the Melbourne Cup and representatives from the sponsors Emirates.

Amanda Stannett, Laura Rotunno, Emily Hitchcock and Olivia Allanson of year 10 had their artworks selected for Operation Art and was exhibited at the Armory Gallery, Sydney Olympic Park. At this exhibition, Amanda Stannett's artwork depicting the school quadrangle was further selected by a panel of seven judges; among them was Joanna Capon OAM wife of Edmund Capon, former directed of the Art Gallery NSW. The work was exhibited at the AGNSW and will also toured major regional galleries around NSW in 2014. The work will end up as part of the permanent collection of the Children's Hospital Westmead. Laura Rotunno's artwork was selected for The Art Bank.

The recipient of the Don Robertson Award went to Amanda Stannett for her commitment to education and hard work in Visual Arts, Photography and Music.

This year saw the STEPS Concert move venue to Penrith Panthers and again it received a great deal of positive recognition. Mrs Cenda and Mrs Whittaker led and directed a fantastic concert that really showcased the musical and dramatic talents of our students. Our band accompanied a 120 voiced choir. The year 12 Music class performed 'Born to Try' and our year 9 Drama class performed 'Monologue Moments'. Items were introduced by Aaron White and Kaitlyn Taylor. The stage hands learnt the needs of a new venue very quickly. The evening was enjoyed by family and friends of the STEPS community.

Once again as part of their studies in Music of a Culture, the Year 11 music students enjoyed a lesson in African Drumming.

St. Clair High School's Singers Group was part of a 900 voiced choir that performed at the Sydney Opera House as part of the PULSE Concert. It involved many hours of rehearsal before school and during many lunch times in order to learn hundreds of pages of music.

Two of the highlights for the music department this year were concerts performed by professional musicians. In term three Michael Duchesne from the TV series "The Voice", performed to an audience of music students from year 7 to 12. He was accompanied by Tully Ryan on drums, Glenn Lumanta on keys and Eric Fortaleza on bass guitar. The music department was honoured to have Lionel Cole, who is Nat King Cole's nephew and prominent world-wide musician perform for students in term 4. His spirit really captured the attention of everyone there. Lionel was accompanied by Michael Duchesne (voice), Jess Dunbar (voice) Tully Ryan (drums), Matt Price (guitar), Mr Presland (guitar), Ms Whittaker (Voice), and Mrs Cenda (Keys).

The music department saw some extremely pleasing results in HSC this year. The data indicated that the results were even with the state average. Music was one of the best subject results across the school, and every music student was awarded their highest mark in the subject. At the end of term two, the music HSC students performed their works to parents, staff and the community at a music courtyard concert. Everyone who attended were highly impressed with the students efforts and talents.

Drama enjoyed an excursion to the stage production of 'War Horse'. This linked in with their unit of study on puppetry. Prior to the



Senior Drama students

performance the students went back stage to talk to the actors, look at the puppets and then engaged in a puppet making workshop. Our students were extremely excited by the whole event and enjoyed the experience. They were praised by the organisers for their manners and enthusiasm in the workshops.

Further to this, year 9 Drama created puppetry performances for the kindergarten students at St Clair Primary School. They made their own original puppets, wrote and rehearsed their own scripts. They also helped the kindergarten students make their own puppets which they could then take home. The students demonstrated a keen willingness to connect and share their knowledge with the community.

Sport

Sport at St Clair High School continues to thrive. There is a strong focus on participation and inclusivity and a continued commitment towards NSW CHS knockout competitions and Sydney West and Werrington Zone Gala days. There is a renewed vision for sporting carnivals, particularly for attendance, participation and house spirit.



St Clair High School has a dynamic relationship with local sporting clubs and the local community which enhances many opportunities for students to pursue their sporting endeavours.

The champion sport house for 2013 was BEACHLEY who were victorious in Swimming, Cross Country and Athletics carnivals. The most successful sporting team was the Open Boys Futsal team who were placed third in the National Championships at the Gold Coast. Teams that performed strongly in 2013 were the Open Rugby League, who was Panther Trophy Champions and winners of the Mark Geyer Cup competition. The Open Girls Volleyball, Open Boys Basketball, Open Boys Football (Soccer) and Open Girls Touch football all performed very well in respective competitions. Taylor Lowe was awarded Sports Star of the Year for outstanding achievement in Swimming, Cross Country, Athletics, Touch football and Triathlon.

Academic achievements

St Clair High School has an excellent academic history and its performance compares very favourably, especially when compared with schools of similar socio-educational backgrounds. The My School website, linked later in this section of the report, is well worth visiting as it provides an extensive array of school data and information.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.



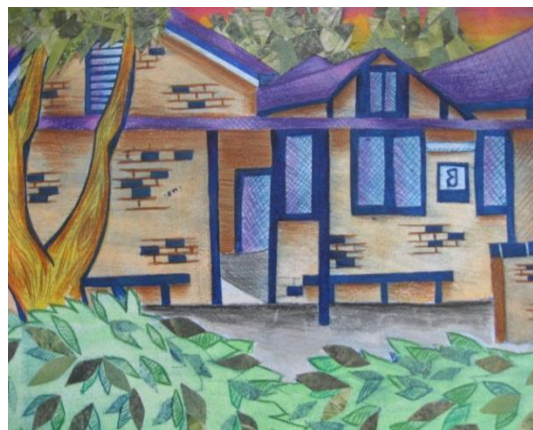
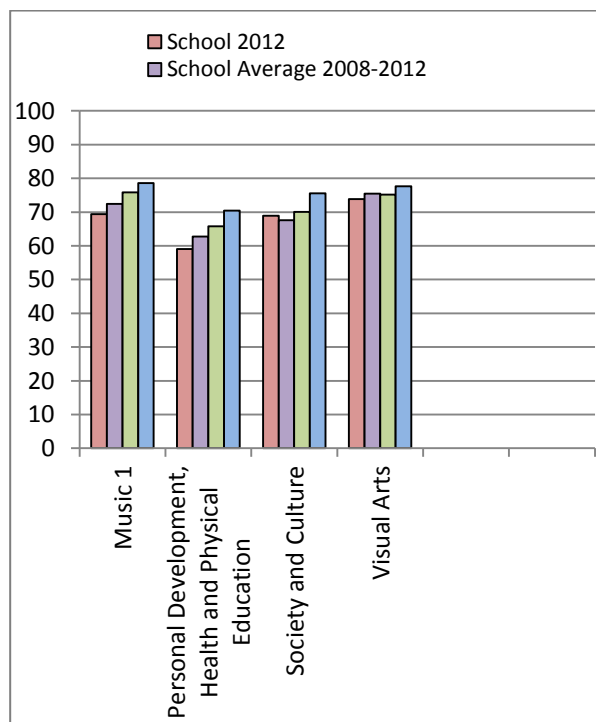
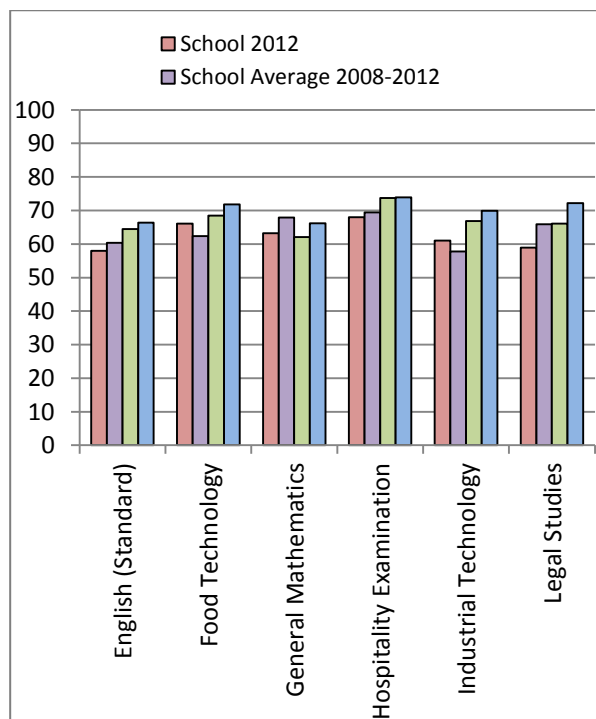
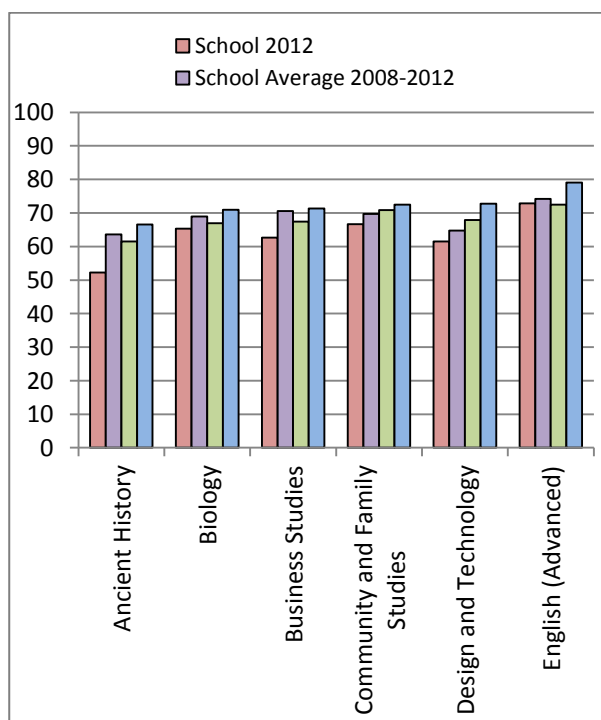
Art work by Amanda Stannett

Higher School Certificate (HSC)

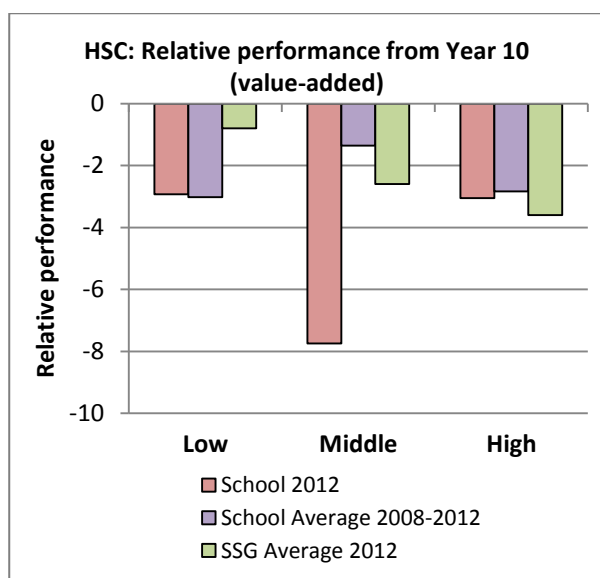
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The 2013 cohort of Year 12 made a highly valuable contribution to the school and their performance in the HSC reflects their positive attitude. Overall the results achieved by these students in the HSC are comparable with the average of results over the last four years.

HSC Performance Graphs



Art work by Olivia Allanson



Significant programs and initiatives

Community Use of School Facilities

Our school sees itself as an integral part of the broader community and our school facilities are used by a range of groups outside normal school hours. Some of these include:

St Clair Karate Club

Nepean Community College

St Clair High School P & C

A neighbourhood Computer Interest Group

Netball Club Registrations

Community Study Group

STEPS Learning Community

St Clair Soccer Football Club

Various Dance Groups:

St Clair Public School Presentation Day

Aboriginal education

Aboriginal students at St Clair High School have undertaken many initiatives whilst attending the school.

A group of Aboriginal students participated in the Young Mob Leadership Program. This involved students being withdrawn from class and undertaking leadership training in order to gain skills that the students can use in life. These skills

have been utilised in the school setting by having these students now deliver the "Acknowledgement of Country" at the school's formal occasions.

Students have also completed the Totem poles and these have been placed in the garden area outside the Library.

Individual learning plans have been completed for all Aboriginal students and these are then utilised to help students with areas of need.

In class tuition was provided to students who were identified as being at risk of not engaging in school and who were unable to do so due to identified learning difficulties. These students were then able to access Learning Support in identified subject areas. The achievement levels of students in past reports were used to identify areas of greatest need.

Multicultural education

The student population of St Clair High School included a quarter of the students with a language background other than English (LBOTE), including significant numbers of students whose home language was Arabic, Filipino, Greek, Hindi, Italian, Maltese, Maori, Samoan, Spanish, Tagalog, Turkish, Tokelauan or Urdu. Many of these students are second generation Australian residents, for whom the language is spoken at home only some of the time or only by some family members. An increasing number of these students have been identified as requiring additional support through an EAL/D program provided through group and individual tuition. The UWS Mentor program allowed university students to come and work individually or in small groups with our EAL/D students to provide extra support.

The EAL/D Teacher, Miss Jackie Saisithidej, has an important role to plan & deliver the EAL/D program at the school by identifying & assessing the English language learning needs of the EAL/D students. This is accomplished by working individually and collaboratively with staff to plan, develop & deliver appropriate strategies that address these students' learning needs by providing specialist knowledge & skills about English language learning. This involves working with teachers to apply effective EAL/D practices in the classroom. Another aspect of the role is to advocate for the students and their families and

to encourage positive interactions with the school community.

The Pasifika Co-ordinator works with Pacific Islander & Maori students to enhance these students' experiences of school and encourage them to consider post-school learning pathways, which may include tertiary education. Working with the UWS's PATHE programs, students in Year 7 right through to Year 12 are supported to set goals and focus on how schooling can help them achieve their goals. Years 10 to 12 also have opportunities to gain a glimpse of university life through campus visits & camps for Pasifika students.

The Equity Co-ordinator works with the UWS Pathways to Dreaming program with our Year 8 Aboriginal students being introduced to university life. This is a new initiative for our school and has been enthusiastically engaging our students' interest by visiting different campuses and completing a range of activities once per term.

Other programs

Improving Literacy and Numeracy National Partnership Project

In 2013 St Clair High School received additional funding as part of the Australian Government commitment to drive improvement in the areas of literacy and numeracy. The Improving Literacy and Numeracy National Partnership is underpinned by a whole-school approach to improve student outcomes in literacy and numeracy. This whole-school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes, and the importance of focusing on the underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability.

In order to build this culture of continuous improvement in regards to the delivery of subject based literacy and numeracy, a targeted approach has been undertaken to focus on both professional development of all teaching staff and ongoing literacy and numeracy skill development of the target Year 9 cohort.

Professional development of teaching staff has been centred on enriching faculty based programming and assessment via a series of systematic 'spotlight' sessions intended to embed targeted quality subject based literacy and

numeracy practices across all Key Learning Areas. This has fostered a culture of building quality programming and assessment to ensure best practice delivery to all students in all classes at St Clair High School.

In addition to this, the ILNNP project has enhanced St Clair High's capacity to foster a strong culture of ongoing staff professional development through whole staff conferences (all themed to various means of best practice), in school Teaching and Learning workshops, membership to a variety of professional learning associations and the capacity to harness external providers of quality professional development opportunities. The impact of this has been improved classroom practice and increased student capacity in terms of both subject based literacy and numeracy.

Moreover, as part of the ILNNP specifically focused, and continues to focus, on developing literacy and numeracy capacity amongst a target group of students – the cohort of Year 8 for 2013. This involved the collection of baseline data in regards to reading and comprehension at selected intervals to gauge a deep understanding of student capacity and development of key skills over time. In particular a program to improve literacy and numeracy capacity involving small group focused sessions has been developed to further enrich student capabilities. The intention of this is to broaden the focus over time to all junior year groups to enrich students with strong literacy and numeracy skills and in turn a love of learning at St Clair High School.

Anti-Bullying Programs

The staff is very aware and proactive in reporting and dealing with bullying issues that arising. The importance of positive relationships is essential so that students feel comfortable approaching staff when they have an issue. The Year Advisers are very proactive in working with their year groups and creating supportive networks for students in need.

The Year 7 students were informed by the Peer Support Leaders about the importance of reporting bullying, and explained peer mediation and other strategies used to combat bullying. A group of Year 6 students who were identified by primary schools was involved in a proactive program of resilience training workshops in Term 4 to allow for a smoother transition into high school.

The training and use of Peer Mediators continues to be an important component of the anti-bullying strategy. A range of students, from years 8-10, were trained to allow an appropriate selection of students to facilitate the mediation process. This has been used to provide an effective way for students to empower themselves and be more resilient.

Drug Education

Drug and Alcohol Education is delivered through a holistic approach at St Clair High School. Students learn about the classifications of drugs, short and long term effects of drugs, prevalence and patterns of adolescent drug use and the legal and economic consequences associated with drug use. Students explore the concept of risk and analyse the factors that influence risk behaviours and the relationship between the person, the drug and the environment in determining the impact of drug use. They describe strategies to minimise harm in a range of relevant contexts and develop an understanding of the interrelationship of factors that can increase the potential for harm. This is delivered mainly through the PDHPE Key Learning Area for Stages 4 and 5 and is reinforced through the Crossroads program for Stage 6 students. Students have access to an elaborate Welfare support structure within the school including the Ted Noffs Counselling Service each Monday if they require this for personal or family drug-related issues.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

The processes used include:

- Detailed analysis of every KLA's performance at external examinations with a specific focus upon value added data.
- Regular meetings between the Principal and individual team leaders focused upon assessment of current performance and emerging issues.

- Regular consultation with the SRC and P&C.
- Specific school planning conference on an annual basis and associated activities during School development Days, including a specific Faculty Review during December.

School planning 2012—2014: progress in 2013

School priority 1

Strengthened teacher capacity to improve student learning outcomes

Outcomes from 2012–2014

- Achieve an improvement of teaching staff members attending external professional development opportunities from 50% to 70%.
- Increase the percentage of staff attending school based Teaching and Learning Workshops to 60% .
- Maintain the 90% attendance of staff who attend at least one weekend conference.
- By the end of 2014 every classroom (excluding some specialist rooms) has access to interactive technologies.
- By the end of 2014 each KLA has a Life Skills program.
- By the end of 2014, each KLA has embedded Gifted and Talented strategies within Teaching and Learning programs
- By the end of 2014, each KLA has embedded Vocational Learning Outcomes within Faculty programs.

Evidence of progress towards outcomes in 2013:

- The school exceeded all of its targets in relation to attendance at school conferences and associated professional learning events. An additional achievement was the significant number of staff involved in presenting workshops.
- The school's Gifted and Talented program has continued to flourish at a whole school level with increased

numbers of students participating in activities. Faculty programs have also been reviewed with a focus upon differentiation of the curriculum.

- Considerable progress has been made within the timeframe for ensuring that Life Skills programs are updated and students with special needs have a personalized learning plan.

Strategies to achieve these outcomes in 2014

- Train teaching staff to differentiate the curriculum within their teaching and learning strategies to cater for varied learning needs.
- Establish use of interactive technologies within the classroom environment, supported by ongoing training and development of staff in utilising available technologies and incorporation of explicit interactive learning opportunities.
- Maintain a culture that values internal professional development opportunities and encourage the disseminating, sharing and delivering of knowledge gained through external professional development opportunities.



Art work by Laura Rotunno

School priority 2

All staff at St Clair High School to have the capacity to gain accreditation under the National Teaching Standards.

Outcomes from 2012–2014

- By the end of Term 2 2013 all staff are conversant with the National Teaching Standards.

- By the end of 2013 all staff are in a position to gain accreditation against the National Teaching Standards.
- By the end of 2014 a minimum of 15 staff will have gained accreditation against the National Standards.

Evidence of progress towards outcomes in 2013:

- The school focused three of its learning conferences during 2013 explicitly on the National teaching Standards and assisting staff in the process of developing their own learning portfolio.
- The school is involved in a pilot program using a software program designed to house learning and portfolios and associated accreditation evidence.
- The school will exceed the target of 15 staff being accredited against the Teaching Standards maintained by the BOSTES, our accrediting authority.

Strategies to achieve these outcomes in 2014:

- Utilise Faculty meetings to map Teaching Standards against Faculty practice.
- Through learning conversations with each member of staff, Head Teachers will develop professional learning plans aligned with the Teaching Standards and then implement steps to support staff in achieving the goals of those professional learning plans.
- Encouragement of all staff to be actively involved in professional associations and active promotion of the benefits of such involvement.

Professional learning

St Clair High School's central concept of Personal Best is clearly illustrated through the school's funding and the staff participation in professional learning. The drive for ongoing professional learning allows the school to provide the best educational opportunities for students at St Clair High. Throughout 2013 staff were involved in professional learning focusing on the Australian Curriculum and Australian Professional Teaching Standards. St Clair High has strategically placed its teachers ahead of many schools in NSW and nationally by focussing professional learning on

the understanding of the Australian Teaching Standards at different level; Proficient, Highly Accomplished and Lead. The Australian Professional Standards for Teachers build on national and international evidence that a teacher's effectiveness has a powerful impact on student outcomes, and that teacher quality is the single-most important in-school factor influencing student achievement.

The school held 5 School Development Days that included all teaching and administration staff. On these days staff completed mandatory training in Child Protection, Work Health and Safety and Emergency Care as well as spending significant time updating their skills in literacy and numeracy. One of these days was spent developing a whole school approach to literacy and numeracy utilising funding through National Partnerships. This source of National Partnerships is Federal funding designed to target those schools where 40% or more of the students have fallen below benchmarks in NAPLAN.



SCHS staff at one of our full weekend conferences.

Funding of professional learning activities included a Tied Fund supplied by the Department of Education and Communities (DEC) (\$37, 500). These funds are slightly less than 2012 due to a reduction in staffing. Funding is based upon the number of teaching staff in the school. These were used to fund to fund teachers in a wide variety of activities that included attending conferences (school based and external providers), workshops and on-line learning modules. The activities included learning on Quality Teaching (\$5000), syllabus implementation (\$17,844), Student Welfare and Equity (\$4500), Leadership and Career Development (\$10, 300), and Numeracy/Literacy (\$660). Beginning teachers were able to access

Professional learning funds through a separate Tied Fund from DEC (\$660).

In addition the school received additional Tied Funding for implementation of the Australian Curriculum. \$11,000 was utilised to support all KLAs. Not just those involved in phase 1 of the Curriculum.

Staff has utilised some of this funding to provide staff with unique access to professional learning through the school's three conferences. The focus in 2013 was on the Australian Professional Teaching Standards and a look at tool that can be utilised to evidence each staff member against the standard linked to their career stage. The school embarked on a pilot with "Blue Sky", a UK based organisation to begin mapping all staff against the Australian Professional Teaching Standards.

Executive Staff from St Clair School have also undertaken a variety of professional learning to development their leadership skills at both a school and system level. The school has a strong philosophy about developing leaders for the school but also developing leadership capacity across the system. Three staff members participated in a National Partnerships funded Project focussing on Emerging Principals. This project was extended to schools in the Minchinbury and Mt Druitt area. At Deputy Conferences (professional day of learning, regional day of learning and annual conference), executive team members have accompanied Deputy Principals to provide them with access to this level of professional learning. The two Deputy Principals at the school have also been provided with opportunities to attend professional learning events through the Secondary Principals Council.

The school has also embedded a range of Teaching and Learning workshops into the schools Professional learning program lead by Nicole Holt. These workshops provide professional learning that fit the context of the school population. In 2013 the workshops included: task differentiation (from those with learning difficulties through to GAT students), communicating with parents, behaviour management, boys educating, supporting EAL/D student in the classroom, literacy activities and assessment. A number of staff have presented at these workshops creating opportunities for them to develop their leadership role.



Art work by Alison Jackson

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The process used to identify the opinions of staff and students was via focus group questions with randomly selected individuals, as well as a structured conversation at a P&C meeting. Respondents were asked three core questions prior to ongoing exploration of responses.

The same process has been used every year since 2009, and the same questions used again in 2013 to enable the school to begin to gather longitudinal data in this area. The results of the previous years' surveys were compared with the results of this year's survey and common areas were then identified.

Things that are going well from previous years – now merged with 2013 items: (i.e. things which have been mentioned for the last 3 years)

Yr 6 – 7 Transition and Year 10 -11 Transition
Text Messages
Caring Teachers
Tidy School
Teaching across the school – happy students
Teachers & Staff “go the extra mile”
Awards Program / Recognition Ceremonies / Reward Excursions
Subject choices
General Communication
Support for Indigenous students

Improvement in school uniform
School Chaplain and welfare program in general
ABW

Things that went well in 2013

The quality of staff and the extent of extra curricula activity. The Staff are willing to get involved in so many things for the students – after school / extra meetings / lessons in school holidays.

It is a really caring staff, in particular the various elements to our Counselling / Welfare program including the School Chaplain.

Outstanding support provided to students on so many levels.

STEPS, SRC and Student Leadership opportunities. The extent of performing arts opportunities.

Gate duty by senior executive – really valued by community.

Homework centre.

Uniform is much better.

Strong reputation of the school in the local community.

Most students really want to go to school – that is a credit to the staff.

Official photographer at Presentation Night.

“If we could change one thing it would be” from previous years – now merged with 2013 items:

More parental Involvement.

More parents paying school fees.

Footpath at the shops.

Student language in the shopping centre car park.

“If we could change one thing it would be” from 2013:

More parental involvement.

Keep the Student Commission going.

Minimise the impact of the small number of disruptive students on others in the class.

Nothing.

Teachers not teaching out of their subject areas.

In 2013 the school was also involved in the pilot of a student survey known as “Tell them from Me”.

The survey aimed to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW pilot project was on student wellbeing, engagement and effective teaching practices.

More information about the survey is available at: <http://www.cese.nsw.gov.au/surveys/ttfm-parents>

The survey provided our school with valuable and quick feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help improve how they do things at school.

The following samples of data from our school demonstrate that our students views are very much in accordance with those of students across the state, and are generally very positive.

Students with positive relationships

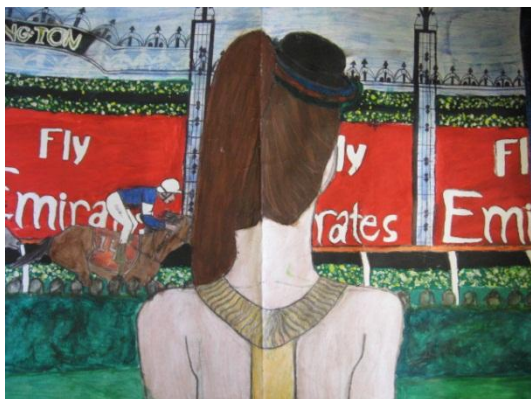
Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 76% of students had positive relationships; the TTFM norm for these years is 76%.
- 81% of the girls and 70% of the boys in this school had positive relationships. The TTFM norm for girls is 82% and for boys is 70%.

Students that value school outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 71% of students in this school valued School Outcomes; the TTFM norm for these years is 77%.
- 72% of the girls and 70% of the boys in this school valued School Outcomes. The TTFM norm for girls is 80% and for boys is 75%.



Art work by Sarah Ralph

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Contributing to this report were;

Chris Presland (Principal)

Sally Smithard (Deputy Principal)

Shane Conlon (P&C President)

Bernie Cullen (SRC Representative)

Sharon Brennan (Parent)

Val Evans (Parent)

Robyn Elks (Teacher)

Pam Johnson (Head Teacher)

Sue Beamer (Head Teacher)

Selwyn Brown (Head Teacher)

Isabella Pozzolungo (Head Teacher)

Nicole Holt (Teacher)

School contact information

St Clair High School

Endeavour Avenue, St Clair, 2759

Ph: 9670 6700 Fax: 9834 3867

Email: stclair-h.school@det.nsw.edu.au

Web: www.stclair-h.schools.nsw.edu.au

School Code: 8571

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>