ST CLAIR HIGH SCHOOL
Annual School Report

2012
**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.

2012 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. It is this combined effort that leads to this school being the school of choice in the St Clair area.

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

**Chris Presland - Principal**

**P & C message**

What a great year we had in 2012! We started the year with a seasoned committee and my sincere thanks and gratitude goes to the dedicated team of parents who once again have offered to do their bit. The Committee consisted of Secretary - Kerrie Suttie, Vice President – Joanne Taylor, Treasurer – Louise Wells, and President – Shane Conlon. Along with all the other P&C members we are committed to helping the teachers and staff at St. Clair High School provide the best education possible for all students who attend this exceptional school.

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

Some of the events we organised were; sausage sizzle, name pavers, shopping trip, book pack sales, suppers at various events, entertainment Books 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.

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

At the P&C meetings we 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. There have been numerous times when concerns and queries have been raised by parents at the meetings and they have always been addressed in a professional and caring manner which is most encouraging and a good sign of just how dedicated our teaching staff is.

The introduction of elections in Term 4 worked well as we were able to start the year with the executive already well established so that were able to “get down to business” at the first meeting and carry over some of the momentum we built up in 2011.

I’d like to thank all of the parents that did so much to help our school in 2012 and I’m looking forward to working with them all and any others that choose to join us in 2013.

**Shane Conlon**

**P&C President**
Student representative’s message

2012 has been one of the most exciting and challenging years in memory for the SRC at St Clair High School. Through many structural changes, the usual range of fundraising and school representation, and the business of students, the councillors have worked with great determination and shown leadership in their commitment to their school.

2012 began with a successful training day involving all 35 SRC councillors, run off site for the first time. The day focused on vision and projects for the SRC to tackle throughout 2012. The day was chaired by the school captains Blake Riley and Robyn Fox and allowed the SRC a great opportunity to bond and work together.

In the following months the SRC was involved in many fundraising activities for charity and the school, these events were organised by the councillors and showcased their leadership to the school. Highlights include Jeans for Genes day, which raised in excess of $800 and the 40 hour famine which raised a record $2,200 for World Vision.

The SCHS SRC also expanded in a regional setting in 2012 with 4 students being invited to take part in the World Vision global leader’s convention, one of the largest youth social leadership forums in Australia. In term 3 SCHS councillors attended the Western Sydney regional SRC to take part in important policy discussions for the Western Sydney region proposal to the NSW state SRC conference. The school captains also took part in a visit to Parliament House at the invitation of the Hon. Mrs Tanya Davies MP member for Mulgoa for the inaugural Mulgoa Leadership Summit, which offered an excellent insight into leadership for our school captains.

The end of 2012 saw the largest structural change to the SRC at SCHS since its inception, with councillors voting on a new constitution and creating a new SRC executive body, as well as altering the term of office from term 1 – 4 of a single year. The new term of office begins in term 4 and continues till term 3 of the next year. The SRC for 2013 was elected at the beginning of term 4 2012, and had their first task of running multicultural day, which they accomplished with great skill.

2012 has been a year of big things for the St Clair SRC, and we are all looking forward to the challenges and successes of 2013.

David Janzen – SRC Coordinator
Robyn Fox and Blake Riley – School Captains

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

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

Student attendance profile

The rate of student attendance at the school is consistent with the rate in 2011. The attendance rate in Years 10, 11 and 12 continues to be impacted by the changes to the new school leaving age and the reluctance of some students, who have been seeking employment, to return to school in Year 11.
Management of non-attendance

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

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

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

Post-school destinations

The school tracks the post-school destinations of students in Year 12. In 2012 St Clair High School catered to 50 male and 62 female students, being a total of 112 students. Fifty six of the students within this mix have part time employment and twenty one also attend a tertiary institution. The following table reflects the known destination of Year 12 2012.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>TAFE</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>College</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>FT Employed</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Unemployed</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Total Cohort 2012</td>
<td>50</td>
<td>62</td>
<td>112</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Students in this cohort studied 80 vocational education courses including trade traineeships, VET Framework courses and TAFE delivered courses. Students studying VET courses completed their training and received an Australian Quality Framework Certificate II qualification in the following.

- Business Services,
- Construction,
- Hospitality
- Human Services
- Information Technology
- Metal & Engineering
- Retail Operations
- Tourism & Events.

Two male students successfully completed the first year of their Apprenticeship in Automotive Technology and Engineering whilst studying for their Higher School Certificate

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 all but 2 students attained their 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.

At the end of 2012 the following staff left our school for various reasons. The number of people successful under merit selection procedures throughout the year demonstrates the high quality of leadership and development at the school.

Petra Greyling was successful in a merit selection process and took up a position as Head Teacher Teaching–Learning at Vincentia High School.

Brian Hickey was successful in a merit selection process and took up a position as Head Teacher TAS at Rooty Hill High School.

Ann Kelly and Greg Pinson were both successful in merit selection processes and took up
positions as School Learning Support Officers at Model Farms High School.

Lou Giffin was successful in a merit selection process and started up in a position as a Home Economics Teacher at Windsor High School.

Catherine Attard, Maureen Chenoweth, Pam Parfitt and Helen Dunk all took leave in the lead up to their formal retirement early next year.

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<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>47</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>77.9</td>
</tr>
</tbody>
</table>

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

**Staff retention**

St Clair High School has the benefit of a very stable staff retention rate. There were no members of staff who transferred from the school in 2012. 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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
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**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>344106.24</td>
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<tr>
<td>Global funds</td>
<td>558987.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>249105.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>384281.06</td>
</tr>
<tr>
<td>Interest</td>
<td>21875.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>69783.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1628139.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>245715.37</td>
</tr>
<tr>
<td>Excursions</td>
<td>64678.03</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>92091.10</td>
</tr>
<tr>
<td>Library</td>
<td>6131.69</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>48536.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>225646.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>148734.32</td>
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<tr>
<td>Administration &amp; office</td>
<td>130471.05</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>114878.14</td>
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<tr>
<td>Maintenance</td>
<td>59229.71</td>
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<tr>
<td>Trust accounts</td>
<td>67209.76</td>
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<tr>
<td>Capital programs</td>
<td>20364.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1223686.17</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>404452.95</td>
</tr>
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</table>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

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

Achievements

Arts

It has been a very busy and exciting year in the Creative and Performing Arts Faculty. The staff and students have made a significant contribution to the Arts not only at a school level but also to the wider community of St Clair. The school community, staff, students and families should be quite proud of the achievements and high standards that have been attained. The dedicated effort and work produced by the CAPA staff and their students is testimony to valuing education and quality teaching and learning.

The talented and most creative Visual Art Department and its students have been involved in numerous activities this year. Eleanor Zammit and Jorin Thompson of year 11 were selected and offered a part scholarship to participate in The Dobell School at the National Art School during the Easter Holidays and had a great time. There were five workshops to choose from, which included; 1) Drawing the Nude Model, 2) Portrait Drawing, 3) The Figure In Content and 4) Experimental Drawing with the Figure and 5) Observation Drawing. The criteria for selecting students included a demonstrated level of knowledge and skills in visual arts; a commitment and involvement in studying visual arts; and a capacity to work independently and with others over an extended period of time.

This is what they both had to say about the whole experience:

Eleanor – The Dobell Drawing School workshop has been a really valuable experience for me. I participated in the portrait drawing workshop. I really valued the tutors and their instruction to assist me in proportion technique and material practice. This four day workshop has also motivated me in continuing my own art making practice at home.

Jorin – I really enjoyed working in a tertiary school environment. I chose the Observational Workshop. This was a fantastic and new experience for me in studying still life and working with different drawing media and technique. I was inspired by my tutors and like-minded students who came from all over Western Sydney.
Charmaine Wells and Alison Jackson’s artworks were selected for the Penrith City Council Hakusan 18th International Friendship Art Exhibition 2012 in Japan. The theme for this year was ‘If I Could Use Magic.’ The council received over 100 submissions from schools across the Penrith Local Government Area, of which the council only select 20 works to go to Japan.

Year 12 Visual Arts went on an excursion to the Campbelltown Regional Art Gallery to view an exhibition “Lineage” a collection of selected portraits by David Fairbairn. Here, students had the privilege of hearing the artist speak about his art making practice, body of work and influences. The students really appreciated this experience: Tara Green: “the artworks were fascinating and inspiring”, Caitlin Anthony: “it was good to be able to hear the artist speak about his work from a personal perspective”, Louis Ah Mann and Travis Leslie: “it was good to hear the story behind the artwork from the artist”, Daniel Roberson: “fantastic artworks and a fantastic story”. Students received an education kit from the gallery’s educational officer Renee Porter. Renee also spoke about the Aboriginal and Torres Straits Islander Collection, and gave the students a behind the scenes tour of the gallery. Students were able to see what was involved in storage, collecting, packing, coding, and processing a collection.

Ari-Ana Wilson of year 10 submitted her art work to be exhibited in the Fisher’s Ghost. She was one of four who won a workshop award valued at $140 to be held at the Campbelltown Arts Centre. Alison Jackson entered the ‘Design an Ad’ competition for the St Mary’s - Mt Druitt Starr and won $500 for her work. Artworks by Courtney Johnson, Amanda Stannett, Adam Kelly and Ryan Higgins were selected for exhibition in Operation Art and were also featured on the teacher’s resource CD.

Artworks by Jade Thompson, Luke Lane and Ari-Ana Wilson depicting the landscape were selected to be exhibited at the 34th Sister and Friendship City Children’s Art and Calligraphy exhibition at Nagoya Japan. The total attendance for the event was 38,299 people.

We had 18 students exhibit their artwork in the annual Penrith Art Show in various categories that included drawing, painting, printmaking and photography. Tamara Zoratto received 1st in printmaking, Katelin Parkinson received 3rd in drawing and Sotiaroth You received 2nd in photography and highly commended in printmaking. A host of our other students received highly commended for their entries.

This year we participated in the inaugural School’s Spectacular World’s Biggest Classroom. Tamara Zoratto, Grace Gurman, Riki Brown, Amanda Stannett and Courtney Johnson had their artwork exhibited at the Entertainment Centre. Amanda Stannett was fortunate to have won complementary art products from the sponsors.

Madison Doyle won highly commended for the 2012 Schools Reconciliation Challenge. Her work depicting a Dreamtime narrative was selected out of 1000 entries to be exhibited along side of 32 other works at the Australian Museum. The work then went up for auction to support an online charity and was purchased by Allens Linklater Law Firm.

Year 9 photography went on an excursion to the Rocks and Circular Quay to capture the atmosphere of the surrounding city environment.
and have developed some beautiful black and white photographs. Our 2012 annual Legends Exhibition proved to be a hit with over eighty artworks displaying excellence in technical skill and creativity. Visual Arts ended the year with an impressive exhibition of Year 12 major works. Year 10 and year 12 Drama watched Nepean Performing Arts High School perform Cyberbile by Alana Valentine. Cyberbile is a Verbatim Play based on the testament and transcripts of students who had experienced cyberbullying. Year 12 went to watch the play as part of the experiential learning component of their Studies in Drama and Theatre topic. For Year 10 it was not only an opportunity to experience live theatre but to see what could be performed on the Q Theatre stage as that would be where they would be performing later in the year at Flannofest.

Flannofest is a Western Sydney Region Drama Festival hosted by the Joan Sutherland Performing Arts Centre in Penrith. Open to Drama students in Yrs 9-11, each school is allocated a particular theatrical style and a director to work with. The festival provides students with an opportunity to work in a professional theatre space as well as with artists working in the field. It gives them a real world experience of producing theatre and looking at it from a range of perspectives including that of actor, director and designer.

This year, Yr 10 Drama chose the very difficult style of Theatre of the Absurd and worked with Aimee Falzon from Ashfield Youth Theatre. They performed “Waiting for Cake”, it follows in the tradition of Theatre of the Absurd playwrights Samuel Beckett and Harold Pinter. It contains non-sensical, absurd dialogue, a timeless often fantastical setting, moments of discomfort and a pointless plotline. In “Waiting for Cake” zombie like ladies host tea at the bottom of their local swimming pool in the hope that cake will be brought soon for them to enjoy. Year 10’s success at Flannofest was followed by an encore performance at the STEPS Concert.

As a celebration for their hard work and dedication to Flannofest, Year 10 Drama was invited to attend Monkey Baa Theatre’s production of Goodbye Jamie Boyd at Darling Harbour, Sydney. A one woman show incorporating multimedia, the play explored the issues of mental illness in youth. The students had a fun day and were appreciative and responsive to the opportunity.

After months of preparation and any hours of rehearsals St Clair High School showcased many talented performers in the production of Grease – The Musical. Two evening performances were a sellout. 50 students demonstrated commitment and professionalism as actors, dancers, musicians and members of the production team. Our leading lady Kaitlyn Taylor played the role of Sandy and the leading man Baidon Moreno played Danny. All the students really stepped up and made the school and its community proud. Special thanks go to Jason Rodziewicz for giving the production the “WOW” factor and to Max Cenda and Glenn Saunders for their musical support.

Our St Clair’s Singers Group performed at the Sydney Town Hall in a statewide concert featuring music provided by the Arts Unit’s Jazz band, Wind Band and Symphony Orchestra. We performed Sondheim Medley, Four Slovak Folk Songs (by Bela Bartok) and Gloria (by Vivaldi,
sung in Latin). Richard Gill, a very notable Australian conductor was also part of this production. Year 9 students involved include: Guy Brooker, Samantha Bryant, Holly Johnson, Kirsten Hardy, Alexandra Konaraki, Taylor Miller, Keshni Nand, Sharene Narayan and Bianca Zammit.

Again we participated in the PULSE concert at the Sydney Opera House. A Western Sydney Regional Concert featuring music and dance. St. Clair High School’s Singers Group was chosen through an auditioning process, to be part of the combined choir. The Singers Group included: Erin Bromley, Samantha Bryant, Kirsten Hardy, Holly Johnson, Taylor Miller, Sharene Narayan, Keshni Nand and Caitlin Trail. Concert was completely sold out.

St Clair High School took the lead in producing the STEPS Concert. This is a cluster concert involving all schools within the STEPS Community, featuring music, drama and dance. This was the result of a collaboration of STEPS teachers led by Kris Hudswell. The technical program, rehearsal and stage crew was led by Mrs Cenda and Ms Whittaker.

![Some of our talented musicians](image)

As part of the year 10 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. 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.

![More of the Grease team](image)

**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 2012 was THORPE which was victorious in Swimming, Cross Country and Athletics carnivals. The most successful sporting team was the 15 years Boys Football (Soccer). Teams that performed strongly in 2012 were the Open 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.
**Academic**

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

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

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

**Higher School Certificate**

The 2012 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 several subjects most notably Society and Culture in which the Personal Interest Projects (PIP) were of a very high standard. Ahmed Malik received a Distinction for his PIP which represents the top 30 in NSW.
Nepean Community College
St Clair High School P & C
A neighbourhood Computer Interest Group
Netball ClubRegistrations
Community Study Group
STEPS Learning Community
Western Storm Soccer Football Club
Various Dance Groups:
St Clair Public School Presentation Day
Various Regional DEC functions

Aboriginal education

Last year our Aboriginal students completed their welcome poles and these have now been placed in the garden outside the Library. The support of Ms Doris Rainsford, Mrs Cheryl Saunders and Mrs Pam Johnson in organising this activity is greatly appreciated by the group.

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.

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.

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

Personalised Learning Plans
Personalised Learning Plans were updated and maintained for Aboriginal students. Regular meetings with students occurred utilising existing programs within the school. The Aboriginal Education Coordinator will be seeking input from the community to undertake the review of Plans in 2013.

Multicultural education
In 2012 the student population of St Clair High School included a quarter of the students with a language background other than English (LBOTE), including significant numbers of students whose home language was Arabic, 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.

The UWS Mentor program allowed university students to come and work individually or in small groups with our ESL students to provide extra support.

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 Pacific Islander students performing many cultural dances and then the Hakka was performed and this was the highlight of the day.

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.

Safe, Respectful learners
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, 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 2012 had Year 7 greeted by their Year 10 Peer

Art work by Rachel David
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 risk taking, cyberbullying, 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.

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 2012 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

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.

Our achievements include:

- The school delivered three full weekend conferences during the year with an average attendance of 43 staff at each event. This exceeds the target.
- All members of the Executive team had the opportunity to relieve in senior Executive positions, with 3 of these being for substantial amounts of time. This exceeds the target.
• A total of 14 different staff were involved in presenting sessions at the conferences. This exceeds the target.

• The level of success of the school’s Professional Learning program, especially in relation to leadership development, is evidenced the very high number of staff successful in merit selection procedures across the 12 month period.

Target 2
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.

Our achievements include:

• Every Faculty reviewed its teaching programs ensuring that general capabilities including Literacy and Numeracy were explicit in each unit of work.

• The school’s NAPLAN data was thoroughly analysed and workshops delivered for staff which highlighted the various strengths and needs of the Years 7 and 9 cohorts.

• The school’s growth rate for students in Year 9 Grammar and Punctuation was outstanding, exceeding all of the local schools and in fact being higher than the state average.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of all of our Faculty teaching programs in preparation for the incorporation of the Australian Curriculum into the NSW Board of Studies Syllabi.

Background

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum includes a focus on seven general capabilities: Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Ethical understanding, Personal and social capability and Intercultural understanding. Continua of learning have been developed for each, to describe the relevant knowledge, skills, behaviours and dispositions at particular points of schooling.

The Australian Curriculum also pays attention to three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability. These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online.

In NSW schools the Board of Studies will be incorporating the Australian Curriculum into all syllabi and this will guide the development of school teaching programs.

Findings and conclusions

The staff at the school spent an enormous amount of time reviewing the teaching programs in each subject and evaluating the extent to which they currently reflected quality pedagogy, as well as reflect the intent of the new curriculum structure.

This time included participation in 6 days of weekend conference work across the year.

As a result of the process it was clear that the current programs were of a very high standard. Further enhancements could be achieved by ensuring the teaching of the “General Capabilities” and “Cross-Curriculum Priorities” were taught and assessed more explicitly.
It was clear that there would also be advantages for teachers in the nature of the online resourcing to support the introduction of the new material, especially if additional funding was available to provide staff with the time to fully explore that material.

From the perspective of school culture, this process is also evidence of the professionalism of the staff and their determination to be proactive in incorporating the new curriculum for the benefit of our students.

The fact that so many teachers gave up 6 days of weekend time says a great deal about their passion for teaching and for the students at St Clair High school.

**Future directions**

2013 will see the NSW Board of Studies release the majority of the revised Syllabus documentation, as well as the support material associated with each subject.

St Clair High School will utilize both school development days at the start of Term 2 to finalise the review of all teaching programs ahead of the mandatory implementation date. Significant amounts of Faculty time and attendance at a wide range of external professional learning activities will complement the solid preparation already done.

Additionally, the staff will be engaging deeply in the Australian Teaching Standards in ensuring that their professional practice is of the highest quality.

**Parent, student, and teacher satisfaction**

In 2012 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 has been used every year since 2009, and the same questions used again in 2013 to enable to school to begin to gather longitudinal data in this area. The results of the previous years’ surveys were compared with the results of this year’s survey and common areas were then identified.

The summary of responses is presented below.

**Things that are going well from previous years:**
- Year 6 – 7 Transition
- Year 10 -11 Transition
- Text Messages
- 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

**Things that are going well in 2012:**
- The quality of staff and the extent of extra curricula activity.
- The caring staff, in particular the various elements to our Counselling / Welfare program including the new Chaplain.
- Careers advice and subject selection process.
- Outstanding support provided to students on so many levels.
- Student Commission.
- STEPS activity.
- Extent of performing arts opportunities.
- Gate duty by senior executive.
- Homework centre.
- Student leadership and teacher leadership.

![Art work by Kayley Brown](image-url)
If we could change one thing it would be from 2012:

Getting more parents involved and more resourcing for the school.
Getting all teachers to attend P-T night.
Nothing – it’s a great school getting even better.
White shirts are too hard to keep clean.
Yr 11 Mentoring program not engaging enough

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) ($38,940). These funds are slightly less than 2011 due to a reduction in staffing. Funding is 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 ($16,274), Syllabus Implementation ($4,860), Student Welfare and Equity ($6,889), Leadership and Career Development ($9,830), The Use of ICT in the Classroom ($1,117) and Numeracy/Literacy ($760). Beginning teachers were also able to access Professional Learning funds through a separate Tied Fund from DET ($4,799).

In addition the school received funding for the Digital Education Revolution ($2,127) for the implementation of the Year 9, 10, 11 &12 Laptops. This is the last year that this funding will be available with changes to the roll out of laptops in 2013. This complemented funding for up-skilling teachers in the use of software and translating this into their classroom practice.

The school continued to supplement the DET funding through the allocation of $34,828 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 2012. These focused on Leading Learning, Leading the implementation of the Australian Curriculum and Leading programming of the NSW syllabi based on the Australian Curriculum. The Leading Learning conference was attended by 40 staff and the Leading the implementation of the Australian Curriculum by 40 staff across two separate weekends. The Leading Programming conference was attended by the 45 staff who were all directly involved in the development of scope and sequence programs. Phase 1 implementation teams were able to then write programs for English, Mathematics, Science and History syllabi.

The Senior Executive Team led the STEPS schools through the delivery of a diverse range of after school workshops. These were delivered by teaching staff and executive staff from various

Art work by Luke Lane

Professional learning

Professional Learning is the foundation on which teachers are able to provide the best educational opportunities for students at St Clair High. Throughout 2012 staff was involved in professional learning particularly the introduction of the Australian Curriculum. St Clair High has strategically placed its teachers ahead of many schools in NSW by focusing professional learning on the understanding of the Australian Curriculum and how the Board of Studies in NSW has interpreted this in their Syllabi.

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 &
schools. They provided an opportunity to share best practice through the learning community, relying on the expertise available in various 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

Strengthened teacher capacity to improve student learning outcomes

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- Establish a culture that values external professional development opportunities.
- Establish a culture that values internal professional development opportunities: and encourage the disseminating, sharing and delivering of knowledge gained through engaging in external professional development opportunities.
- Ongoing development of leadership capacity in the school Executive Team, via continued refinement of the Executive development program.
- Establish the use of interactive technologies within the classroom environment, supported by ongoing training and development of staff in utilising available technologies and incorporation of explicit, interactive learning opportunities within teaching programs.
- Train teaching staff to differentiate the curriculum within their teaching and learning strategies to cater for varied learning needs.
- Implement the strategies developed from each KLA to embed Vocational Learning Outcomes in all programs, providing students with the opportunity to learn about the World of Work.
School priority 2

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- By the end of Term 2 2013 all staff are conversant with the National Teaching Standards.
- By the end of 2013 all staff are in a position to gain accreditation against the National Teaching Standards.
- By the end of 2014 a minimum of 15 staff will have gained accreditation against the National Standards.

Strategies to achieve these targets include:

- Utilise School Development Days in 2013 to explore and deconstruct the National Teaching Standards.
- Utilise Faculty meetings to map National Standards against faculty practice.
- Through learning conversations with each member of staff, Head Teachers will develop professional learning plans aligned with the National Standards and then implement steps to support staff in achieving professional learning plans.

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)
David Janzen (SRC Representative)
Sharon Brennan (Parent)
Val Evans (Parent)
Robyn Elks (Teacher)
Pam Johnson (Head Teacher)
Sue Beamer (Head Teacher)
Selwyn Brown (Head Teacher)
Isabella Pozzolungo (Head Teacher)

School contact information

St Clair High School
Endeavour Avenue, St Clair, 2759
Ph: 9670 6700   Fax: 9834 3867
Email: stclair-h.school@det.nsw.edu.au
Web: www.stclair-h.schools.nsw.edu.au
School Code: 8571

Parents can find 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:


Staff at one of our learning conferences