St Clair High School
Annual School Report
2011
Principal’s message
The driving ethos of our school is defined in the concept of “Personal Best.” Our challenge is for every member of our school community to deliver that consistently so that every student has the opportunity to maximize their potential. Students learn in a positive, caring, supportive environment which is characterised by mutual respect between the students themselves, and between students and staff. Student achievement is given strong recognition with regular celebrations and both formal and informal acknowledgement of their work.

2011 was a year which included many momentous occasions and one in which our students excelled across a range of academic, sporting and cultural areas. We are very proud of the achievements of our students and the remainder of this report includes a lot of information about these achievements.

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

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

Chris Presland - Principal

P & C and/or School Council message
What a great year we had in 2011. We started the year with a completely new committee and our sincere thanks and gratitude must go to the outgoing committee of Karen Ashby, Buffy Cullen and Val Evans who all maintained their involvement in the P&C despite the fact that they no longer had any children attending the school. They have given us a great example of what real dedication looks like. We had pleasure in inducting Val as an honorary life member in recognition of her involvement with the P&C for over 20 years.

The new committee are also a dedicated team of parents; Secretary - Kerrie Suttie, Vice President – Joanne Taylor, Treasurer – Louise Wells, President – Shane Conlon and along with all the other P&C members we are committed to helping the teachers and staff at St. Clair High School provide the best education possible for all students who attend this exceptional school.

One key role we can play is identifying and supporting projects that enhance the whole school environment so we have set a goal of raising enough funds to buy six sets of covered outdoor seats and tables which will provide some much needed outdoor facilities for the students to use in their breaks. We estimate we will need $20,000 to fund this project and thanks to the activities of the P&C and support from local businesses we are well on the way with nearly $3,000 raised in 2011.

Some of the events we organised were; sausage sizzle, name pavers, shopping trip, book pack sales, suppers at various events and Coffee for Chairs (supported by our local Michel’s). All of these events not only allow others in our community to contribute but they also give us a great way to meet and talk with other parents so we can find out their concerns and ideas which helps us to be better representatives of the wider parent body and hopefully results in a better outcome for everyone.

One of the most valuable activities that the P&C engage in is our monthly meeting at the School. These meetings are held every third Tuesday of the month during school term and are an excellent forum for hearing from the teaching staff about activities and programs running in the school. This year we also had the opportunity to hear from various faculty teachers and were given a tour of the Home Economics facilities my Ms. Dane and an introduction to Face Book by Mr. Mole. We were also introduced to the Student Commissioner programme by Ms. Dane and Mrs Sharma and were kept fully informed as the school worked through revising the uniform policy.

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

In 2011 we also introduced and ratified a set of local rules for our P&C and changed our AGM date so that it is now held in Term 4 instead of Term 1. We did this because we felt it would give each new committee the opportunity to get started on its programme straight away in Term 1 and would also be less daunting for any new parents joining the school, knowing that they would not need to worry about being asked to stand for a position at their first meeting. This strategy seems to have had some success as we are looking forward to welcoming a number of new parents that we met at the Year 7 orientation day.

I’d like to thank all of the parents that did so much to help our school in 2011 and I’m looking forward to working with them all and any others that choose to join us in 2012.

Shane Conlon
P&C President

Student representative’s message

St Clair High School SRC students worked enthusiastically and were involved in various programmes in the year 2011. The SRC team worked relentlessly putting in time and energy to accomplish and organise a variety of events and successful fundraising activities.

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

The SRC worked towards achieving their goals and aims, from raising money for a number of charities to organising events for social causes for the community and school. We supported Jeans for Genes Day and raised a total of $430 at our Jeans for Genes Day fundraiser.

Our school celebrated Multicultural Day with the SRC coordinating the “St Clair has Talent” contest, and we were able to raise enough money to continue our support for our sponsor child Ronald Kodze. These are just a few of the many events that the SRC held throughout the year, helping and supporting the school and various charities.

Many of the members of the SRC team this year attended functions and conferences, all of which helped build 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.

Some of these include our training day with Erskine Park High School with our SRC representatives attending, sharing ideas and issues. Our Captains Saskia Kusrahadianti and James Brendel represented our school with utmost dignity especially on occasions such as the various ANZAC ceremonies within and beyond the school, recognition assemblies and presentation nights.

After an exceptional year in 2011, the SRC still aims even higher for next year.

Robyn Fox and Blake Riley
School Captains 2012

School context

Student information

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

Student enrolment profile

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

Student attendance profile

There has been a slight decline in student attendance in 2011. This was addressed in the latter part of the year with the incorporation of period by period online roll marking.

The attendance rate has also been impacted by the changes to the new school leaving age and the reluctance of some students, who have been seeking employment, to return to school in Year 11.
Management of non-attendance

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

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

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

Retention to Year 12

As the comparison shows, the school’s retention rate has risen each year for the past 4 years. The current retention rate is the highest it has been and is above the rate of other schools in this area.

Post-school destinations

The school tracks the post school destinations of students in Year 12. Fifty eight of the students within this mix have part time employment and thirty nine attend a tertiary institution with one student holding down a full time job while studying. The following table reflects the known destination of Year 12 2011.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>10</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>TAFE</td>
<td>18</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>College</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>FT Employed</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Unemployed</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Total Cohort 2011</td>
<td>50</td>
<td>65</td>
<td>115</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2011, 45% of the Year 12 student cohort undertook a vocational course or trade training in VET and non-VET courses; and of this percentage 65 students studied towards a Vocational Education & Training qualification. They completed their training and received an Australian Quality Framework Certificate II qualification in the following courses: Business Services, Construction, Hospitality, Information Technology, Retail Operations, Transport & Logistics, and Tourism. Six female students successfully completed a School-based Traineeship in Retail Services and one female student successfully completed a School-based Traineeship in Business Services.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011 all students in the Year 12 cohort gained a Higher School Certificate.
Staff information

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

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

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

In 2011 four long standing members of staff ended their distinguished careers at our school. Mrs Sandra Talbot – Head Teacher, English, Mrs Di McDonald – English Teacher, Mrs Margaret Gobbitt – English Teacher and Ms Felicity Rowntree – STLA. They have all 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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>78.5</td>
</tr>
</tbody>
</table>

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

Staff retention

St Clair High School has the benefit of a very stable staff retention rate. There was only one member of staff who transferred from the school in 2011. The recent history of staff retention at the school shows that staff who leave the school are either moving into retirement or have gained promotion to another position.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
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</table>
Financial summary

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

Date of financial summary: 30-11-2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tr>
<td>Balance brought forward</td>
<td>518 547.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>515 754.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>219 189.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>346 666.00</td>
</tr>
<tr>
<td>Interest</td>
<td>27 721.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52 847.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 680 724.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>259 089.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>76 614.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>56 667.00</td>
</tr>
<tr>
<td>Library</td>
<td>14 365.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>39 237.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>279 299.00</td>
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<tr>
<td>Casual relief teachers</td>
<td>160 660.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>139 356.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>116 739.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>50 633.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>77 628.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>66 332.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 336 619.00</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward         | 344 105.00 |

A full copy of the school’s 2011 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.

Achievements

Arts

The Creative and Performing Arts Faculty continued to go from strength to strength in 2011. Drama in particular grew and matured in the field of performance. St Clair Drama students represented the school at the Improvisation Australia’s School’s Theatresports Challenge first at the heats at Glenmore Park High School and later at the semi-finals at Canterbury Girl’s High School. Theatresports is a series of games where teams of between 3-6 students create scenes entirely on the spot using their finely honed improvisation skills. Each scene is constrained by rules or guidelines making the creation of a scene extra challenging. Bryony Beasley, Caitlin Conlon, Jacky Fratti and John Palmeri of Year 9 rehearsed together regularly for many weeks as well as in the school holidays making sure they understood all the rules of the games, worked on strategies to anticipate various ways to enhance scenes to gain maximum effect for the audience and finetuned their acting skills. They performed with dedication, commitment and their personal best and had a fun time learning more about Drama.

Art work by Olivia Allanson Year 8 2011

Each year, to compliment the team that enters the School’s Theatresports Competition, an in-school competition is held for any student in Year 7-12 who is interested in learning more about drama, meeting new people and working with others and having fun performing. This was held in Term 1 as a way of introducing and welcoming new student’s to the Drama Club. This year we had two teams, girls vs. boys. Caitlin Conlon (9), Rachel Clarke (7), Kaitlin Ralph (9), Caitlin Trail (8), Chris Wrigley (8), Shaye Foxe (8) and Andrew Walker (8), all competed for the St Clair
Theatresports crown. Mr Dunn, Mrs Gay and Ms Whittaker helped judge the event on the day. We had a wonderful audience of teachers, parents and students who helped support the students during the various rounds.

Flannofest is a Western Sydney Festival run by the staff at the Joan Sutherland Performing Arts Centre. Open to Year 11 Drama students, the schools are each given a performance style and either a writer, director or actor to mentor them. This year we chose Physical Theatre and were privileged to have a young, up and coming performance art director, Mr Nick Atkins, mentor the student’s. Every second Wednesday a three hour workshop with Mr Atkins was held. The student’s looked at the Playbuilding process and Mr Atkins helped channel their ideas into an 8-12 minute performance.

Completely void of dialogue, The Beyond Blank Project, performed at the Q Theatre in July this year, had the student’s dressed in hessian sacks. The student’s became creatures from another world, discovering, exploring and ultimately fleeing their surroundings. The performance generated a lot of positive feedback from various theatre heavyweights. The student’s also learnt about performing in a professional theatre environment including staging, lighting and vocal projection.

St Clair High School Drama was the first non-music, non-dance based item to be invited into the St Clair Erskine Park Schools (STEPS) annual performing arts concert at the Joan Sutherland Performing Arts Centre. Year 9 Drama added a touch of the thespian when they presented Monologue Moments. Working with Ms Olmos and their pre-service teacher Ms Aligiannis. John Palmeri, Caitlin Conlon, Kaitlin Ralph, Bryony Beasley, Jacky Fratti, Mitchel Sibanda, Chloe Brown and Natalie Mood learnt about monologue and the preparation of a character for performance. Focusing on the turmoils of being a teenager, the student’s performed to a packed auditorium of parents, teachers and principals.

The Drama Club also auditioned and successfully gained a place at this year’s Western Sydney Region Drama Festival. The Festival showcases the dramatic talent from 15 high schools across the Western Sydney Region. Jack Armstrong (7), Tieharna Barlow (7), Samantha Bryant (7), Lucy Frame (7), Amy Jones (8) and Kaitlin Ralph (9) presented an original playbuilt piece, The Food Sergeant, to an energetic crowd at the Joan Sutherland Performing Arts Centre on August 11th. For many of them it was the first time they had ever performed on a professional stage of such a size and learnt lots about vocal projection, working with lights and effective staging. The student’s received encouraging feedback and were invited to audition again in 2012.

This year’s Drama Production was a one act offering from Jonathan Dorf entitled “From Shakespeare with Love.” Shaye Fox (8), Andrew Walker (8), Kaitlin Ralph (9), Caitlin Conlon (9), Delphia Asemaga (9) performed to a small crowd in September. Set in an airport, Romeo is off to London to find Shakespeare and kill him for killing off his beloved Juliet in their play of the same name.

In Term 4, Year 9 Drama presented their original playbuilt performances on an issue from “What’s The Matter” with Mary Jane by Wendy Harmer. Each group explored issues to do with depression, bullying and social image. They performed to a small crowd in the music courtyard. Joining them were several members from the Drama Club. These were Shaye Fox (8) and Andrew Walker (8) who contributed an original video drama and Delphia Asemaga (9) who developed her own short monologue for performance.

Art work by Nicholas Uili Year 8 2011

Visual Arts continues to foster creativity every chance it gets. 70 Year 11 Students from 35 outer metropolitan Sydney and Regional NSW government schools were selected for a four day studio workshop at the National Art School in Sydney. Daniel Robinson and Luke Robertson of Year 11 were awarded a $30 scholarship each and participated in the art program during the
Easter Holidays. There were five workshops to choose from, which included; 1) Drawing the nude from the Life Model, 2) Portrait Drawing, 3) The Figure In Content and 4) Experimental Drawing with the Figure and 5) The Built Environment. The workshop culminated in an exhibition attended by teachers, friends and family.

The National Art School was a great experience. Learning how to get proportions accurate and using different mediums to sketch the human figure were the highlights of the four day course for me. I enjoyed the atmosphere and energy the school. I gained a lot of inspiration from the course and the other students. Overall it was a great learning experience for me in which I thoroughly enjoyed. – Luke Robertson

This course for me was a great learning experience. For having the live model to draw from which I learnt about proportion, perspective and fore shortening. I enjoyed mixing with other schools and peers. I achieved a great body of work through this experience. This has inspired me to do further workshops – Daniel Robinson.

Again, we were successful in Operation Art. Hayley Duffy, Corey Taylor, Amanda Stannett and Tea Kita all had their work selected to be exhibited at the Armory Gallery, Sydney Olympic Park. This exhibition displayed 769 works of art from across NSW and was attended by hundreds of teachers, friends, family and professionals in the art industry. Corey and Amanda’s work were further selected to feature in the teachers resource support CD and Amanda’s work now hangs at a regional Department of Communities Office and will later travel to regional hospitals to be exhibited.

Nine year 8 artworks were submitted into the 17th International Friendship Art Exhibition, an exhibition with Penrith’s friendship city Hakusan, Japan. The theme of the exhibition was ‘Pride in Where we Live’. Penrith City Council received over a hundred submissions from the local area, but only twenty submissions were selected to represent our local government area, five of which were from St Clair HS. Jessica Merjane, Joshua Veira, Olivia Alianson, Courtney Johnson and Laura Rotunno’s work were judged to be outstanding and an imaginative interpretation of the theme. These works will be kept by the city of Hakusan and in March 2012 the city will send our students a gift pack each.

The Penrith Art show continues to be popular among our students with many keen to enter their work into the show. Thirty Four students entered their work in the show. Hayley Duffy won 1st in Collage also 2nd in Ceramic and Highly Commended in Drawing. Brittany Crabbe received two Highly Commended awards in painting and Collage and Robert Ingleton 2nd in Collage. Caitlan Stiles, Poleka Poleka, Chloe Moon, Ari-Ana Wilson, Zoe Robertson Charlotte Henson, Alana Borel all achieve Highly Commended in a variety of mediums such as Painting, Print Making and Photography.

Fisher’s Ghost 49th Art Award brings together artists from within the Macarthur, Sydney and the greater regional areas. Twelve students submitted their artworks into this competition, they include; Olivia Allanson, Alana Borel, Brittany Crabbe, Maddison Doyle, Robert Ingleton, Luke Robertson, Daniel Robinson, Amanda Stannett, Lauren Suttie, Jorin Thomson, Kirsty Vaughan and Eleanor Zammit. The Judge was Glen Barkley, curator at the Museum of Contemporary Art. Two of our students won first place in the Secondary Section they were Alana Borel for her Panomara hand colour photos of the Nepean River and Amanda Stannett for her mixed media work of the Circus. Both students won a student workshop to the value of $125 to be used at the Campbelltown Arts Centre.

In July we held our inaugural Legends Exhibition. This exhibition showcased our most creative and talented art students in years 7, 8, 9 and 10. This exhibition was attended by hundreds of friends and family and on the day guests enjoyed afternoon tea and were entertained by our year
12 HSC music students. In 2012 the Legends Exhibition aims to be bigger and better.

The St Clair Youth and Neighbourhood Centre held an art competition based on the theme “I Belong” Its purpose was to engage children and young people, and to give them an opportunity to express their sense of belonging within their community through art. The competition / exhibition also coincided with National Children’s Week in October. Kayla Stiles, Sarah Fessey, Amy Mudford and Emily Allen of year 7, Kristy Tennant, Nicholas Uili and Jenai Taupau of year 8 and Jade Williams, Jack Carter, Kaitlin Ralph, Tea Kita, Caitlyn Smith, Sotiaroth You and Anjelo Retiro of year 9 had their art work entered into the competition. Nicholas Uili was awarded 1st place and received $50 prize money, Sotiaroth You and Caitlyn Smith were highly commended and were awarded gifts and a certificate of achievement.

Ms Pozzolungo ran the gifted and talented program in black and white photography for our top STEPS students. Up to 15 year 6 students had a fun day learning how to use a single lens reflex camera, they photographed portraits of each other, developed black and white film, learnt how to operate an enlarger and printed black and white photographic prints in a darkroom studio. These students had an amazing experience.

Our Year 11 and 12 Visual Art students ended the year with a fantastic exhibition of their body of works. Again, a huge crowd attended this exhibition. A great range of expressive forms showcased students talents and interests in digital photography, drawing, painting, sculpture and screen printing. Subject matter students chose to explore included religion, recycling, portraiture, landscape, the build environment, Asian culture, fantasy and Italian Futurist art, just to name a few.

Mark Pickstone’s HSC body of work titled Smart Parking was inspired by the Australian artist Jeffery Smart. Mark’s work depicted the architectural elements of the underground car park of Westfield Penrith and explored notions of isolation in a build environment. The work comprised of six extremely detailed coloured drawings.

They were most successful and were selected for the prestigious Art Express Exhibition.

As part of the Year 11 Music Course, students studied music of a culture and took part in an African Drumming workshop. Students learnt techniques associated with African Drums, learnt rhythms and patterns on the djembe, dun dun and a variety of unturned percussion. Students enjoyed themselves working with a Professional Musician who performed in many countries and was also the percussionist who performed in the Lion King (the Musical).

St Clair’s music department took a lead role in the production of the STEPS concert. The technical program, rehearsal and stage crew was led by Mrs Cenda. The welcome ceremony was performed by Jake Comarmond (guitar) and Aaron Crowley (Didgeridoo) led by Mrs Whittaker. The year 12 music class performed I Believe I Can Fly. The Climb and We are Family was performed by the Singer’s Group and St Clair’s Rock Band. Rehearsals took place during class, mornings, lunchtimes, afternoons and holidays. A Combined Choir rehearsal took place at Blackwell Public with our singers and band. The show completely sold out.

As part of the year 10 and 11 music course, students studied technology and its Influence on music and took part in recording a song at Cream Recording Studios – Studio 4 at Blacktown. After extensive rehearsals, year 10 performed Hotel California and year 11 recorded two songs, Lazy Song and Fragile Bird. Students enjoyed themselves working with a Professional Recording Engineer. Parts were recorded in sections; first a majority of the band, then the singers and soloist were then overdubbed. Instrumentation included vocals, lead guitar, solo guitarist, rhythm guitarist, bass guitar, keyboard, shaker, tambourine, conga and drum kit.
In May the Singer’s Group performed at the Sydney Town hall in a state-wide concert, featuring music provided by the Arts Unit’s Jazz band, Wind Band and Symphony Orchestra. Nine students made up the Singer’s Group they included; Samantha Bryant, Holly Johnson, Amy Jones, Alexandra Konarak, Taylor Miller, Caitlin Conlon, Ashleigh Knoll, Kaitlin Ralph and Bianca Zammit. They performed; Sao Roma (a Romanian Gypsy song), Song of Freedom (an Afro-American song), Viva la Vida (by Coldplay, sung Accapella) and Gloria (movements 1&3 by Rutter, in Latin).

The music department held two concerts in the music courtyard. One concert in term 1 and the other in term 4. These concerts displayed the talents of all years but with particular focus on the students from Years 7-10. The second concert saw the very first performance of the school band which used instruments like the saxophone, flute, clarinet and trumpet. The school band played Mission Impossible and Beat It. Both concerts were watched by an enthusiastic audience.

The music department ended the year with an entertaining concert performed by year 12 students.

15 songs taken from a HSC repertoire of 54 songs were performed to an enthusiastic audience at our HSC Visual Arts and Music Expo.

Sport

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

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

The champion sport house for 2011 was THORPE who was victorious in both the Cross Country and Athletics carnivals. The most successful sporting team was the 15 years Boys Football (Soccer) This team were Sydney West finalists in the very competitive Bill Turner Cup competition which incorporates Public, Catholic and Independent High Schools. Other teams that performed strongly this year were the 15 Year Rugby League, who were Panther Trophy champions, Open Girls Volleyball, Open Boys Basketball, Open Boys Futsal and Open Girls Touch football. Taylor Lowe was awarded Sports Star of the Year for outstanding achievement in Swimming, Cross Country, Athletics, Touch football and Triathlon.

The Worley Parsons Links Partnership Project

Each year applications are called for school projects, which assist students to achieve their personal best, both academically, and in life skills and in preparation for the wider world. Sponsors of the NAB Schools First Awards program are the Foundation for Young Australians, NAB Bank, ACER and Javelin Australia. St Clair High School is proud to announce that in 2011 we were awarded a SEED Grant to implement the Worley Parsons Links Partnership to assist Aboriginal and Torres Strait Islander students. Our business partner in this venture is Worley Parsons. The project will also involved community organisations such as BREED. Following is an outline of this project.

A partnership has been developed between the school and Worley Parsons, a global engineering and mining company. Worley Parsons is the leading provider of professional services to the energy, resource and complex process industries in Australia and New Zealand and is committed to the professional development of their staff and committed to providing opportunities for young people, with a particular interest in assisting young Indigenous students to reach their full potential, both within this industry and in other employment.

The school and Worley Parsons began talks early in Term 1 of this year to develop a scope to assist Aboriginal students. In school, each Aboriginal student participates in an annual review meeting to formulate and evaluate a Personalised Learning Plan (PLP). The PLP meeting involves students and parents in planning an educational pathway, reviewing attendance and behaviour, and highlighting any issues requiring attention.

The proposed school business partnership will engage Aboriginal students in educational life and assist them to develop positive qualities and qualifications for further study, training and work. Other aims of the partnership are to
encourage regular school attendance and complete senior schooling; give students the knowledge, skills and attitudes which will enable them to lead productive and successful lives. This partnership will help Aboriginal students develop strong values through mentoring, work shadowing, work experience, summer school, part-time traineeships and parent involvement through participation in workshops and learning.

Students will participate in activity-based learning that develops resilience and positive attributes for life and the work place; achieve self-development, pride and confidence; improve attendance by participating in decision-making and problem solving; improve literacy and numeracy through class work and work experience; engage in activity-based learning to develop skills in job preparation, resume writing, and interview techniques; recognise the value in learning and attainment of a qualification and learn to mentor younger students. The objectives of this program align closely with education policy and the partnership will be striving to achieve the best possible outcomes for Aboriginal students.

**Community Service and the NSW Premier’s Student Volunteering Awards Program (PSVA)**

Students are encouraged to undertake a minimum of 20 hours of volunteering activity over the period of enrolment in Years 9 and 10. Those who achieve this target will be eligible to receive a Premier’s Certificate.

This Award is a useful inclusion in a young person’s resume, demonstrating to prospective employers that they have a sense of responsibility and a willingness to give selflessly to participate in their community.

Some volunteering activities may be organised as group, class or school projects. However, many students already participate in voluntary community service activities outside school.

Students involved in voluntary service activities with Scouts or other youth groups, surf lifesaving, assisting parents with Meals on Wheels and many other community oriented tasks like these can be acknowledged through the Premier’s Awards program.

Parents assist by encouraging their child to talk to the school’s Student Volunteering and Service Learning Coordinator about the activities they do outside school that may contribute to their Premier’s Award.

The NSW Premier’s Student Volunteering Awards program consists of four levels with certificates issued to reflect greater voluntary contribution:

<table>
<thead>
<tr>
<th>Awards</th>
<th>Volunteer hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>20</td>
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<tr>
<td>Silver</td>
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<tr>
<td>Gold</td>
<td>60</td>
</tr>
<tr>
<td>Diamond</td>
<td>80</td>
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Years 7-8 and Years 11-12 students are encouraged to be involved in the school-based community services program known as E Club. Junior students are able to begin volunteering in a safe and manageable program building up to the PSVA program in Years 9-10. Over this 2 year period they will be guided in awareness of the importance of community involvement and safe practices when volunteering. Senior students are encouraged to continue on from the PSVA program by volunteering their time to worthwhile activities. All students develop extremely useful skills for later life roles and employment whilst undertaking community service in school and outside of school.

**Academic**

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

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

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

**Literacy – NAPLAN Year 7**

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

A significant area of the school’s targets for the next 3 years involves equipping our students to achieve higher results in Bands 8 and 9. The performance of students at our school in 2011 was similar to the previous year, although did generally show an increase in students scoring Bands 6 and 7.

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

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

The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance in numeracy.

Literacy – NAPLAN Year 9

The following graphs detail the performance of Year 9 students from St Clair High School in comparison to “Like schools”, state average and an average of the school’s performance over the previous 3 years.

The school receives a great deal of information beyond these graphs which informs our future directions and strategies for improving student performance across all areas of student literacy.
Numeracy – NAPLAN Year 9

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

School Certificate

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

The performance of students in Australian History, Australian Geography, Civics and Citizenship has begun to improve. Whilst the performance of students in Computer Skills has fallen slightly it remains consistently high.
School Certificate relative performance comparison to Year 5 (value-adding)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). The growth rate of students in 2011 was disappointing and at a lower rate than the average of the last four years.
Higher School Certificate

The 2011 cohort of Year 12 made a highly valuable contribution to the school and their performance in the HSC reflects their positive attitude. Overall the results achieved by these students in the HSC are comparable with the average of results over the last four years.

Particularly strong results were achieved in Ancient History, Business Studies, Design and Technology, Legal Studies, PD/H/PE, Music, Senior Science, Society and Culture, and Hospitality.

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.

### Minimum Standards data

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<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
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<tr>
<td>Spelling</td>
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<td>Numeracy</td>
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</table>

<table>
<thead>
<tr>
<th>Subject</th>
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<td>Writing</td>
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<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.9</td>
<td></td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Community Use of School Facilities

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

- St Clair Karate Club
- Nepean Community College
- Blessed Hope Christian Church
- St Clair High School P & C
- A neighbourhood Computer Interest Group
- Netball Club Registrations
- Community Study Group
- STEPS Learning Community

#### Aboriginal education

Each term the Aboriginal students are invited to participate in a cultural day where they are able to express their Aboriginality within their own student group. The support of Ms Doris Rainsford, Mrs Cheryl Saunders and Mrs Pam Johnson in organising these activities and experiences is greatly appreciated by the group.

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

#### Norta-Norta Funding

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

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

Consultation with Community

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

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

Multicultural education

In 2011 the student population of St Clair High School included 229 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, Tokelauan or Urdu. Many of these students are second generation Australian residents, for whom the language is spoken at home only some of the time or only by some family members. An increasing number of these students have been identified as requiring additional support through an ESL program provided through group and individual 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 St Clair Idol concert, performances by different cultural groups and a multicultural food fair involving parent and community groups in celebrating the diverse and inclusive nature of the school. The day was completed by the Humanity Group Presentation raising awareness about equity issues in everyday living.

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.

Other programs

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.

Respect and responsibility

The Welfare team meets each week to discuss and implement a range of activities to ensure students personal welfare is a priority at our school. This team includes Senior Executive, Year Advisers, Assistant Year Advisers, Careers Adviser, STLA, HT Administration and HT Welfare.

Successful transition into high school is the key to creating a positive experience for year 7. Day 1 of 2011 had Year 7 greeted by their Year 10 Peer Support leaders engaging in a Peer Support day which was an exciting start to the new school year. Activities provided opportunities for them to socially interact within their new class groups and gain important information about the school and its priorities. The focus was on students being safe respectful learners and trying to achieve their personal best in all their challenges at school.

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

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

Anti-Bullying Programs

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

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

Progress on 2011 targets

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

Target 1

Increased levels of Literacy and Numeracy achievement for all students.

Strategies to achieve this target include:

- Maintain a Literacy and Numeracy support team including Senior Executive,
a member from each KLA & STLA to create a whole school focus. The teams will operate under the supervision of the Deputy Principals.

- Analyse school NAPLAN data to identify five priority 1 targets in literacy. Monitor performance in targeted areas through ongoing analysis of NAPLAN data.
- Closely coordinate the work of the Learning Support Team to ensure it accurately identifies students in need of special assistance and subsequently provides support to those students.

Our achievements include:

- The Literacy and Numeracy team continues to operate as a single “Core Learning Skills” team. It has met on many occasions over the last 12 months and regularly reports to the Executive, the Learning Support Team and the whole staff. The team now includes representatives from each area of the school.
- A detailed analysis of both Literacy and Numeracy data has been completed. It highlights major strengths and areas of need. It also targets specific students that have made major gains or declines in performance. This information has guided the intervention strategies of our Learning Support team.
- Data from the above reports has been shared at Executive level, individual Faculty level and at full staff meetings.

**Target 2**

Strengthened teacher capacity to improve student learning outcomes

Strategies to achieve this target included:

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

Our achievements include:

- The development and delivery of a series of leadership seminars. The target of doing these on two weekends in 2010 was exceeded and three conferences were run which involved in total 90% of the staff.
- 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 2011 our school carried out evaluations of our Positive Behaviour for Learning (PBL) and our Learning Support Team (LST).

**Educational and management practice**

**Learning Support Team**

**Background**

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

Findings and conclusions

During 2011 the funding support provided allowed more intensive support to be provided for students with identified learning disabilities. In addition, the LST identified students in Years 7 to 12 with a range of additional needs. They were provided with support through a variety of mechanisms, including provision of detailed information to staff, support by the STLA, in-class support by SLSOs, special literacy and numeracy programs, implementation of a Life Skills program in one or more subjects and Disability 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.

Future directions

The improvements that have occurred in the operation of the Learning Support Team across the period 2010-11 have been extensive. In terms of future directions our challenge is to maintain that momentum, especially in the light of staff changes.

It is also hoped that the introduction of a revised state-wide Learning Assistance Program model will provide the opportunity to maintain or even expand the current level of School Learning Support Officer (SLSO) employment.

Curriculum

Positive Behaviour for Learning (PBL)

Background

The PBL program continued to expand in 2011 following its revitalisation in 2010. During the year Jyoti Sharma took over as PBL co-ordinator.

In 2011 a major project undertaken by the PBL team in conjunction with the literacy team and the STEPs community was the Young Writer’s competition. STEPs is the learning community in the St Clair and Erskine Park areas. The STEPS community comprises of the two local high schools and 5 local primary schools.

Students from stage 1 through to stage 4 were asked to write an exposition which is underpinned by the PBL (safe, respectful, learners) philosophy. Classroom teachers from each faculty were asked to submit the top 5 expositions from their class to the Young Writers Competition. The literacy co-ordinator judged the winners for each stage.

The program was initiated following data analysis of Ella, NAPLAN and SC results. A diagnosis of these results indicated that students from St Clair High School are around the state average or just below in literacy (Ella results, NAPLAN, SC
results). The main concerns were the bottom end and the drop off at the top end.

At the end of 2010 staff were trained in persuasive/exposition text type, using a scaffold and linking this to subject content. In term 1 2011 students were trained in every subject to write an exposition and use persuasive language. The same training occurred in other STEPs schools.

The focus of the exposition was to be linked to the PBL. Some examples included:
- The importance of safety in the kitchen
- Recycling: respecting the environment
- The importance of maths to everyday life
- Critical learning in Art
- Safety in the playground.

A prestigious presentation afternoon was held to celebrate the success of the Young Writers. Former Australian Olympic swimmer and author Lisa Forrest presented each student with their awards. In September 2011 St Clair High School received two regional awards for the program; a Certificate of Merit for Western Sydney Region Literacy and Numeracy Week Awards and a Highly Commended Excellence in Education Award.

Findings and conclusions

The review of the PBL program found that it had undergone a significant re-vitalisation over the last two years and had been successful in integrating its work more successfully into the broader school.

By way of example, in conjunction with the two Deputy Principals the PBL team developed a Digital Citizenship Charter which included a specific teaching in term 1 to all students on responsible digital citizenship. The Digital Citizenship Charter was implemented with the incoming year 7 and 11 students. Throughout 2012 year 9 will focus on the digital citizenship charter with the laptop rollout and year 8 will review the charter in their ICT classes.

Future directions

It is envisaged that PBL will embed itself to other programs and practices in the school so that it becomes the language of the St Clair school community. New coordinators have been appointed in 2012 to carry on this journey.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

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

The same process was used in 2009 and 2012, and the same questions used again in 2011 to enable to school to begin to gather longitudinal data in this area. The results of the 2009 and 2010 survey were compared with the results of this year’s survey and common areas were then identified.

The summary of responses is presented below.

Things that are going well:
- Yr 6 – 7 Transition
- Year 10 -11 Transition
- Text Messages for absences
- Caring Teachers
- Tidy School
- Teaching across the school – happy students
- Teachers & Staff very helpful
Students seem much more respectful and behaviour seems better, especially at the shops

Awards Program / Recognition Ceremonies

Subject choices

General Communication

Support for Indigenous students

Australian Business Week program

If we could change one thing it would be:

The level of parental Involvement

Fewer casual teachers

Access to the Shopping Centre

Air Conditioned rooms

Professional learning

Professional Learning continued to be a focus area throughout 2011 and was inclusive of all staff. 2011 saw the development of the 5 year strategic plan that focused heavily on a continued development of staff capacity to lead learning at various levels throughout the school.

The school held 5 School Development Days that included all teaching and administration staff. On these days staff completed mandatory training in Child Protection, Work Health and Safety & Emergency Care as well as spending considerable time updating their skills in the areas of the use of ICT in the classroom, literacy and numeracy,

Funding of Professional Learning activities included a Tied Fund supplied by the Department of Education and Training (DET) ($41,100). These funds are based on the number of teaching staff in the school. These were used to fund teachers in a wide variety of activities that included attending conferences, workshops and on-line learning modules. The activities included learning on Quality Teaching ($20,430), Syllabus Implementation ($8,051), Student Welfare and Equity ($1,170), Leadership and Career Development ($19,440), The Use of ICT in the Classroom ($633), Beginning Teachers ($1,550) and Numeracy/Literacy ($946). Beginning teachers were also able to access Professional Learning funds through a separate Tied Fund from DET ($5,740).

In addition the school received funding for the Digital Education Revolution ($10,946) for the implementation of the Year 9, 10 & 11 Laptops. This complemented funding for up-skilling teachers in the use of software and translating this into their classroom practice. These funds will continue to be accessed during 2012.

The school continued to supplement the DET funding through the allocation of $31,767 from its Global Budget. These funds provided increased access to professional learning for all staff. Staff were able to engage in three school based conferences in 2011. These focused on Learning, Leadership and Strategic Planning. The Learning conference was attended by 52 staff and the Leadership Conference by 35 staff across two separate weekends. The Strategic Planning conference was attended by the 13 executive teachers as well as 15 key personnel who hold positions of responsibility throughout the school.

The Senior Executive Team assisted the STEPS schools through the Team Leadership Program which is registered with the NSW Institute of Teachers. There were 29 participants from across the 7 school in the STEPS learning community and 6 participants from St Clair High School. The participants were engaged in carrying out Action Research in each of their own schools.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Leadership and Management

Desired outcomes;

- Enhanced Leadership capacity of staff at all levels through school based learning and leadership conferences.
- Development of sustainable leadership in all executive positions and Positions of Responsibility (PORs)
• All staff at St Clair High School have the capacity to gain accreditation under the National Teaching Standards

• St Clair High School is recognised as leading student achievement within the STEPS learning community

• Enhanced leadership capacity of staff at all levels through extensive engagement in leadership learning opportunities beyond the school.

2012 Targets to achieve this outcome include:

• Maintain 70% attendance of staff at School Conferences annually. Include at minimum, 2 members of staff (excluding SET) presenting at the leadership conference. Implement a term by term ‘operational’ management workshop to enhance the depth in leadership capacity. Involvement of all SASS staff in at least one whole school professional learning activity.

• By the end of 2014 at least 2 teaching staff from each Key Learning Area have the capacity to relieve in a Head Teacher position. By the end of 2014 all substantive Head Teachers have the leadership capacity and opportunity to relieve in a Deputy Principal position. By the end of 2014 at least 2 staff members have the capacity to lead in each Position of Responsibility (POR)

• By the end of 2012 all staff are conversant with the National Teaching Standards. By the end 2013 all staff are in a position to gain accreditation against the National Teaching Standards. By the end of 2014 a minimum of 15 staff have gained accreditation against the National Standards.

• By 2014 the school has received 5 major awards recognising the achievement of school programs. P&C will disseminate promotional materials each term to the local community. The school will have at least 1 news article published in the media each term promoting student achievement.

• By the end of 2012 all staff will have had the opportunity to develop a personal professional learning plan which includes reference to development of leadership capacity. 100% of TPL tied funds are expended on activities related to the achievement of the targets of the School Plan. 100% of all staff will have engaged in at least one TPL activity beyond the school, either in person or virtually, on an annual basis.

• A minimum of 5 Executive staff will have been engaged in presenting workshops at professional learning events beyond the school on an annual basis.

Strategies to achieve these targets include:

• Develop a culture of inclusivity amongst all staff through regular promotion of the learning and leadership conferences at staff meetings, SASS meetings and executive meetings.

• Identify and align staff expertise to conference themes.

• Utilise School Development Days in 2012 to explore and deconstruct the National Teaching Standards.

School priority 2

Outcome for 2012–2014

Literacy and Numeracy

Desired outcomes;

• Increased Levels of Literacy and Numeracy achievement for every student.

• Enhanced capacity of teaching staff to develop students' Literacy and Numeracy skills through explicit teaching of identified priority targets.

• Continued development of ongoing, effective and collaborative links with the STEPS Community of schools.

2012 targets to achieve this outcome include:

• Yr 9 data for Literacy / Numeracy shows the % of students Proficient in each section as: Reading 10%, Writing 4%, Spelling 16%, Grammar and punctuation 5% and Numeracy 17%. By the end of 2012 students assessed as Proficient will be: Reading 11%, Writing 6%, Spelling 17%, Grammar and punctuation 7% and Numeracy 18%.
By the end of 2013 students assessed as Proficient will be: Reading 12%, Writing 8%, Spelling 18%, Grammar and punctuation 8% and Numeracy 19%. By the end of 2014 students assessed as Proficient will be: Reading 14%, Writing 10%, Spelling 20%, Grammar and punctuation 10% and Numeracy 21%. 100% of students who receive individualised support through the learning support team through Independent Education Programs achieve measurable improvements in literacy and numeracy.

- By the end of 2012, every Faculty has reviewed its programs to ensure incorporation of Literacy and Numeracy strategies. By the end of 2014, every Faculty has reviewed the material incorporated into programs in 2012. By the end of 2014, all teaching staff: address priority targets for Literacy and Numeracy in their teaching programs; through professional development, enhance their knowledge and capacity in the explicit teaching of Literacy and Numeracy skills; access at least one Literacy/Numeracy Workshop each year; have increased awareness of Literacy/Numeracy initiatives.

- The Literacy and Numeracy Coordinators will ensure that links with the STEPS Community are maintained and enhanced via: Collaborative professional development Shared projects Data analysis.

Strategies to achieve these targets include:

- Development of a whole school professional development plan to target Literacy and Numeracy outcomes.
- Whole school professional development – school development days.
- Key Learning Area based professional development.
- Teaching and Learning workshops to be presented by a variety of staff to build on literacy and numeracy skill development.
- Production of best practice models.
- Variety of whole school projects to enhance literacy and numeracy initiatives.

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.

Chris Presland (Principal)
Sally Smithard (Deputy Principal)
Cliff Ralph (Deputy Principal)
Shane Conlon (P&C President)
(SRC Representative)
(SRC Representative)
Sharon Brennan (Parent)
Val Evans (Parent)
Jyoti Sharma (Teacher)
Robyn Elks (Teacher)
Pam Johnson (Head Teacher)
Sue Beamer (Head Teacher)
Selwyn Brown (Head Teacher)
Isabella Pozzolungo (Head Teacher)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: