2009 Annual School Report
St Clair High School

NSW Public Schools – Leading the way
Messages

Principal's message
St Clair High School has a long and proud history as the leading provider of secondary schooling in our broader community. 2009 was the first year of the revised structure of operation which involved the introduction of a ten day cyclic timetable with longer blocks of learning time. The impact of this was immediate and resulted in noticeable stability in the school and a renewed capacity to engage students in sustained learning in the classroom. That, along with the creation of strong core learning skills teams, resulted in stunning improvements in the school’s performance in National testing. These are detailed later in this report.

The financial investment in our school provided by the Federal Government was significant. This included the rollout of laptops to over 200 students, as well as improved technology infrastructure to support the use of the laptops in the classroom. Additionally, funds were provided for extensive improvements to the school grounds as well as the building of three Covered Outdoor Learning Areas (COLA).

It 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 things. The teaching and administrative staff at the school deserves enormous credit for the intelligence, patience and hard work that delivered these outcomes. That, combined with the outstanding support of our P&C and student leaders, resulted in an 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 and/or School Council message

Once again the P&C have been very active throughout the year.

Selling the Book and Maths Pack on Orientation Day was one of our main fund raising activities but this year, at both teacher/parent interview nights the P&C ran successful raffles raising over $200 on each occasion. Thank you to all those people who bought tickets and supported the school.

P&C members also attended the Year 7 barbecue which was held in the first few weeks of school and involved meeting and greeting parents of new Year Seven students.

In March we invited parents of Year 6 students to visit the school one evening to have a tour conducted by SRC students, meet the Year Advisor for Year 7 students in 2010, ask questions and then enjoy a light supper and refreshments.

Mrs Fiona Conlon was elected from the P&C to be the parent representative to attend the Welfare meeting held each Monday at lunchtime. Mrs Robin Dobson was the P&C parent representative to be on the Selection Panel to choose the School Captains. I represented the P&C at the Australian Business Week breakfast held at the school and also at the dinner held at Panthers later in the year.

P&C members chose “Advance” as the photographers who would take the student photos in 2010 and will monitor and evaluate their performance before determining the photographer for 2011.

We invited Head Teachers to attend our monthly meetings and throughout the year Head Teachers from Industrial Arts, Home Economics, Creative and Performing Arts and Science updated us on what students were being taught and how the courses have changed. The high standard and expectations were very evident in all faculties. We all enjoyed the tours each teacher gave us of their faculty and appreciated them attending our meetings.

I was nominated to be on the panels for “Out of Area” students, Year 6 into year 7 and for the Head Teacher Industrial Art and Head Teacher Home Economics positions.

To go with the new landscaping and newly terraced area, P&C agreed to purchase two sets of sheltered seating at a cost of over $6,000. Hopefully more can and will be purchased as funds allow.

Thank you to everyone who supported the P&C throughout the year.

Mrs Val Evans - P&C President

Student representative’s message

St Clair High School SRC students worked their way towards achieving a number of goals in the year of 2009. Ms Chenoweth and the team relentlessly put in time and energy to accomplish and organise a variety of events and successful fundraising activities.

After a slow start, the SRC was on its way to achieving their goals and aims, from raising money for a number of charities to saving up for the last of the schools new blinds; after years of effort it is finally complete. One of the annual fundraisers that we continually support is Daffodil Day, for the cancer council. This year as a school we made a total of $493. 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 $590 at our Jeans for Genes Day. Through multi-days and the very popular multicultural day, 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.

*Neighbourhood Centre Art Work by students*

Many of the members of 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 Jenna Axiak, Elly Hatfield and James Brendel attended the District meeting along with over 10 other schools sharing ideas and issues, helping one another as best as possible. Also, Michael Attard and Keean Maruta were able to attend the Penrith Football Night at Panthers representing our school with the utmost dignity. Once again, the captains Kimberly Larobina and Joshua Leslie, made appearances at many functions, most importantly the ANZAC ceremony and march.

After a very successful year where we achieved more than we had aimed for, we turn to the future. A new year, a new SRC coordinator, Mrs. Sharma and a new team of willing and able students, our hopes are held high and with team spirit and continued support we will accomplish all we did in the last years and more in 2010.

*James Brendel*

SRC Representative

### 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 over-full capacity for the past seven years. There is considerable demand for out-of-area placement, reflecting the school’s strong reputation.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>92.8</td>
<td>91.5</td>
<td>88.9</td>
</tr>
<tr>
<td>Region</td>
<td>7</td>
<td>92.2</td>
<td>89.7</td>
<td>88.5</td>
</tr>
<tr>
<td>State</td>
<td>7</td>
<td>92.3</td>
<td>90.0</td>
<td>88.8</td>
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</table>

#### Student attendance profile

The school attendance rate for Years 7-12 remains higher than both Region and State levels.
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, whilst 2009 resulted in the school's highest retention rate for several years, retention rates at St Clair High School do tend to fluctuate more than the State. This fluctuation is primarily driven by the health of the local employment market. This reflects the number of students leaving secondary education to take up apprenticeships, traineeships, full and part-time employment as opposed to pursuing a tertiary education. Each year a significant number of Year 10 students (an average of 18 students per year) choose to complete their secondary education at St Marys Senior High School. Changes to the legal age for students to leave school are likely to have an impact in 2010.

Year 12 students undertaking vocational or trade training

In 2009 71% 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 2009 95% of students received a HSC. Additionally, 5% of the Year 12 student cohort completed their training and received a Certificate II; of these, 1 student undertook training in Automotive Vehicle Servicing, 1 student in Retail Services, and 3 students in Transport & Logistics. One other Year 12 student received training and a Certificate IV qualification in Out of Hours Care.

Post-school destinations

The school tracks the post school destinations of students in Year 12. Twenty three of the students within this mix have part time employment and also attend a tertiary institution. The following table reflects the destination of Year 12 2009.
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.

Whilst the school benefits from a stable staff, there are of course occasions when key personnel move on. In 2009 two long standing members of the Executive team ended their distinguished careers at our school. Mrs Dyball and Mrs Glenn have given many years of passionate, highly skilled effort to St Clair High School and they will be missed. The whole school community wishes them all the best in the years ahead.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Careers Adviser</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><strong>Total</strong></td>
<td><strong>69.3</strong></td>
</tr>
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</table>

The school is supported by a team of 13 School Administrative staff.

Teacher qualifications

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

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>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>475 504.00</td>
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<tr>
<td>Global funds</td>
<td>500 816.00</td>
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<tr>
<td>Tied funds</td>
<td>452 222.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>340 245.00</td>
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<tr>
<td>Interest</td>
<td>22 463.00</td>
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<tr>
<td>Trust receipts</td>
<td>76 171.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1 867 421.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>171 653.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>104 167.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>68 093.00</td>
</tr>
<tr>
<td>Library</td>
<td>13 355.00</td>
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<tr>
<td>Training &amp; development</td>
<td>17 597.00</td>
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<tr>
<td>Tied funds</td>
<td>449 547.00</td>
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<tr>
<td>Casual relief teachers</td>
<td>100 762.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>175 495.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>102 256.00</td>
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<tr>
<td>Maintenance</td>
<td>51 820.00</td>
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<tr>
<td>Trust accounts</td>
<td>75 156.00</td>
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<tr>
<td>Capital programs</td>
<td>53 863.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 383 764.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>483 657.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

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.

Art work by Jared McGivern
upon, and the reports that follow simply provide a snapshot of some of these.

Achievements

Arts
The Creative and Performing Arts Faculty and its students have had a most successful year. Thanks to the Federal Government's BER, a huge awning was constructed in the music courtyard to complete a fabulous amphitheatre for outdoor music concerts and drama performances. We also had built a wonderful new darkroom for photography students. Eventually, up to twenty students will be able to develop images at the one time, once the room has been fully furnished with enlargers and other specialist equipment.

Once again the talented Visual Arts Department have been working hard. Ten students from the Year 9 Visual Arts class were invited to work on a large mural and tile mosaic at the St Clair Neighbourhood Centre. Five students’ works were selected for Operation Art. These works were then short-listed and selected to be hung at the Art Gallery of NSW, Westmead Children’s Hospital, the city of Nagoya in Japan and also feature in a teachers’ resource CD. The majority of the Year 9 art class also entered their portrait drawings into the Australian schools art competition.

From Year 10 Visual Arts, five students’ work was submitted into the Fisher’s Ghost Art Exhibition. Sheridan Preston was the winning entrant for the secondary division for her mixed media artwork. Year 12 Photography had their landscape panoramic images exhibited at the Lewer’s Penrith Regional Gallery. They also participated in the 2009 Digital Art Award, which forms part of the Connected Learning Awards. Each student received a certificate of participation.

Kate Russell participated in the Dobell Drawing School during the Easter school holidays. Kate was involved in an intensive three day art workshop. Shannon Conner, Alarna Boral and Mathew Peel’s work was exhibited at the Royal Easter Show. This year over eighty Visual Arts students from Years 7 to 11 participated in the 166th Penrith Show, of which 25 students were awarded first, second, third or highly commended certificates. Approximately 50 visual Arts students from Years 7 – 12 entered the competition for designing an advertisement for the Fairfax Community Newspaper, Gemma Barbara’s entry was a finalist and Shaayal Jattan won second place. Visual Arts ended the year with an impressive exhibition of Year 12 major works.

This year the Drama faculty began its first Drama Club. Club members were involved in theatre sports, a film festival and a circus workshop. “Due Monday” was the school’s major Drama production and was directed and produced by the Year 11 Drama class and Club members. The production was enjoyed by family and friends.

Caitlin Conlon, Jaqueline Fratti and Stephanie Small of Year 7 attended the Up Front Face On Drama Camp at Winmalee Christian Conference Centre. The two day workshop combined the areas of Dance, Music, Visual Arts and Drama. Several nominated Drama students attended the five days State Drama Camp and participated in a variety of performance workshops.

Brianna Conlon, Sarah Colussi and Alexandra Pullen of Year 11 auditioned for the State Drama Ensemble. Alexandra Pullen also auditioned for the Western Sydney Region Drama Ensemble. 35 students from across Years 7-10 auditioned for this year’s “Combined Dance” group for the Schools Spectacular. While not successful, our Drama students gained valuable experience in the auditioning process.

Our Drama students attended various excursions throughout the year. However, the highlight was attending the production ‘A Streetcar Named Desire’ at the Sydney Theatre Company. It featured an all star cast, including Oscar winner Cate Blanchett.

The Music Department was very pleased to have Ms Van Tussenbroek fill in for Mrs Whittaker while on maternity leave. Throughout this year our talented musicians performed at major events. These included; Let’s Celebrate Public Education at Rooty Hill RSL, STEPS concert and the Western Sydney Region Music Festival both at the Joan Sutherland Centre, Pulse concert at the Sydney Opera House and the World Masters Games Opening Ceremony at ANZ stadium Homebush.

The Year 10 music class performed and recorded the song Hotel California by the Eagles at
Symphonic Sounds Recording Studio in Penrith. The Year 11 music class recorded That's What You Get by Paramore and Won't Go Home Without You by Maroon 5 at the Cream Recording Studio at Blacktown. All students were able to get a professional recording of the performance on CD.

Year 11 music students were involved in an exciting workshop about African Drumming. Mohammed Bangoura, who leads the workshop, is an international Djembe drummer. Music concerts were also held throughout the year in the newly roofed amphitheatre. These performances were eagerly attended and enjoyed by the school community.

Art work by Carly Walkom

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 2009 was PONTING who were victorious in both the Cross Country and Athletics carnivals. The junior sportsperson was Lachlan Forrester, a Year 8 student who was age champion in Swimming, Cross Country and Athletics. This is the second year in a row Lachlan has achieved this honour. The senior sportsperson was Charlotte Wilson, also for the second consecutive year. Charlotte was age champion in Swimming, Cross Country and Athletics. Charlotte also competed at Zone, Sydney West and NSW CHS level in all three carnival areas, as well as National level in Cross Country. She also competed at CHS level and

NSW All Schools in Triathlon. The best performance for a sporting team in 2009 was the Open Boys Futsal team.

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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)
Year 7: from Band 4 (lowest) to Band 9 (highest)
Year 9: from Band 5 (lowest) to Band 10 (highest)

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 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.

[Graph showing percentage of students in bands]

[Graph showing percentage of students in bands: Year 7 reading]
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 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 across all areas of numeracy.

**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 English, Mathematics and Science.
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). Of note is the strong growth performance of students from St Clair High School in Science and Computing Skills.
Higher School Certificate

The 2009 cohort of Year 12 made a highly valuable contribution to the school and their performance in the HSC reflects their positive attitude. In 17 subjects the students achieved results above the average of the last 4 years, and in 7 areas their results were above the state average.
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 2008 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 2009

Minimum Standard Information

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

New Dark Room facilities at St Clair High
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:
- The Seiwakai Karate Club
- Nepean Evening College
- Blessed Hope Church
- St Clair High School P & C
- A neighbourhood Computer Interest Group
- Netball Club Registrations
- Dance Groups: That's Dance and Donna Jeans
- Tamil Study Centre
- Physical Culture Groups
- STEPS Learning Community
- Western Storm Soccer Football Club
- St Clair Public School Presentation Day
- Various Regional DET functions.

Aboriginal education

Aboriginal Cultural Days

Each term the Aboriginal students are invited to participate in a cultural days 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 organizing activities and experiences are greatly appreciated by the group.

Activities have included the purchase and planting of native plants that provided food for the traditional owners of our land. They have also included an Aboriginal dance group and 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 focussed on literacy and numeracy.

An intensive program was also organized 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 utilizing 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.

Individualised Learning Plans

Individual Learning Plans were updated and maintained for Aboriginal students. Regular meetings with students occurred utilizing existing programs within the school. The Aboriginal Education Co-ordinator will be seeking input from the community to undertake the review of Plans in 2010.

Year 9 Visual Arts students
Multicultural education

In 2009 the student population of St Clair High School included over 200 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. A 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, a sporting competition and multicultural food fair involve 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 Positive Behaviour for Learning (PBL) program has continued to emphasise the values embodied in the motto “Safe Respectful Learners”. In addition to a continued emphasis on safe behaviour in playground areas, in 2009 the school sought to minimise unruly behaviour in the transition between classes. This was achieved through the introduction of a timetable based on four teaching periods, with a recess after each period. As a result, students do not spend time moving between rooms, and movement in corridors is more orderly and efficient. A major focus for 2010 is to empower senior students as leaders in a positive learning environment, through a program of seminars with parents and students based on the Senior School Charter.

Welfare Days and Peer Support Days

A focus in 2009 was the refining of our programs for Years 7, 8 and 9 in the areas of welfare and peer support.

Year 7 had a successful transition into high school with guidance and support from their Year 10 Peer Support Leaders. Activities which provided them with both knowledge and enjoyment helped Year 7 students to develop the skills to cope with the transition to the high school environment.

Year 8 and Year 9 were provided with Welfare Days which focussed 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.

New COLA in the Music Courtyard
Other programs

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, 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 particular 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 2009 the funding support provided allowed more intensive support to be provided for students with identified learning disabilities, including two students confined to wheelchairs who required support in virtually all classes to ensure their access and participation in the full range of curriculum activities and school facilities. 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, implementation of a Life Skills program in one or more subjects and Special Examination 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.

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.

A STEPS initiative in 2009 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.
Progress on 2009 targets

Target 1
Increased levels of Literacy and Numeracy achievement for all students.

Strategies to achieve this target included:
- 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 success is indicated by:
The Year 9 data for Literacy in NAPLAN 2009 shows the percentage of students assessed as Proficient in Reading as 9.1%, Writing as 8.6%, Spelling as 11.2% and Grammar and punctuation as 10.1%.

The Year 9 trend data for Numeracy in NAPLAN 2009 shows the percentage of students assessed as Proficient as 12.5%.

These results indicate a significant improvement on previous years and demonstrate the effectiveness of the strategies put in place during 2009.

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 focussed 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 is indicated by:
The development and delivery of a series of leadership seminars. The target of 20 staff attending the weekend conference was exceeded dramatically with 38 staff attending the 2 day event.

Additionally, multiple afternoon workshops were conducted on a range of topics related to improving the quality of teaching in the classroom. These included Moodle training, Connected Classroom training and Laptop usage.

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 2009 our school carried out evaluations of the strategic targeting of our Student Welfare programs.

Educational and management practice
Central to our school's provision of a quality learning environment is our capacity to provide programs for students which ensure a safe and supportive learning environment. Our Student Welfare programs cover a wide range of areas and are both proactive and reactive as is appropriate depending upon circumstances.

Background
In order to fully gauge the effectiveness of our programs and to determine any future necessary adjustments we realised we needed to obtain a comprehensive understanding of our student body, and to determine if there are any shifts occurring in terms of the things our immediate community and the things our students value.

In order to do this we researched data from the Australian Bureau of Census and Statistics, and we engaged our students in a detailed survey of Australian youth conducted by Mission Australia. The sample size from St Clair High School was extensive with almost 350 student surveys returned.

Findings and conclusions
The following charts provide a synopsis of the most significant data. The most important conclusion from this data is the diversity of the student population which reinforces the need for high expectations of performance as well as targeted intervention strategies for students with special needs.
The latter chart reveals the extent to which students at St Clair High School turn to their immediate family for support and value their input. Of particular interest is the enormous variation between the percentage of students from St Clair who value their family and friends and the relative percentage of students in NSW and Australia.

### Future directions

The results of these surveys have led to a strong determination to more effectively engage immediate family in the education of students at St Clair High, especially when involved in welfare, discipline or intervention strategies.

### 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.

### Background

As a result of the restructure of the school’s organisational framework at the start of 2009 and the associated changes in curriculum structures it has been essential to provide all KLAs with an opportunity to review all teaching programs to ensure they were sufficiently engaging for students across a 75 minute period structure. Additionally, the increased level of access to technology meant that programs would need to incorporate a wider range of resources and improved capacity for teachers to develop their own skills in this area.

In essence all KLAs were asked to review their teaching programs to ensure relevance and connectedness for students.

### Findings and conclusions

The Senior Executive team led a school development day focussed exclusively upon quality programming and provided an opportunity for all Faculty leaders to review their programs in the light of the model provided.

In order to do this a five-step process, effectively reinforcing a constructivist approach to learning, and strongly aligned with the school’s Values.

<table>
<thead>
<tr>
<th>Item of value</th>
<th>SCHS %</th>
<th>NSW %</th>
<th>Australia %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>54</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Friends</td>
<td>21</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Sports teams, coaches, players</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Entertainers</td>
<td>4</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Schools and their staff</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business people</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Community agencies helping poor</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Religious figures</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>St Clair %</th>
<th>Sydney %</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-17 as %</td>
<td>11.7</td>
<td>7.8</td>
</tr>
<tr>
<td>Internet at home</td>
<td>71%</td>
<td>62%</td>
</tr>
<tr>
<td>Professionals</td>
<td>11%</td>
<td>24%</td>
</tr>
<tr>
<td>% employ education</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Weekly income highest quartile</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>High % occupation</td>
<td>Manufacturing</td>
<td>Retail</td>
</tr>
<tr>
<td>Born overseas</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>2 Cars per house</td>
<td>44%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Platform statements, was developed. The C.L.A.S.S. programming tool examines the five stages of connections, learning, application, sharing and synthesis, and has the capacity to provide a much more detailed analysis of the programs as well as indicate areas for further improvement. As can be seen from the following outline of C.L.A.S.S, the questions also provide a substantial framework for Faculty based professional dialogue and development.

1) Connections
What are the underlying ideas or concepts you want students to learn as a result of this unit?
What do students already know or understand about these ideas or concepts?
Have you established an activity that requires students to reflect upon and share these understandings?
Why is this work significant to the students?
How can it be connected to their lives?
How does this work relate to the syllabus and the Faculty or Grade Program?
How does this unit connect with previous units or lessons, or other subject areas?
Does the unit relate to previously set homework or research? How does it extend that learning?
Is it clear to students why they need to cover the content which is about to be delivered?
Is it likely that the need to cover the content is justifiable in the minds of the students?

2) Learning
Have you been absolutely explicit in relation to the content to be covered?
Is the coverage of the content systematic and well sequenced?
Have you used “memory aids” such as mind maps, acronyms or fish bone techniques to assist students in remembering the content?
Is it clear to students what skills they will be developing in this unit?
Have you spent time revising and developing these skills?
Are students aware of the values they will be developing in this unit?
Have you included techniques which will require students to develop deep thinking skills?
Have you made multiple attempts to connect this content with the “connections” material?
What mechanisms exist whereby you can be confident the content has been understood?

3) Application
Is the application directly related to the content?
Is there a mechanism for checking students understanding of the application task?
Is there a mechanism for ensuring students have the skills necessary to complete the task?
Have students the opportunity to think deeply about the content and reflect upon their learning?

Are ongoing and final assessment processes clearly understood by students?
Does the task allow for purposeful creativity and imagination?
Does the task allow for student negotiation, whilst remaining faithful to key learning outcomes?
Is there a structure for ongoing feedback and refinement of the task?
At what point, and how, is there a clear attempt to reconnect with “connections” and “learning”?

4) Sharing
Is there a structure to allow ongoing conversations between student and teacher?
Is there a structure allowing ongoing conversations between student and student?
Is there an opportunity for ongoing refinement of the application by the student?
Has the teacher asked penetrating and open-ended questions in relation to the application?
What tools exist for formal assessment of the work and do students understand these?
Is the feedback students are receiving meaningful and relevant to the task?
Is there a structure to allow students to revisit content and skills input if they are unclear?
Have students been encouraged to produce quality work?

5) Synthesis
What strategies exist for revising the key content and understandings of the unit?
Have you revisited the relationship between connections, learning and application?
Is there an opportunity to create a connection for the next unit of work?
Have you provided a time and process for students to reflect upon their learning?

Have students published, produced, performed or displayed their application task?
What structure exists to allow students to celebrate their learning achievement?
Is there any capacity for students to provide feedback to the teacher in relation to this unit?

The development and use of C.L.A.S.S. will not in itself automatically deliver better quality learning opportunities for students, but it does provide a starting point and tool for analysis, which enables teachers to question and explore the programs they deliver.

Future directions
In the year ahead the practice of using CLASS as a programming tool, and the Quality Teaching Framework as a review tool, will be expanded. High on the school’s agenda is a belief that one of the most fundamental responsibilities of a teacher is to be able to understand the science of “how” learning occurs, as distinct from merely being able
to identify the conditions for effective learning. Some of the most significant results of this will be a reduction in the “kaleidoscope” effect of what students are exposed to from classroom to classroom, a steady increase in cross Faculty dialogue and increasing discussion around student learning instead of simply student behaviour.

Why do you judge these things to be important?
The importance of providing a good foundation for students’ future aspirations was seen as closely related with the quality of teachers and the quality of relationships developed within the school.

If you could improve one thing about our school what would it be?

- More shelter
- Gardens – plant pretty flowers
- Parental Involvement
- Reading Learning Support
- Students in Carpark
- Senior Uniforms
- Seniors behaving badly outside of school
- Students in Shopping Centre, Skate park
- Old Equipment in Industrial Arts
- Communication to parents
- Litter

Professional learning

Professional Learning in 2009 was inclusive of all staff and focussed on the leadership capabilities that all staff utilise and develop in their positions. School Development Days throughout the year challenged staff in terms of how they perceive their role in the school. This was developed through a process of self and team evaluation. The development of a values platform that will underpin and guide future direction across the
Funds for professional learning were provided as a tied grant from DET ($41 700), from the Digital Education Revolution ($16 479) as well as from the school’s global budget ($20 000). Funds were made available to a wide range of activities based on school priorities in line with DET priorities, in particular implementation of effective classroom pedagogy, implementation of technology into classroom practice, student welfare, leadership, literacy and numeracy and the implementation of teaching & learning programs.

Funding was directed towards the following Professional Learning domains: Beginning Teachers $2721, Use of ICT $3851, Quality Teaching $7248, Literacy & Numeracy $3366, Syllabus Implementation $13 173, Leadership Development $10 694 and Welfare & Equity $7701. These figures reflect an increase in spending on leadership development compared to previous years. The continued focus on Syllabus Implementation and Quality Teaching also increased and demonstrates a continued engagement of staff in developing programming skills — how to transform syllabus requirements into class room practice.

The DER injection of funding ($16 417) for the implementation of the Year 9 Laptops complemented the funding directed towards up-skilling teachers in the use of various software programs and then translating this into their classroom practice. These funds will continue to be accessed during 2010.

A number of initiatives were initiated by the Senior Executive Team. A Leadership Conference was organized over a weekend. The target of 20 staff attending this conference was surpassed with a total of 44 staff attending over the weekend. The conference was delivered by the Senior Executive Team and received outstanding evaluations. Future conferences are now planned to capitalize on the progress made in the area of leadership development in 2009.

The executive team engaged in two executive conferences in 2009. During these conferences the leadership team identified areas for development in 2010. This included the concept of reviewing and embedding the Senior School Charter into the culture of the Senior School. Extensive communication with the school community has taken place and will guide processes and practices in future years. The implementation of the annual timetable structure was also evaluated with adjustments to be implemented in 2010.

Executive afternoon workshop

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 2010

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 success will be measured by:
• The Year 9 data for Literacy in NAPLAN 2009 shows the percentage of students assessed as Proficient in Reading as 9.1%, Writing as 8.6%, Spelling as 11.2% and Grammar and punctuation as 10.1%. By the end of 2012 the percentage of students assessed as Proficient in Reading will be 14%, Writing will be 15.0%, Spelling will be 17% and Grammar and punctuation will be 17%.

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.

Our success will be measured by:
• The Year 7-12 attendance rate is 90.1% compared to the regional mean 89.6%. By the end of 2012 attendance rate will be 92% and remain ahead of regional targets.
• The school's current apparent retention rate for cohort Year 12 2009 is 47.4% which is 2.2% higher than the SEG mean. By the end of 2012 the school's apparent retention rate will equal or better the State rate currently at 61%.

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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Diana Labrum (Deputy Principal)
Cliff Ralph (Deputy Principal)
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James Brendel (SRC Representative)
Sharon Brennan (Parent)
Louise Giffin (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: