

2022 Annual Report

St Clair High School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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School vision

St Clair High School is committed to the development of well-educated, self-motivated, responsible young adults. Our vision is clear and purposeful where success is valued for 'every student in every classroom.'

Students are at the centre of everything we do. We provide a core commitment to our parents/carers that their child is known, valued and cared for. Establishing ourselves as a professional learning community, we are all learners committed to making a difference to student achievement, promoting teacher learning, initiative and leadership.

School context

St Clair High School is a comprehensive secondary school located in Sydney's western suburbs. It has an Inclusive Education Unit which has 4 multi-category classes. The student population of 704 has been stable over the last four years, although it is now beginning to see a steady increase. The St Clair High School community is culturally and linguistically diverse. Whilst 38% of students have a non-English speaking background, 10% require some level of English as an additional language or dialect support. 9% of students identify as having an Aboriginal background.

St Clair High School enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups.

Key initiatives identified in this plan have been informed by an authentic situational analysis. As part of the situational analysis, consultation with staff, students, parents and the community including our Aboriginal and Pasifika community representatives, determined that establishing an effective learning partnership between all stakeholders underpins our focus on engagement and wellbeing. A key outcome of our situational analysis was that high quality teaching and learning must begin in Year 7. Improved data collection, analysis and use will underpin our belief in individualised and differentiated learning and will be a fundamental part of these initiatives. St Clair High School is committed to effective collaborative pedagogical practice to ensure student growth in literacy, numeracy and HSC success.

St Clair High School will continue to enhance their future-focused instructional practice via our Contemporary Learning Initiatives, which utilises Project-Based Learning programs in order to improve student engagement in Stage 4 and 5. Additionally, literacy and numeracy improvement will continue to be a key focus for all stages. Both approaches are used to further develop effective pedagogical practice that research shows will lead to enhanced learning growth for students.

Attainment goals in the HSC means there is a targeted focus on Higher School Certificate performance including staff professional practice around deeper analysis and the use of data to develop both individual and group evidence-based support programs. The school community will develop ways of deepening the knowledge base of students by personalising the data via a consistent common platform, providing focused information on how to reach every student. The goal is to share student progress with all stakeholders and using this assessment to inform instruction to ensure student growth and attainment.

Students are exposed to consistent, persistent and insistent pedagogical practice in pursuit of academic growth and excellence.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Precise action to grow student learning outcomes in literacy (reading), numeracy and HSC success focused on data and driven by professional collaborative inquiry about high-impact practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Classroom Ready
- HSC begins at Year 7

Resources allocated to this strategic direction

Socio-economic background: \$672,721.00

English language proficiency: \$77,495.01

Summary of progress

Classroom Ready

St Clair High School was able to utilise socio-economic funding to staff an additional period for each Higher School Certificate (HSC) subject per cycle which allowed for in-depth teaching of HSC and subject-specific literacy/numeracy skills. However, this additional teaching period could not be maintained due to staffing challenges. In 2023, the school will look to re-establish this teaching allowance but also explore other avenues to improve productivity in the study habits of our Stage 6 students.

Whole school literacy focus "Reading for Success" was launched during 2022 with the Year 8 cohort. This initiative saw every faculty involved in planning for and delivering reading-focused activities within their Key Learning Area's once every week. Ongoing professional learning was needed at a whole-school and executive level to develop staff confidence. The impact of this initiative will be seen in NAPLAN 2023. In 2023, the initiative will be expanded to be delivered throughout the whole junior school.

HSC begins at Year 7

In the Junior School (7-9) the initiative utilised additional staff to provide smaller class sizes in Year 7 and 9. Funded by socio-economic background sources, whole-school planning time continued to be allocated to the analysis of data to understand the specific learning needs of students. Project teams allowed for the continued development of literacy, numeracy and data analysis to contribute to the improved teaching of literacy and numeracy in the Junior School. The impact of smaller class sizes in Year 9 contributed to a significant decline in behaviour issues. Data profiles and tracking have been established and consolidated in the Senior School.

In 2023, the school will look to provide an extra class in Year 8 to continue a focus on literacy and numeracy towards the 2024 HSC and improved Senior School outcomes. The school will continue to build its data tracking capacity throughout the Junior School in 2023/2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of HSC course results in the top three bands to be moving towards the lower bound system negotiated target of 37.2%.	• 37.93% of students attained results in the top three bands demonstrating achievement of the lower bound target.
Increase in the percentage of students achieving in the top 2 bands in reading to be at or above the school's lower	• 8.04% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.

bound system negotiated target of 15.1%.	
Increase in the percentage of students achieving expected growth in reading to be moving towards the school's lower bound system negotiated target of 63.2%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence supports the school's self-assessment as moving towards excelling in the theme of " Literacy and Numeracy Focus " (Professional Standards) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Literacy and Numeracy in the element of Professional Standards.
Increase in the percentage of HSC course results in top two bands to be moving towards the lower bound system negotiated target of 13.0%.	<ul style="list-style-type: none"> 7.76% of students attained HSC results in the top two bands demonstrating progress toward the lower bound target.
Increase in the percentage of students achieving in the top 2 bands in numeracy to be at or above the school's lower bound system negotiated target of 12.6%.	<ul style="list-style-type: none"> 5.36% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Increase in the percentage of students achieving expected growth in numeracy to be moving towards the school's lower bound system negotiated target of 72.2%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
The percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> Due to the low number of Aboriginal students who completed Year 12, 2022, data associated with this target would not be statistically viable.

Strategic Direction 2: Teaching for Success

Purpose

Staff are consistent, insistent, and persistent as instructional leaders, using high-impact evidenced-based practices, incorporating future-focused pedagogy, to ensure they are teaching for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Professionalism
- Data - Informed Practice

Resources allocated to this strategic direction

Professional learning: \$65,695.00

Summary of progress

In the area of Collaborative Professionalism, St Clair High School aimed to increase effective collaboration between staff to improve teaching practices and student outcomes. The school was able to effectively utilise meeting time to enable project teams to make measurable progress in a number of areas such as numeracy, literacy, assessment and data. Data profiles for Year 12 were effectively utilised to provide accurate feedback and progress on assessments to staff, students and parents. The impact of effective collaboration through project teams saw an increase in teaching staff delivering specific literacy and numeracy strategies in the classroom. In addition, Stage 6 staff effectively utilised data in tracking the progress of HSC students. In 2023, Project Teams will require a higher level of leadership, monitoring and accountability to enable increased performance levels from staff and measurable outcomes to be achieved.

The school was aiming to use teacher-identified mentors to develop coaching and mentoring throughout the school. The school used staff feedback to establish a team of Teacher Identified Mentors. These staff were able to meet and discuss the goals and outcomes of the initiative. The measurable impact from the use of Teacher Mentors was limited, however, a small number of staff were able to engage in lesson observations. In 2023, the school will look to allocate professional learning funds to expand teacher mentoring and coaching.

In the initiative of Data-informed Practice, St Clair High School set a target to improve both the use of data to inform and monitor student achievement through assessment and to improve assessment practices to result in more accurate and effective assessment processes. Through the Personalising Data project team and the leadership of this through whole-school professional learning, the school introduced personal data profiles for all Year 11 (2022) students to track individual progress towards HSC achievement. Students were explicitly shown the process used to track their achievement towards HSC assessment. Challenges existed in ability and willingness of staff to engage in the process however this has been consistently monitored by the data team. Positive impacts were seen through explicit use of data profiles with parents and students to better understand the allocation of marks and progress towards HSC bands. In 2023, the school will use this process for the first time for the HSC cohort, and will incorporate formative assessment as part of the profiles. Furthermore, the Personalising Data team will explore the use of these profiles for Year 10 students.

Multiple professional learning sessions, through staff meetings, staff development days and early career teacher meetings, were used to increase whole school understanding of effective assessment practices for years 7-12. Staff were able to access professional learning aimed at creating whole-school consistency in effective assessment practices. Positive impacts were identified in survey data which showed a significant increase in the understanding of the necessary practices required for effective assessment. In 2023, the school will further development assessment practices in Year 10 to increase the rigour and effectiveness of assessment in the Senior School (10-12).

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teacher mentors are utilised to expand collaborative and mentoring approach Year 7 - Year 9.	<ul style="list-style-type: none">• Analysis of internal school data shows that only limited use could be made of teacher mentors.

<p>A range of evidence supports our self-assessment as moving towards excelling in the theme of "Collaborative Practice and Feedback" (Learning and Development) as measured by the School Excellence Framework.</p> <p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers at a sustaining and growing level (SEF Learning and Development - Collaborative practice and feedback)</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback in the element of Learning and Development.
<p>A range of evidence supports our self-assessment as moving towards excelling in the theme of "Data Use in Teaching" (Data Skills and Use) as measured by the School Excellence Framework.</p> <p>Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness at sustaining and growing level (SEF Data skills and use - Data use and teaching)</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching in the element of Data Skills and Use.

Strategic Direction 3: Attendance and Wellbeing

Purpose

By creating a learning community where everyday counts and a positive culture where wellbeing, engagement and attendance are intrinsically linked, students will be resilient, aspirational and in control of their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Every Day Counts
- Spotlight on engagement and wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$156,128.00

Summary of progress

Every Day Counts

In the initiative, Every Day Counts, St Clair High School aimed to improve attendance and on-time arrival to school. A Welfare Engagement Attendance Team (WEAT) was established and developed a series of resources to support staff. This included a flow chart and script that enabled all staff to have a workable process to report attendance issues, engage the community with information about attendance and gather relevant and up-to-date attendance data. The WEAT used data to establish attendance and engagement benchmark and actions. Overall, the attendance rate has improved from 79% in 2021 to 79.4% in 2022. Specifically, in term 3, 2021 the attendance rate was 51.1% attendance, showing improvement to 71.3 % for the same time in 2022.

In 2023, the school will explore a positive attendance reward system and introduce a more comprehensive way of communicating attendance concerns to parents. The WEAT will also refine data gathering processes to systematically collect data for all identified groups within the school including Aboriginal and Torres Strait Islanders students to enable quick identification of any issues and the development of plans to address the challenges identified.

Spotlight on engagement and wellbeing

St Clair High School set a target to improve the use of data to monitor student achievement through engagement and wellbeing with a focus on improving expectations for success, advocacy, and a sense of belonging at school. Through the Positive Classroom project team, the school introduced the P.R.I.D.E. award system which established an immediate communication of students' achievements to parents via SENTRAL. Students were acknowledged at an 'Awards' ceremony. Each week an update of awards was given at assemblies and staff meetings. Variations in staff expertise and efficiency in utilising the system means improvements in this system can still be made. The impact of this measure saw vastly improved student engagement in learning, improved attendance at ceremonies by parents, and a great increase in the number of awards presented from Term 2 to Term 3.

In 2023, the project team will be examining the data based on not only the number of students and awards but explore the data in greater depth (year group, gender, cultural groups) and gather student opinions, to inform future practice and possible improvements to acknowledging and rewarding students.

The Junior and Senior School leadership teams relished the opportunity for having a voice with staff. Junior and Senior leaders met with Senior Executive once a week to provide a student voice about school based issues. Executive staff informed students of issues that may be happening within the school community. Junior AECG leaders were chosen to be the voice of our Aboriginal and Torres Strait Islanders in school and at the STEPS schools collective. As a result, the Year 9 Junior Leadership team was expanded. With support and a range of initiatives, the SRC has shown themselves to be committed and highly functioning and very capable of providing a strong student voice. In 2023, the plan is to provide further opportunities and responsibilities to involve the student leadership teams and the SRC in authentic and meaningful activities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 55.9%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased to 44.42%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Increase in the daily average of students arriving to school on time to be moving towards the school identified target of 98%.	<ul style="list-style-type: none"> • The number of students arriving to school on time has decreased by 1.5%.
A range of evidence supports our self-assessment as moving towards excelling in the theme of " Attendance " (Learning Culture) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Attendance in the element of Learning Culture .
Proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School is moving towards the school's lower bound system negotiated target of 63.8%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 58% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$365,125.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Clair High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their Individual Education Plans. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. All students received intensive one-on-one support during regular school attendance. Decision making in relation to integration funding is already formally incorporated into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>After evaluation, the next steps to support our students will be: to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. The Learning Support Team will aim to use student data to more effectively profile student progress in literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$828,849.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Clair High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Classroom Ready • Every Day Counts • HSC begins at Year 7 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Senior Study program implementation. • employment of additional staff to support Every Day Counts program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: 37.93% of students attained results in the top three bands demonstrating achievement of the lower bound target.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to utilise SIP-based strategies around smaller class sizes, staffing extra periods and using key literacy and numeracy strategies to support our trajectory towards achieving targets. This includes: smaller class sizes for Year 8 to devote greater time to development of differentiation and literacy and numeracy strategies to continue to develop focused support; utilising a full-time senior study position as well as one additional period of

<p>Socio-economic background</p> <p>\$828,849.00</p>	<p>Year 11 and 12 lessons per subject to ensure HSC students are receiving the focused instruction necessary to improve HSC attainment; and, additional staffing of 2 Deputy Principals, a Head Teacher Administration and one Head Teacher Teaching and Learning.</p>
<p>Aboriginal background</p> <p>\$53,113.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Clair High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - every Aboriginal student having a Personalised Learning Plan with a specific focus on improving literacy and/or numeracy. More importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Aboriginal connection to culture was further developed at the school through the establishment of the Yarning Circle and a guest smoking ceremony from an Aboriginal Elder. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - further involvement of the AEO in ongoing programs to support the learning, engagement and attendance of Aboriginal students while maintaining cultural identity.
<p>English language proficiency</p> <p>\$77,495.01</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Clair High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Classroom Ready <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progress showing growth on the EAL/D learning progressions, with 37% of EAL/D students achieving expected or above expected growth. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Students are working to advance performance on the EAL/D progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to map student growth along the EAL/D progressions based on work samples from classwork and assessment. Students will be involved in mapping their own growth in order to have agency over their own learning progression.
<p>Low level adjustment for disability</p> <p>\$364,317.10</p>	<p>Low level adjustment for disability equity loading provides support for students at St Clair High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$364,317.10</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • targeted students are provided with an evidence-based intervention of withdrawal of students for specific literacy and numeracy activities to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: most targeted students achieving at or above expected growth in NAPLAN results. The school developed a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Professional learning</p> <p>\$65,695.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Clair High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Professionalism <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of external consultancy (Real Schools) through Eastern Creek Network strategy <p>The allocation of this funding has resulted in the following impact: teachers reporting a positive engagement with and knowledge of the principles of restorative practice.</p> <p>After evaluation, the next steps to support our students will be: addressing in whole-school mentoring approach the development of mentoring skills in teachers through the Real Schools leadership team.</p>
<p>COVID ILSP</p> <p>\$475,539.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - focus on reading and numeracy for Year 8 2022 (for NAPLAN 2023) • providing intensive small group tuition for identified students who had the potential to move from lower to middle bands • employment of additional staff to support the monitoring of COVID ILSP funding

<p>COVID ILSP</p> <p>\$475,539.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of students have developed their understanding of mathematics concepts that were taught in ILSP groups and have shown progress in their learning goals. - 80% of students engaged positively during ILSP group sessions, contributing to group discussions on mathematics concepts and on problem solving strategies. - students able to identify literacy devices and how they were used to express ideas, convey meaning and highlight important themes in a text. - 80% of students improved their vocabulary which supported them in reading and understanding more complete texts. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to use 2023 COVID ILSP funds to employ a LAST to support data collection, analysis and programming.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	340	336	344	329
Girls	335	317	341	324

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.0	93.0	91.0	85.8
8	84.2	89.6	87.1	84.6
9	86.5	86.2	85.6	83.7
10	80.0	77.8	78.1	78.0
11	86.4	86.9	77.3	70.9
12	83.1	89.4	88.0	82.6
All Years	84.9	87.0	84.8	81.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	N/A	N/A
Employment	8	14	28
TAFE entry	6	16	19
University Entry	N/A	N/A	16
Other	15	4	1
Unknown	2	N/A	36

Year 12 students undertaking vocational or trade training

35.62% of Year 12 students at St Clair High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.3% of all Year 12 students at St Clair High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	38.2
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	12.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,108,110
Revenue	10,849,607
Appropriation	10,669,133
Sale of Goods and Services	37,807
Grants and contributions	125,168
Investment income	14,723
Other revenue	2,775
Expenses	-10,034,969
Employee related	-9,291,221
Operating expenses	-743,748
Surplus / deficit for the year	814,638
Closing Balance	1,922,748

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	365,125
Equity Total	1,323,801
Equity - Aboriginal	53,134
Equity - Socio-economic	828,854
Equity - Language	77,495
Equity - Disability	364,318
Base Total	7,797,416
Base - Per Capita	174,556
Base - Location	0
Base - Other	7,622,860
Other Total	490,960
Grand Total	9,977,301

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.

School performance - NAPLAN

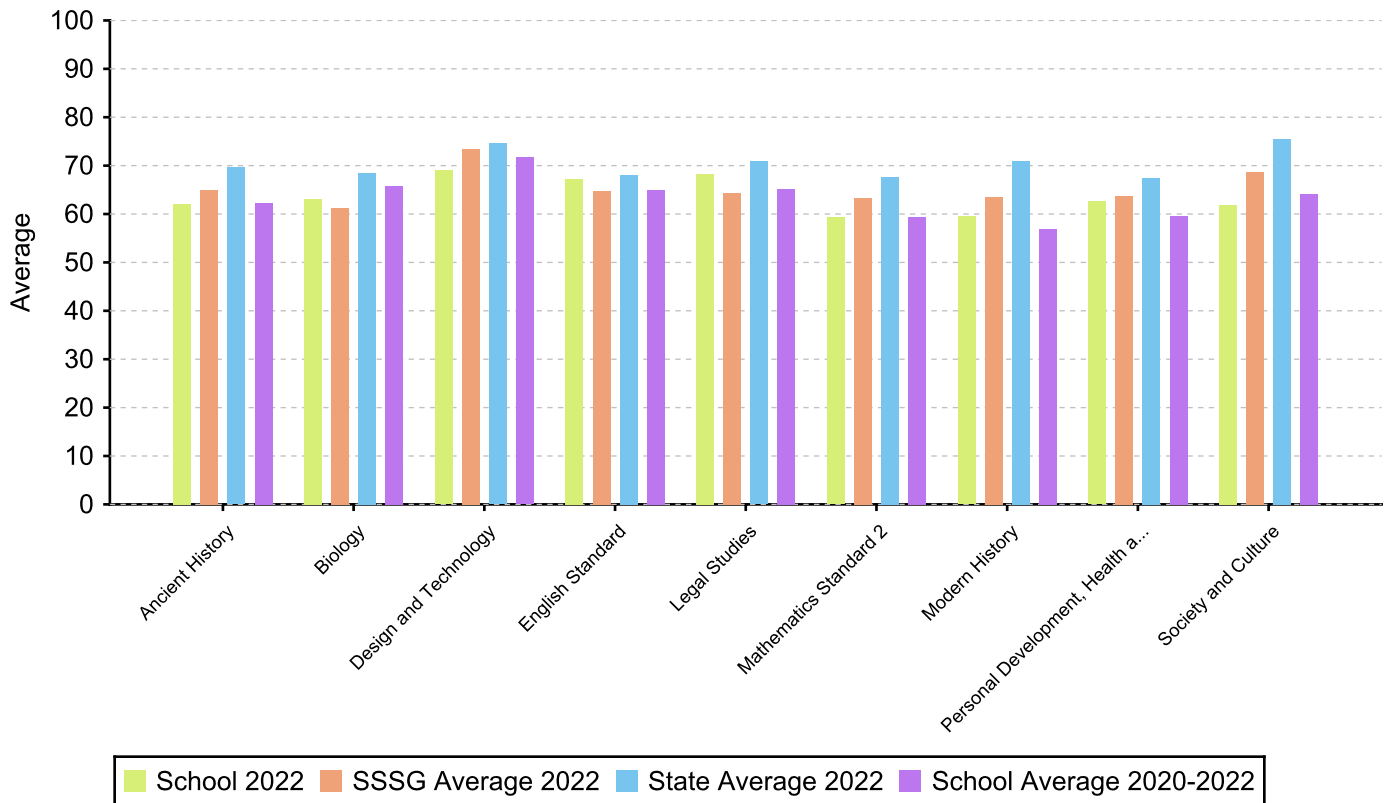
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	62.0	65.0	69.6	62.3
Biology	63.1	61.3	68.5	65.8
Design and Technology	69.0	73.4	74.6	71.7
English Standard	67.2	64.8	68.1	64.9
Legal Studies	68.2	64.3	70.8	65.2
Mathematics Standard 2	59.3	63.4	67.6	59.4
Modern History	59.5	63.6	70.9	57.0
Personal Development, Health and Physical Education	62.6	63.8	67.5	59.6
Society and Culture	61.8	68.6	75.5	64.2

Parent/caregiver, student, teacher satisfaction

During 2022, students, parents and staff were surveyed, to determine levels of satisfaction amidst a disrupted environment. Our focus has always remained the same, and that is ensure continuity of learning for all members of our school community. In 2022, as well as formal surveys, the school has been focused on hearing the 'voice' of students, staff and parents. This rich information is a valuable source of information that formal surveys may not identify. Some examples of 'voice' can be seen below.

Every year, the school participates in the 'Tell them from Me' survey. This Department of Education initiative, and the information received from it, continues to be insightful and assists the identification of new initiatives that engage and develop students. In relation to the satisfaction levels of students, TTFM data evidenced that students' positive behaviour increased to 80% overall, Year 10 showing the greatest increase of 85% compared to the state mean of 84%. The results of the student survey show that there is a high degree of satisfaction from the majority of our students towards the values, education and additional programs run at St Clair High School during 2022. An example of student voice can be seen below:

- By studying at SCHS, I have had the opportunity and pleasure to embark on numerous experiences both leadership and educational, being able to meet numerous ministers at the NSW Parliament and being able to visit universities but most importantly, having a deep connection with the staff and students of SCHS. When I reflect on my high school experience in a few years, there will be lots that I am grateful for. The thing I will treasure most though is the fact that my family moved to St Clair so I could go to St Clair High School, a place where my confidence, leadership and learning were nurtured and supported.'*

Christofle Constantino, St Clair High School's 2022 school captain and student.

Parent 'voice' has been gathered in a number of ways and forums. The following excerpts provide a snapshot of the key thoughts of parents about the schools ability to met the needs of various students, demand high expectations in the classroom, effective communication between home and school and finally, providing many a wide curriculum and many co-curricula opportunities for students that help to create a positive school environment. The overall level of satisfaction was 83%.

- I am the parent of two children with very different learning styles. The teaching staff are so supportive of both of my children & celebrate their uniqueness. St Clair High School excels in promoting personal best for all students through the school values of participation, respect, innovation, drive & excellence.*
- My daughter in Year 11 is doing a Certificate 3 in aged care and our youngest one there just started Year 7 and we've received an email of outstanding performance every week.*
- I find they are great with communicating and helping wherever they can.*
- Thank you for looking after the needs of my child. Communication is great in keeping us up to date with what's happening.*

The voice of the teacher is heard in many surveys and evaluations of in-school initiatives. One focus over the past 18 months has been to develop a strong sense of collaborative practice and collegiality among staff. This is critical if the school is going to improve in a cohesive manner. Recent surveys and followup focus interviews have indicated there has been significant movement in this area, as is shown by the following quotes from teachers.

- I enjoy teaching at SCHS for the great sense of collegiality and camaraderie. Staff are willing to collaborate and extend their expertise when needed. There is a great sense of belonging in our community. The students are compassionate and constantly show empathy, they are always willing to help and reflect on their actions when offered constructive criticism. (Teacher, joined SCHS in 2012.)*
- I love that I am so supported by my colleagues at SCHS, to achieve success and experiment with my teaching. I can draw on such a wealth of experience when I need some inspiration! My students trust my teaching skills and I am really enjoying working with them and I feel that I am truly making a difference within this community already. This is why I went into teaching in the first place! (Teacher, joined SCHS teaching staff 2022.)*

Evaluation of trend data for staff feedback show satisfaction with the school leadership and the support provided plus strong support of the school success targets. This has shown improvement over the last two years moving from 73% to over 81% of all staff indicating high levels of satisfaction with the current school directions.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.