2008 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. 2008 was a year of close examination of many of the school's structures and procedures, with a determined focus upon continuous improvement. After many years of a Unitised Vertical Curriculum the school community made a decision to move to a more conventional structure with a much stronger focus upon the development of core learning skills and sustained relationship development. To that end the staff worked incredibly hard to ensure that the new structure was in place for the start of the 2009 school year.

It was a year which included many momentous occasions. Foremost amongst these was the retirement of the school's Principal Mr Allan Jones. Allan had led the school with enormous distinction for many years as both Deputy Principal and Principal. His contribution to the school was extraordinary and through his leadership a good school became a great school.

It was also a year of outstanding educational achievement which included a UAI of 97.7 gained by Sara Beydoun, as well as many excellent results across all subject areas.

Once again the Australian Business Week program drew praise from all quarters and was recognised with a Regional Award for outstanding educational programs.

This report aims to inform our community about school performance across a wide range of areas.

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

I would like to thank everyone for their loyal support throughout the year. It has been a year in which the P&C has made a significant contribution to many areas of school life.

Orientation day was another successful day and all book packs ended up being sold. We also sold a Maths pack on behalf of the Maths faculty and benefited from the selling of all of these as well. Year Planners for Year 7 were purchased and paid for by the P & C. There have been lots of enquiries from parents, staff and students on how they also can obtain a free year planner.

Thank you to Shane Conlon for installing CCT cameras in rooms that have computers and the library. This saved the school a considerable sum of money and has already shown to be useful. School aprons were purchased for students to use at official functions and $1,000 was given to the Girls' Gatehouse Program.

Special thanks to Karen Ashby who attended the Year 7 Barbeque with me and distributed receipts to parents who had purchased the book pack last year. Karen was also our parent representative on the Canteen lease panel.

A big thank you to Robyn Dobson, Helena Bunton, Buffy Cullen, and Shane Conlon for making the year 6 night another successful night and thank you to Sharon Brennan who couldn’t make it but did contribute another way. Robyn Dobson has been our P & C Welfare representative for a few years and has decided to relinquish that position. It has been a great pleasure to have her company Monday lunchtime at this meeting.

On behalf of the P&C I met Michael Coutts–Trotter last year when came to view our new technology. I also represented parents at the A.B.W Breakfast, and as a representative for Year 7 “Out of Area” students enrolling in 2009. To end the year we met for a Christmas function and farewelled Allan Jones and welcomed our new Principal Chris Presland into the group.

Thank you once again for all your support to our Treasurer Karen Ashby, our Secretary Sharon Maasland and all of those parents who continue to support the P&C.

Val Evans - President

Student Representatives’ message

The SRC worked tirelessly throughout 2008 supporting many charities and raising funds for the continuation of fitting blinds in all classrooms. Charities supported were SIDS, Jeans for Genes, Daffodil Day for Cancer, Lions Club for disadvantaged children and World Vision Child Sponsorship of Ronald Kodze from Zimbabwe. We raised approximately $2000 for these charities.

The SRC also organised Valentines Roses, Mufti Day, Personal Assistants Day, No Talent Show and our Multicultural day, raising approximately $5000 in total. This money was used to fit classroom blinds in all the science labs.
SRC students attended many leadership days throughout the year with our captains representing St Clair High School at various community and department functions such as the Young Leaders Conference, Anzac ceremonies, SRC district and regional meetings, Penrith City Council Mayoral Presentation, Parliament House leaders’ day and Education week function.

The SRC play a major role in our very successful Australian Business Week, with the organisation of the ABW breakfast for our business community and the setting up of the student program.

Jenna Axiak and Elly Hatfield. Year 11 SRC representatives.

School Context

Students
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 six years. There is considerable demand for out-of-area placement, reflecting the school’s strong reputation as a provider of quality education.

Student Attendance

The school has been utilising an SMS messaging system and the attendance rate in Years 7 to 10 remains above the Regional average. In Years 11 to 12 the attendance rate has improved for the third successive year and remains above the State average.
Post-School Destinations
St Clair High School students pursue a wide range of post school options from University study to full time employment. The list below details the destinations of our 2008 cohort.

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time employment</td>
<td>44</td>
</tr>
<tr>
<td>University</td>
<td>20</td>
</tr>
<tr>
<td>TAFE</td>
<td>15</td>
</tr>
<tr>
<td>Private College</td>
<td>3</td>
</tr>
<tr>
<td>HSC Pathways</td>
<td>4</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>10</td>
</tr>
<tr>
<td>Unemployed / Unknown</td>
<td>4</td>
</tr>
</tbody>
</table>

Staff Teaching Entitlement
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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<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>50.4</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>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>Total</td>
<td>68.7</td>
</tr>
</tbody>
</table>

Staff Attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department of Education and Training, was 95.6%.

Staff Retention
Staff turnover at 6% remains quite low by Regional standards. The number of staff retiring in the next few years will continue to grow as our very experienced teachers exit from the teaching profession.

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
</tbody>
</table>

All teaching staff meet the professional requirements for teaching in NSW public schools and hold full degree qualifications.

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 Strom Soccer Football Club
- St Clair Public School Presentation Day

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.

Multicultural Education
In 2008 the student population of St Clair High School included 231 students with a language background other than English (LBOTE). Of 41 identified home languages, significant numbers used Arabic (25), Croatian (8), Filipino (9), Greek (14), Hindi (13), Italian (9), Maltese (18), Samoan (13), Spanish (17), Tagalog (17), Turkish (15) and Urdu (8). 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.

In addition to providing teaching programs that include multicultural perspectives, the inclusive and multicultural nature of the school community was celebrated through two significant events in 2008.
• International Harmony Day was celebrated in Term 1, to reinforce the spirit of oneness and community among students across the school. Student awareness was raised through a poster design competition and the wearing of orange on the day, as well as through a special assembly including both musical and dramatic performances.
• The annual Multicultural Day is 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. An active Pacific Islander Parents’ Organisation provides support for cultural performances at school events.

As well as coordinating Harmony Day activities, the anti-racism contact officer (ARCO) manages the school’s participation in the Leadership Equity Forum. This Western Sydney Region initiative provides training for Year 8 and Year 9 students in the mediation of conflicts related to racism and discrimination. Students are involved in two training days per semester, and the ARCO coordinates and allocates mediators as required.

During Terms 3-4, the school was able to access the support of a DET refugee mentor for one day each week. The mentor provided support with study and assignments for 7 Sudanese students, and assisted in liaison between families and TAFE for two senior students who were able to gain enrolment in appropriate courses.

Respect and Responsibility

The school entered its second year of the Positive Behaviour for Learning Program. The school has focused on developing the three basic values of Safe – Respectful – Learners. Staff were engaged in a process of identifying areas for improving student behaviour in non-classroom settings. Students, through their Student Representative Council, were able to identify areas for improvement in non-classroom settings. As a result the following areas were targeted in 2008:

Walk in the Quad: students were engaged in classroom activities where the safe practice of walking on hard surfaces was explored. Teachers were encouraged to reward students who were walking on hard surfaces by entering them into a raffle. Posters were also developed by students to reinforce this message.

The Behaviour Matrix: the staff has identified desired behaviours in class room and non-classroom settings and has developed a matrix that describes these. The matrix will be displayed in all class rooms and around the school to reinforce positive behaviour.

Anti-Bullying Programs

The Peer Support Leaders were involved in the Primary/Secondary Anti-bullying Strategy. This program has expanded to include all of the schools in the St. Clair and Erskine Park School Community. This year was particularly momentous since most of the leaders in this year’s program participated in the program when they were in Primary School. The message of reporting bullying whether you are a victim or observer was again reinforced. Peer mediation is a strong focus of the strategies employed by students and teachers to combat bullying.

Aboriginal Education

St. Clair High School was successful in its application for funding a Homework Centre through the Federal Government for Whole School Intervention Strategies for Aboriginal students. This initiative was established as a result of consultation with the Aboriginal community who identified the need to support Aboriginal students in the completion of homework and assignments.

The funding allowed for the Homework Centre to be fully resourced and for the employment of a tutor through links with the University of Western Sydney. Teachers were also supportive of this initiative through the delivery of workshops that targeted specific skills in research and the use of technology in the completion of homework. Aboriginal students were mentored during the year by Mrs. Grace Cawdell-Smith. During mentoring sessions students were provided with opportunities to identify issues they were having with the completion of school activities or coping generally with the demands of high school. Students were facilitated through a goal setting process and then investigated pathways they could access to achieve these goals. Students also identified their strengths and weaknesses and identified resources and personnel that could assist in the development of skills to overcome learning difficulties, leading to each student developing an Individual Learning Plan.

In-class tuition was provided to students who were identified as being at risk of not engaging in school and who were unable to do so due to identified learning difficulties. These students were able to access Teacher’s Aide time in identified subject areas. The achievement levels
of students in past reports were used to identify areas of greatest need. Term meetings were organised with all parents of Aboriginal students invited to attend. These meetings evaluated current initiatives and led to the development of future directions. Students were able to interact with local members of the community through an excursion to Muru Mittigar where they were able to learn more about the history and culture of Aboriginal people in the local area. Students were also involved in the Koori Cup Basketball competition in conjunction with the Health Department. To enter the competition students must first compete in a Tobacco and Health competition. Tamara Field (Year 10) was awarded first place for her News Letter item and Elizabeth Lomas and Amber Marks (Year 9) were awarded second place for their poster.

**Environmental Education for Sustainability**

The school’s Environmental Management Plan was reviewed in 2008 as a result of ongoing and developing strategies. The revised plan was developed with advice from Environmental Education consultants. The review recognised the achievements made in environmental education including:

- Landscaping of the school playground for the creation of sustainable student areas with shade.
- Water mitigation to prevent erosion and flooding of playground areas and buildings.
- Recycling of mobile phones, paper and computer printer cartridges.

The revised plan has the following areas targeted for 2009-2011:

- Litter reduction
- Sustainable playground areas
- Re-programming for 2009 Curriculum Delivery:
- Waste Paper Recycling

**Financial summary**

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

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

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**Date of financial summary:** 30/11/2008

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>545 972.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>481 727.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>209 644.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>327 231.27</td>
</tr>
<tr>
<td>Interest</td>
<td>46 791.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>77 708.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 689 074.86</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas 194 353.11
- Excursions 104 065.58
- Extracurricular dissections 55 905.89

- Library 18 069.57
- Training & development 6 790.45
- Tied funds 287 546.42
- Casual relief teachers 125 466.21
- Administration & office 155 515.60
- School-operated canteen 0.00
- Utilities 91 845.66
- Maintenance 48 359.73
- Trust accounts 85 545.68
- Capital programs 40 107.20

**Total expenditure** 1 213 571.10

**Balance carried forward** 475 503.76

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Art work by

*Lachlan Forrester (Year 8)*
School performance 2008

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 those.

Achievements

Arts

It has been a very busy and exciting year in the Creative and Performing Arts (CAPA). A new Head Teacher, Ms Pozzolungo, was appointed and the staff and students have made a significant contribution to the Arts not only at a school level but also to the wider community. The school community, staff, students and families should be quite proud of the achievements and high standards that have been achieved. The dedicated effort and work produced by the CAPA staff and their students are testimony to valuing education and quality teaching and learning.

The school’s talented and creative Visual Art Department and its students have been involved in many activities this year. We have had many students’ artworks exhibited in Operation Art, Penrith Art Show the Royal Easter Show and the Nagoya Exhibition. Year 11 photography went on an excursion to Luna Park to photograph the fun and atmosphere of such a place as well as the surrounding city environment. 2008 ended with an impressive exhibition of Year 12 major works.

Drama was competitively involved in the "Improvisation Australia Schools Intermediate Theatre Sports Competition." This was the first time St Clair had been entered into the competition and we made it to the semi-final. Year 10 Drama put on a public performance titled “Two Weeks with the Queen” by Morris Gleitzman for the St Clair community. This was a huge success. The money raised for this performance was donated to Camp Quality and Positive Life NSW. Year 12 spent a night confidently performing their HSC Group Performance to a full house.

The Music Year 10 and 11 students were busy recording their own CD single at the Symphonic Sound Recording Studio in Penrith. Otis Chen, a very gifted Year 10 Chinese violin player, was specially selected to perform during Education Week and at two concerts for Rejoice Australia, at Quakers Hill and Nepean High School. Our HSC Music Expo was an afternoon of fun and entertainment. Many musical genres were showcased, such as musical theatre, rock, Spanish guitar ballad and heavy metal music. Students used the classical guitar, electric guitar, personal musical compositions and wonderful singing voices.

Art work by
Alicia Easton (Year 8)

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 2008 was Ponting who were victorious in both the Cross Country and Athletics carnivals. The junior sportsperson of the year was Lachlan Forrester, a Year 7 student who was age champion in Swimming, Cross Country and Athletics. The senior sportsperson of the year was Charlotte Wilson, a Year 11 student who 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 2008 was the Open Girls Touch team which made the top 16 schools in NSW.
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.

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)

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.
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 very strong performance of students from St Clair High School in Science and Computing Skills.
Percentage of students in performance bands: Australian Geography, Civics and Citizenship

The percentage of students in each performance band is shown in the chart. The data includes:
- Percentage in band 2008
- School Average 2004 - 2008
- State average 2008

Percentage of students in performance band: Computer Skills

The percentage of students in each competence level is shown in the chart. The data includes:
- Competence Not Demonstrated
- Competent
- Highly Competent

The relative performance of students in Australian History, Civics and Citizenship over a number of years is a concern and is reflected in a proposed merging of this area of the school into Human Society and Its Environment KLS.

School Certificate relative performance comparison to Year 5 (value-adding)

The strong performance of our students in both Science and Computing Studies is strongly evidenced in the following chart.

Higher School Certificate

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.2</td>
</tr>
<tr>
<td>Writing</td>
<td>92.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.8</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.8</td>
</tr>
<tr>
<td>Writing</td>
<td>82.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.8</td>
</tr>
</tbody>
</table>

**Progress on 2008 targets**

**Target 1**

*To prepare for the introduction of a two week cyclic timetable*

Our achievements include:

The complete reconfiguration of all subjects in terms of mandatory hours of study, in line with a 75 minute period structure.

The complete rebuilding of the school timetable incorporating adjustments to teaching loads and
period allocations in line with a 75 minute period structure.

An extensive allocation of time and funds in supporting teacher professional learning aimed at improving pedagogical practice.

Target 2
To establish the Positive Behaviour for Learning (PBL) program within the classroom experience of all students at the school.

Our achievements include:
The development of a core philosophy of “Safe, respectful learners” embedded in the school’s everyday practice.
The formation of a formal PBL team to lead the ongoing implementation of the initiative across the school.
Regular meetings of the PBL team, in conjunction with a regional PBL coach to assist in the development of the philosophy of PBL across the school.

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 2008 our school carried out evaluations of the school’s planning processes, and our strategies for effective classroom programming.

Educational and management practice
Staff were surveyed in September 2008 to ascertain the extent of their knowledge of, and involvement in, the process of school planning.

Background
The survey asked staff to make a response as to their level of agreement with the following statements.
1. The school has involved staff, students and parents in decisions about the school purpose.
2. The statement of school purpose is responsive to changing needs.
3. The statement of school purpose guides school activity.
4. School priorities and targets to improve school performance are identified through planned evaluation.
5. The main purpose of school targets is to improve student learning outcomes.
6. School planning documents are developed with the support of staff, students and parents.
7. The school implements a comprehensive management plan.

8. The school’s planning processes are responsive to emerging needs.
9. The processes used to allocate resources are open and understood.

Findings and conclusions
School Purpose – 90% of teachers said they felt a significant level of ownership of this and it was seen to reflect the changing needs of the school community. 81% of teachers indicated that school planning was guided by the statement of purpose.
School Targets – 80% of teachers saw the identification of school targets as being part of the evaluation process. This was most recently evidenced through the evaluation of the UVC system and the decision to change to an annualized timetable. It was significant that 93% of teachers believe that the main purpose of school targets is to improve student outcomes.
Planning Process – 78% of teachers felt that the planning process was consultative and enjoyed the support of the school community. The management and strategic plans were seen by 87% of teachers as comprehensive and effective in meeting the emerging needs of the school. The area where there was less support was in the process of allocating resources. On balance there was stronger support for the school planning process from the more experienced teachers than there was from the less experienced. This is most likely a reflection of the access that more experienced teachers and executive have to the planning process.

Future directions
Only 60% of teachers felt that this was open and understood. This indicates a need to make this process more transparent and subject to wider consultation. Subsequent discussion also indicate a need to explain more precisely the relationship between explicit school targets, the planning process and the allocation of resources.

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 review in 2007 a Curriculum Team was established to evaluate various curriculum structures with the target to implement an alternative model in 2009. After extensive investigation the team was able to identify a 75
minute teaching period as being able to provide extended time for teachers to develop and implement effective teaching and learning programs. This extended time provided opportunities for teachers to more effectively implement the elements of Quality Teaching.

Findings and Conclusions

During 2008 Head Teachers of Key Learning Areas were responsible for leading curriculum change through their faculty teams. Teams were engaged in the development of teaching and learning programs that could be implemented in 2009. The structure and delivery of lesson outcomes within these programs utilized the extended time for each lesson.

Future Directions

Following the development of teaching and learning programs in 2008 the school will implement, evaluate and modify these teaching and learning programs throughout 2009. Faculty teams will also develop quality assessment tasks for assessment of learning. The development of a culture of formalized assessment of learning through effective preparation for and performance in examination periods will be investigated and implemented in 2009.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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

What do you see as the best things about our school?
Why do you judge these things to be important?
If you could improve one thing about our school what would it be?

The responses were collated and the most obvious trends were:

Question 1 : A high level of appreciation of the quality of the staff, the breadth of the curriculum, the atmosphere of the school and the quality of leadership.
Question 2 : 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.

Question 3 : There was no identifiable trend in the responses with opinions covering a wide range of areas, most likely based on individual experience.

Professional learning

Funds for professional learning were provided as a tied grant from the Department of Education & Training (DET) as well as from the school's global budget. Funds were made available 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.

A total of $44 801 was spent on Professional Learning in 2008. The greatest need for Professional Learning was in the areas of Quality Teaching and Syllabus Implementation. This can be directly attributed to curriculum areas planning for the implementation of the annual timetable structure with extended periods of teaching time in 2009.

Welfare was the next area to reflect the proactive professional development of Year Advisers either experienced or new to their role.

Another area accessed was the implementation of ICT through the use of interactive whiteboards, Moodle and other software appropriate to courses offered at the school. Other areas included Literacy and Numeracy, Leadership and Career Development and Beginning Teachers.

Key sessions on school development days focused on the implications of the 4 period day cyclic annual timetable. Time on these days was dedicated to faculty teams planning and structuring teaching and learning programs. Time was also allocated to the development of quality assessment in line with a semester reporting structure.

The executive team held two executive conferences in 2008. During these conferences this leadership team engaged in extensive discussion and decision making relating to the implementation of revised teaching and learning programs in 2009.

Professional Learning in 2009 will focus on leadership across the school, effective classroom practice, syllabus implementation, beginning teachers, the use of technology in and between classrooms, and learning support.
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 2009

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 2008 shows the percentage of students assessed as Proficient in Reading as 6.1%, Writing as 5.1%, Spelling as 21.0% and Grammar and punctuation as 10.2%. By the end of 2011 the percentage of students assessed as Proficient in Reading will be 10.2%, Writing will be 15.0%, Spelling will be 25% and Grammar and punctuation will be 16%.

Target 2
Strengthened teacher capacity to improve student learning outcomes

Strategies to achieve this target include:

• 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 school currently has no weekend or holiday involvement in school based professional learning. In addition to the school development days and staff meeting workshops, by the end of 2009 the school will have conducted 2 weekend conferences for staff focused upon quality pedagogy with a minimum of 20 staff attending.

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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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: