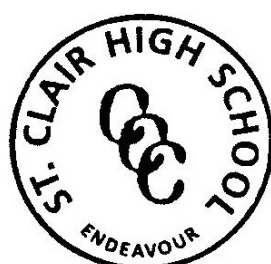


St Clair High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

In 2017 St Clair High School added to its driving ethos of Personal Best, the concept of "High Expectations". Our challenge is for every member of our school community to deliver these concepts 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 2017, our school finally began the tangible part of our rebuild from the devastating fire of June 2014. This process has tested the perseverance and resilience of our school. It has at times involved us challenging decisions made for the betterment of our current student population and future students of St Clair High School.

2017 was the final year implementing St Clair High School's 3 Year Strategic Plan. This plan was developed by staff with extensive community consultation. The focus for staff throughout 2017 was on quality teaching and learning, professional learning and school wellbeing.

Students were supported through the strong wellbeing programs including the introduction of Stymie to provide an anonymous way for students to report bullying, whether this is something they experience themselves or something they observe happening to another peer. Stymie has allowed for early intervention and immediate responses to support all students. The school continued to develop and strengthen its mutually beneficial partnerships with its community by enhancing existing programs such as Australian Business Week, our scholarship scheme with National Technical Services, St Marys RSL Sub-Branch and St Clair Shopping Centre and our relationship with our STEPs community.

In 2017 our school launched an enrichment class in year 7 to target our gifted and talented students transitioning from our partner schools. Our CLI (contemporary learning innovations) classes continued in stage four developing those essential skills required for life and employment in the 21st century. 2017 saw a massive improvement in students in year 7 and 9 achieving the top two bands in NAPLAN.

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, 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 and High Expectations to bring about educational excellence for students. We all look forward to making a difference in 2018.

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, has 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.

The results of this process indicated that in the School Excellence Framework domain of Learning that the school is sustaining and growing in student performance measures and excelling 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 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 development of a whole school literacy platform to improve student learning outcomes.

As the school's rebuilding process is finalised in 2018, there will be a focus on utilising the school infrastructure to provide a community hub to engage parents and the broader community in school life.

Further refinement of data use to drive teaching and learning practices and refine practices will be explored with greater use of SCOUT supporting teachers and the leadership team.

The school has had success with the programs it employs to improve outcomes for indigenous students but acknowledges that engaging parents and indigenous leaders in authentic relationships is required to continue to improve outcomes. The 2018–2020 school plan will place a focus on engaging indigenous parents and community members to support social and educational outcomes for indigenous students and provide non-indigenous students with a greater understanding of our first peoples' culture.

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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 St Clair High School continued to embed our Contemporary Learning Innovation (CLI) teaching & learning practices with an expansion into Year 8. This involved new staff becoming involved in the delivery of CLI in both Year 7 and 8. Students are provided with a range of opportunities to practice and develop a skills such as collaboration, critical thinking and creativity which can be applied across a range of subject areas. These skills will be practiced and developed across different learning stages.

There was continuation of investment in both 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 and group programs such as Multilit. The Learning Support Team continue to have great success with the students they support.

A whole school approach was implemented at the beginning of 2017 to assist continued improvement in student numeracy and literacy results. Nail Every Answer (NEA) Read 123 was developed for SCHS students to assist in problem solving numeracy type questions. In addition a whole school literacy platform was launched, REPOWER underpinned by a writing scaffold, TEEEL in the later part of 2017. After analysing data it was evident that many students at SCHS need extra support in reading and writing. There has been a substantial improvement in the number of students achieving the top two bands of NAPLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$280, 000 – Primarily involving the employment of:</p> <ul style="list-style-type: none">• additional Learning Support Officers and teacher• providing a period allowance to the HT Mathematics to take on the role as the Bump it Up coordinator• A Head Teacher Teacher and Learning	<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 partner primary schools. This includes the identification of students at risk. The data collected for the 2017 Year 7 cohort led to very comprehensive class profiling based on identified learning, behavioural and social needs to allow support to target leading to a reduction in the number of students performing below national minimum standards.</p> <p>The class profiling also saw the creation of the first Year 7 enrichment class for 2017 to provide greater opportunities for our most gifted and talented students as well as improve student leadership density. This process will continue in 2018.</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. 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</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>who needed to be provided with additional support in reading, writing and numeracy through individualised withdrawal and Multi-lit.</p> <p>NAPLAN 2017 processes were reviewed 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 2017 indicated overwhelmingly that those students targeted for intensive literacy and numeracy programs experienced higher than expected growth.</p> <p>2017 NAPLAN results saw an increase in the number of students achieving the top top two bands, with the biggest growth in the Year 9 cohort. Value added data saw a dramatic improvement, with the school now adding value well above the state average.</p>
<ul style="list-style-type: none"> • Increase the proportion of students who complete their HSC at SCHS. 	<p>\$10,000 Primarily the provision of release time for the Mentor program.</p>	<p>The continuation of the review process, monitored by the Deputy Principals has ensured increased achievement of the HSC credential by HSC students.</p> <p>The development of a Senior Mentor Program, with 100% student engagement has continued to be modified to support each cohort to ensure they are engaging with their learning, completing assessment tasks and being provided with assistance in order to achieve their HSC credential.</p> <p>Collection of subject selection data (8–9 and 10–11) determined the curriculum pattern offered to students which provided optimum breadth of learning opportunities.</p> <p>Increased support by the Careers Adviser has enabled students to develop personalised curriculum patterns that target their specific career goals.</p>
<ul style="list-style-type: none"> • Increase the performance of 100% of Indigenous students, through the development and implementation of PLP's 	<p>\$30, 000 employment of School Chaplain.</p>	<p>100% of ATSI students have developed and written their PLP with the support of the ATSI team. The Yarning Circle allows ATSI students to build cultural connections and celebrate educational successes with the support of the School Chaplain. Additionally, the Learning Support Team and School Chaplain worked closely with the Year 6–7 transition coordinator in order to develop Year 7 PLPs for 2017.</p>

Next Steps

In the new school plan, there will be an increase focus on using student data to develop strategies to value add to every students. This will be underpinned by extensive professional learning. Although the school has a very successful transition program for students moving to high school from primary school, there is an opportunity to provide a more extensive transition at other key critical stages; Year 8 into 9 and Year 10 into 11. The school has also made the decision to return to mentor classes in the senior school to provide greater support to Stage 6 students.

The school plan for 2018 and beyond will continue to focus on the Bump it Up strategy to improve student outcomes in the top two bands of NAPLAN. The school is determined to value add to all students. There will be higher expectations on faculty leaders to initiate improvements in each key learning area.



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 2017 have been successfully met within the timeframes established. In 2017 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. Strengthening teaching and learning practices provided a key focus area for professional learning in 2017. 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. In 2017 this included delivering an Early Career Teacher's Conference accessed by staff throughout the region that provided a professional learning platform for early career teachers to consolidate their pedagogical practices and understanding of the teaching and learning cycle through the CLASS learning platform.

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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Recruit, develop and retain quality teachers in our classrooms.	\$68, 976	All staff have accessed internal and external TPL opportunities. This is reflected in PDPs devised in consultation with their HTs. Professional learning curriculum resulted in a slight change in 2018 with greater focus on beginning teacher support which saw a beginning teachers conference offered to staff at SCHS and to other beginning teachers across the state. This was very successful. Staff have identified the goals they have achieved and reflected upon the ways their current goals may be adapted and further developed in the next PDP cycle. This allows for staff to focus upon personalised objectives to enhance individual capabilities.
<ul style="list-style-type: none">The leadership team demonstrates effective, evidence based practice with 10% completing accreditation at the higher stages of BOSTES accreditation.	\$5, 000 from Leadership grant.	All members of the senior executive team (including those in relieving positions) have achieved the NSW Leadership Credential. All Executive staff have been provided with opportunities to attend regional DP conferences.
<ul style="list-style-type: none">Utilise the Australian Teaching Standards, Australian Principal Standard and Profiles, and Principal Certification to inform leadership development programs.	\$55, 000 from professional learning funds and Beginning Teacher funding.	In 2017, 20 Teacher professional learning workshops, and 4 weekend conferences were delivered internally (including a beginning teachers conference). 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 NESA at Proficient, Highly Accomplished or Lead. 100% of staff participated in additional professional learning beyond staff development days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Next Steps

In 2018–2020 there will be greater focus upon developing all staff's ability to embed the literacy platform REPOWER into their teaching practice. In addition professional learning will concentrate on how to use analyse, interpret and extrapolate data to inform planning and modify teaching practice.

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 2018–2020. 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 2017 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. This has been supplemented through the continued employment of the School Chaplain.

In addition the school has also become a White Ribbon School and has led the STEP's community of schools to develop a White Ribbon strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff compliant with mandatory training in strategies to ensure a safe workplace.	\$4, 000	<p>All staff completed DoE mandatory training e-emergency Care and Anaphylaxis using online and face to face training modules. CPR training was delivered by Australian Lifesaving Academy NSW.</p> <p>In 2017 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 which has developed sound processes in collaboration with</p>
<ul style="list-style-type: none">• Promote and provide training to build respect, equity and diversity in our school.		<p>Student data from the Tell Them From Me surveys has been a useful tool to plan and develop key learning areas for each cohort. Year Advisers have been able to use this data to identify trends within their own cohorts as well as reflect on previous scope and sequences to plan for new welfare activities for the next year. This process also allows new members of the team to see what welfare activities have taken place and act accordingly.</p> <p>The student Merit Award System was reviewed and updated to encourage greater engagement from</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Promote and provide training to build respect, equity and diversity in our school. 		<p>students and staff. Fresh merits were designed to encourage students to get back on track with the award system. The system was also redesigned to allow more students to achieve the highest award.</p> <p>The Welfare Team initiated Wellbeing Lessons throughout Term 4 as part of a whole School focus. Lessons were divided up amongst the dimensions of health: Physical, Social, Mental (Emotional) and Spiritual health. These lessons were delivered by all staff across the school. Students were presented with the same information to allow them to develop the same knowledge, skills and values for Wellbeing as outlined in our school plan. This whole school initiative during Term 4 was further support by staff wearing their St Clair High School Wellbeing shirts. This initiated much discussion amongst students and staff created a positive segway into the delivery of Wellbeing lessons as reflected in the St Clair High School Wellbeing Charter.</p>
<ul style="list-style-type: none"> Identify and develop opportunities for community organisations to utilise our school facilities. 	\$30, 000	<p>Many opportunities were created for various dignitaries, business people and parents to attend different events throughout 2017:</p> <ul style="list-style-type: none"> Presentation Evening to celebrate those students who have achieved at the highest level. 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 the achievement of students. Parents attending this evening continue to increase. Harmony Day – staff, students and parents celebrate our wide cultural diversity in a fun and interactive day. Year 10 Commerce – create your own business brought many parents into the school to celebrate cultural diversity and entrepreneurial talents. The school has continued to develop strong links with various community organisations including The Football School, High Energy Dance, Nepean Physical Culture, St Marys Samoa Worship Centre and Nepean Evening College. Facilities such as the school hall and various classrooms were utilised frequently throughout the year.
<ul style="list-style-type: none"> 100% of students identified for Learning Assistance will access resources and support 	<p>\$280, 000 – Primarily involving the employment of :</p> <ul style="list-style-type: none"> additional Learning Support Officers and teacher A Head Teacher Teacher and Learning 	<p>2017 saw continued focus on the Nationally Consistent Collection of Data (NCCD). In 2017 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.</p> <p>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</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 100% of students identified for Learning Assistance will access resources and support 		students entering into Year 7 which involved both a behavioural and social program.
<ul style="list-style-type: none"> Provide regular communication for our parents and community. 	\$5, 000 including the cost of hosting the school app and providing time to a staff member to manage the school website and Facebook.	<p>An increasing number of parents have engaged with the school through the School App, the electronic noticeboard, the school website and Facebook.</p> <p>Facebook continues to grow as a communication strategy.</p>
To increase parent participation in P and C initiatives by 10% – Implement strategies to strengthen parental engagement in our school.		In 2017 the school did not meet this target. A focus in term 4 was to engage year 7, 2018 parents.

Next Steps

Ensuring that the school maintains a strong and effective P&C will be a continued focus in the 2018–2020 school plan. To assist with this a school promotions team will be established. There is a need to analyse and extrapolate the data from The Tell Them From Me survey more effectively.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 507	<p>The Pathways to Dreaming Program is designed to engage Year 8 to 12 Aboriginal and Torres Strait Islander students in education. It was designed to build students' academic and cultural knowledge, awareness of further education and career options, and confidence in setting and achieving educational goals. Students have broadened their horizons through engaging with Western Sydney University students/Alumni, academic and professional staff, Aboriginal and Torres Strait Islander elders and students from other participating schools.</p> <p>Students were mentored monthly by Western Sydney University students and alumni. They provided support and encouraged students to achieve their aspirations, feel more confident and to set and achieve educational, personal and career goals.</p> <p>Our students covered the following content/themes: Respect, Pride, Stereotypes, Leadership, Healthy Diet, Cultural Ambassadors and Mentors, Family and Kinship, Self Direction and Future Aspirations</p> <p>Our Aboriginal and Torres Strait Islander students attended 11 events that consisted of on campus workshop days and cultural excursions such as traditional dance, storytelling and dot painting. which has built their skills, experiences and knowledge around their Aboriginal and/or Torres Strait Islander heritage and identity.</p> <p>Each year the students participate in a group project that gives students the opportunity to create, develop, plan and implement. St Clair High School Aboriginal and Torres Strait Islander students decided to give back to the community by donating hampers to our Aboriginal and Torres Strait Islander families that are in need. 'Deadly Donations' was an event organised by Mrs Susnjara, Western Sydney University Pathways to Dreaming project officers and our ATSI students. Thirty hampers were created with the generosity of our staff, community and organisations. Hampers were distributed to organisations and handed out on the 7th December during a barbeque gathering with the community at the school.</p> <p>On the last day of term three students Kiesha Finnie, Tianna Gallacher, Amelia Cavanagh, Tamsyn Cowens–Dixon and Miss Rainsford attended the Jonathan Jones Art Project which was held in the Botanic Gardens, Sydney. The project connects directly with Indigenous communities in Sydney and greater South–East Australia to develop key elements of the work, collaborating to reframe Australian history for both Indigenous and non–Indigenous Australians.</p>

Aboriginal background loading	\$10 507	<p>Year 9 and 10 Aboriginal students continued to participate in the Aboriginal Indigenous Mentoring Experience (AIME) program, coordinated by Hermione Halaunga.</p> <p>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>On any given week approximately 8 young fellas attend the Yarning Circle at lunch time. The main focus is to educate the students about the history of Aboriginal culture in Australia; for example the Freedom Rides and the Referendum, and talk about different aspects of culture; for example family history and dreaming stories. This program created a community feel between the young fellas in the school, and instils pride and confidence. Students watched videos of testimonies from elders who were part of the stolen generation, who discussed the intergenerational impact this has had on the Aboriginal people and hindered the ability to talk about culture.</p> <p>Three of our Year 9 ATSI students, Kiesha Finnie, Tamsyn Cowens–Dixon and Tianna Gallacher along with the School Chaplain, Josh Piper, Elder John Hunter and Visual Arts teacher, Doris Rainsford were involved in a unique collaborative mural. The two rivers of South Creek and Ropes Creek form the main backdrop to this mural and the mullet that swims in its creeks. This has cultural significance of our surrounding creeks and the fauna and flora and animals that live within this area. This also has cultural significance to the Dharruk people and aims to promote a cultural understanding amongst the school and the local communities. The mural was executed directly onto a permanent brick wall. The painting was done by hand painting and sponge using the dot and stencil techniques. John Hunter gave up his time to guide and teach our students techniques and learn about the Dreamtimes stories. The students were able to gain knowledge and understanding and learn skills in a collaborative manner to be a positive leader.</p>
English language proficiency	\$34, 048 plus an additional \$40, 000 RAM funding.	<p>Through contact made last year with primary schools, high EAL/D needs incoming Year 7 students were identified and provided with early and intensive support for their transition into high school.</p> <p>Their parents/caregivers have been supported in their interactions with the school. Additionally funding from RAM of this position has allowed for greater contact to be made with families allowing more authentic relationships to be developed.</p> <p>Previously identified EAL/D students continue</p>

<p>English language proficiency</p>	<p>\$34, 048 plus an additional \$40, 000 RAM funding.</p>	<p>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.</p> <p>Furthermore, new enrolments with high EAL/D needs have been identified and early support provided for their transition into the school.</p> <p>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 in consultation with the careers adviser.</p> <p>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. In 2017 there was a focus on developing scaffolds to support both student achievement and teaching practice.</p>
<p>Low level adjustment for disability</p>	<p>\$290, 000</p>	<p>All teaching, executive and support staff were supported through the NCCD (National Consistent Collection of Data). NCCD processes and requirements were further reinforced throughout the year through a variety of forums.</p> <p>A proforma for NCCD documentation continues to be refined and given to all classroom teachers to track adjustments. The NCCD review team continues 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. Collation and recording of low level 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 invested in providing teaching and support staff. In addition to this,</p>

Low level adjustment for disability	\$290, 000	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.
Socio-economic background	\$490, 000	<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.</p> <p>An analysis of school NAPLAN data for those students who have been targeted shows substantial levels of improvement especially for the most vulnerable students.</p> <p>Funds have also been used for the employment of one additional teacher to support the learning support team, a technology support officer, an additional general assistant to support Industrial Arts and the School Chaplain.</p> <p>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.</p> <p>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>
Support for beginning teachers		Graduate and Grow program not developed. Current Induction program and support available for beginning teachers adequate. A number of staff have attained accreditation at Proficient level.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	413	392	390	350
Girls	418	360	367	327

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 not stabilised, in 2016 there was a slight increase in enrolments but in 2017 a decrease.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.9	90.4	91.9	91.2
8	88.5	88.4	87.4	87.6
9	86.3	85.8	87.7	83.5
10	82.2	83	82.1	83.2
11	84.3	80.2	87	80.6
12	87	81.2	87.1	88.3
All Years	86.1	84.6	87.1	85.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The rate of student attendance at the school decreased slightly in 2017, following a significant improvement in 2016. There was improvement in Year 12 attendance but significant decline in Year 11.

In 2017, the school introduced a new late processes which saw a significant decline in the number of students arrive late to school each day. This saw a decline of over 50%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	55	79	40
TAFE entry	0	14.5	11
University Entry	0	0	24
Other	45	6.5	0
Unknown	0	1.5	20

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 2017 St Clair High School catered for 62 male and 53 female students, being a total of 115 students. The following reflects the known destinations of leavers in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	35
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.88
Other Positions	1

*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	0

Professional learning and teacher accreditation

In 2017 ten beginning teachers were working towards NESA accreditation at Proficient. This group of staff was made up of permanent, temporary and casual employees. Five will continue their accreditation in 2018. Nineteen staff members in 2017 were maintaining their accreditation at Proficient. In 2017 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 2017 involved a summary of staffing for 2017 and an update on the educational landscape for 2017. In addition, mandatory

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training

Thirty per cent 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

Year 12 students attaining HSC or equivalent Vocational educational qualification In 2017 all but 3 students attained their Higher School Certificate. These students received a record achievement.

training and updates occurred in the areas of the Code of Conduct, Workplace Health and Safety, Child Protection and Social Media. Analysis of smart data was presented to staff and Bump it Up initiatives were outlined to staff.

The second staff development day continued the focus upon Bump it Up initiatives and included WHS and building updates.

The third staff development day focused on CPR training to ensure all staff are meeting minimum certification requirements and training on the use of Sentral. Support for beginning teachers in 2017 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.

In 2017 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:

Wellbeing at St Clair High School

Cracking the Hard class – behaviour management

Communicating with parents and community

Report writing

Utilising the Learning Support team and resources effectively

Annotating evidence for accreditation

Bump it Up Strategies

Preparing for lesson observations

Google Suite

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

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 2017 was \$68 976.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017 the school transitioned to the new financial system implemented across the state. The school has been saving money to purchase air conditioning for the new building. This was transferred to the building project at the end of 2017. Further funds have been set outside to provide contemporary furniture in the building when it is opened in the later part of 2018.

Receipts	\$
Balance brought forward	1,280,333
Global funds	406,112
Tied funds	559,597
School & community sources	179,790
Interest	14,389
Trust receipts	35,045
Canteen	0
Total Receipts	1,194,933
Payments	
Teaching & learning	
Key Learning Areas	76,430
Excursions	37,918
Extracurricular dissections	17,806
Library	6,283
Training & Development	0
Tied Funds Payments	468,987
Short Term Relief	72,997
Administration & Office	52,638
Canteen Payments	0
Utilities	54,656
Maintenance	54,294
Trust Payments	13,044
Capital Programs	0
Total Payments	855,054
Balance carried forward	1,620,212

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,547,103
Appropriation	2,393,942
Sale of Goods and Services	23,423
Grants and Contributions	105,421
Gain and Loss	0
Other Revenue	21,235
Investment Income	3,083
Expenses	-1,258,302
Recurrent Expenses	-1,258,302
Employee Related	-293,771
Operating Expenses	-964,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,288,801
Balance Carried Forward	1,288,801

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school is in a sound financial position and continues to focus expenditure on the delivery of resources that support teaching and learning, professional learning for staff and support for our most vulnerable students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,618,117
Base Per Capita	115,659
Base Location	0
Other Base	6,502,458
Equity Total	1,070,040
Equity Aboriginal	47,850
Equity Socio economic	687,992
Equity Language	34,048
Equity Disability	300,151
Targeted Total	28,010
Other Total	146,472
Grand Total	7,862,639

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

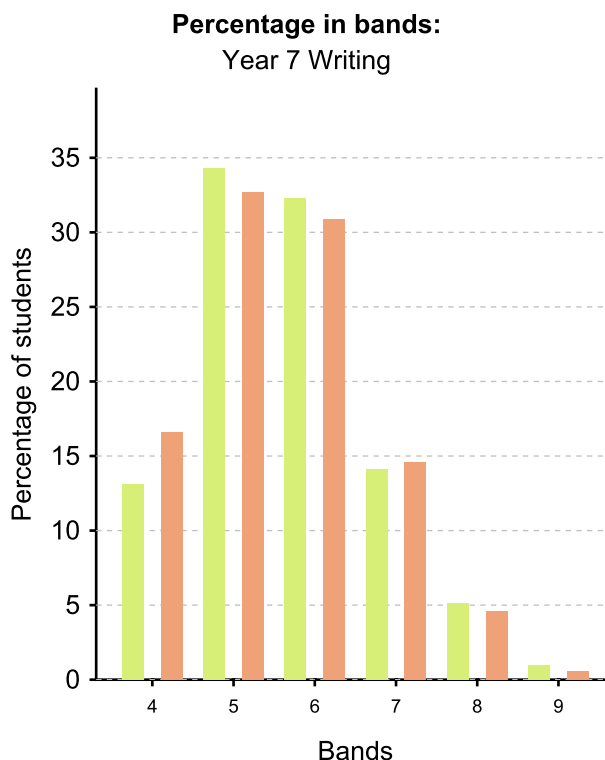
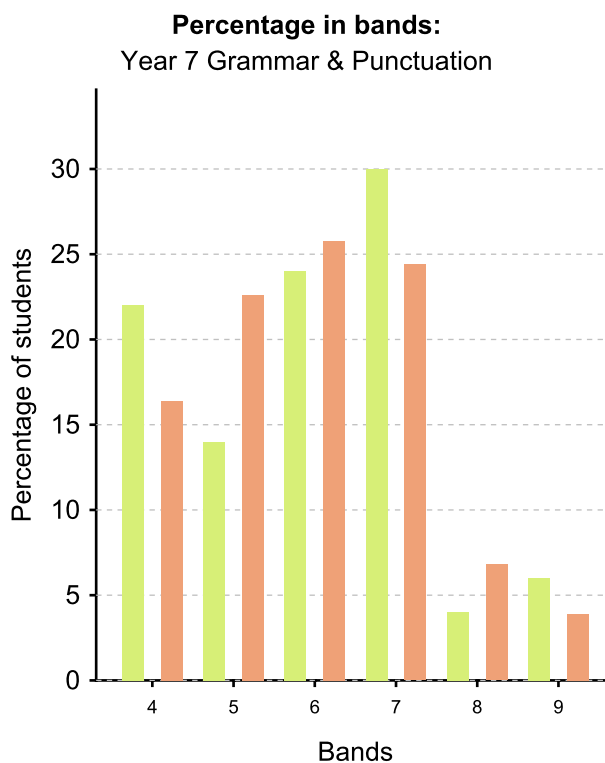
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

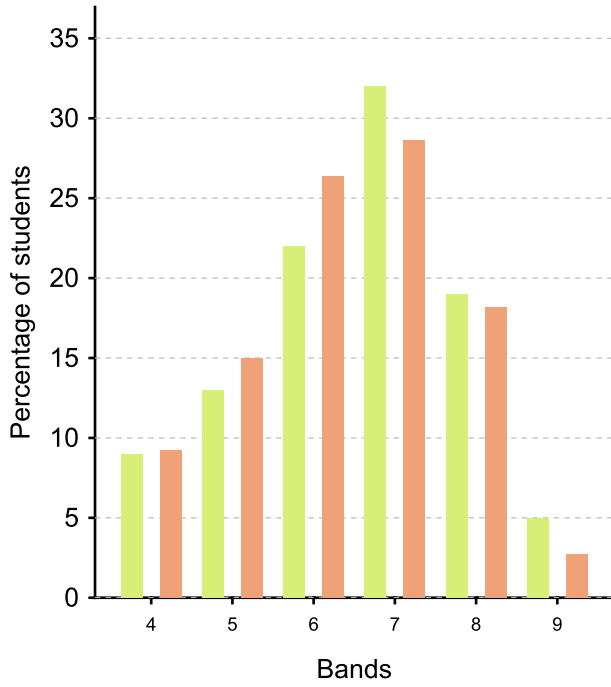
NAPLAN

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.

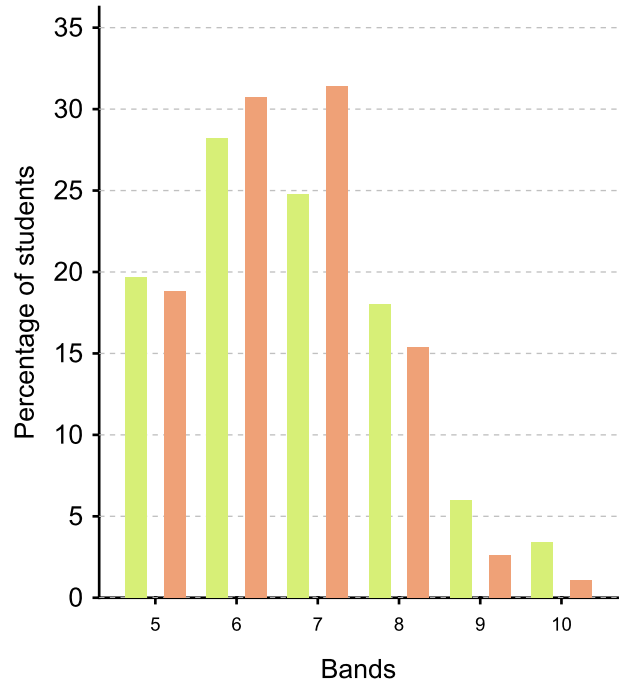
The school achieved substantial growth with NAPLAN scores in 2017 as a result of whole school professional learning, faculty spotlights/professional learning, use of data to inform teaching practice, individualised intervention and analysis of data to form specific targeted classes.



Percentage in bands:
Year 7 Spelling



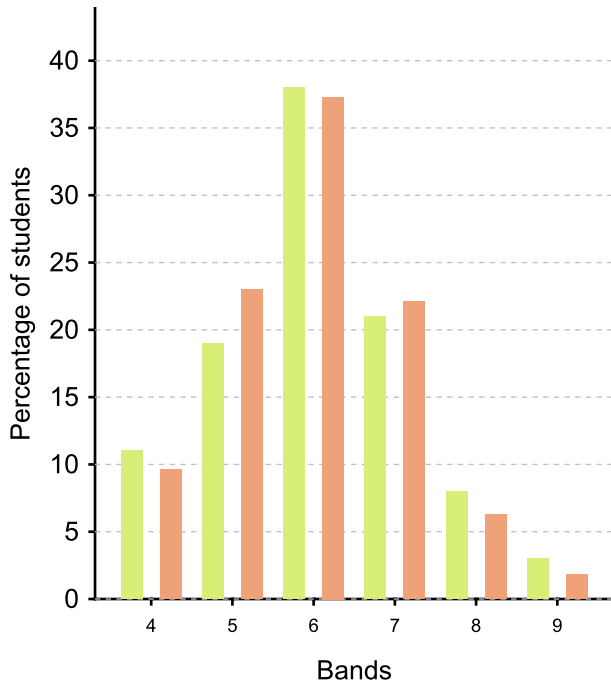
Percentage in bands:
Year 9 Grammar & Punctuation



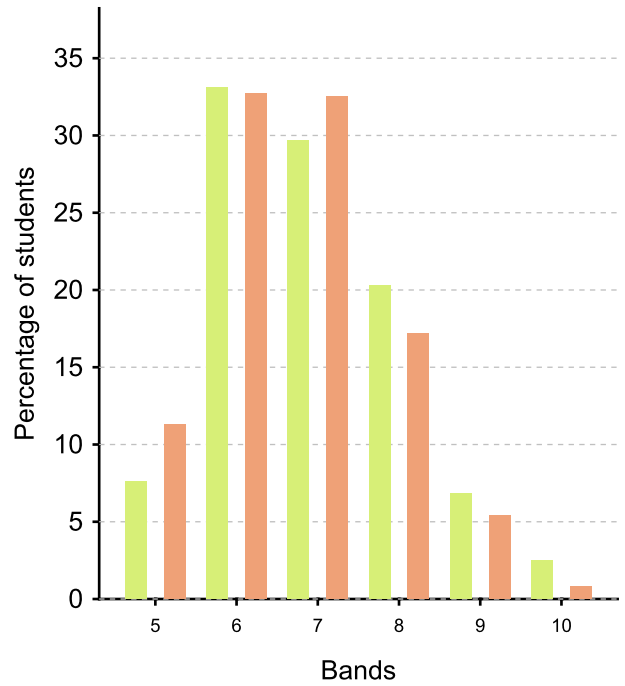
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



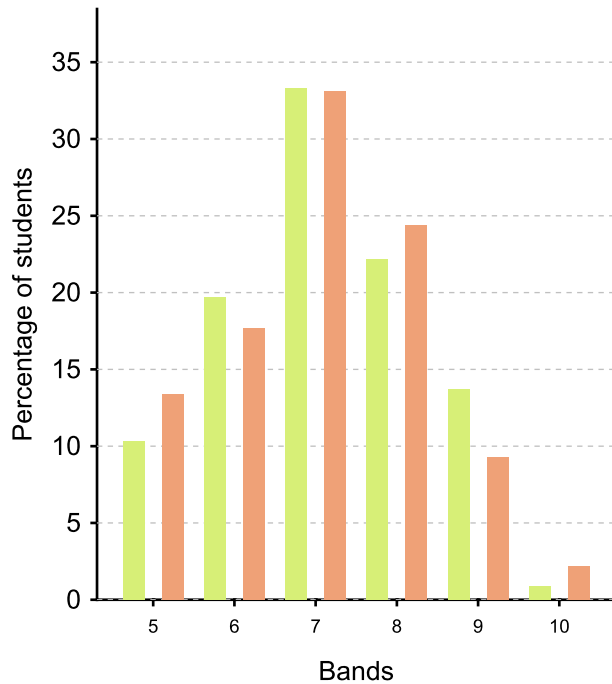
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

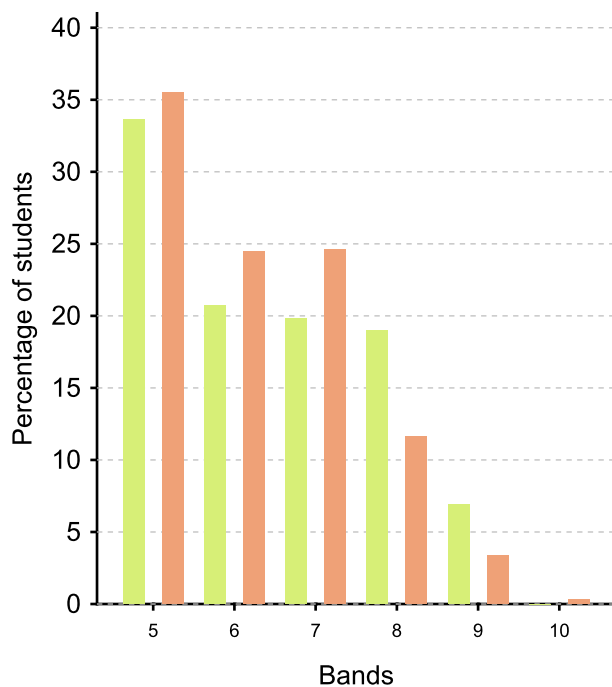
very positive with all students having positive growth in every domain except for grammar and punctuation. Male aboriginal students are outperforming both state and like schools in the top two bands of in Year 9. Year 9 female Aboriginal students are performing well above the state in the top two bands of Naplan. Across Year 7 and 9, Aboriginal students at St Clair High School are performing above like schools and closing the gap with the state.



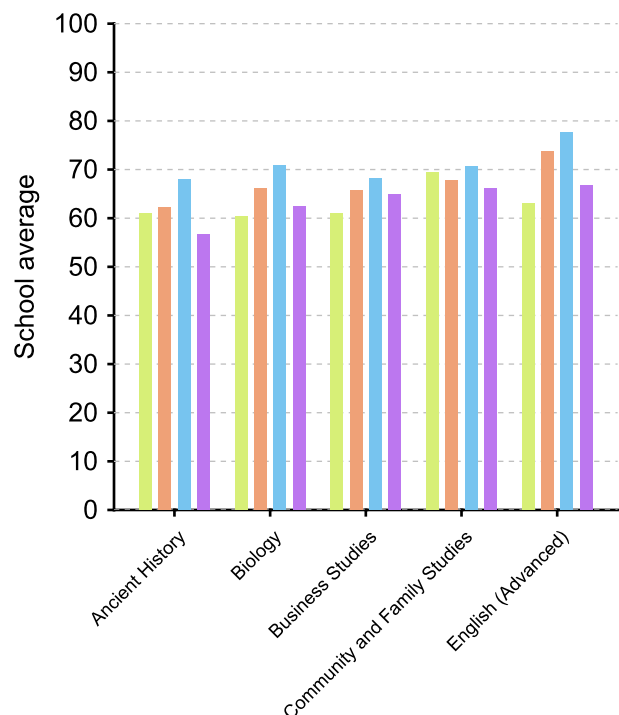
Higher School Certificate (HSC)

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

Percentage in bands:
Year 9 Writing



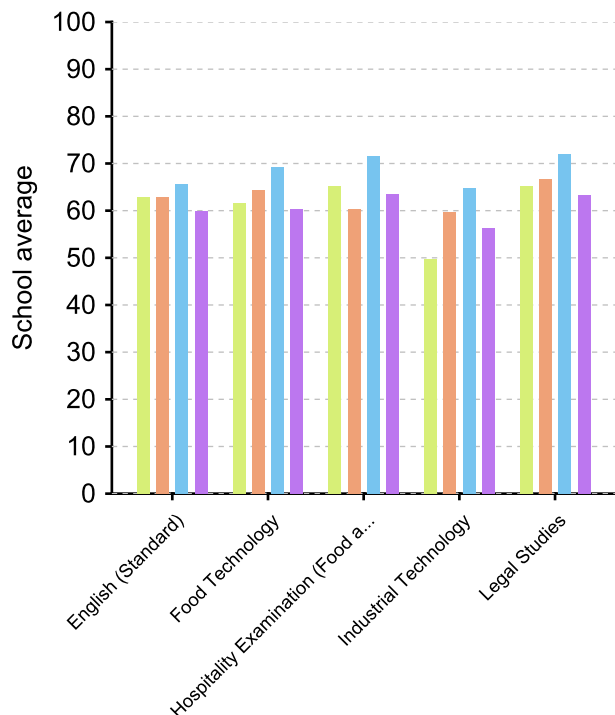
Percentage in Bands
School Average 2015-2017



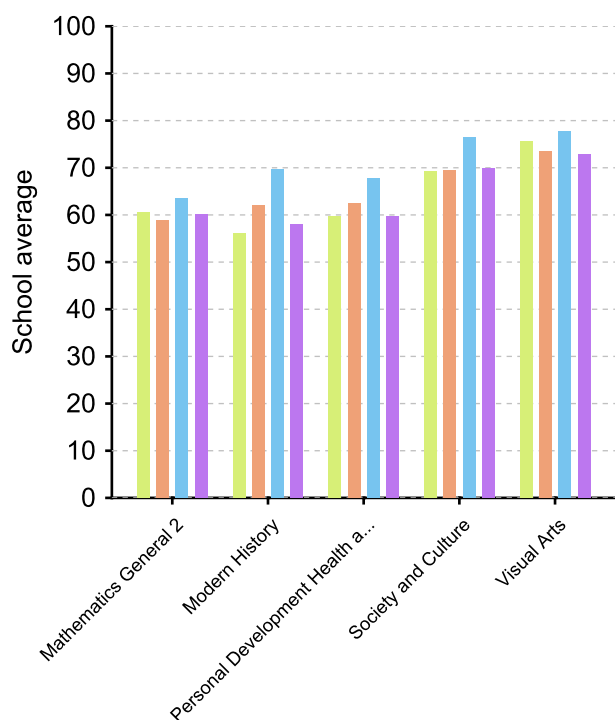
School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

NAPLAN results for Aboriginal Students have been



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Beyond their academic performance, the 2017 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. There are many subjects including Ancient History, Community and Family Studies, Visual Arts and Hospitality where this cohorts outperforms like schools.

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 at the start of 2017 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.

Things that are going well from previous years – now merged with 2017 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
- ABW program – gets better and better every year – a highlight of the school year.

Things that went well in 2017:

- 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.
- The Year 12 Graduation and Formal.

If we could change one thing it would be from previous years – now merged with 2017 items:

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

In 2017 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%.. However, the number of parents taking part in this survey was limited. In response the school will purchase 20 IPADS to allow surveys to be undertaken at school events.



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.

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. All year 7 Aboriginal students had positive growth in numeracy, reading and spelling. 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 39% 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 EAL/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.

In 2017 the school participated in Sydney Pasifika and students involved received a Leadership award. This award acknowledged their work ethic, intelligence and passion and the mentoring they provided students across the state.

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

Bump It Up: Literacy and Numeracy improvements for 2017

At the end of 2016, SCHS was notified that it was selected as 1 out of 137 schools to partake in the "Premier's Priority to improving Education Results." The target was to increase the number of students in the middle two NAPLAN bands to the top two bands by 13%. The first step in achieving this goal was to analyse NAPLAN data. From the information targeted Literacy and Numeracy groups were formed according to student results. This allowed for staff to implement specific programs that catered to student ability.

Numeracy

A whole school approach was implemented at the beginning of 2017 to assist continued improvement in student numeracy results. Nail Every Answer (NEA) Read 123 was developed for SCHS students to assist in problem solving numeracy questions. All students have a bookmark with the strategy along with other useful tips for problem solving. These posters are displayed in all classrooms.

Literacy

A whole school approach to improving student reading and writing was launched in Term 4. After analysing data it was evident that many students at SCHS need extra support in reading and writing. Many PL sessions were attended by staff; Evaluative Thinking (CESE) presentation, High Expectations for all Learners conference, Literacy conference and the evidence showed that high performing schools undertake a whole school approach to literacy as consistency is paramount. The staff of SCHS was surveyed and the responses were consistent with the PL that was attended.

REPOWER – a reading and writing platform that will enable all students to access the curriculum at every level and TEEEL, a writing scaffold designed to improve student paragraph writing was designed for SCHS students based on staff survey.

Ongoing professional development will be delivered to all staff during 2018 which will support the implementation of REPOWER and TEEEL at staff meetings, PL afternoons and weekend conferences.

In 2017 SCHS's NAPLAN results showed an increase to 9.5% for students in the top two bands of NAPLAN.

Enrichment

Students in Years 7–12 have been provided with a variety of opportunities to access enrichment activities to enhance their educational experiences at SCHS. In 2017 a Year 7 Enrichment Class was introduced to

provide students who demonstrate a commitment to their learning and desire to always attain their personal best the opportunity to work in a class of like-minded peers. Selection into this class was achieved through an application process that encouraged students to demonstrate the attributes they believed would allow them to thrive in this educational setting. This initiative has been extended into Year 8 for 2018.

Students in all stages have also accessed enrichment experiences through participation in external academic competitions, sporting events, the History Mastermind Competition, Poetry Slam competitions, leadership initiatives and the Australian Business Week Program. This has allowed students to engage with enrichment opportunities that complement their skills and interests.

Creative and Performing Arts

The Creative and Performing Arts Faculty continues to build upon its culture of student success by providing our students with varied and far-reaching opportunities that often forms life long memories, skills and experiences.

One of the 2017 goals of the CAPA department was to increase student engagement in Drama, Visual Arts and Music. We did this with implementing recognition of student achievement through our Artist, Actor and Musician of the Term Awards which also included a canteen voucher. The CAPA Faculty gave students greater opportunities to perform within the school with our end of term lunchtime concerts. 2017 saw the steps towards establishing our first African drumming ensemble, with the purchase of a set of djembes and dundun that also led to a teacher's workshop run by Ms Whittaker. Artists were exposed to Aboriginal art with the creation of a school mural.

Within Visual Arts, the CAPA teachers, the EAL/D teacher and a consultant focused on revamping the Fantasy Animals Ceramics course for year 8, where the students enjoyed being creative by manipulating creatures out of clay. Also the Year 10 visual art course was reviewed to include the creation of Asian styled vases and forms. Both courses included the study of new artists and their artworks.

The CAPA department also ran an extensive variety of projects for students to access beyond the classroom.

One of our talented Visual Art teachers, Ms Doris Rainsford, helped contribute to a number of exhibitions, workshops and excursions to encourage art amongst our students.

At the Penrith Regional Art Gallery and the "Bundanon Education Trust" our Year 12 Visual Arts students observed and learned about the exhibition delivered by Jim Birklett and Naomi McCarthy. At the exhibition, the students were taught a variety of valuable printing techniques. One of the students stated that "exploring Arthur Boyd's work broadened my knowledge as to what different mediums can be used in creating art, which can be applied in my major work"

Jennifer Pruyn (Year 8) was selected to have her

artwork called "Cirque Des Merveilles" displayed at the Campbelltown Arts Centre for the Fisher's Ghost award. This is a prestigious art award that offers the community of Campbelltown the opportunity to experience and enjoy an exhibition that includes work from a diverse range of disciplines and artists. Jennifer's artwork was about the circus and how a young person's mind can be filled with wonder. The feelings and subject matter evoke wonder; curiosity and imagination and are focused on how Alice is feeling.

2017 saw the 39th year of the Nagoya Sister City Art Exchange. This International Exhibition features outstanding art works from NSW Public Schools. As part of the exchange, our school and students receive artworks from Japan in exchange. It also provides a wonderful opportunity for students to participate in international friendship and cultural exchange. Five of our students' art works were chosen for this prestigious exhibition. They were Zane Harrington (7), Jessalyn Dizon and Jennifer Pruyn. (Y8), Jesse-Logan Tukaki and Grant Perez, (Y10).

On the 14th and 17th of March, 2017, Year 12 students and their teacher, Miss Rainsford, invited parents and teachers to an "Art Panel" to discuss the development and progress of their artworks so far. As students confidently presented their works in progress to a panel of creative and inspiring teachers such as Mrs Cheryl Saunders, Ms Sema Tarar, Mrs Sylvia Cenda as well as Miss Rainsford, all engaged in deep and meaningful conversations about the amazing work students have been producing. The "Art Panel" also critically analysed the concepts and subject matter of each "Body of Work" and offered outsider views, feedback, artists and ideas that students can consider further.

On the 19th of May, students participated in the Penrith Regional Gallery & the Lewers Bequest's, Night Garden youth event. The year 10 and year 12 art classes entered their work into the exhibition along with four other schools, which were displaying a range of drawings, printmakings, ceramics, installations and music performances. Despite the rainy weather, the night was a booming success with many of our year 12 students saying that the exhibition had provided them with inspiration and motivation to further improve their current major artworks. Congratulations to Renay Xuereb who was a Night Garden crew member. She used this event as a reference and gained a cultural traineeship at the Leo Kelly Blacktown Arts Centre in 2018.

Four of our students Jennifer Pruyn, Jessalyn Dizon of Year 8 and Aachal Chand and Melinda Rogers of Year 10 had their artworks selected for Operation Art. This was on display at the Armory Gallery, Sydney Olympic Park from the 9th September– 29th October, 2017. Over nine hundred entries were selected this year from all over NSW. Then some of the artworks were further selected to be exhibited elsewhere. Aachal Chand's artwork (Award Category–Touring) was selected for the Art Gallery NSW. Jessalyn Dizon's work was exhibited at ANSTO & Paw Pick, Melinda Rodgers' work exhibited at ArtBank and Paw Pick and Jennifer Pruyn's work exhibited at The Fisher Ghost Art Award.

On the last day of term three, Kiesha Finnie, Tianna Gallacher, Amelia Cavanagh, Tamsyn Cowens–Dixon and Miss Rainsford attended the Jonathan Jones Art Project which was held in the Botanic Gardens, Sydney. The project connects directly with Indigenous communities in Sydney and greater South–East Australia to develop key elements of the work, collaborating to reframe Australian history for both Indigenous and non–Indigenous Australians.

Drama, under the leadership of Miss Robertson was able to work on a variety of projects during the year.

On 12th May a group of keen Year 9, 10 and 11 Drama students attended a stagecraft workshop at the Joan Sutherland Centre for Performing Arts. The workshop allowed students to get a backstage tour of the theatre and a technical lesson on lighting and design in theatre. Students were also involved in drama activities and games to extend their theatrical ability. It was a very inspiring and enjoyable day.

On the 23rd of June a group of talented Drama students performed for the production of Flannofest: The Tower at The Joan Sutherland Performing Arts Centre. Students did both a matinee and evening show and performed alongside eight other schools from within the area. The students worked with Miss Robertson and guest director Naree Shields to devise the original performance piece. The show was titled NeVer EnoUgh and was about the abuse of power within society. Congratulations to the following students who were involved in devising and acting of this performance: Jordan Bemrose, Praphatsorn Duangphawang, Breanna Luca, Bianca Maayo, Kahla McGrath, Olivia Palmeri, Bailee Schoenherr, Zahli Smith, Emily Wales and Rhiannon Williams.

On the 8th and 9th of September students from Banks, St Clair, Clairgate and Blackwell primary schools were invited to do taster lessons in to get them ready for high school. Students participated in a forty–minute drama workshop where they were able to play drama games, perform scripts and practice improvisation.

Music has gone from strength to strength with students participating in a variety of concerts within the school and representing our school on cluster, regional and state levels.

On the 20th of February 2017, many of our vocalist attended a workshop that was run by The Idea of North. The Idea of North is an internationally recognised acapella group that was originally formed by students studying at Canberra University. Our students were able to learn about the art of acapella singing and arranging. Some fantastic song ideas were created by this group.

Our Singing Group was involved in a concert at the Sydney Town Hall on the Monday 15th May 2017 called InConcert. It involved schools from all over the state to be part of this concert that was shared with a 900–voiced choir, symphony orchestra, wind orchestra and a jazz big band. The choir also had the opportunity to sing and learn music with Felix Riebl from the Australian band called the Cat Empire. Some of the

repertoire sung was quite sophisticated which included Faure's Requiem and Jandamarra, an Aboriginal inspired piece.

Syrene Sue is a talented and conscientious Year 11 singer. Syrene was successful in an audition where she was selected to represent our school at the Let's Celebrate Public Education Concert at Rooty Hill RSL as part of the Public Education Week Celebrations. She did our school proud by performing Sam Brown's "Stop", reaching a wide range of notes and adding vocal improvisations.

This year's STEPS Concert was another success in which the venue was sold out to the maximum audience capacity of the Evan Theatre at Penrith Panthers. Students represented our school from Year 9 to Year 12, as musicians, stagehands and master of ceremonies. Our senior bands performed Maria Maria by Carlos Santana, My Girl by The Temptations, and accompanied the massed choir with I Feel Good by James Brown. Our students continued to build upon skills in working collaboratively, critically and creatively, building their performance skills, and working with professionals in staging, lighting and sound.

This year's PULSE Concert was held at the Sydney Opera House on Thursday 16th November 2017. It was exciting to watch as Lani Peniamina (LHS of soloists below) was a featured soloist in the finale of the show, in the song "Oh Happy Day". Many people came and watched Lani Peniamina, Elisha Fraser and Hayley Mician perform a variety of songs sung from memory with the massed choir, orchestra and stage band.

Our CAPA showcase called "An Evening of CAPA" demonstrated excellence of what was occurring in our classrooms. It involved over 300 students and was well supported by our school community. The night involved performances in drama and music. There was a visual arts exhibition in which a People's Choice Award was given, as voted by the audience. The night concluded with an Awards presentation for student excellence and participation with individualised certificates for the varied CAPA projects mentioned above.

The CAPA department's goal of increasing student engagement within the faculty saw a drama class run in every elective year from years 9 to 12 for the first time in 2018 and five Year 9 Elective Classes and five Stage 6 classes run for 2018.

Teaching about Domestic Violence at St Clair High School

Domestic and family violence has a significant impact on society. Schools have the potential to make a difference through whole school policies and procedures, approaches and delivery of curriculum content relating to domestic violence. Schools offer a significant platform to develop in young people the knowledge, understanding and skills needed to make positive contributions to their school, homes, communities and society. PDHPE programs prepare young people for healthy, fulfilling adult lives, including respectful and equal relationships. Adolescence is a crucial period for the formation of respectful, non–

violent relationships both now and in later life. The teaching of respectful relationships is an integral part of the K–6 and Years 7–10 Personal Development, Health and Physical Education (PDHPE) curriculum.

Year 7 and 8 (Stage 4) Strand 1: Self and Relationships

Outcome 4.3 A student describes the qualities of positive relationships and strategies to address the abuse of power

Students learn about:

- recognising abuse
- what constitutes abuse
- feelings and warning signals

Students learn to:

- recognise forms of abuse and neglect that can affect children and families eg: physical, emotional, sexual abuse, domestic violence
- understand the impact of abuse and neglect

Year 9 and 10 (Stage 5) Strand 1: Self and Relationships Students learn about developing and maintaining equal and respectful relationships. They examine and clarify personal values, challenge negative community attitudes related to diversity and investigate the impact of discrimination, harassment, violence and vilification Outcome 5.3 A student analyses factors that contribute to positive, inclusive and satisfying relationships Students learn about:

- recognising and responding to abusive situations
- recognising situations where abuse may occur
- family and domestic violence
- date violence
- sexual harassment
- impact of violence and abuse on the individual and relationships
- practical personal safety strategies
- planning for safety or seeking help
- importance of support and updating adult support networks

Students learn to:

- examine power, conflict and cooperation in different settings including friendship groups, in the school context, family, home and workplace
- identify situations – such as in a crowd, at a party, going out with others in cars, at work and at home – in which forms of abuse may occur and suggest possible

protective strategies

- practise trust, talk, take control, as a strategy for dealing with abusive situations

Student wellbeing

Healthy lifestyle behaviours contribute significantly to the physical, social, mental and spiritual development of individuals. Through our commitment to wellbeing, St Clair High School developed a whole school approach to wellbeing which led to the development of the St Clair High School Wellbeing Charter.

This initiative provides opportunities for students, staff and the wider community to learn about, and practise ways of adopting and maintaining a healthy, productive and active life.

In line with St Clair High School's Wellbeing Charter, a series of wellbeing lessons were developed and led by our school Welfare Team. These lessons were run across the whole school from Year 7 – 12 and focussed on the dimensions of health including:

- Physical health – lifelong physical activity and healthy nutritional choices
- Social health – positive relationships and a sense of belonging
- Mental health – positive self–concepts and provides a supportive and inclusive environment
- Spiritual health – lifelong aspiration, purpose and achievement.

These lessons reinforced our school's commitment to overall wellbeing for our school community. By adopting and maintaining a healthy, productive and active life, we can enhance our overall wellbeing. We look forward to continuing our wellbeing journey.