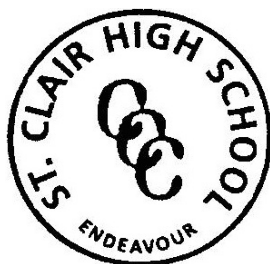


St Clair High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Karen Shepherd

Relieving Principal

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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 are proud of their school;
- a culture of high expectations 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 students.

The concept of Personal Best and High Expectations will provide the foundation for the school. Personal Best 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. Underpinning the concept of High Expectations is a quality learning environment in which pedagogy creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

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 2018, has completed 31 years of delivering high quality education to the St Clair community.

With an expected enrolment of 700 in 2019, 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). This strong reputation established by the school over the past decade will continue to be enhanced further in the years to come as a result of our quality teaching and learning programs.

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 life-long learners 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 Community.

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 wellbeing. In the elements of curriculum and learning, and assessment and reporting the self-assessment conducted by the leadership team assessed these elements as sustaining and growing.

In the school plan Strategic Direction #1 Excellence in student learning and engagement 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 will be finalised in 2019, 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 has 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

Excellence in student learning and engagement

Purpose

To create learning environments that foster excellence in student learning and engagement. This will be achieved through a culture of High Expectations to support all students to attain their Personal Best and deliver challenging learning models resulting in aspirational learners.

Overall summary of progress

During 2018 St Clair High School embedded a whole school Literacy Platform and Writing scaffold across all KLA's and within the programs for each subject called REPOWER and TEEEL. It was decided to adopt this approach after analysing the data of students results, surveying of staff and students and analysis of other high performing schools which took place during 2017. REPOWER (Research, Examine, Plan, Organise, Write, Edit, Refine) and TEEEL (Topic, Examination, Evidence, Evaluation, Link) are tools students can use in order to improve their understanding of Literacy concepts and paragraph writing skills. Students are provided with a range of opportunities to practice and develop 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.

Year 11 & 12 Mentor Program was successfully implemented with Years 11 & 12. Students selected teacher mentors who advised and guided them with positive advice to help them successfully complete Preliminary and HSC. Students had timetabled classes which were dedicated to assisting the progress of the students. External speakers addressed the group with strategies on getting the best results and support mechanisms.

Mentor program has provided year 12 students with a personalised wellbeing approach to their learning which has resulted in an increase in HSC results, including 2 students making the distinguished achievers honour roll and St Clair HS has dramatically moved up in the state school ranking.

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 students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.	<p>\$20 000 – Primarily involving the employment of:</p> <ul style="list-style-type: none">* 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* external expert to assist staff in creating and designing literacy platform and scaffold and implementation across the school	6.49% of students achieved the top two bands (literacy and Numeracy combined). In particular 9.92% of Year 9 students achieved the top two bands in reading.
<ul style="list-style-type: none">• Reduction in the number of students performing at or below the national minimum standard for Literacy and Numeracy by 50%.	<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	Unable to evaluate due to the change in assessing and reporting for 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"> Reduction in the number of students performing at or below the national minimum standard for Literacy and Numeracy by 50%. 	and Learning * external expert to assist staff in creating and designing literacy platform and scaffold and implementation across the school	Unable to evaluate due to the change in assessing and reporting for NAPLAN
<ul style="list-style-type: none"> All HSC courses meet or exceed like schools average HSC scores. 	\$10 000 dedicated to Stage 6 students through the employment of a HSC coordinator. Students had additional fortnightly class embedded in their curriculum pattern through a mentoring program.	Only 6 HSC courses exceeded like schools average HSC scores.
<ul style="list-style-type: none"> 100% of Indigenous students show growth in school assessment across all curriculum areas. This growth is underpinned by the development and implementation of quality PLPs. 	\$30, 000 employment of ATSI coordinator one day per week..	All indigenous students have quality PLP implemented with targeted goals for improvement.

Next Steps

The school plan for 2019 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. 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.



Strategic Direction 2

Innovative teaching and dynamic leadership

Purpose

To develop teaching and leadership practices at all levels to equip students with the skills, values and capabilities to allow them to be successful citizens. Teaching and leadership will be enhanced through consistent practices in the development of numeracy and literacy skills, the use of data to identify student achievement and progress and the development of a culture of High Expectations.

Overall summary of progress

During 2018 St Clair High school has continued to focus on the improvement of teaching programs with a strong emphasis on literacy and numeracy and differentiation to engage and enhance the knowledge and understanding of our students. The school is working hard to develop the infrastructure inside each faculty to improve technology, including new laptops and projectors.

The school has continued to focus on understanding data and how the use of data can improve learning outcomes, including data from Scout, Rap and Smart data. The focus on data access has been encouraged from the leadership of the executive team who invited an expert from NESA who trained staff in how to use Scout.

The professional development process has been streamlined to encourage innovative teaching practices and building capacity in staff. Staff have focussed on improving student feedback by creating templates for assessment tasks and programs which mean uniformity across each KLA and provides consistency for all students.

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 students in the top 2 bands of NAPLAN to 13% (as per Bump it Up target) by 2019.	<p>\$20, 000 – Primarily involving the employment of:</p> <ul style="list-style-type: none">* providing a period allowance to the HT Mathematics to take on the role as the Bump it Up coordinator* A Head Teacher Teaching and Learning* external expert to assist staff in creating and designing literacy platform and scaffold and implementation across the school	Literacy and Numeracy combined there was 6.49% of students in the top two bands. However Year 9 Reading was 9.92%.
<ul style="list-style-type: none">• 100% of staff provide evidence of meeting the Australian Teaching Standards through their Performance and Development Plan.	\$0	100% of staff provided evidence of meeting the Australian Teaching Standards in their Performance and Development Plan as shown in HT meetings with Principal
<ul style="list-style-type: none">• HSC data demonstrates value added growth scores of 25 or above.	\$10 000 dedicated to Stage 6 students through the employment of a HSC coordinator. Students had additional fortnightly class	HSC value added growth score has increased to 24.

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"> HSC data demonstrates value added growth scores of 25 or above. 	embedded in their curriculum pattern through a mentoring program.	HSC value added growth score has increased to 24.
<ul style="list-style-type: none"> All staff apply the knowledge and skills acquired from their individual professional learning to improve practice. 	\$55, 000 from professional learning funds and Beginning Teacher funding. TEEEL/REPOWER evidenced in each KLA program and embedded thoroughly.	100% of staff engaged with professional learning which improved teaching and learning practice. In particular the 3 weekend conferences where every staff member attending at least 1.

Next Steps

The school intends to improve staff knowledge and skill in programming by implementing a whole school initiative where all programs are created using the same template. The aim is to create consistency across each KLA and generate conversation and focus on programs that are dynamic, impactful and meet the learning outcomes of all students. Professional development opportunities will be encouraged to build capacity in staff to better understand the importance of data when developing programs and meeting NESA requirements.



Strategic Direction 3

Enhanced school and community partnerships

Purpose

To build a successful collegial culture with effective partnerships between all stakeholders to enrich student wellbeing and learning.

A culture of High Expectations and respectful relationships will lead to the school being recognised as a community learning hub.

Overall summary of progress

During 2018 St Clair High School enhanced school and community partnerships through various events including ATSI afternoon teas, Australian Business Week, White Ribbon awareness campaign, Principal network meetings, recognition assemblies, Subject selection evening, Parent teacher interviews, Harmony day, Australia's Biggest Morning Tea, Education week, WSU Stem pre-service professional learning, Year 12 Graduation, Presentation evening, School captain and prefect induction ceremony, wellbeing – global challenge (staff). During term 4 communication tools including the schools' website, Facebook, School App, noticeboard was improved recognising and celebrating student achievements.

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">Students, parents and staff indicate improved school communication measured by their participation in annual school based surveys and Tell Them From Me survey.	\$1000 appointed a school communication coordinator to oversee the website and social media platforms communicating to all parties involved. Person underwent extensive training to meet the needs of the current social media climate.	An improved connection between students, parents and the community has been developed and as a result students have developed a greater sense of belonging. Students have developed interest in further understanding and respecting their culture. Improvement needs to be made in developing opportunities for students to achieve their goals especially within areas in need of improvement.
<ul style="list-style-type: none">Increase attendance and involvement of parents at school events and functions.	Catering and administration costs – \$1500. general feedback from staff and parents indicative of the improvement measure	St Clair high school have scheduled more events where parents/carers and family members have been invited to share experiences and celebrations. Therefore there has been an increase in attendance at school functions.
<ul style="list-style-type: none">90% of students are engaged in wellbeing programs.	Teacher relief and administration costs \$3000. Employment of staff to develop wellbeing lessons which are conducted during term 4. Along with multiple guest speakers that target particular issues that are relevant to the year group and the time.	Due to extensive scope and sequence developed targeting individual year groups all students who attend St Clair High School has engaged in at least one or more wellbeing programs offered.
<ul style="list-style-type: none">Increase use of school facilities by a range of stakeholders.	\$2000 which is used for catering/administration costs.	Due to the new IC building and sport courts being opened semester 2, a range of different functions and activities have been utilised by many stakeholders (both external and internal to the school). These activities range from WSU STEM PL days, Year 11 Australian Business Week Parent teacher evenings. Goals for 2019 will include creating a new format for the school newsletter and continuing to create strong community partnerships

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 use of school facilities by a range of stakeholders.		supported by the school's new building infrastructure. New photographs will be used in future promotional materials, including new banners.

Next Steps

Goals for 2019 will include creating a new format for the school newsletter and introducing SkoolBag as the main form of daily communication. Continue to create strong community partnerships supported by the school's new building infrastructure. A focus on increasing parent and community members attending monthly meeting to have a greater input into policy development. The School Community & Engagement team will conduct research and focus groups to gain a better understanding of our community needs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23 914 used to support students in engaging in these programs. Also used in the relief of staff.	<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.</p>
English language proficiency	\$34, 000 plus an additional \$40, 000 RAM funding. Funding used to implement programs to support EAL/D students and also provide relief for staff to accompany and attend extensive training.	<p>Thorough 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 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</p>

English language proficiency	<p>\$34, 000 plus an additional \$40, 000 RAM funding. Funding used to implement programs to support EAL/D students and also provide relief for staff to accompany and attend extensive training.</p>	<p>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>
Low level adjustment for disability	<p>\$5000 used for staff training and relief to collate data. Staff also created a platform for easier collection through school based SENTRAL system.</p> <ul style="list-style-type: none"> • (\$0.00) 	<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, 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>
Socio–economic background	\$384 000	Significant funds have been utilised for the employment of 3 additional School Learning

Socio-economic background	\$384 000	<p>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	\$33 000	<p>Current Induction program and support available for beginning teachers adequate. A number of staff have attained accreditation at Proficient level. Other temporary teachers to continue the process of collation, annotation and finally submission in 2019.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	392	390	350	346
Girls	360	367	327	318

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 since 2017.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.4	91.9	91.2	89.5
8	88.4	87.4	87.6	88.4
9	85.8	87.7	83.5	85.4
10	83	82.1	83.2	74.8
11	80.2	87	80.6	83.7
12	81.2	87.1	88.3	82.9
All Years	84.6	87.1	85.6	84
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The rate of student attendance at the school decreased in 2018 due to a significant decline in year 10 attendance. However there was improvement in Year 11, 8, 9 attendance.

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 continues to decline of over 82%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9.6
Employment	55.5	63.6	8.1
TAFE entry	0	0	22.9
University Entry	0	0	36.4
Other	34.4	30.4	5.4
Unknown	10.1	6	17.6

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 2018 St Clair High School catered for 31 male and 42 female students, being a total of 73 students. The following reflects the known destinations of leavers in 2018.

Year 12 students undertaking vocational or trade training

Forty one 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)
- * 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 2018 all but 3 students attained their Higher School Certificate. These students received a Record of Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	34.6
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and 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 2018 ten beginning teachers were working towards NESA accreditation at Proficient. This group of staff was made up of temporary and casual employees. Professional learning for beginning teachers focused on school processes, policies and procedures, classroom management and staff and student wellbeing. Support for beginning teachers in 2018 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.

Four of these teachers will continue their accreditation in 2019. All staff members in 2018 were maintaining their accreditation at Proficient. In 2018 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 2018 involved a summary of staffing for 2018 and an update on the educational landscape for 2018. In addition, mandatory 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. In 2018 targeted school based professional learning was offered to staff in Faculty Spotlight sessions which occurred fortnightly focusing on the literacy/writing platform of REPOWER to build teacher capacity.

Staff were also provided professional learning on the NCCD processes. 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 2018 was \$37753.20.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,288,801
Revenue	8,232,453
Appropriation	7,986,957
Sale of Goods and Services	48,916
Grants and Contributions	176,423
Gain and Loss	0
Other Revenue	3,262
Investment Income	16,895
Expenses	-8,192,625
Recurrent Expenses	-8,192,625
Employee Related	-7,228,524
Operating Expenses	-964,100
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,828
Balance Carried Forward	1,328,630

In 2018 the school transitioned to the new financial system implemented across the state. The school has been saving money to purchase new furniture for the new building and a new sound and lighting system. Further funds have been set aside to upgrade the technology across the school and paint the exterior fixtures of the original buildings.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,596,293
Base Per Capita	130,834
Base Location	0
Other Base	6,465,460
Equity Total	1,011,917
Equity Aboriginal	47,153
Equity Socio economic	581,799
Equity Language	54,250
Equity Disability	328,716
Targeted Total	22,847
Other Total	150,184
Grand Total	7,781,242

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

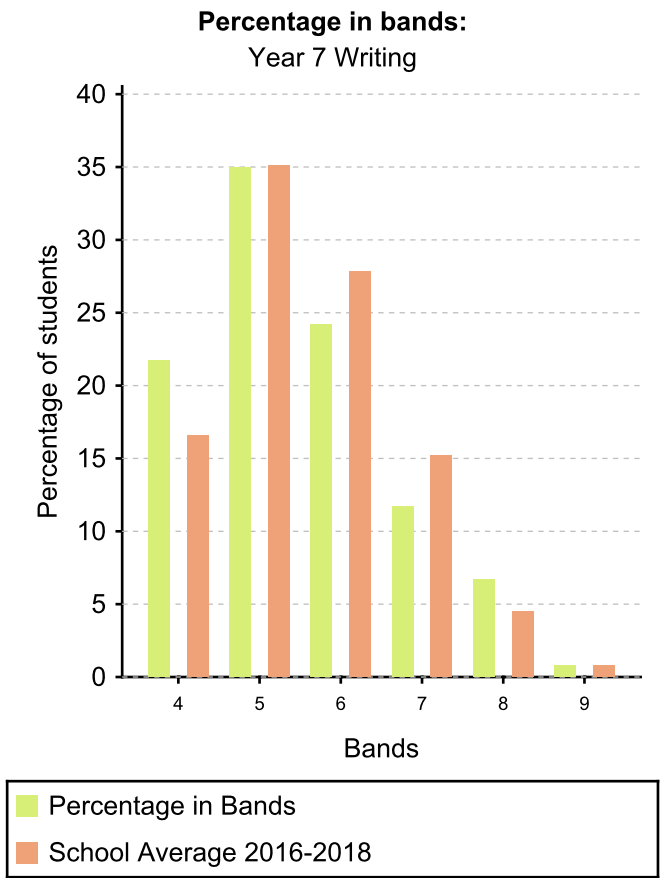
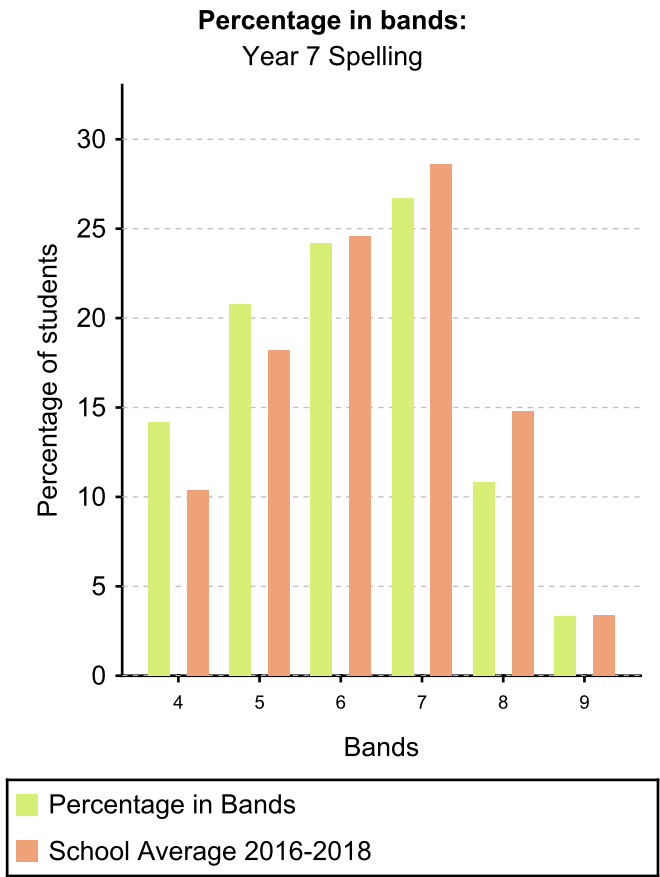
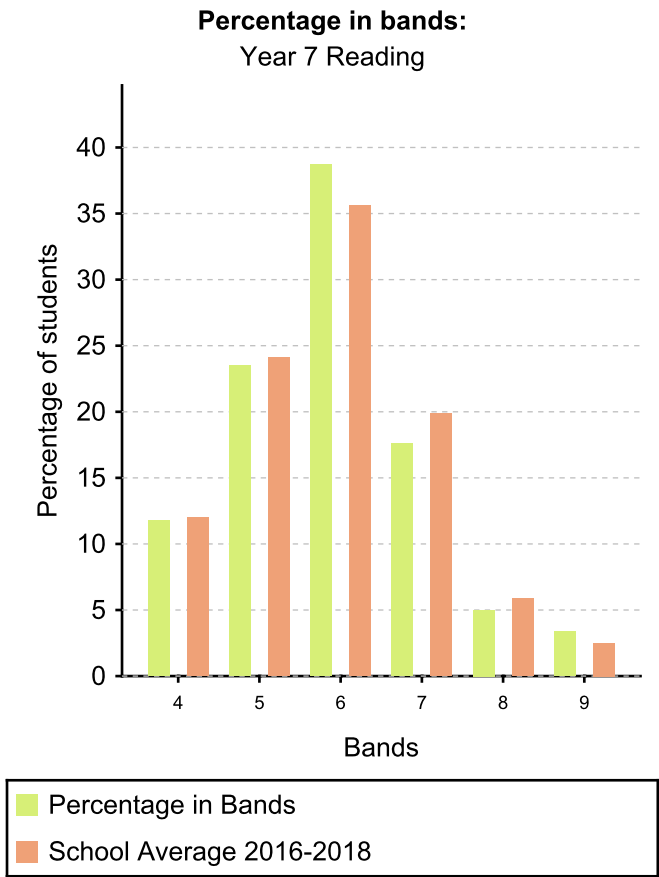
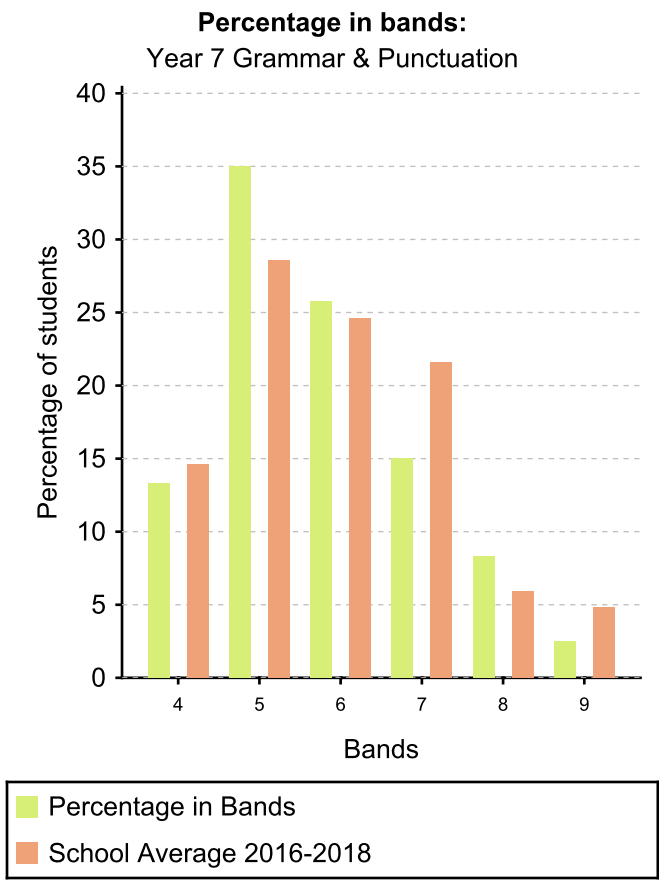
NAPLAN

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.

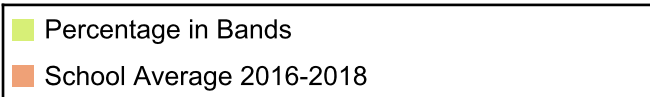
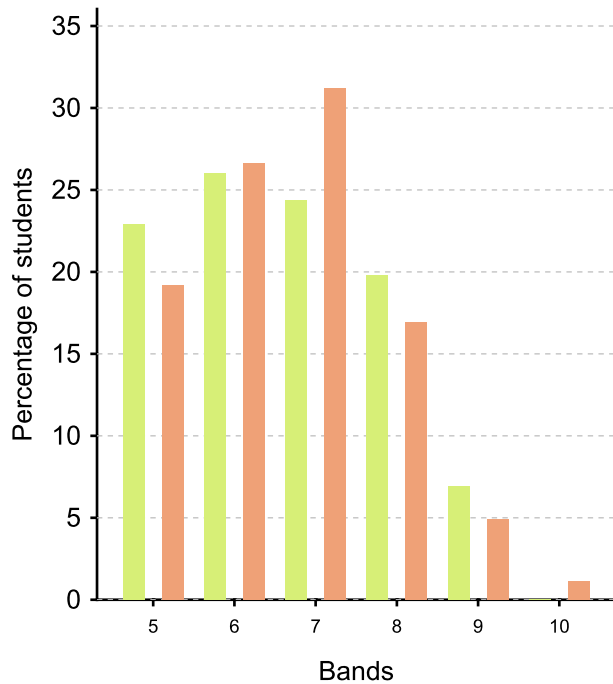
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

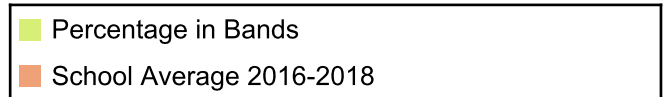
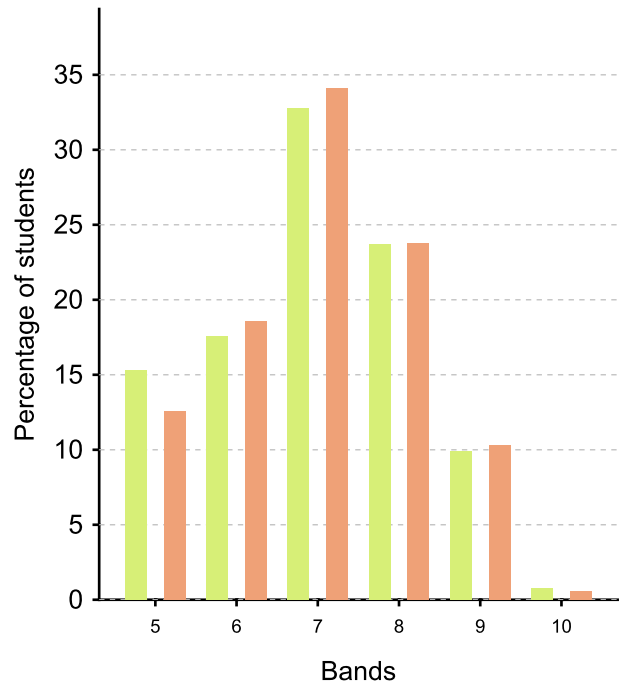
The school achieved slight growth with NAPLAN scores in 2018 as a result of whole school professional learning, faculty spotlights/professional learning, use of data to inform teaching practice, individualised intervention and analysis of data to form specific targeted classes.



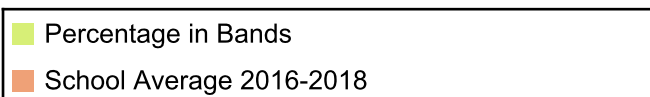
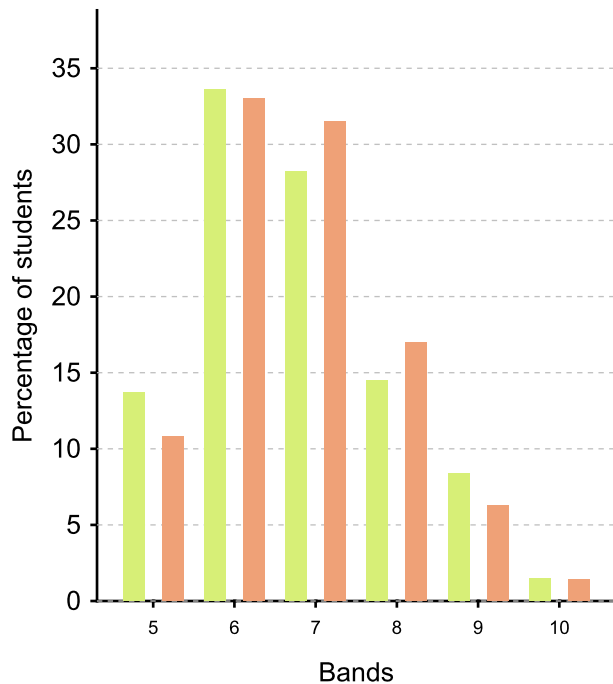
Percentage in bands:
Year 9 Grammar & Punctuation



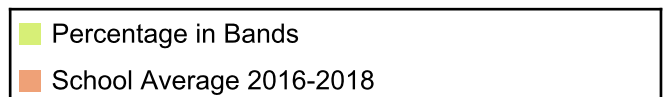
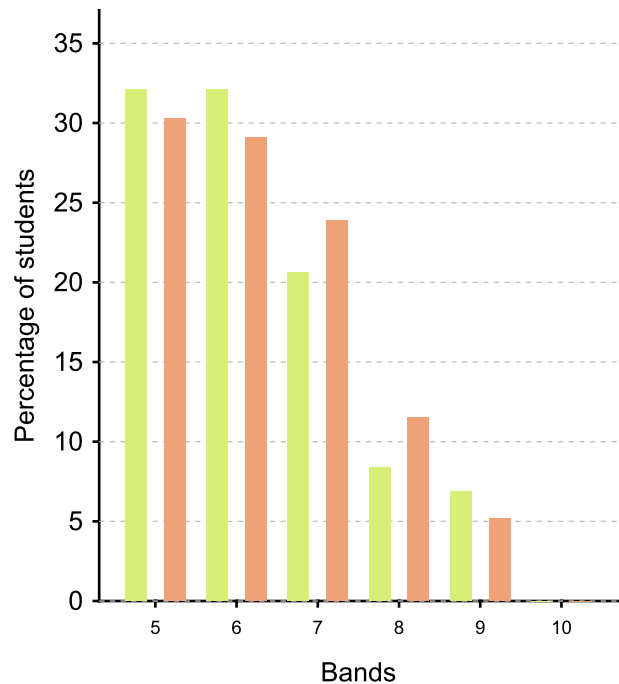
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

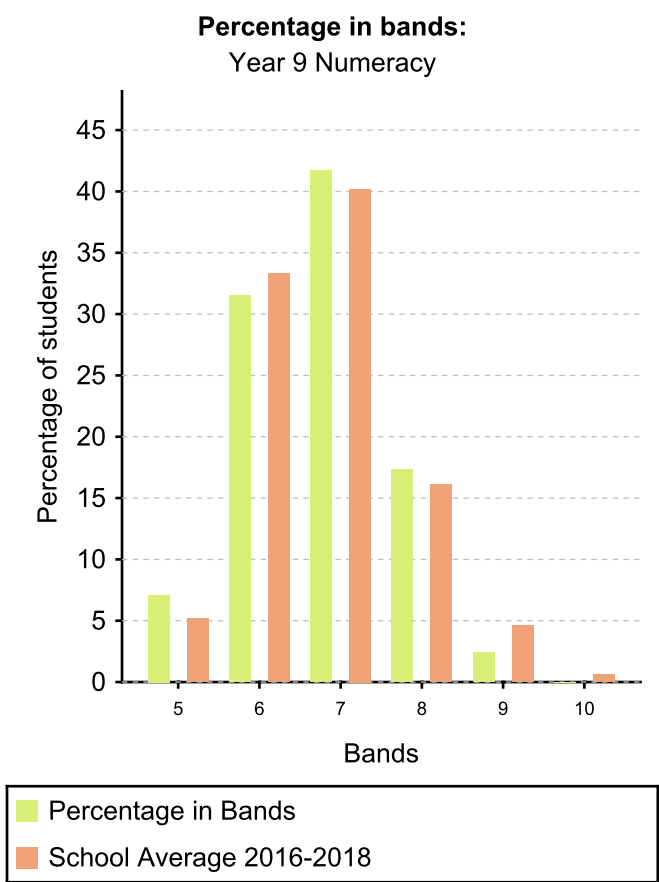
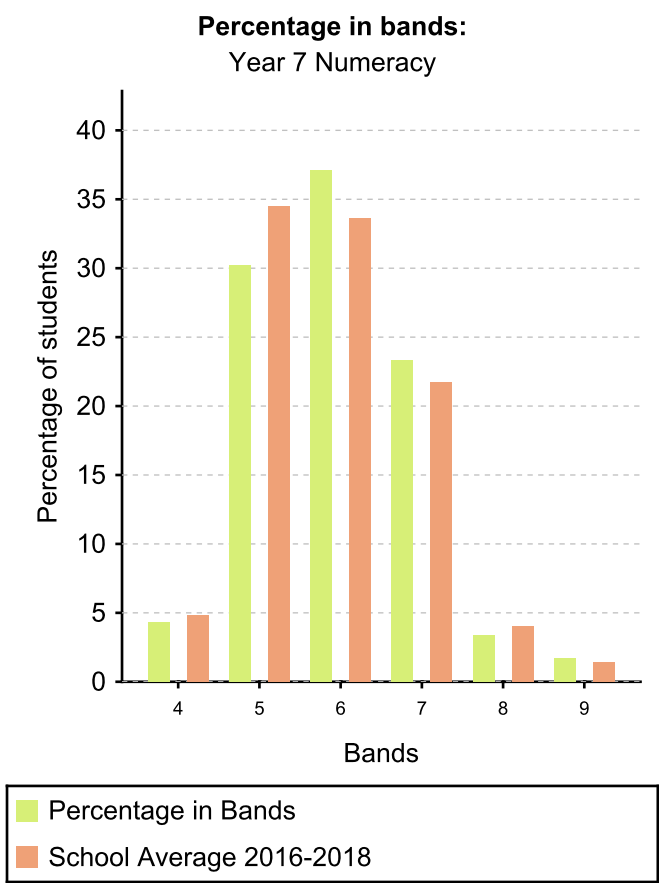


Percentage in bands:
Year 9 Writing



The school achieved higher growth with NAPLAN scores in 2018 in numeracy compared to state by 7.1 scaled points. The school also achieved higher results in at or above expected growth compared to like schools. This has been a direct 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.



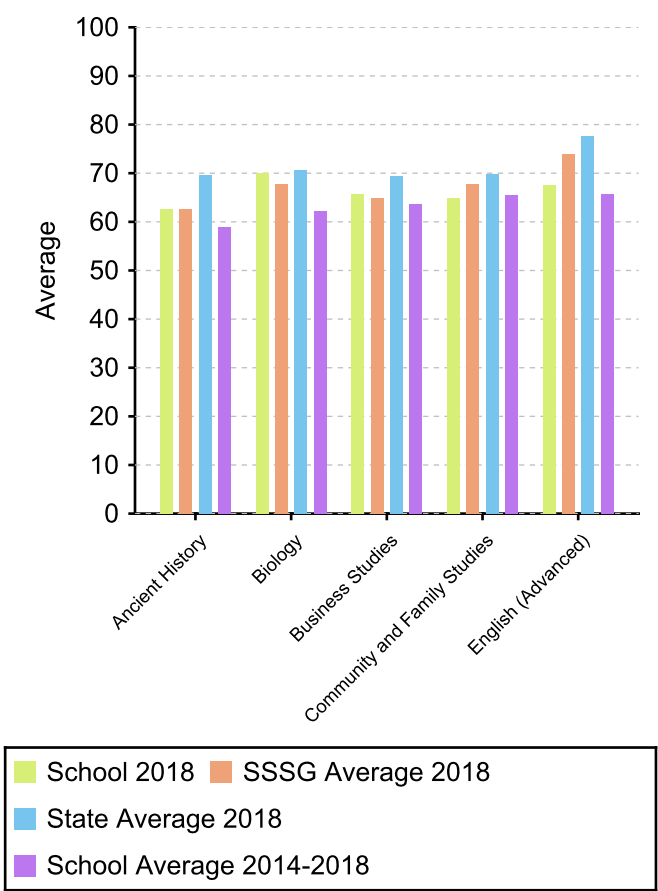
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

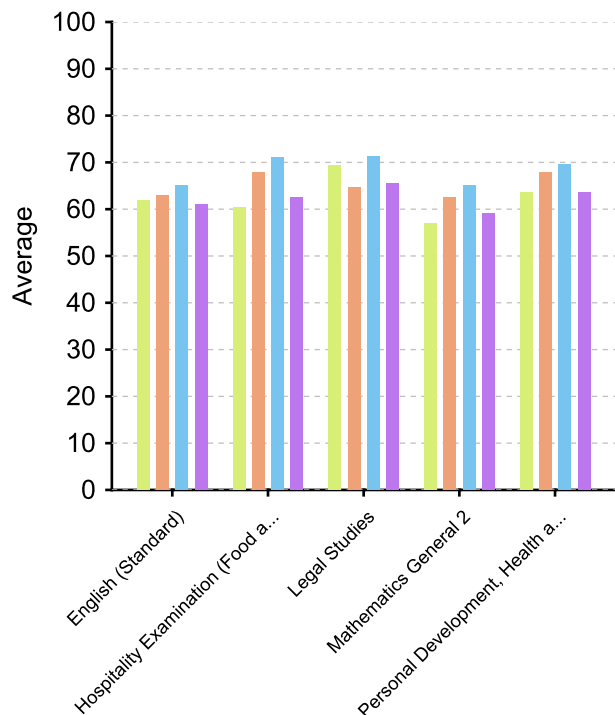
NAPLAN results for Aboriginal Students have been very positive with all students having positive growth in every domain except for grammar and punctuation. Male aboriginal students are outperforming both state and like schools in the top two bands of in Year 9. Year 9 female Aboriginal students are performing 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.



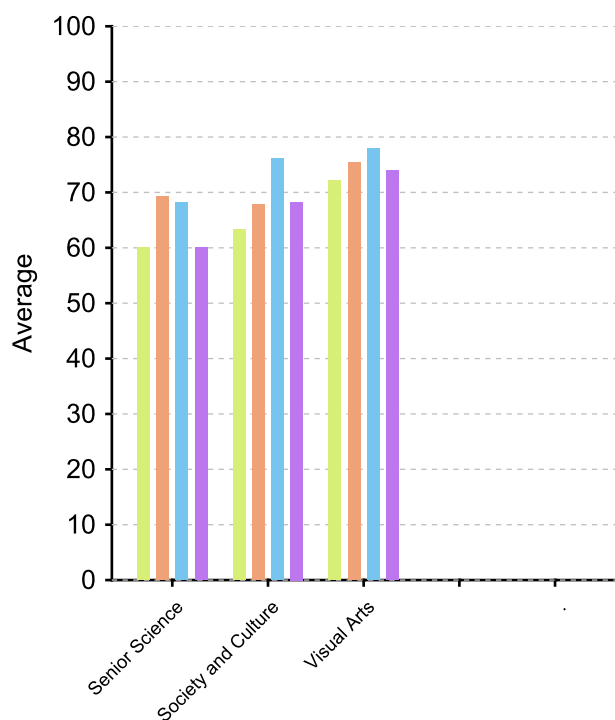
Higher School Certificate (HSC)

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





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Beyond their academic performance, the 2018 cohort of Year 12 made a highly valuable contribution to the school. Overall the results achieved by these students in the HSC have improved across 77% of subjects studies 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. The success is also evidenced by the higher retention of Stage 6 candidates and the school achieved more Band 6s than the past nine years. The school also achieved representation in the distinguished achievers list (Band 6 result), demonstrating outstanding results.

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 2018 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 2018 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 2018:

- 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 2018 items:

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

In 2018 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.

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 a qualified tutor 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.

During Term 4 2017 and Term 1 2018, three of our Year 9 ATSI students, Kiesha Finnie, Tamsyn Cowens–Dixon and Tianna Gallacher, Josh Piper, Elder John Hunter and Doris Rainsford were involved in this unique collaborative ATSI Mural. The two rivers of South Creek and Ropes Creek formed 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 supplied the spray can paint and his own personal stencils, knowledge and skills. He also kindly gave up his time to guide and teach our students techniques and learn about the Dream times stories. John Hunter was so proud of the girls and he stated "that they will have to work together to show, step up and pass onto young ones and to be the deadly leaders that they can be". The students were able to gain knowledge and understanding and learn skills in a collaborative manner to be a positive leader.



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.

The school has an Anti–Racism Contact Officer (ARCO), Mr Rodney McAnulty, 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 2018

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 2017. 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.

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

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.

In 2017 SCHS's NAPLAN results showed an increase to 6.49% 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 2018 the Year 7 and 8 Enrichment Classes continued

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.

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.

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 welling. We look forward to continuing our wellbeing journey.

Performing Arts

Visual Arts

2018 was a year which gave many opportunities for students of St. Clair High School to thrive and develop life long memories that fostered and developed the talent of many of our Creative and Performing Arts (CAPA) students.

The CAPA teachers, along with the EAL/D teacher and a consultant focused on a whole school goal of incorporating TEEEL and REPOWER into the CAPA

programs to extend the writing skills of our students.

The 2018 Nagoya Sister City Art Exchange Exhibition in Japan, featured outstanding artworks from NSW Public Education. The artworks selected were exhibited in Japan at the Museum of Nagoya. 130 artworks were submitted and only 80 were selected. The submitted artworks were inspired by the topic of Aboriginality where the students studied an Australian animal that also incorporated Aboriginal signs and symbols of the landscape. They used a variety of mixed media to enhance the artworks. Congratulations to Prabhjot Kaur and Samantha Tumangday whose artwork were selected. It is such an honour for these students to be given the opportunity to exhibit their artworks in Japan; making them International artists. Their artworks will become part of the permanent collection for the Nagoya Sister City Art Exchange.

The Year 12 Visual Arts class presented their "Body of Works" in a final exhibition called "The Journey So Far". They explored the built environment, identity, sport, cultures and space. Students were using a variety of media and expressive forms, including drawing, painting, printing making and mixed media. "The BOW'S –The Journey so Far", showcased great progress in the development of students BOW's. It was an afternoon enjoyed by family, the Principal, Deputy Principals, Students, Staff and friends.

The Night Garden Youth Event was held on Friday 1st June 2018 at the Penrith Regional Gallery & the Lewers Bequest's. The Year 9 Visual Design and Year 7 Visual Arts students entered their work into the exhibition along with four other schools. The artworks displayed a range of drawings, painting, ceramics lanterns, Aboriginal artefacts and installations and our Year 9 music students presented their first African drumming performance. The night was huge success with many of our students saying the exhibition had provided them with inspiration, creativity and motivation to expand both artistically and musically. Rene Xuereb did us all proud as the guest speaker and opened the "Night Garden Exhibition". Congratulations go to Renay Xuereb who was a former SCHS visual arts student and an Events Manager at this event in 2017, as she gained a traineeship at the Leo Kelly Blacktown Arts Centre in 2018.

The 2018 Operation Art exhibition involved four of our students' artworks. They were Jennifer Pruyn, (year 9), Grant Perez (year 10) Kawthar Ibrahim and Christina Kavouras (Year 8). Their artworks were displayed at the Armory Gallery, Sydney Olympic Park on the 15th September, 2018 and more than 10,000 visitors were expected to view the Operation Art exhibition. Over nine hundred entries were selected this year from all over NSW. It is always a wonderful opportunity to recognise the many achievements and talents of our students and a huge honour for them to exhibit their artworks. Well done and Congratulations.

After the Operation Art Exhibition, further opportunities to have these students' art works exhibited were given. Kawthar Ibrahim's artwork went on to be exhibited at the Art Gallery of NSW then after twelve months of touring it will be displayed at the Children's Westmead

Hospital in the permanent collection. Jennifer Pruyn's artwork became part of the government's Art Bank collection, to be hung in government buildings.

On Thursday 13 December, SCHS students participated in the Fisher's Ghost Art Award now in its 56th year at the Campbelltown Arts Centre. The finalists were Jackson Firth (Year 7) and Lynda Sua-Ota (Year 7), Jodvel Fatheburge (Year 8) and Jennifer Pruyn (Year 9). Their artworks were selected to be exhibit for two months. This is a prestigious art award that offers the community of Campbelltown the opportunity to experience and enjoy an exhibition that includes artworks from a diverse range of disciplines and artists.

The Arts in Action Visual Art Camp 2018 was held on the 5th– 7th November 2018. This was a three-day residential Visual Arts Camp that provided students with an opportunity to develop and experiment their art making skills under the guidance of professional, experienced team of artists including Visual Arts Teachers. The students produced and created an outstanding Body of Works over the duration of the camp. The venue was held at the Blue Gum Lodge Springwood. The emphasis was placed on being inspired by making connections with the landscape and the natural environment, as well as being inspired by other artists and their own Artist Practice. Students produce artworks that were creative, innovative, amazing and exciting. While the students were challenged and pushed, they generated fresh meaning through learning strategies, collaboration and exchange through imagination, experimentation, risk-taking, creative processes and critical thinking.

Drama

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

On 15th 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 6th of June a group of talented Drama students performed for DECODED: The Annual Youth Festival. They showcased a self-devised piece 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 Ms Robertson and guest director Emele Ugavule to devise the original performance piece. The show was titled 'The Algorithm' and was a comedy about the nature of technology. Congratulations to the following students who were involved in devising and acting of this performance: Jordan Bemrose, Patrick Frame, Breanna Luca, Kahla McGrath, Olivia Palmeri, Jordan Rigg, Bailee Schoenherr and Emily Wales.

Music

Music has continued to build a strong culture of academic and creative energy within St Clair High School. Our music students have performed in a variety of concerts within the school and beyond the school at cluster, regional and state levels.

The 2018 Year 12 music class under the guidance of their teacher, Mrs Sylvia Cenda achieved some outstanding results. Serene Sue (vocalist) achieved a Band 6 result and received a nomination to perform at ENCORE, which is a prestigious concert at the Sydney Opera House showcasing the best of the best in HSC Music. Angel Peniamina (vocalist) and Thomas Wallace (guitarist) also achieved a Band 5 result. They achieved these high results, due to the class working collaboratively and consistently on their pieces. Congratulations to the HSC Music Class of 2018.

On Tuesday, the 22nd May, music students had the privilege of performing at the iconic Town Hall in Sydney as a part of In Concert. In Concert is the culmination and collaboration of multiple school choir ensembles from all over NSW forming a 700-voiced choir accompanied by the NSW Public Schools Symphony Orchestra. Our Singing Group led by Mrs Sylvia Cenda spent many hours learning to sing the pieces by memory. The works performed by students included two pieces based on Grims fairy tales, the highly regarded 'Messiah' by Baroque composer George Frederic Handel and finally, two songs with the critically acclaimed acapella group, The Idea of North. The entire performance was filmed and uploaded to YouTube and can be found using the following link: <https://www.youtube.com/watch?v=eEV41cjLEA8>

On Wednesday 25th July, four of our talented singers were chosen to be part of a vocal workshop with an internationally famous Australian acapella group, known as the Idea of North. Margaret Saluape, Saele Ah Mann, Nyah Mason and Priscilla Aleni were able to attend workshops that taught them how to perform vocal percussion/beat boxing, arrange vocal harmonies, develop vocal techniques and to learn the art of stage craft.

The 2018 STEPS Concert held on Thursday 2nd August, at the Evan Theatre in Penrith Panthers and was another success. Our school presented two musical items and provided the musical accompaniment for the 120 voiced massed choir in the finale of the show. One of our items was our African Drumming Ensemble which was led by Ms Kathryn Whittaker. They performed a piece called "Songs of the Palego Region". This was performed by Joshua Aldegeur, Jamie Xerri, Tarek Hamdy, Aakshay Prasad, Ronan Hallett and Mrs Sylvia Cenda. Our second piece was performed by our Year 12 HSC Music class and was led by Mrs Sylvia Cenda. They performed an arrangement of R.E.S.P.E.C.T, featuring Syrene Sue as lead vocal, Priscilla Aleni, Margaret Suluape and Saele Ah Mann on backing vocals, Thomas Wallace on guitar, Jeremy Dekit on bass, Amanaki Peniamina on Drums and Mrs Cenda on Keyboard. The Year 12 music class, along with Lani Peniamina formed the

accompanying band for the massed choir.

This year's PULSE Concert was held on Thursday 9th August 2018 at the Sydney Opera House under the guidance of Mrs Sylvia Cenda. Our Singing Group formed part of the massed choir. They sang a variety of songs including Toto's Africa in which the atmosphere was created first through the use of body percussion to represent the sound of thunder and rain. Our singers were Tia Simpson, Jodvel Faitheiburgh, Kasandra Green, Cydel Hemara and Riley Byrne.

The Mt Druitt-Minchinbury "Creating a Strong Community" Public Education Concert was held again this year at Rooty Hill Auditorium on Friday 10th August 2018. Tahlia Brown was successful for the second time to be chosen for this concert, after an auditioning process. Tahlia is a talented Year 9 singer who performed Paloma Faith's song called, "Upside Down".

On Tuesday 30th October 2018, Mrs Sylvia Cenda's Year 10 Music Elective Class went to Dragon's Den Recording Studio, as part of their studies in "Technology and its Influence on Music". In a very short time, the Year 10 Music students rehearsed and recorded Backstreet Boy's: "I Want it That Way". The Year 10 Music students were able to learn about techniques in recording and had the opportunity to operate a DJ desk.

Music, Visual Arts and the Drama students and teachers at St Clair High School has had another productive, engaging and successful year.