2010 Annual School Report
St Clair High School

NSW Public Schools – Leading the way
Messages

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.

2010 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

It has been a privilege to serve as President of the P & C in 2010. I would like to thank Val Evans for being the Treasurer and Buffy Cullen for being the Secretary and for all they did as part of their positions during the year.

Another large thank you goes to the other parents who attended the meetings and contributed to helping on fund raising occasions and on the nights we came to the school to supply supper for the benefit of others as good public relations for the school. The P & C raised funds through year 7 book pack sales, raffles and sausage sizzles at parent teacher nights.

Money from the fund raising and funds from the P & C bank account went towards the purchase of new covered tables and chairs which have been placed outside for the students to use in meal breaks, and I am sure they have been greatly appreciated by the students.

During the year we had visits from politician Tanya Davies and some Faculty Head Teachers to update us of any changes and advancement to their departments.

I would like to also thank and show our appreciation to Mr Chris Presland, Mr Cliff Ralph and Mrs Diana Labrum for their part in staying back after school on P & C nights and attending the meetings, updating us on all that was happening at the school and how things were progressing and improving for the future.

Due to the fact that I no longer have children at the school and I have moved out of the area, I regret to say that I will no longer be standing for any positions on the P & C in 2011. I have been part of the P & C for around 6 years and I can say I enjoyed it more than I would ever have imagined.

I urge all parents to consider attending the P&C meetings which are held on the 3rd Tuesday of the month during Term, starting at 7pm above the front office in the common room.

Once again, thank you for my time as a part of the P & C and I hope that in a school of over 1000 children we will have many parents who give up a few nights in the year to attend the meetings, meet the executive staff and find out what is happening in the school from the people who run it and not just the children. It’s a good opportunity to have your say, ask questions, have a say in what the P & C funds are used to purchase, help pick the school photographer and many other things. Remember the happiest people don't necessarily have the best of everything, they just make the best of everything. St Clair High with a vibrant P&C is all the better for our children.

Karen Ashby
P&C President
Student representative’s message

St Clair High School SRC students worked enthusiastically and were involved in various programmes in the year 2010. The SRC team, with Brianna Conlon and Andrew Morson as school captains, worked relentlessly putting in time and energy to accomplish and organise a variety of events and successful fundraising activities.

This year the major accomplishment for the SRC students was to organise and conduct the school formal assemblies. This opportunity gave them confidence in public speaking and encouraged them to take responsibility as the “voice of students” at St Clair High School.

The SRC worked towards achieving their goals and aims, from raising money for a number of charities to organising events for social causes for the community and school. The fund raisers we had this year were with a difference. Each had a connection to immediate needs and issues within our society. We supported International Women’s Day and donated $250. Harmony Day was celebrated with the orange ribbons and poster making competition. Jeans for Genes is a major fundraiser of the Children’s Medical Research Institute. This includes Jeans for Genes Day, events, exhibitions and other fundraising events throughout the year. St Clair raised a total of $430 at our Jeans for Genes Day. Our school celebrated multicultural day with the SRC coordinating the “St Clair has Talent” contest, and we were able to raise enough money to continue our support for our sponsor child in Zimbabwe named Ronald Kodze. These are just a few of the many events that the SRC held throughout the year, helping and supporting the school and various charities.

Many of the members of the SRC for the year attended functions and conferences, all of which helped build either our relationship with other schools, groups outside of our school, or improved the skills and qualities of our student leaders in a number of key areas. The district representatives for our school, Hollie Brennan and James Brendel, attended the meetings along with over 10 other schools sharing ideas and issues. Special thanks to Michael Attard, Casey Lowe and Kean Maruta for their sincere efforts in the team. Our captains Brianna Conlon and Andrew Morson represented our school with utmost dignity especially on occasions such as the various ANZAC ceremonies within and beyond the school, recognition assemblies and presentation nights.

After a very successful year in 2010, the SRC still aims even higher for next year.

James Brendel and Hollie Brennan
SRC representatives

School context

Student information

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

Student enrolment profile

As a school designed for 1000 students, St Clair High has been operating at near full capacity for the past eight years. There is considerable demand for out-of-area placement, reflecting the school’s strong reputation

Student attendance profile

There has been a slight decline in student attendance in 2010. This is being addressed in 2011 by the incorporation of period by period online roll marking.
Management of non-attendance

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 on any given day.

An absentee sheet showing the names of absent students and late arrivals is provided to every teacher 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.

Retention to Year 12

As the comparison shows, the school’s retention rate has risen each year for the past 3 years. The current retention rate is the highest it has been and is above the rate of other schools in this area.

![Proportion Staying On (SC to HSC)](image)

<table>
<thead>
<tr>
<th>Destination</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>10</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>TAFE</td>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>College</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2010 66% of the Year 12 student cohort undertook a vocational course or trade training in VET and non-VET courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010, 98% of students received a HSC. Additionally, 20% of the Year 12 student cohort completed their training and received an Australian Quality Framework Certificate II qualification in Business Services and Retail Services, and 21% of the Year 12 cohort achieved an Australian Quality Framework Certificate I qualification in Hospitality. Six female students successfully completed a School-based Traineeship in Retail Services and one female student successfully completed a School-based Traineeship in Business Services.

Staff 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.

Whilst the school benefits from a stable staff, there are of course occasions when key personnel move on. In 2010 three long standing members of staff ended their distinguished
careers at our school. Mrs Jackie Hawkes – Librarian, Mrs Carole Tabor – Science Teacher and Mr John Copeland – GA. They have all given many years of passionate, highly skilled effort to St Clair High School and they will be missed.

Additionally one of the two Deputy Principals, Ms Diana Labrum, also retired at the end of the year. Her leadership, passion and determination to help every student achieve their “Personal Best” have been highly valued.

The whole school community wishes them all the best in the years ahead.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>81.3</td>
</tr>
</tbody>
</table>

The school does not have the benefit of any indigenous members of staff.

### Staff retention

St Clair High School has the benefit of a very stable staff retention rate. There was only one member of staff who transferred from the school in 2010. The school gained two additional members of the teaching staff who were selected under merit selection procedures. Additionally there were two new members of the executive team. The recent history of staff retention at the school shows that staff who leave the school are either moving into retirement or have gained promotion to another position.

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30-11-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>483 657.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>505 051.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>304 746.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>352 591.00</td>
</tr>
<tr>
<td>Interest</td>
<td>29 335.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>70 434.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 745 814.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward** | 518 548.00 |
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

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.

Achievements

Arts

2010 was an action packed year for the Creative and Performing Arts Faculty and the year ended on a fantastic note. The Music department has been involved in many community performances. The school’s singers group was selected to perform in the DET Schools Spectacular. They were part of the Arena Choir which involved learning choreography and singing songs in Italian, Latin and African. Our talented music teachers Mrs Cenda and Mrs Whittaker also performed in an item called Lean on Me.

Education Week at Rooty Hill was a wonderful event. Elise Hardiman, Samantha Shepherd and Aaron Hunt performed Country Wide by Tommy Emmanuel, while Saskia Kusrahadianti performed classical guitar in the foyer as the education community gathered into the club.

At PULSE our musical students were part of a combined choir with St Mary’s Senior High School and performed an ABBA medley, ‘Fields of Gold’ by Sting, ‘West Coast Odyssey’- a tribute to the Beach Boys, ‘Proud Mary’ and ‘Joyful Joyful’ at the Sydney Opera House.

At the Joan Sutherland Centre our students performed with the STEPS community. This special event was sold out within a couple of days. Our performers included Maloni Tiklevu (guitar) Aaron Crowley (didgeridoo), Samantha Shepherd (singer), Emma Chapman (bass) and Tom Fijalkowski (drums). We also had twelve stage hands: Scott Dunn, Katherine Gajo, Ydel Ignacio, Robert Ingleton, Ben McPherson, Sharene Narayan, Mitchell Odermatt, Kayleen Scavera, Despina Tzortzis, Ben Small and Michael Attard. James Brendel and Saskia Kusrahadianti assisted as MC.

The Drama department produced a spectacular event called “Beach: A Theatrical Fantasy” by Timothy Day. A fantastic cast of students from years 7 to 12 entertained us with narratives and flashbacks of fond memories we have all experienced at the beach. The audience was also given a small tub of sun-block to enhance their sensory awareness of feeling like they were at the beach. The cast included James Brendel, Ryan Dwyer, Jordan Crass, Shaye Fox, Andrew Walker, Kyle Griffin, Brianna Conlon, Kaitlin Ralph, Caitlin Conlon, Caitlin Trail, Alexandra Pullen, Sarah Colussi, Mellissa Fordham and Hayley Mobbs.

Year 10 Drama took their improvised play-built performances to the Westmead Children’s Hospital School in May. They performed “Variations on a Fairy Tale” for a small group of sick children between the ages of 5-17. The children thoroughly enjoyed the performance and we were asked to come back in 2011 for another performance.

The Drama Club members were invited to be involved in the “In Schools Theatresports Competition”. Students formed in teams and learnt a series of improvisation games ranging in length from 1-3 minutes. Students were given scenarios “on the spot” which they then had to replicate on stage using the rules laid out for each game. The Drama Club members had a lot of fun rehearsing, being mentored by some of our experienced Year 12 students who have been performing in Theatresports Competitions since Year 9. Their experience and knowledge was invaluable.

Art work by Alyssa Hartup Year8
Year 12 Drama visited the Seymour Centre at Chippendale in February to see some of the best HSC Group Performances and Individual Projects from 2009. This allowed the students to see their “competition” and the standard and quality expected from a Band 6 student. The students thoroughly enjoyed the performances and really utilised what they saw to inform their own creations.

The Visual Arts department continues to foster a large number of creative students. Operation Art provides a forum for schools and students to demonstrate their Visual Arts skills. This exhibition was held at the Armory Gallery, Sydney Olympic Park. Mica Blanco, Katelyn Duffy, Kaitlin Ralph and Taylor Vaughan had their artworks exhibited. Their work was also selected to be part of the art collection at the NSW Office of Children, Operation Artbank and feature in the teachers CD resource kit.

Five of our student’s artworks were selected to exhibit at the 32nd Sister and Friendship City Children’s Art and Calligraphy Exhibition at Nagoya City museum. This is quite an honour because only 80 artworks were selected across all of NSW. Andre Grandjean, Shayaal Jatten, Dayle Williams, Amanda Stannett and Chloe Oyen creative work will hang alongside artworks from USA, China, Mexico, Italy, Australia and Japan.

Sheridan Preston and Caitlyn Morley attended a four day studio workshop at the Dobell Drawing School at the National Art School in Sydney during the Easter holidays. Workshops they both took part in included; drawing the nude from the life model, portrait drawing, the figure in content, experimental drawing with the figure and the built environment. This opportunity provided a unique experience to work in a tertiary setting in a visual arts program conducted by practicing artists and art teachers.

At the end of the four day program an exhibition was held at the campus and was attended by family, friends, teachers, professors and lecturers from various locations across the state of NSW.

The local newspapers ran a “design an ad” competition for local businesses. Two fantastic advertisements were designed; John Palmeri for Special FX car repairs and Rylee Jones for Furniture Blitz. Both were finalists and their designs featured in the local newspapers.

Again many of our Visual Arts students participated in the popular community art event at the Penrith Show and the drawing competition held by the RSPCA. Our students won prizes and or received certificates of merit or participation.

Art work by Katie Russell Year 12

Sport

Sport at St Clair High School continues to be a wonderful success. There is a strong focus on participation and inclusivity and a continued commitment towards NSW CHS knockout competitions and Sydney West 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 2010 was “Freeman” which was victorious in both the Cross Country and Athletics carnivals. The best performance for a sporting team in 2010 was the U/14’s Rugby League Squad which was Sydney West Champions and finished in the top sixteen teams in the state wide Buckley Shield competition. Other teams that performed strongly this year were the 15 Years Rugby
League, who were Panther Trophy champions, Open Girls Volleyball, Open Boys Basketball, Open Boys Futsal and Open Girls Touchfootball.

**Academic**

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.

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

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

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

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

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

**Literacy – NAPLAN Year 7**

The following graphs detail the performance of Year 7 students from St Clair High School in comparison to “Like schools”, state average and an average of the school’s performance over the previous 3 years.

A significant area of the school’s targets for the next 3 years involves equipping our students to achieve higher results in Bands 8 and 9. The performance of students at our school in 2010 was similar to the previous year, although did show a considerable increase in students scoring Bands 6 and 7.

The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance across all of the key areas of student literacy.
Numeracy – NAPLAN Year 7

The following graphs detail the performance of Year 7 students from St Clair High School in comparison to “Like schools”, state average and an average of the school’s performance over the previous 3 years. The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance in numeracy.

Literacy – NAPLAN Year 9

The following graphs detail the performance of Year 9 students from St Clair High School in comparison to “Like schools”, state average and an average of the school’s performance over the previous 3 years. The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance across all areas of student literacy.
Numeracy – NAPLAN Year 9

The following graphs detail the performance of Year 9 students from St Clair High School in comparison to “Like schools”, state average and an average of the school’s performance over the previous 3 years. The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance across all areas of numeracy. As can be seen the performance of students in the higher bands has shown a very pleasing improvement.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Of note is the stronger performance of students from St Clair High School in the middle bands in English, the middle and higher bands in Mathematics and a consistent performance in Science.

The performance of students in Australian History, Australian Geography, Civics and Citizenship remains a concern.

The performance of students in Computer Skills remains consistently high.
School Certificate relative performance comparison to Year 5 (value-adding)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). The growth rate of students in 2010 was disappointing and at a lower rate than the average of the last four years.

Higher School Certificate

The 2010 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.

Particularly strong results were achieved in Mathematics, Music and Physics.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The following chart reflects the extent to which the students from St Clair High School in 2010 improved upon their performance.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.0</td>
</tr>
<tr>
<td>Writing</td>
<td>91.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>80.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.9</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.7</td>
</tr>
<tr>
<td>Writing</td>
<td>85.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.2</td>
</tr>
</tbody>
</table>

Art Work by D Diamond Year 12
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:

- Fushichoy Ryu St Clair Karate
- Nepean Evening College
- Blessed Hope Christian Church
- St Clair High School P & C
- A neighbourhood Computer Interest Group
- Netball Club Registrations
- Tamil Study Group
- STEPS Learning Community
- Western Storm Soccer Football Club
- Dance Groups: Coralee Bradshaw – Dance
  - Dance Junction
  - Donna Jeans Danceforce
  - No Limits Performing Arts
- St Clair Public School Presentation Day
- Various Regional DET functions

Activities have included an Aboriginal dance group and Aboriginal art days with excursions to the Lewers Art Gallery for cultural displays. These activities allow students to share and experience their cultural history.

**Norta-Norta Funding**

Regular learning support in the classroom was provided to those Aboriginal students who were identified as falling below the National benchmarks in the NAPLAN testing. This focused on literacy and numeracy.

An intensive program was also organised for this group where a teacher, nominated as a mentor by students, facilitated the completion of tasks identified by teachers as critical to the achievement of Stage Outcomes. This provided students with individual tuition that included the successful submission of outstanding work. This allowed students in Year 10 to satisfy Board of Studies requirements for the award of the School Certificate.

**Consultation with Community**

Regular opportunities for parents and other community members to have input into the Aboriginal Education Programs is a feature at St. Clair High School. These include formal term meetings where community members are notified of meetings utilising email, SMS and newsletters.

Other opportunities exist for the community to have input into the individual education programs of Aboriginal students where parents and community members have contact with the school. Comments and opinions are utilised to make informed decisions.

**Homework Centre**

The Homework Centre continues to provide opportunities for Aboriginal students who utilise resources at the school and to seek assistance towards the completion of tasks set by their class teachers. The number of students using the Homework Centre continues to grow by Aboriginal and non-Aboriginal students. This continues to occur at the insistence of the Aboriginal community for the Centre to be inclusive.

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*Art work by E Karimanovic Year 12*

**Aboriginal education**

Each term the Aboriginal students are invited to participate in a cultural day where they are able to express their Aboriginality within their own student group. The support of Ms Doris Rainsford, Ms Cheryl Gay and Mr Prakash Ennasi in organising these activities and experiences is greatly appreciated by the group.
**Personalised Learning Plans**

Personalised Learning Plans were updated and maintained for Aboriginal students. Regular meetings with students occurred utilising existing programs within the school. The Aboriginal Education Coordinator will be seeking input from the community to undertake the review of Plans in 2011.

**Multicultural education**

In 2010 the student population of St Clair High School included over 280 students with a language background other than English (LBOTE), including significant numbers of students whose home language was Arabic, Croatian, Filipino, Greek, Hindi, Italian, Maltese, Samoan, Spanish, Tagalog, Turkish 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 ESL program provided through group tuition.

In addition to providing teaching programs that include multicultural perspectives, the inclusive and multicultural nature of the school community was celebrated through the annual Multicultural Day, a special celebration of the school’s community held in Term 4. In addition to an assembly and performances by different cultural groups, there was a multicultural food fair involving parent and community groups in celebrating the diverse and inclusive nature of the school.

As well as coordinating Harmony Day activities, the anti-racism contact officer (ARCO) manages the school’s participation in the Leadership Equity Forum and the ESSERE Program. Through these programs, student leaders are trained in conflict resolution and gain valuable leadership skills. The Leadership Equity Forum program provides training for students in the mediation of conflicts related to racism and discrimination.

**Respect and responsibility**

The Welfare team includes Senior Executive, Year Advisers, Assistant Year Advisers, Careers Adviser, STLA, Counsellors, Learning Support Coordinator, HT Administration and a parent representative who meets, discuss and implement a range of activities to ensure students personal welfare is a priority.

A new initiative which involved all Year 7 and their Year 10 Peer Support leaders engaging in a Peer Support day on Day 1 of 2010 was an exciting start to the new school year. Activities provided opportunities for them to socially interact within their new class groups and gain important information about the school and its priorities. The focus was on students being *safe respectful learners* and trying to achieve their personal best in all their challenges at school.

Year 8 and Year 9 were provided with Welfare Days which focused on personal development, including sessions on body image, alcohol and drug use, sexual health, self defence, graffiti, teamwork and resilience. The aim was to help students to make more informed decisions in these important areas. Evaluations of each Welfare Day showed that students found the activities engaging and stimulating, and most students wanted to do more of these activities. Parents have also commented favourably on the sessions delivered by our teaching staff and community agencies on these days.

School Police Liaison Officer presented sessions on cyber bullying to our Year 10 and 11 students to educate students on how to protect themselves when involved in on line activities. Many other outside agencies provide services to support our students including the Stay ConnectED program, Links to Learning, UWS mentoring and Ted Noffs.
Other programs

Anti-Bullying Programs

The school’s Peer Support Leaders were involved in a primary schools linkages program in Term 4. The student leaders emphasised 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.

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 widely used and continues to provide an effective way for students to empower themselves and be more resilient.

A STEPS initiative in 2010 was the presentation on Cyber-bullying for students, parents and teachers, coordinated with “Think U Know” (a Child Exploitation and Online Protection Centre Education Initiative).

Drug Education

Drug and alcohol education is delivered as 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. Students have access to the Ted Noffs Counselling Service each Monday, if they require this for personal or family drug-related issues.

Programs for students with additional educational needs

Programs for students with additional educational needs are managed by the Learning Support Team, a whole school planning and support mechanism which coordinates student support across Stages 4, 5 and 6. The Learning Support Team promotes student success, encourages parent involvement and promotes effective communication between all partners in the learning process.

The Team includes the Senior Executive, Head Teacher Welfare and Teacher-Learning, School Counsellor, Careers Adviser, Support Teacher Learning Assistance (STLA), School Learning Support Officers (SLSOs), the Year 7 Adviser and other interested staff. The Team also liaises with Itinerant Support Teachers (Behaviour, Hearing and Vision) to ensure appropriate support and communication of needs to relevant staff. Communication between the Team and staff occurs through a referral process, the circulation of minutes of the Learning Support Team meetings and discussion of particular concerns at Executive, Staff and Welfare Meetings.

During 2010 the funding support provided allowed more intensive support to be provided for students with identified learning disabilities. In addition, the LST identified students in Years 7 to 12 with a range of additional needs. They were provided with support through a variety of mechanisms, including provision of detailed information to staff, support by the STLA, in-class support by SLSOs, Special literacy and numeracy programs, implementation of a Life Skills program in one or more subjects and Special Provisions.

Parents of students receiving funding support were involved in review meetings to evaluate and modify individual learning support plans and programs, including identifying and ensuring provision of support in particular subjects. In addition, parents of students following a Life Skills program were involved in Individual Transition Program meetings to plan an appropriate post-school pathway.

Art work by Shaayal Jattan Year 10
Progress on 2010 targets

The school has many specific targets related to its School Plan and the two which follow are a sample of these. They were indicated in our last Annual School report as targets upon which we would report this year.

Target 1

Increased levels of Literacy and Numeracy achievement for all students.

Strategies to achieve this target include:

- Maintain a Literacy and Numeracy support team including Senior Executive, a member from each KLA & STLA to create a whole school focus. The teams will operate under the supervision of the Deputy Principals.
- Analyse school NAPLAN data to identify five priority 1 targets in literacy. Monitor performance in targeted areas through ongoing analysis of NAPLAN data.
- Complete professional learning (analysis of SMART data, targeting and explicit teaching of identified literacy skills) initiated in 2008, with two further workshops for participants.

Our achievements include:

The Literacy and Numeracy team has been operating as a single “Core Learning Skills” team. It has met on many occasions over the last 12 months and regularly reports to the Executive, the Learning Support Team and the whole staff.

A detailed analysis of both Literacy and Numeracy data has been completed. It highlights major strengths and areas of need. It also targets specific students that have made major gains or declines in performance.

Data from the above reports has been shared at Executive level, individual Faculty level and at full staff meetings.

Target 2

Improved student attendance and retention.

Strategies to achieve this target include:

- Teaching staff will monitor attendance each lesson and utilise this data in terms of students demonstrating non-serious participation in Years 11 and 12.
- Message You Watch Lists will be utilised by Teachers, Head Teachers and Review Team to identify poor attendance.
- Ensure that all students are provided with detailed and appropriate information and advice about training and education options, via a structured program of information sessions (evening and during the school day), distribution of information books, and PLP interviews.
- Structured monitoring and guidance program: Senior Executive Team and Careers Adviser will review progress of all students yrs 9-12 every 5 weeks; at risk students will be interviewed and develop learning plans; parents will be contacted to ensure coordinated support for students to complete senior studies.

Our achievements include:

The Year 7-12 attendance rate is 88.2%. This represents a slight decline and is a concern for the school. The impact of changes to the legislation for the school leaving age is reflected in a decline in attendance especially in Years 10 and 11.

The school's current apparent retention rate for cohort Year 12 20010 is 53.7% which is considerably higher than the SEG mean.

The staff at the weekend conference.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of our Positive Behaviour for Learning (PBL) and an analysis of our Industrial Arts Faculty.
Educational and management practice

The Positive Behaviour for Learning (PBL) program emphasises the values embodied in the motto “Safe Respectful Learners.” In 2010 the program focused on developing focus areas for each week. These were incorporated into every lesson and promoted via a range of strategies. PBL has been operating at the school for several years and so it was decided to evaluate it and determine ways of strengthening it for the future.

**Background**

The Positive Behaviour for Learning (PBL) program was revitalised in 2010 with a new team being appointed. The team members are S.Smithard (co-ordinator), C.Presland, C. Ralph, L. Giffin. J. Sharma, M.Andrawis, K. Annesley, V. Evans, S.Beamer. They received initial training on the implementation of PBL and have been developing the system through the school. It is envisaged this will continue to develop for the next 5 years before it is fully implemented.

**Findings and conclusions**

In 2010 extensive consultation was conducted with all staff to develop an expectation matrix. The matrix covers student expectations in all areas of school including surrounding areas such as the shopping centre. Staff identified areas where behaviours could be problematic and then flipped these statements into positive expectations. The matrix is now published and throughout 2011 will be trialed and reviewed.

One of the goals of PBL is to embed the philosophy behind PBL into all curriculum areas. In 2010 the concept of a Young Writer’s Competition was developed (to be implemented in 2011) where across all curriculum areas stage 4 students would complete an exposition. The exposition would be linked to course content with the PBL framework sitting behind the task. This Competition has been expanded to all partner schools within the STEPs community. The staff development day at the end of the school year was utilised to train staff to ensure a consistent approach to the Competition.

In the senior school the Senior Charter was implemented. All students and parents attended seminars to gain a better understanding of the importance of the senior charter and how it would be implemented. The focus is on all students in the senior taking on the role of leaders and modeling their personal best.

**Future directions**

It is intended that the PBL program will be more closely aligned to other programs and practices in the school, so that it moves beyond being seen as a “stand alone” initiative.

The STEPS learning community will also be involved and a strong link to STEPS Literacy strategies will be developed.

**Curriculum**

The school has a history of evaluating its current education practice and its ability to deliver an effective and dynamic curriculum. These evaluations have been used to refine structures and processes so that teachers are better able to implement effective classroom pedagogy. At the start of 2009 a decision was made to create a Head Teacher position in Industrial Arts. It was decided that in 2010 we would evaluate impact of that in the Faculty.

**Background**

The school previously had a Head Teacher in Home Economics, whose role included the supervision of Industrial Arts. Whilst the Head Teacher’s effort was commendable, it was clear that the school would be advantaged by having an Industrial Arts specialist in a formal leadership position. That occurred early in 2009. The new Head Teacher set about implementing a significant reform agenda and the following comments reflect the progress made thus far.

**Findings and conclusions**

It should be noted that the staff within the Industrial Arts faculty adopted a highly professional attitude and substantial gains have been made. The following table indicates the areas identified as progressing well, but needing further improvement.
The following chart depicts the areas where improvement has been evidenced.

<table>
<thead>
<tr>
<th>Knowledge of Syllabus &amp; Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming, Assessment &amp; Reporting</td>
</tr>
<tr>
<td>Integration of ICT in Teaching &amp; Learning</td>
</tr>
<tr>
<td>Use of DET Curriculum Support &amp; Internet Resources</td>
</tr>
<tr>
<td>Use of DET email as a Communication Tool</td>
</tr>
<tr>
<td>Managing Work Spaces &amp; Maintenance</td>
</tr>
<tr>
<td>Understanding &amp; Application of OH&amp;S</td>
</tr>
<tr>
<td>Managing Student Incidents</td>
</tr>
<tr>
<td>Establishing Respect &amp; Rapport with ALL Students</td>
</tr>
</tbody>
</table>

Assessment tasks produced linked to syllabus & course outcomes
T&L programs demonstrating logical sequences of activities linked to syllabus & course outcomes
Provision of quality feedback & marking guides for students
Development of E-folios for stage 5 courses
Successfully ‘delivering’ stage 4 ICT course components of tech mandatory
Evidence of images & web site links in programs & student folios
Visible contribution to faculty & school based email communication strains
Contribution to year advisor requests for student achievement
Stocked shelves & manageable storage spaces
Production of stock registers for relevant practical spaces
Student completion & dated registers
Evidence of safe work practice from all

### Future directions

The Faculty will continue to seek strategies for improving its functioning. It will also utilise its considerable expertise in technology to assist other staff to more effectively embed ICT in the classroom.

### Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. 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 was used in 2009 and the same questions used to enable to school to begin to gather longitudinal data in this area. The results of the 2009 survey were compared with the results of this year’s survey and common areas were then identified.

The summary of responses is presented below.

Areas of the school’s operation that have improved:

- Improvement of playground appearance
- Whiteboard Technology
- Staff Morale
- School Uniform
- Year 7 fenced area
- Yr 6 – 7 Transition
- Year 10 -11 Transition
Areas of the school’s operation that still need improvement;

- Office procedures and delays in making payments.
- Less pressure on students who are of a lesser ability – teachers need to be more aware that not all students can work at the same rate, but may still understand the concept.
- The level of parental involvement.

**Professional learning**

Professional Learning continued to be a focus area throughout 2010 and was inclusive of all staff. The school held 5 School Development Days that included all teaching and administration staff. These focused on increasing the capacity of staff to lead the teaching and learning programs that they are involved in. Staff have increased their ability to cater for the diverse range of student interests, experiences and abilities through individual and group reviews of current practices with a view to identifying successes and areas for improvement.

Funding of Professional Learning activities included a Tied Fund supplied by the Department of Education and Training (DET) ($43,021). These were used to fund teachers in a wide variety of activities that included attending conferences, workshops and on-line learning modules. The activities included learning on Quality Teaching ($8,278), Syllabus Implementation ($6,200), Student Welfare and Equity ($7,935), Leadership and Career Development ($23,975), The Use of ICT in the Classroom ($15,577), Beginning Teachers ($6,42) and Numeracy/Literacy ($4,18). Beginning teachers were also able to access Professional Learning funds through a separate Tied Fund from DET ($15,000).

In addition the school received funding for the Digital Education Revolution ($20,568) for the implementation of the Year 9 and 10 Laptops.

This complemented funding for up-skilling teachers in the use of software and translating this into their classroom practice. These funds will continue to be accessed during 2011.

The school continued to supplement the DET funding through the allocation of $20,000 from its Global Budget. These funds provided increased access to professional learning for all staff. Key Learning Areas were able to access and manage these funds to further develop their faculties through the development of teaching, learning and assessment programs.

The Senior Executive Team assisted the STEPS schools through the Team Leadership Program which is registered with the NSW Institute of Teachers. There were 17 participants involved in the program with all participants carrying out Action Research in their own schools.

The Senior Executive Team initiated and organised a Leadership Conference held over a weekend that involved 52 staff. The 13 Executive Staff also attended an Executive Conference again held over a weekend that provided time to discuss strategic and management plans for the school. The school will continue to increase the staff’s access to this form of Professional Learning and envisage holding an additional Learning Conference over a weekend in 2011.

**School development 2009 – 2011**

Our fundamental goal is to equip individuals with the capacity to learn how to learn in a constantly changing environment. In doing so, they will be empowered through their learning to maximise their individual potential and to contribute meaningfully to our society. St Clair High School is proud to be a Public School in NSW and recognises that Public Education is one of the defining institutions of Australian society.
Our school aims to provide:

- Quality programs in teaching and learning, welfare and socialisation.
- A broad curriculum as a vehicle for the development of key competencies.
- A well resourced environment that stimulates, engages and extends each student’s ability and desire to learn, whilst achieving personal best.
- Preparation to participate in a variety of post school options, including both employment and continuing education.

**Targets for 2011**

Our key target remains focused upon the ongoing development of core learning skills for all students.

**Target 1**

Increased levels of Literacy and Numeracy achievement for all students.

Strategies to achieve this target include:

- Maintain a Literacy and Numeracy support team including Senior Executive, a member from each KLA & STLA to create a whole school focus. The teams will operate under the supervision of the Deputy Principals.
- Analyse school NAPLAN data to identify five priority 1 targets in literacy. Monitor performance in targeted areas through ongoing analysis of NAPLAN data.
- Closely coordinate the work of the Learning Support Team to ensure it accurately identifies students in need of special assistance and subsequently provides support to those students.

Our success will be measured by:

- The Year 9 data for Literacy in NAPLAN 2010 shows the percentage of students assessed across the last 3 years as Proficient in Reading as 6.7% and Writing as 7.3%. By the end of 2012 the percentage of students assessed as Proficient in Reading will be 10% and Writing will be 10.0%.
- The Year 9 trend data for Numeracy in NAPLAN 2010 shows the percentage of students assessed as Proficient as 11.8%. By the end of 2012 the percentage of students assessed as Proficient will be 13%.

**Target 2**

Strengthened teacher capacity to improve student learning outcomes

Strategies to achieve this target included:

- Develop and deliver 2 school learning conferences each year focused upon quality pedagogy. The school has within its staff, highly qualified workshop developers and deliverers. The senior executive have developed and presented extensive workshop material, much of which has been shared external to the school. These school based conferences will draw upon this material.
- Ongoing development of leadership capacity in the school Executive Team, via Executive development program included in scheduled weekly meetings and Executive Conferences in terms 2 and 3.

Our success will be measured by:

- The number of staff who attend each of these events. Our target is for a minimum of 30 people to attend each of the learning conferences, and for all Executive staff to attend each Executive Conference.
- Formal evaluations of each event.
- Quantifiable improvements in student learning outcomes.
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.

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Hollie Brennan (SRC Representative)
Sharon Brennan (Parent)
Val Evans (Parent)
Jyoti Sharma (Teacher)
Robyn Elks (Teacher)
Pam Johnson (Head Teacher)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: