

St Clair High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of St Clair High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sally Smithard

Relieving Principal

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Message from the Principal

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 this 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.

In 2016 the school was required to undertake a number of audits as part of Department of Education processes. This included a copyright audit, a VET audit, a WHS audit, an attendance audit and a full finance audit. It is pleasing to report that the school successfully met all audit requirements. In addition the school was involved in an external validation. This is a process where the school assesses its operation and performance against the School Excellence Framework and utilises evidence to justify the level of performance. Two principals reviewed the evidence and analysis, visited the school for a day and provided an opportunity for staff and students to discuss different aspects of the validation process. The students and staff involved in the process represented the school and the work they do in professional manner. The two peer principals supported the validation process completed by the school.

At the conclusion of the school year we were finally provided with the long awaited and exciting news that DA approval had been granted for our new building. In addition the department has provided additional funding to ensure that this building provides the infrastructure to support contemporary pedagogy.

The teaching and administrative staff at the school deserves enormous credit for the intelligence, determination and hard work that deliver on the outcomes showcased throughout this report. That, combined with the outstanding support of our small but highly dedicated P&C and student leaders, and our community supporters, resulted in another extraordinarily successful year for St Clair High School.

I would like to thank Chris Presland, Jennifer Dane, Karen Shepherd, Rowena Dickson and the Executive Leadership Team, staff, the Student Leadership Team and our STEPs learning community who have embraced the philosophy of personal best to bring about educational excellence for students. We all look forward to making a difference in 2017.

Sally Smithard

Relieving Principal

School background

School vision statement

St Clair High School represents the best of public education. It features:

- quality, experienced teaching staff who are experts in their teaching area and skilled in providing engaging, student-centred lessons;
- innovative school leadership which enhances student learning opportunities and outcomes;
- administrative and support staff who take pride in their work and the role they play in assisting the school to deliver quality educational programs;
- students who not only look good, but who are proud of their school;
- a school where high achievement is expected and realised;
- a school where parent and community involvement is welcomed and encouraged.

There is a strong focus upon the development of teaching and leadership capabilities of all staff as this is central to the school's capacity to provide an outstanding academic and social environment for the students.

The concept of Personal Best will provide the foundation for the school. It is a concept which applies to every individual and team in the school and which embeds the process of continuous improvement into the operation of the school at every level.

School context

St Clair High School is situated in the western suburbs of Sydney. Established in 1985 and taking up the present site in 1987, the school in 2017, have completed 30 years of delivering high quality education to the St Clair community.

With an expected enrolment of 750 in 2016, the School maintains a strong reputation as a provider of quality educational programs, thus attracting a high proportion of students from local and nearby primary schools (both public and private). It is this reputation that the school has built up over the past decades and which will be enhanced further in the years to come.

Our fundamental goal is to equip individuals with the capacity to learn how to learn in a constantly changing environment. In doing so, they will be empowered through their learning to maximise their individual potential and to contribute meaningfully to our society.

St Clair High School is proud to be a Public School in NSW and aims to provide:

- quality programs in teaching and learning, welfare and social skills,
- a broad curriculum as a vehicle for the development of key competencies,
- a well-resourced environment that stimulates, engages and extends each student's ability and desire to learn, whilst achieving their personal best,

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 20th October 2016 our school participated in an external validation with two peer principals reviewing the school's self-assessment process, evidence of impact and future directions. The external validation team spent the day talking to the school's self-assessment team, staff and students.

The validation panel made the following comments:

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning that the school is delivering in student performance measures and sustaining and growing in learning culture and wellbeing. In the elements of curriculum and learning, and assessment and reporting the self-assessment conducted by the leadership team assessed these elements as excelling.

In the school plan Strategic Direction #1 focuses on student learning and providing a contemporary pedagogy that places the school in the best position to meet the goals of the Melbourne Declaration. Our school is committed to providing an environment in which every student will learn, grow and be equipped with the skills, knowledge, values and capabilities to enable them to lead fulfilling lives. We will provide the foundation from which every student will understand the significance of, and have a determination to access, life-long learning opportunities.

The school has placed a great deal of focus on professional learning to improve the capacity of staff to improve the social and learning outcomes of all students. In addition, the school has put in place resources to develop future leaders. The fact that St Clair High School is one of very few schools in NSW which is a BOSTES Endorsed Provider of Professional Learning, bears testament to the quality of its professional learning programs.

The results of this process indicated that in the School Excellence Framework domain of Leading the school is excelling in the elements of leadership, school resources, school planning, implementation and reporting and management practices and processes. The school is proud of this achievement and acknowledges the strong leadership of the whole school community.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

School determined next steps in the self-assessment process:

The school will continue to focus professional learning on both student need and staff Professional Development goals to develop pedagogy to improve student learning outcomes. Key focus areas will be the refinement of contemporary learning, STEM courses and meeting the key performance indicators as part of the school's involvement in the Bump it Up strategy.

As the school's rebuilding process commences there will be an emphasis on both the school infrastructure and the systems that are developed to ensure the infrastructure is utilised to support student learning and community engagement.

Since 2009, 27 staff have been successful through the merit selection process at all levels; classroom teacher, Head Teacher, Deputy Principal and Principal. This creates periods of time where there needs to be a consolidation of leadership. This will be a focus in coming years at St Clair High School.

Further refinement of the use of evidence to demonstrate impact and development of the use of Business Intelligence tools for planning will continue as we move into the next school planning phase.

As part of the school's annual self-evaluation process further analysis and refinement of how the school excellence

framework is utilised will be an ongoing requirement to ensure continuous improvement. We would like to see an increase in student involvement in the SEF analysis.

Consolidation of our understanding of the educational landscape and how it impacts on the St Clair context will also be a priority. In addition ensuring the leadership team at all levels has a strong strategic and operational understanding of the reform agenda will be a focus. This will ensure that the school is in the best place to not only implement and embed change, but to continue to be seen as an educational organisation of best practice.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENT LEARNING

Purpose

Our school will provide an environment in which every student will learn, grow and be equipped with the skills, knowledge, values and capabilities to enable them to lead fulfilling lives.

We will provide the foundation from which every student will understand the significance of, and have a determination to access, life-long learning opportunities.

Overall summary of progress

During 2016 we continued our Contemporary Learning Innovation (CLI) teaching & learning practices, including a review of the Year 7 program, the design of a new curriculum for Year 8 and the further delivery of diverse activities to build staff capacity in delivering contemporary learning projects. This initiative has been incredibly successful and will be further developed and embedded across the curriculum in 2017. Our students are provided with a range of opportunities to practice and develop a range of skills which can be applied across a range of subject areas. These skills will be practiced and developed across different learning stages.

There was also continuation of investment in staff and physical resources in the Learning Support Team. Learning Support staff have developed a targeted approach to providing additional support to a diverse range of students, both within the classroom and through individualised programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase the proportion of students in the top bands for Literacy and Numeracy in NAPLAN.• Reduce the number of students performing at or below the national minimum standard for Literacy and Numeracy.• Increase the value added performance for all students in external testing.	<p>The Year 6 transition program focused on gathering data on the learning needs of incoming Year 7 students. This included NAPLAN, PLAN and other relevant information from our feeder primary schools. This includes the identification of students at risk. The data collected for the 2016 Year 7 cohort led to very comprehensive class profiling based on identified learning, behavioural and social needs. This also saw the development of a plan to create a Year 7 enrichment class for 2017 and beyond to improve aspirational ideals in the future. The class profiling strategy was replicated in readiness for the 2017 Year 7 cohort which proved to be the most thorough process ever undertaken at the school.</p> <p>The Learning Support Team implemented targeted programs, including 'Friends of 10' for those Year 7 students identified at or below Stage 2 in numeracy and 'Multi-Lit' for those students who tested at below Stage 2.</p> <p>All Year 7 students completed the Torch test to determine literacy capability.</p> <p>In Semester 2 2016, the team implemented a targeted numeracy program with the assistance of a critical friend from a local comprehensive high school. Continued funding of Learning Support staff has been critical in facilitating intensive literacy and numeracy programs.</p> <p>Year 9 NAPLAN data was used to identify students who needed to be provided with additional support</p>	<p>\$280, 000</p> <p>Primarily involving the employment of additional Learning Support Officers and teachers.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Increase the proportion of students in the top bands for Literacy and Numeracy in NAPLAN. • Reduce the number of students performing at or below the national minimum standard for Literacy and Numeracy. • Increase the value added performance for all students in external testing. 	<p>in reading, writing and numeracy through individualised withdrawal and Multi-Lit.</p> <p>NAPLAN 2016 processes were reviewed and amended in order to provide the best possible opportunity for students to succeed. The results of this external examination was analysed for growth and performance indicators. The results for 2016 indicated overwhelmingly that those students targeted for intensive literacy and numeracy programs experienced higher than expected growth. 2016 NAPLAN results saw a decrease from 2015 in the amount of YEAR 9 students performing at or below minimum standards</p>	<p>\$280, 000</p> <p>Primarily involving the employment of additional Learning Support Officers and teachers.</p>
<ul style="list-style-type: none"> • Increase the proportion of students who complete their HSC at SCHS. 	<p>The continuation of the Review Process, monitoring by the Deputy Principals has ensured increased achievement of the HSC credential by HSC students. The development of a Senior Mentor Program, with 100% student engagement has been implemented as further support for students to ensure they are engaging with their learning, completing assessment tasks, providing assistance; in order to achieve their HSC credential. Collection of subject selection data (8–9 and 10–11) determined curriculum pattern offered to students which provided optimum breadth of learning opportunities. This included increased participation in TVET and VET subjects and school based traineeships. Increased support by the Careers Advisor has enabled students to develop personalised curriculum patterns that target their specific career goals.</p>	<p>\$10,000 Primarily the provision of release time for the Mentor program.</p>
<ul style="list-style-type: none"> • Increase the performance of 100% of Indigenous students, through the development and implementation of PLP's 	<p>100% of ATSI students have developed and written their PLP with the support of the ATSI mentor Hayden Walsh.</p> <p>Our ATSI mentor also conducts weekly Yarning Circles to celebrate cultural connection and success.</p> <p>Additionally, the ATSI mentor worked closely with the Year 6–7 transition coordinator in order to develop Year 7 PLPs for 2016.</p>	<p>RAM funded ATSI Mentor</p> <p>\$18, 000</p>

Next Steps

Throughout 2017 we will continue to embed our CLI pedagogy throughout all Stage 4 and 5 programs, including the refinement of the Year 7 curriculum and design, development and review of Year 8 programs. The specific report format for this subject will be reviewed in consultation with parent feedback to ensure we have provided information to parents on their child's critical and creative thinking skills, in addition to the achievement of content outcomes in Stage 4. The development of skills will allow students to feel confident in accessing cross-curriculum course content and the new NES (formerly known as BOSTES) approved STEM course in 2018.

The Faculty Spotlights will continue throughout 2017 with a focus on embedding Cars and Stars Literacy and Numeracy strategies across the curriculum. The explicit use of the following twelve Cars and Stars strategies as they apply to respective KLA's will be examined:

1. Finding the Main Idea
2. Recalling Facts and Details

3. Understanding Sequence
4. Recognising Cause and Effect
5. Comparing and Contrasting
6. Making Predictions
7. Finding Word Meaning in Context
8. Drawing Conclusions and Making Inferences
9. Distinguishing Between Fact and Opinion
10. Identifying Author's Purpose
11. Interpreting Figurative Language
12. Summarising

As part of the spotlight process, faculties will identify strategies to teach specific skills required across various units of work. Additional relief will be provided by way of a follow up day to allow for the development of resources in line with the above literacy and numeracy strategies. Use of quality strategies to teach subject literacy and numeracy skills will continue as a way to improve student performance on external assessments.

Further enhancement of 'The Learning Hub' will continue throughout 2017 with additional staff resources and targeted programs to ensure that a diverse range of students are provided with additional individualised support. Support for staff to identify and embed differentiated teaching and learning strategies for students who have been identified through the NCCD will continue to be a priority. All faculties have nominated a NCCD and Life Skills representative to assist in the facilitation of these processes across each faculty.

Development and enhancement of Gifted and Talented (GAT) programs will be an essential focus for 2017. The proposed Year 7 enrichment class will be targeted for specific GAT programs.

Specific PL workshops will be developed in order for Head Teachers and classroom teachers to better understand the assessment data available from external and internal sources, and how to effectively use these to improve student achievement of learning outcomes, especially in relation to 'Bump it Up'.

Our commitment to meeting the learning goals identified by ATSI students through their PLPs will be further enhanced by the employment of additional mentor support and moving to a twice yearly PLP review process.



Strategic Direction 2

PROFESSIONAL LEARNING & BUILDING CAPACITY AT ALL LEVELS

Purpose

We will deliver a highly strategic approach to professional learning which will improve staff capabilities to deliver innovative teaching practices, improved pedagogy and improved learning outcomes.

Professional learning will extend beyond the school to ensure capacity is built into the public education system.

Overall summary of progress

The school self-evaluation process reflects that the milestones planned for 2016 have been successfully met within the timeframes established. In 2016 a highly strategic and deeply personal approach to professional learning has supported staff to improve their capabilities to deliver innovative teaching practices, improved pedagogy and improve student learning outcomes. The Wellbeing Framework provided a key focus area for professional learning in 2016. The school was also able to achieve its objective to extend professional learning beyond the school to ensure capacity is built into the public education system. This included leading the Regional Leadership Initiative that provided a professional learning platform for teachers aspiring to attain promotion at all leadership levels; head teacher, deputy and principal. Overall the quality of professional learning at St Clair High School and the level of participation of staff in extending their learning is widely regarded as exemplary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Recruit, develop and retain quality teachers in our classrooms.	<p>In 2016 SCHS continued to implement a differentiated professional learning curriculum to ensure that the professional learning needs of all staff were met so that they have the capacity to meet the learning and social needs of all students. This included a comprehensive induction program for beginning teachers supported by Great Teaching Inspired Learning funding to build upon the professional learning experience and provide ongoing mentoring to support the teacher accreditation process.</p> <p>In addition, staff were provided with intensive learning experiences that were researched based then adapted to the local context focusing on inquiry based learning and student engagement. Evaluations of the weekend conferences and professional learning workshops demonstrate that most staff found the learning having a positive influence on their teaching practice. All professional learning experiences provided is linked to either the Australian Teaching Standards; Proficient, Highly Accomplished and Lead) or the Australian Professional Standard for Principals and the accompanying leadership profiles.</p> <p>The continued implementation of the Personal Development Framework in 2016 was highly successful with 100% of teaching staff working through the framework and developing achievable goals to improve their teaching practice. The goals provided by staff have influenced the professional learning curriculum to meet requirements.</p> <p>In 2016 staff at St Clair High School, led by the Head Teacher English, continued to provide</p>	\$49, 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Recruit, develop and retain quality teachers in our classrooms. 	<p>ongoing professional support to a hospital school to ensure that the professional learning capacity of the system is developed. This collegial relationship provided support to the teaching staff at Westmead Children's Hospital but also provides the staff leading this initiative with the opportunity to develop their leadership capacity.</p> <p>In 2015–16 St Clair High School was successful in achieving a systems leadership grant to develop aspiring leaders (at all levels) across the Penrith, Blue Mountains and Hawkesbury Principal network. This program continued in 2016 with a series of workshops designed to continue to build leadership capacity. The success of this initiative is evidenced by the high rate of promotion amongst participants.</p>	\$49, 000
<ul style="list-style-type: none"> The leadership team demonstrates effective, evidence based practice with 10% completing accreditation at the higher stages off BOSTES accreditation. 	<p>A number of staff have accessed external professional learning to begin the process of accreditation at higher levels. Statistics from BOSTES around state wide figures of those meeting the accreditation requirements at higher levels has meant that this improvement measure may need refinement. However, the differentiated professional learning curriculum has best placed staff at SCHS to meet the professional learning requirements of the higher stages of accreditation.</p>	\$15, 000 (accessed through a systems leadership grant)
<ul style="list-style-type: none"> Utilise the Australian Teaching Standards, Australian Principal Standard and Profiles, and Principal Certification to inform leadership development programs. 	<p>In 2016, 16 Teacher professional workshops, and 3 weekend conferences were delivered internally. All these programs were linked to either the Australian Teaching Standards (Proficient, Highly Accomplished and Lead) or the Australian Principal Standard supported by the leadership profiles and endorsed by BOSTES at Proficient, Highly Accomplished or Lead. All staff participated in additional professional learning beyond staff development days.</p>	\$49, 000

Next Steps

In 2017–18 greater focus will be placed upon embedding the Wellbeing Framework into the professional learning curriculum for staff to improve their wellbeing, improve student wellbeing and improve the wellbeing of the community that supports the school. Planning for the next cycle of the School Plan and determining the key focus areas will also drive professional learning through this period. More focus will need to be placed on supporting and encouraging staff to embark on accreditation at the higher levels. This will be embedded in the PL curriculum throughout 2017–18. Collaborative opportunities need to be provided for teachers seeking higher accreditation.

Strategic Direction 3

SCHOOL WELLBEING

Purpose

The well-being of staff and students is at the heart of a healthy school and a productive society.

Respectful relationships at all levels underpin mental health and when our school and its community work together we can ensure our students are better equipped to cope with the everyday demands of life at school and beyond it.

In order to be successful in this area we need to be proactive in ensuring the well-being of;

- Students
- Staff
- Our whole school and its place in our community

Overall summary of progress

The school self-evaluation process reflects that the milestones planned for 2016 have been successfully implemented. Structures have been developed for regular reflection and evaluation of whole school well-being, including maintenance of transparent structures for mandatory requirements. Opportunities have been developed for community members to take part in many different school initiatives and decision making opportunities. The school has provided clear and consistent procedures for students to access support services in all areas of school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff compliant with mandatory training in strategies to ensure a safe workplace.	<p>All staff completed DoE mandatory training e-emergency Care and Anaphylaxis using online and face to face training modules. Asthma training and the use of EpiPens were delivered by a registered nurse. CPR training was delivered by Australian Lifesaving Academy NSW.</p> <p>In 2016 all staff participated in Child Protection update, Code of Conduct, Work Health and Safety and Disability Standards for Education: NSW DoE sessions.</p> <p>The school has a very active and effective Work Place Health and Safety Committee.</p>	\$3500
<ul style="list-style-type: none">• Promote and provide training to build respect, equity and diversity in our school.		
<ul style="list-style-type: none">• Identify and develop opportunities for community organisations to utilise our school facilities.	<p>Many opportunities were created for various dignitaries, business people and parents to attend different events throughout the year:</p> <ul style="list-style-type: none">• Presentation night to celebrate and present scholarship awards to students.• Year 12 Graduation• Australian Business Week (ABW); Business leaders presented different workshops to share their expertise. Parents were invited to view displays. The ABW dinner comprised of community members, staff, students and families to celebrate	\$20, 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Identify and develop opportunities for community organisations to utilise our school facilities. 	<p>the achievement of students.</p> <ul style="list-style-type: none"> Year 7 students had an opportunity to take their families on a brief tour of the school and show them some of their classrooms. This was followed by a BBQ. HarmonyDay – staff, students and parents celebrate our wide cultural diversity in a fun and interactive day. The beginning of the day started with mini cultural lessons followed by a wide variety of food stalls and concluding with a concert. Year 10 Commerce – create your own business brought many parents into the school to celebrate cultural diversity and entrepreneurial talents. <p>The school has continued to develop strong links with various community organisations including The Football School, Fushichou RyuKarate, High Energy Dance, Nepean Physical Culture, St Marys Samoa Worship Centre and The Nepean College. Facilities such as the school hall and various classrooms were utilised frequently throughout the year.</p>	<p>\$20, 000</p>
<ul style="list-style-type: none"> 100% of students identified for Learning Assistance will access resources and support 	<p>2016 saw continued focus on the Nationally Consistent Collection of Data (NCCD). Professional development was implemented across the school using the Disability Standards for Education e-learning online tool (Modules 4–8) reflecting the Disability Discrimination Act (2005). In 2016 approximately 15% –20% of the student population were recorded for NCCD purposes.</p> <p>The learning support team provided additional support to individual faculties throughout the year by providing in-class support, withdrawal, small group support and team teaching. All identified students requiring learning assistance engaged in one or more of the following programs: Numeracy and Literacy programs and support, Multi-Lit and a Transition Program for year 6 students entering into Year 7 which involved both a behavioural and social program.</p> <p>The NCCD supported the strategic planning and implementation of the new innovative learning area “The Hub”. This area accommodates both junior and senior student as well as staff members in accessing extra resources.</p>	<p>\$280, 000</p> <p>Primarily involving the employment of additional Learning Support Officers and teachers.</p>
<ul style="list-style-type: none"> Provide regular communication for our parents and community. 	<p>An increasing number of parents participated in many school events including Senior Charter Seminars, The Art Panel, Parent Teacher Evenings, sporting events, Flannofest and Harmony Day.</p>	<p>\$5, 000</p>
<p>To increase parent participation in P and C initiatives by 10% – Implement strategies to strengthen parental engagement in our school.</p>	<p>This year, as in the past, the P&C was an active member of the school community. Informative meetings were held monthly and strongly supported by the school executive. These meetings provided information relating to school curriculum, programs</p>	

Progress towards achieving improvement measures

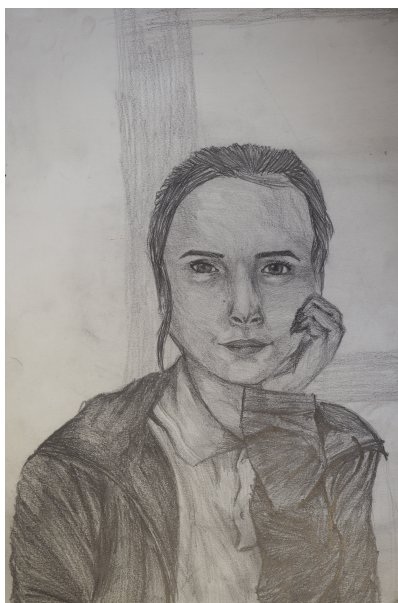
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase parent participation in P and C initiatives by 10% – Implement strategies to strengthen parental engagement in our school.	and the many successes and achievements of our students. Discussions involved faculty programs, school image, welfare, finance, sport and extra-curricular activities. Members of the P&C Association joined staff on selection panels, Year 7 Orientation Evening, Parent teacher nights, participated in the Annual Presentation Day and Year 10 Graduation Ceremony.	

Next Steps

In 2017–2018 we will continue to embed the Wellbeing Framework across all KLAs and utilise the fully operational gym to its capacity.

By creating a stronger alliance within our community of schools there will be more emphasis on promoting a vibrant P&C to assist us to drive school initiatives into the near future.

Data analysis from student surveys including Mission Australia and Tell Them From Me, will be utilised to gain feedback and plan for 2018 and continue to strengthen student access to support services in all areas of school life.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Ms Christine Susnjara worked with the WSU Pathways to Dreaming program with our year 8 Aboriginal students. Many of our students took part in academic and Aboriginal cultural enrichment workshops at the University and group project back at school, with mentors facilitating that process.</p> <p>Year 9 and 10 Aboriginal students continued to participate in the Aboriginal Indigenous Mentoring Experience (AIME) program, coordinated by Hermione Halaunga. Throughout this year long program students were provided with extra support, belief, guidance and skills to succeed in school. They covered topics such as: Art, Drama, Respect, Racism, Public Speaking, Drugs and Alcohol and Pathways to Success.</p> <p>St Clair High School was once again excited to be involved in the “STEPping Up Together” program. This program provided academic and cultural opportunities for Years 6 –7 Aboriginal children and non– Aboriginal peers, enrolled in St Clair and Erskine Park (STEPS) schools. St Clair High School provided many different experiences during the day including; Aboriginal cooking, art, dance and cultural talks. These opportunities given to our students, teachers and the community highlighted their commitment to Reconciliation and education.</p> <p>Kiesha Finnie, Tianna Gallacher and Tamsyn Cowens–Dixon together with the school Chaplain Mr Josh Piper and Miss Rainsford participated in Murama Youth Leaders camp. “Murama” means “A Youth led event connecting youth from around Australia and Internationally to celebrate and share Indigenous cultures”. The two day camp was held at Sydney Olympic Park Lodge, Armory Newington, Sydney Olympic Park. The aim of the camp was to build, bond and empower the 2016 Murama student leadership team and develop advance leadership skills and share, collaborate and collect ideas of what our Leaders learned from YES Summit for the 2016 Marama Youth Eco Summit in 2016. The days were full of fun and adventure as students participated in an array of Aboriginal Cultural activities and events.</p> <p>Two of our ATSI students were selected to represent SCHS in a Steps Community initiative called the Door Project. Every fortnight for 8 sessions our students worked with Darren Dunn, 2015 NAIDOC artist of the year. The students helped to produce a series of Doors to link our community and Aboriginal Education together and this was celebrated late Term Four and with local media exposure. Both students were highly commended for their efforts and artistic skills and offered part time employment to work</p>	<p>RAM ATSI – Mentor – \$18716</p>

Aboriginal background loading	with Darren.	RAM ATSI – Mentor – \$18716
English language proficiency	<p>Through contact made last year with primary schools, high EAL/D needs Year 7 students have been identified and provided with early and intensive support for their transition into high school. Their parents/caregivers have been supported in their interactions with the school. Previously identified EAL/D students continue to be provided with in-class as well as withdrawal support, supplemented by collaborative work with their classroom teachers to support their high language learning needs. In addition, new enrolments with high EAL/D needs have been identified and early support provided for their transition into the school. Students in Year 11 are supported to monitor their progress, develop and apply strategies to support their transition into the senior years. Year 12 students are supported to continue exploring post-school options. Specifically, students from refugee backgrounds receive intensive language as well as transition support into the school community.</p> <p>Classroom teacher capacity is being built through team teaching, the collaborative process of developing teaching resources and assessments as well as through the provision of professional learning by the EAL/D teacher.</p>	\$33,446 Milestone funding has been equated as this figure apportioned equally across the year.
Low level adjustment for disability	<p>All teaching, executive and support staff were introduced to NCCD (National Consistent Collection of Data) as the focus for Term 2 Staff Development Day 2016. All staff completed the online Disability for Educational Standards (modules 1–3) professional development in accordance with our obligations under the Disability Discrimination Act. NCCD processes and requirements were further reinforced through professional development on Staff Development Day Term 3, 2016. The focus at this time was to complete Disability for Educational Standards (modules 4–8) and introduce staff to the 'Teaching for Inclusion' resource developed at Model Farms HS. Furthermore Sentral recording processes were refined to allow for staff to record adjustments made for students in a relatively straightforward process. A proforma for NCCD documentation was developed and given to all CRT's to track adjustments. A NCCD review team was also established to review adjustments made for students for final submission.</p> <p>In addition to formal whole school training, the Learning Support Team provided extensive guidance to individual KLA's in order to assist each faculty in their documentation and reporting of low level adjustments made for individual students.</p> <p>Collation and recording of low level</p>	\$296, 600

Low level adjustment for disability	<p>adjustments made for students over a full 10 week period by teachers in accordance with our obligations under NCCD was lodged to the required authorities. For every 10 week period subsequent to the initial NCCD adjustments made for students were reviewed and evaluated for effectiveness in promoting student achievement of learning outcomes.</p> <p>To support the integration of various learning support initiatives (including NCCD obligations) for the significant number of students requiring adjustments made, additional funding was almost exclusively invested in providing teaching and support staff. In addition to this, LSPs (Learning Support Plans) were continually reviewed, recorded and reported. Furthermore, Student Learning Support Officers (SLSOs) were timetabled to support funded students and students in need.</p>	<p>\$296, 600</p>
Socio-economic background	<p>Significant funds have been utilised for the employment of 3 additional School Learning Support Officers to support students identified by the Learning Support Team as needing extra assistance with core learning skills. An analysis of school NAPLAN data for those students who have been targeted shows pleasing levels of improvement especially for the most vulnerable students. The improvement has been so significant that the school was one of 137 across the state to be selected to meet the Premier's target to move middle performing kids into the top two NAPLAN bands. Funds have also been used for the employment of one additional teacher to support RAM projects including embedding the wellbeing initiative into not only all aspects of school life but to extent these initiatives into the wider community. A RAM funded Head Teacher position has been established to provide the leadership and coordination of what is now one of the largest teams in the school. The Learning Support Team is now providing more support to a greater number of students. Every key learning area is provided with the opportunity to work with an experienced Head Teacher in the capacity of a critical friend to refine and evolve teaching and learning programs as well as assessment practices. This has provided greater opportunity for students to access the curriculum and meet course outcomes.</p>	<p>\$494, 000</p>
Support for beginning teachers	<p>At St Clair High School teachers seeking accreditation at Proficient Standard are involved in an induction program that is overseen by the Deputy Principal responsible for Teacher Professional Learning. The program is also supervised and implemented by the relevant Head Teacher of the teacher's subject area and the Head Teacher Teaching and Learning who provides additional mentoring. The program involves structured observations, frequent meetings with supervisors and the development of a</p>	<p>\$20,328</p>

<p>Support for beginning teachers</p>	<p>professional portfolio.</p> <p>Each teacher's experience in this program is personalised to develop their skills to the best level possible in preparing an annotated body of evidence that addresses the Australian Professional Teaching standards required by BOSTES – Board of Studies, Teaching and Educational Standards to a <i>Proficient</i> level.</p> <p>Beginning teachers meet every two weeks and engage in a professional development session. At these induction meetings they are introduced to the school context and values, pedagogical frameworks, school policies and up to date education research on teaching practices. These meetings also give Beginning Teachers a chance to network with other Beginning Teachers across the school and develop a support network. The meetings are conducted by various key staff at the school who are experts in the area addressed or who have supervision responsibilities.</p> <p>A comprehensive lesson observation program supports beginning teachers develop their classroom practice and includes:</p> <ul style="list-style-type: none"> • Supervisor lesson observations – no less than twice a term. • Lesson Observation Deputy Principal – scheduled in Term 2. • Lesson Observation Principal – scheduled in Term 3. This is an opportunity for teachers to design and teach a lesson that demonstrates their ability to meet the Australian Professional Teaching standards and receive valuable feedback on their strengths and areas of development. • Peer lesson observations – Beginning teachers had the opportunity to observe teachers from other faculties in a classroom context. When they observe lessons they fill out a peer lesson observation sheet which forms the basis for professional dialogue in a coaching/mentoring opportunity. <p>The lesson observations for beginning teachers tended to focus on: routines, teaching strategies, behaviour management (including non-verbals), lesson design, time management, explicit instruction, and transitioning between activities.</p>	<p>\$20,328</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	466	414	393	390
Girls	434	418	360	367

The residential population in the St Clair area has continued its decline at each of the National Census since 1996. This is reflected in a continued decline in overall enrolments at the school for several years. This trend however has stabilised and the school saw a slight increase in enrolments in 2016. This was most evident in the year 7 cohort which required an additional class to be added at the beginning of the school year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.7	91.9	90.4	91.9
8	88.1	88.5	88.4	87.4
9	88.8	86.3	85.8	87.7
10	83.4	82.2	83	82.1
11	82.1	84.3	80.2	87
12	85.8	87	81.2	87.1
All Years	86.3	86.1	84.6	87.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

The rate of student attendance at the school has shown significant improvements when compared with the rate in 2015.

These improvements are mainly illustrated in both Years 11 and 12, whereby the attendance rate is up by 6%. The rise in attendance correlates to initiatives introduced in the latter part of 2015 and 2016 in response to the decline of the previous year. Although,

there is a slight decline in Years 8 and 10, this is offset by the increase in Years 7 and 9.

A series of initiatives to increase and stabilise attendance continues to be refined and it is expected that this will see further improvements in 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	22	18	59
TAFE entry	0	0.9	10
University Entry	0	0	30
Other	14.9	9	0
Unknown	2.9	4.5	26

The school tracks the post-school destinations of students in Year 12 each year and monitors the pattern of destinations over a period of time. In 2016 St Clair High School catered for 62 male and 53 female HSC students, being a total of 115 students.

Year 12 students undertaking vocational or trade training

Forty nine percent of students in this cohort studied a Vocational Education course (VET) 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 or higher in the following:

Automotive Mechanical

- Business Services
- Construction
- Financial Services
- Hospitality (Food and Beverage or Commercial Cookery)
- Human Services (Nursing and Allied Health Assistance)
- Information Technology
- Retail Operations
- Tourism & Events.

Many students who successfully completed studies in Automotive, Business Services, Construction, Financial Services, Human Services, Information Technology, and Retail have transitioned into these fields in employment or tertiary studies.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 all but 5 students attained their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1.2
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	36.7
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.68
Other Positions	2.3

*Full Time Equivalent

The school has the benefit of three Indigenous members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

In 2016 nine beginning teachers were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient. This group of staff was made up of permanent, temporary and casual employees. Six will continue their accreditation in 2017.

Fifteen staff members in 2016 were maintaining their accreditation at Proficient.

In 2016 no staff sought voluntary accreditation at Highly Accomplished or Lead. A small cohort of staff is currently placing themselves in a position to pursue voluntary accreditation.

The first staff development day of 2016 involved a summary of staffing for 2016 and an update on the educational landscape for 2016. In addition, mandatory training and updates occurred in the areas of the Code of Conduct, Workplace Health and Safety, Countering Violence and Extremism and Child Protection. Analysis of smart data was presented to staff and asthma training was conducted.

The second staff development day focused on the Nationally Consistent Collection of Data (NCCD) process. Staff were provided with an overview of processes and methods for recording data and completed training in the online modules.

The third staff development day focused on CPR training to ensure all staff are meeting minimum certification requirements.

Support for beginning teachers in 2016 was boosted with some staff being beneficiaries of funding through the Great Teaching Inspired Learning initiatives. The staff who benefited from these funds chose to use the allocation of relief funding in a flexible manner rather than the modelled two hours' release. Mentors were provided through the Head Teacher Teaching and Learning. Professional Learning workshops were tailored to the needs of beginning teachers.

In 2016 a variety of Professional Learning workshops were offered to staff. Professional learning is differentiated to provide opportunities for staff at all levels. Professional learning workshops included:

- The welfare system at St Clair High School
- Cracking the Hard class: Behaviour management
- Communicating with parents and community
- Using the Fitness Centre to support wellbeing
- Report writing
- Utilising the Learning Support team and resources effectively
- Annotating evidence for accreditation
- Boys and Girls education
- Preparing for lesson observations
- Practical applications for differentiation
- Life skills and adjusting the curriculum
- Comprehension strategies in the classroom
- Teaching group work skills
- Curriculum and timetabling for school leaders
- Writing scaffolds to support students
- Legal issues for school leaders
- School finance for school leaders
- Contemporary Learning – driving questions
- Building the curriculum matrix
- Contemporary Learning – using furniture to design effective learning spaces

In addition to internal professional learning, external professional learning focused on KLA specific development and building leadership density and career development.

The school also provided additional professional learning funds through the RAM which focused on contemporary pedagogy (including lesson observations, professional discourse and

reflection), leadership density and capacity and wellbeing.

The total expenditure on professional learning in 2016 was \$72,110.

The average expenditure per staff member for professional learning was \$1287.68.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	1 204 469.41
Global funds	610 839.42
Tied funds	899 291.29
School & community sources	299 775.40
Interest	27 990.48
Trust receipts	48 283.60
Canteen	0.00
Total income	3 090 649.60
Expenditure	
Teaching & learning	
Key learning areas	166 408.44
Excursions	56 699.95
Extracurricular dissections	36 443.32
Library	10 382.87
Training & development	430.91
Tied funds	1 002 884.39
Short term relief	152 590.27
Administration & office	112 643.81
School-operated canteen	0.00
Utilities	94 786.25
Maintenance	94 578.42
Trust accounts	57 518.24
Capital programs	24 950.00
Total expenditure	1 810 316.87
Balance carried forward	1 280 332.73

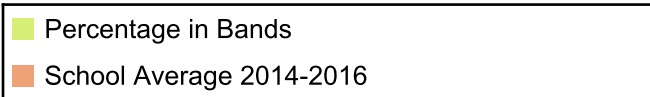
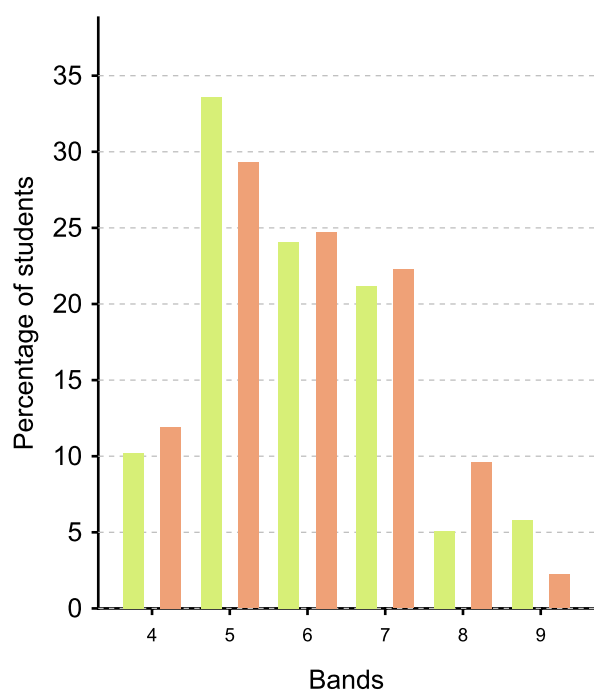
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School performance

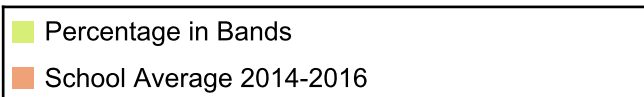
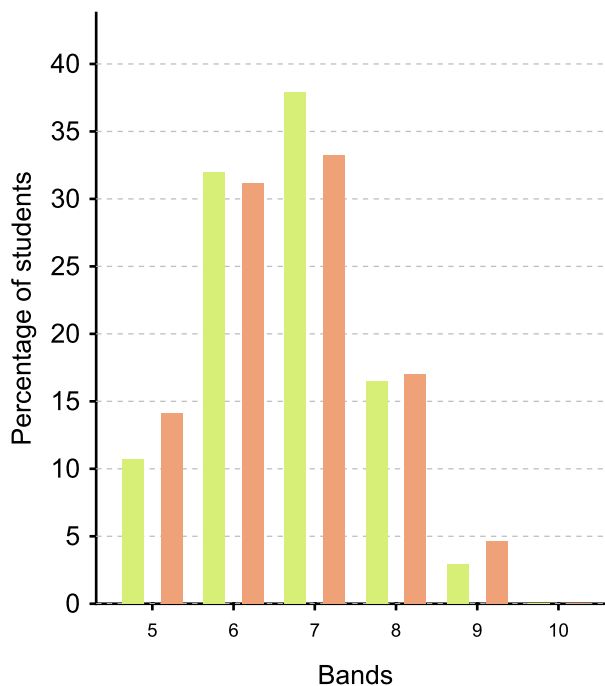
NAPLAN

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.

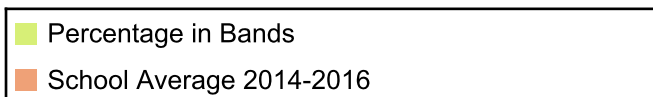
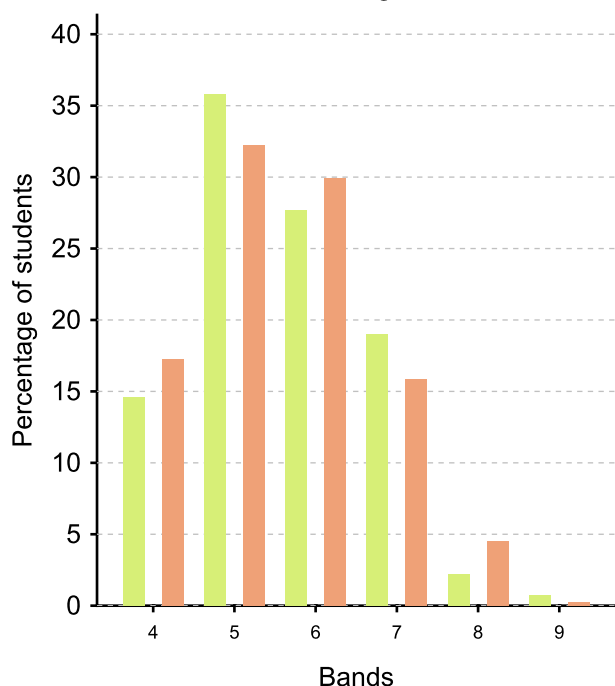
Percentage in bands:
Year 7 Grammar & Punctuation



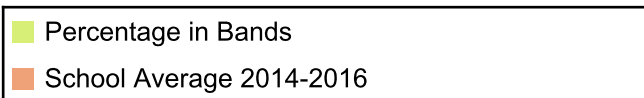
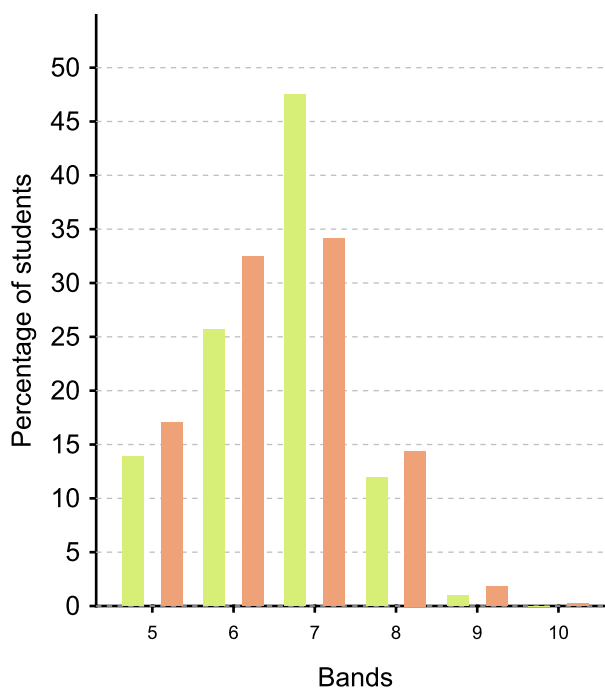
Percentage in bands:
Year 9 Reading



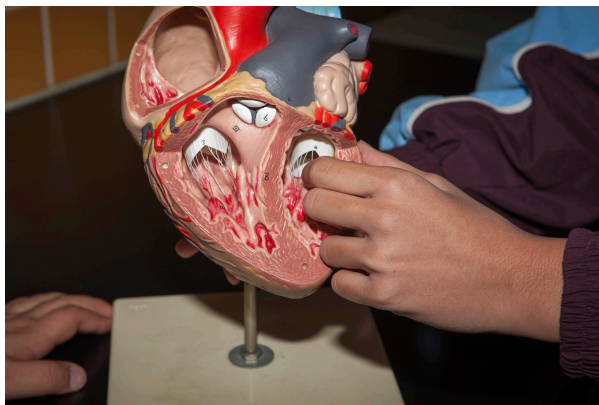
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Grammar & Punctuation

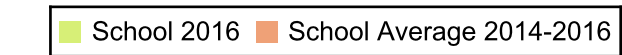
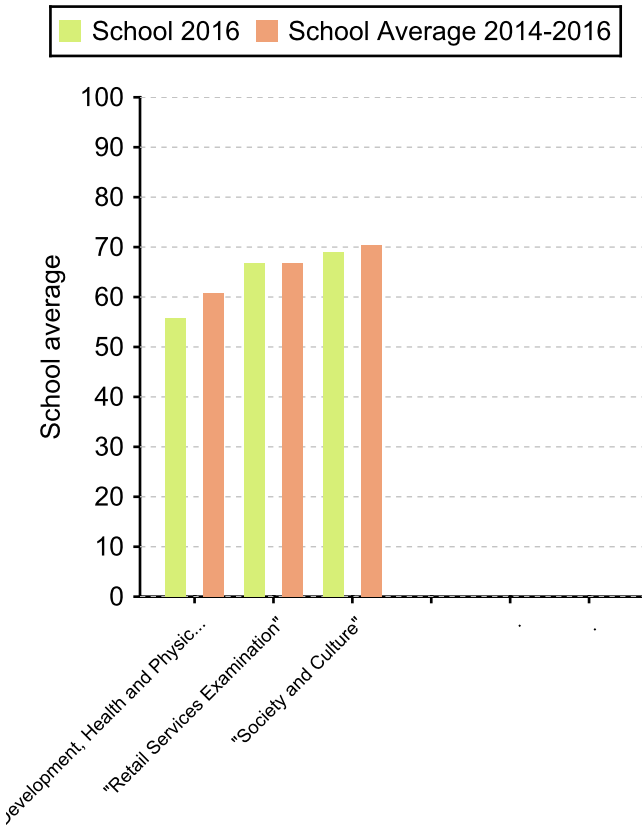
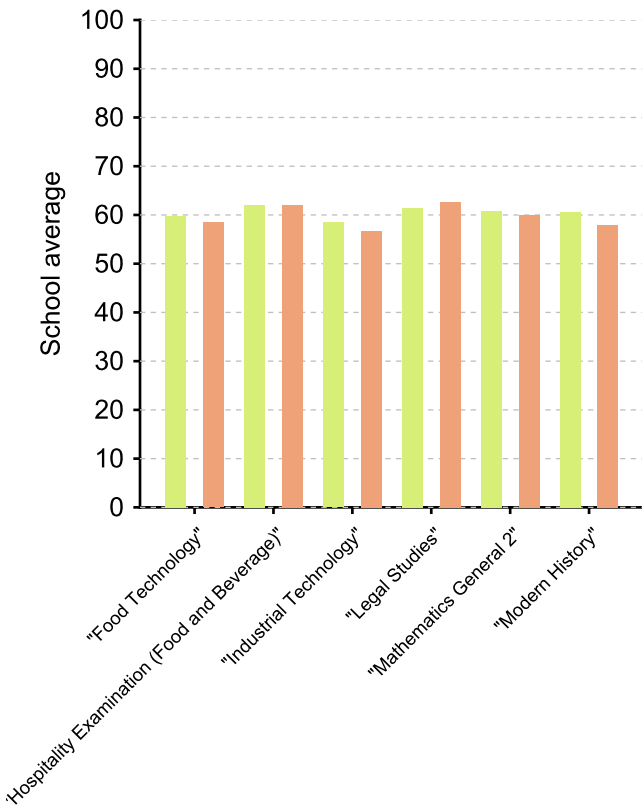
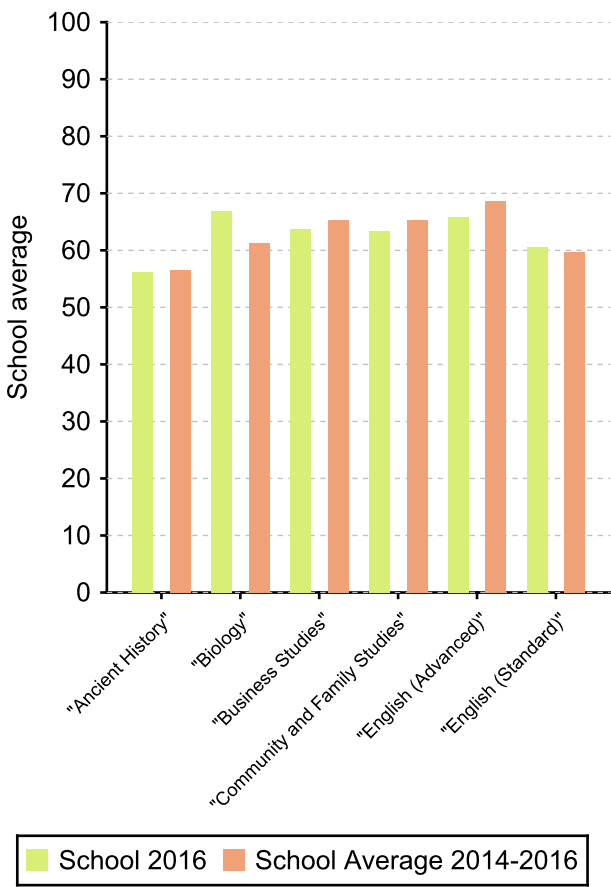


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Beyond their academic performance, the 2016 cohort of Year 12 made a highly valuable contribution to the school. Overall the results achieved by these students in the HSC are comparable with the average of results over the last four years.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The process used to identify the opinions of staff and students was via focus group questions with randomly selected individuals, as well as a structured conversation at a P&C meeting. Respondents were asked three core questions prior to ongoing exploration of responses. The same process has been used every year since 2009, and the same questions used again in 2016 to enable the 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.

Things that are going well from previous years – now merged with 2016 items:

- Yr 6 – 7 Transition and involvement with Primary Schools
- Caring Teachers
- Tidy School
- Teaching across the school – happy students
- Teachers & Staff very helpful – “go the extra mile”
- Awards Program / Recognition Ceremonies / Presentation Night Year 12 Graduation / Year 12 Formal
- General Communication – Phone App, SMS, Facebook and website
- School Chaplain and welfare program in general
- ABW program – gets better and better every year – a highlight of the school year.

Things that went well in 2016:

- Quality of staff and the extent of extra curricula activity. Staff are willing to get involved in so many things for the students – after school / extra meetings / lessons in school holidays.
- Caring staff, in particular the various elements to our Counselling / Welfare program including the School Chaplain. Special mention was also made of the Careers Adviser and the VET Coordinator.
- Outstanding support provided to students on so many levels
- Introduction of the Senior Mentor Program.
- ABW – this is always a strength, but the inclusion of parents in seeing the displays and the dinner drew additional praise.
- Completion of the memorial garden including the P&C pavers.
- The Year 12 Graduation and Formal.

If we could change one thing it would be from previous years – now merged with 2016 items:

- More parental involvement, especially with the P&C
- More parents paying school fees.

If we could change one thing it would be from 2016:

- More parental involvement especially with the P&C
- Nothing – it's a great school.
- Commencement of the new building.

In 2016 the school also offered parents the opportunity to take part in the Department's “Tell Them From Me” survey process. The results were extremely positive. On every indicator the school ranked well above the State average. In some cases, including “Support for Learning at St Clair High School” and “Support for positive behavior at St Clair High School” the ranking placed our school in the state's top 10%.



Policy requirements

Aboriginal education

We are proud of our understanding of the place of Indigenous history in our environment and our Aboriginal students are well supported at both an individual and group level. Aboriginal students have undertaken many initiatives whilst attending the school.

Two students were again selected to represent our Aboriginal students once a term at the ‘Aboriginal Education Consultative Group’ leadership days. This provided our students with an excellent leadership opportunity, where they were able to express their ideas and concerns to many influential people to make a difference to Aboriginal students at school and in our community. Both students were again awarded a prestigious Gili Secondary Aboriginal Student Scholarship which celebrates and recognises innovation, excellence and achievement of Aboriginal students in public schools. The scholarships extend from the key principle underpinning the current NSW Aboriginal Education and Training Policy ‘to promote the educational achievements of Aboriginal students.

The Aboriginal Student Individual Sponsorship program has continued to maximise Aboriginal student achievement through the planning for individualised learning as both part of the NAPLAN and individual sponsorship components. Consultation with family and the student has ensured a commitment to the tutorial support. St Clair High School has employed qualified tutors under the program to work with targeted Stage 6 students within integrated classroom contexts. Personalised Learning Support for Aboriginal Students funding has also targeted the literacy and numeracy needs of students in years 7–10 which have been identified through SMART data analysis of NAPLAN results. Personalised Learning Pathways have been developed, implemented and monitored for students in collaboration with parents and caregivers to ensure that aspirations, wellbeing and engagement are met.



Multicultural and anti-racism education

The student population of St Clair High School has 36% of the students with language background other than English (LBOTE), including a significant number of students whose home language was Samoan, Maori, Arabic, Tagalog, Spanish, Turkish, Hindi, Tokelauan and 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 the school's EAL/D program.

The EAL/D Teacher, Ms Jackie Saisithidej, has an important role to plan and deliver the EAL/D program at the school by identifying and assessing the English language learning needs of the EA/D students. This is accompanied by working individually and collaboratively with staff to plan, develop and deliver appropriate strategies that address these students' learning needs by providing specialist knowledge and skills about English language learning. This involves working with teachers to apply effective EAL/D practices in the classroom. Another aspect of the role is to advocate for the students and their families and to encourage positive interactions with the school community.

The Pasifika Co-ordinator works with Pacific Islander and Maori students to enhance these students' experiences of school and encourage them to consider post-school learning pathways, which may include tertiary education. Working with the Western Sydney University's PATHE programs, students in Year 7 right through to Year 12 are supported to set goals and focus on how schooling can help them achieve their goals. Years 10 to 12 also have opportunities to gain a glimpse of university life through campus visits and camps for Pasifika students.

The school has an Anti-Racism Contact Officer (ARCO), Ms Amanda Tannous, who assists in the resolution of any racially related conflicts between individual students. Each year a group of students also engages in awareness raising sessions in relation to

multiculturalism. A highlight of the school's calendar is Harmony Day in which the school community comes together to celebrate our diversity.

Other school programs

Creative and Performing Arts 2016

The Creative and Performing Arts Faculty ended 2016 with a bang. Our end of year exhibition was a night of entertainment, fun and excitement. The drama performance was lyrical, controversial and something special to witness. The rhythms our music students played made you want to dance and of course our art exhibition displaying a range of 2D and 3D works made by our most gifted and talented artists was on show for our school community to enjoy. On the night, 277 personalised certificates were handed out for excellence in all three key learning areas and 24 art prizes were awarded.

For the first time, we introduced the "People's Choice Award". It was a full house and the audience were given an opportunity to vote for their favourite artwork on the night. Grant Perez's artwork depicting a hotted up blue sports car was an overwhelming favourite and a major prize winner.

At presentation night Grant Perez also won the Don Robertson Award for Creative and Performing Arts for his outstanding creative and academic achievements in visual arts and music. Fairfax Community Papers again ran their annual Design an Ad competition. Grant Perez had his entry published in the local newspaper. We were impressed with our HSC Visual Arts results. We continued our program specifically designed to consolidate the relationship between school, family and student with The Panel, The Journey So Far and the HSC BOW Exhibition. The fantastic support of student's and parents every step of the way is a significant factor in contributing to the success our students.

Britney Willis was selected and offered a part scholarship to participate in The Dobell School at the National Art School during April. This unique experience offered her a unique opportunity to work in a tertiary setting in a Visual Arts program conducted by practicing artists and art teachers. Britney was engaged in working with 2D drawing media and her focus was on still life.

We continue to impress the public with our participation in the Penrith Art Show. Artworks from 81 students were selected this year. The categories ranged from drawing, painting, printmaking, ceramics, photography and digital photography. Our year 11 students made a clean sweep in the category of collage; Elizabeth Farlow won 1st place and highly commended for two of her artworks, Meg Goyen 2nd place and Britney Willis 3rd place. Britney Willis also won 3rd place in painting. Our year 11 students also won first, second and third respectively in the printmaking category, Britney Willis, Renay Xuereb and Meg Goyen. Aachal Chand of year 9 won 3rd place in drawing.

Our talented visual arts teacher Doris Rainsford won

1st place in hand built ceramics and was also awarded the Council Award. 13 students were awarded highly commended certificates. Art works made by Grant Perez, Melinda Rogers, Renay Xuereb and Meg Goyen were all selected to be part of Operation Art. The work of Renay Xuereb was further selected to be included in Paw Pick, a teacher's resource bank that will be used in professional development workshops for teachers and feature on the Operation Art website. Their works were exhibited at The Armory at Homebush.

The art department participated in The Nagoya Sister City Art Exchange. Renay Xuereb, Aachal Chand and Grant Perez had their work selected and exhibited in Nagoya, Japan. Zahli Smith took up the challenge with Bicycle NSW and NRMA and entered a competition to design a bike helmet. There were over 12,000 entries. Zahli's work made it to the final stages. Her design was the winning entry in the region.

On the 31st March year 9 and 12 students held a Drama evening. It began with the year 9 students presenting some improvisation. They performed a series of scenes in the style of the theatre sports game Space Jump. The improvisation received a lot of laughter from the audience and everyone was impressed that the students were able to come up with so many ingenious ideas and characters without any preparation. The year 12's show The Untold Stories was done in the style of Verbatim Theatre. This style of theatre involves interviewing individuals and presenting the content of the interviews in an engaging manner. The students interviewed members of the St Clair community and surrounding areas. Many of the stories they presented were moving and heart-warming and gave a voice to those who would otherwise remain unheard.

Some very talented Drama students performed for Flannofest at The Joan Sutherland Performing Arts Centre in June. The students competed with 7 other schools from the area. This year the theme was "Want Not." Our performance was based around a second city that needed to be built because of waste and environmental degradation. The students used old clothing as effective props to create an eerie and futuristic atmosphere. The show was well received by all that attended and the students should be extremely proud of their efforts.

This year a group of four year 9 Drama students performed in front of a huge crowd at the Evan's theatre at Penrith Panthers Club for the STEPS concert. The students performed a series of Disney and fantasy monologues. St Clair High School was also part of the production crew, performed as musicians and as master of ceremonies.

Music continues to perform and delight audiences in our local community. On Tuesday 17th of May, a group of students sang at the Sydney Town Hall in a concert called "In Concert". Each year, students from St Clair High School auditioned to partake in the Let's Celebrate Public Education Concert, which is held at Rooty Hill RSL. The students who are successful in the audition process gain the opportunity to perform on stage in front of Educational dignitaries. This year,

Tahlia Brown from year 7, a very talented singer sang the National Anthem and Emily Sande sang "Read All About It".

Schools Spectacular is an annual event for which our students auditioned earlier in the year. It took place this year at Qudos Arena, Sydney Olympic Park on the 25th and 26th November. Schools from all over NSW participated in choirs, orchestras, bands, singers, dancers and actors. Five of our students were part of the massed choir. In 2016 a new Guinness Record was achieved as the largest variety show with 5322 performers. The concert was televised on the 3rd December, on Channel 7.

Drug Education

Drug and Alcohol Education is delivered through 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. This is delivered mainly through the PDHPE Key Learning Area for Stages 4 and 5 and is reinforced through the Crossroads program for Stage 6 students.

Science Camp

In November 2016 the Science faculty engaged 54 students across from years 7 to 10 on a 2 day Science camp. Students participated in many activities including Questacon, The Royal Botanic Gardens and CSIRO. Students participated in different workshops that engaged them with a variety of different Science concepts. Science is looking forward to the next Science camp in June of 2017.